



Sue Cleveland Elementary

375 Woodmont School Rd.
Piedmont, SC 29673

Grades	K-5 Elementary School	
Enrollment	605 Students	
Principal	Karen Chambers	864-355-4200
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	At-Risk
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

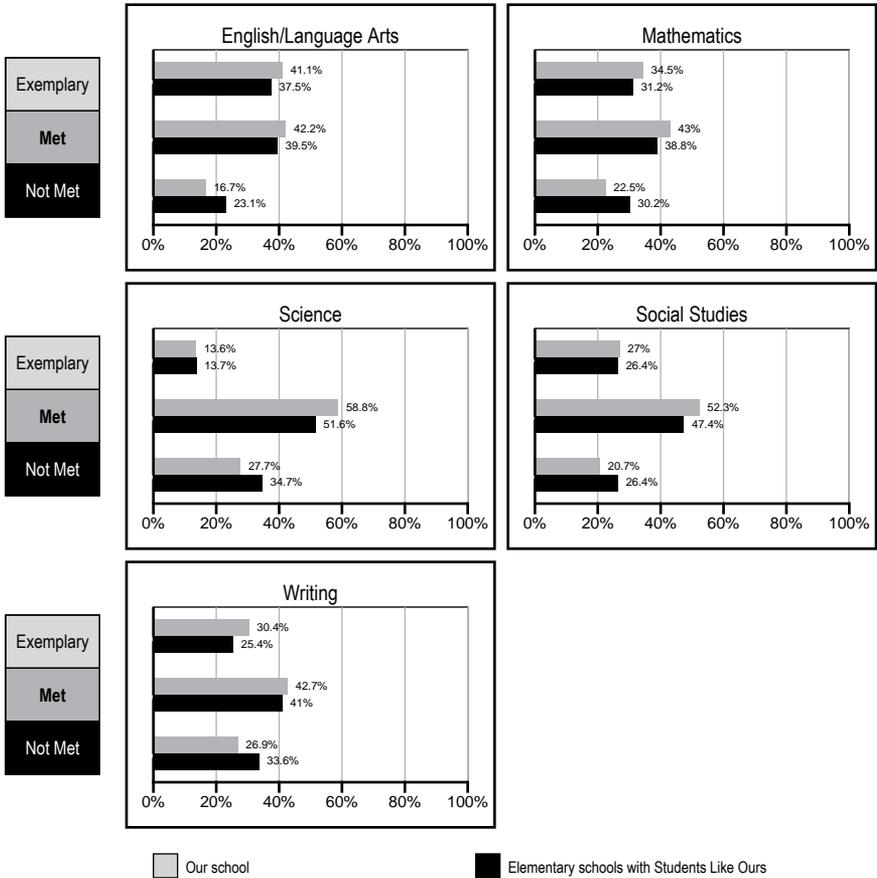
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	21	92	9	1

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=605)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 2.3%	1.2%	0.9%
Attendance rate	95.5%	Down from 95.8%	96.0%	96.3%
Served by gifted and talented program	4.5%	N/A	5.5%	7.2%
With disabilities	12.7%	N/A	14.1%	12.4%
Older than usual for grade	2.6%	N/A	2.5%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	31.6%	Down from 33.3%	61.0%	62.5%
Continuing contract teachers	84.2%	Down from 84.6%	83.3%	83.3%
Teachers returning from previous year	92.4%	Up from 89.5%	88.0%	88.3%
Teacher attendance rate	94.8%	Down from 94.9%	94.6%	95.0%
Average teacher salary*	\$43,538	Up 3.1%	\$47,424	\$48,193
Professional development days/teacher	17.0 days	Up from 15.7 days	11.2 days	11.0 days
School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Up from 14.0 to 1	19.9 to 1	20.1 to 1
Prime instructional time	89.7%	Up from 89.4%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,702	Up 3.4%	\$7,378	\$7,364
Percent of expenditures for instruction**	57.0%	Down from 66.2%	68.0%	68.0%
Percent of expenditures for teacher salaries**	64.0%	Up from 63.9%	65.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2012-2013 school year has been exciting and successful. The focus continues to be implementing the "Malcolm Baldrige Model" for continuous improvement, becoming a data driven school, improving student achievement, and creating professional learning communities. Under the Baldrige Model, students develop academic and personal goals for each nine weeks using fall assessments. After goals are set, action plans are written under the guidance of an adult mentor: principal, counselor, teacher, or parent. The students track their progress in a data notebook. The initiative for our school is continued implementation of the Response to Intervention Model school-wide. Teachers are trained to implement researched based reading intervention programs, (Soar, Early Success, Early Reading Intervention) to improve student achievement in reading at all grade levels. Teachers also implement math intervention using SRA Number Worlds. Students are monitored using 11 and 15 day probes. Teachers meet with the leadership team to discuss student progress and to make decisions regarding next steps for students. Quarterly evaluations are completed by the collaborative teams to assure that all students are being challenged. Students attend the computer lab weekly to participate in a program entitled Compass Learning that addresses their needs from MAP Test results. An additional program that SCE uses as intervention for some students is Fast ForWord. Other opportunities are provided through Supplemental Educational Services for after school tutorial programs for grades 3-5 through Communities and Schools. For the third summer, SCE provides rising 5K students a learning experience through First Steps. An additional summer program will be provided for rising third graders.

