



## Sheridan Elementary School

1139 Hillsboro Road  
Orangeburg, SC 29115

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	511 Students	
<b>Principal</b>	Cynthia Exum	803-534-7504
<b>Superintendent</b>	Cynthia Wilson	803-534-5454
<b>Board Chair</b>	Mary Ulmer	803-533-7927

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Good
2011	Average	Excellent
2010	Below Average	Average
2009	Average	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**