This March, the school featured a Leader in Me day to showcase student learning. It was a huge success! The school also won the "Strong Communities and School Award" for continued service learning projects and community programs such as "Building Dreams" and "Chat with a Family Advocate". This year SCE won the Safe Kids Award for providing a safe environment for all students and their parents by providing training in school safety. This year SCE, received over \$13,000 in grants from ICON, Music, and Public Education Partners for reading, Tennis Club, and African drums. Additional funds were provided by Michelin Corp were for 2,000 of professional staff training.

The major barrier continues to be our transient student population. Our faculty and staff continue to create a positive and stable learning environment. The school's previous awards are the "Red Carpet Award" for a welcoming atmosphere and the "Exemplary Writing Award". We continue as a Title One School which provides additional instructional assistance to children in reading and math, reduced class size in grades one, two, three, and four, and two reading teachers. We continue to experience a sense of accomplishment because our students make continuous gains each year. This year's absolute score was rated "average" and improvement score was rated "average". We were awarded an ESEA Grade of A.

Submitted by: Virginia K. Chambers, Principal Jacqueline Holland, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	74	39
Percent satisfied with learning environment	100%	89.2%	82%
Percent satisfied with social and physical environment	97.3%	95.9%	83.3%
Percent satisfied with school-home relations	84.2%	90.4%	85.7%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	83.8
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Sue Cleveland Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	659.4	650.1	620.3	638.0	100.0	100.0
Male	659.7	653.0	621.7	641.4	100.0	100.0
Female	659.1	647.4	619.1	635.0	100.0	100.0
White	664.3	656.3	626.4	641.8	100.0	100.0
African American	651.1	640.9	611.0	631.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	624.8	616.0	581.4	615.7	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	653.3	647.0	616.2	632.5	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	88	100	15.9	19.5	64.6	84.1
	4	80	100	18.6	51.4	30	81.4
	5	92	100	25.9	53.1	21	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	99	100	15.2	22.8	62	84.8
	4	98	100	14	54.8	31.2	86
	5	80	100	21.9	50.7	27.4	78.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	88	100	23.2	28	48.8	76.8
	4	80	100	15.7	45.7	38.6	84.3
	5	92	100	25.9	55.6	18.5	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	99	100	27.2	31.5	41.3	72.8
	4	98	100	16.1	49.5	34.4	83.9
	5	80	100	24.7	49.3	26	75.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	45	100	31	45.2	23.8	69
	4	80	100	24.3	68.6	7.1	75.7
	5	48	100	34.1	61	4.9	65.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	50	100	27.1	47.9	25	72.9
	4	98	100	26.9	62.4	10.8	73.1
	5	40	100	30.6	63.9	5.6	69.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	43	100	20	35	45	80
	4	80	100	17.1	68.6	14.3	82.9
	5	44	100	32.5	47.5	20	67.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	49	100	6.8	50	43.2	93.2
	4	98	100	19.4	57	23.7	80.6
	5	40	100	40.5	43.2	16.2	59.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	92	100	36.6	39	24.4	63.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	103	98.1	32.3	35.5	32.3	67.7
	4	97	100	17.2	47.3	35.5	82.8
	5	78	100	31.5	46.6	21.9	68.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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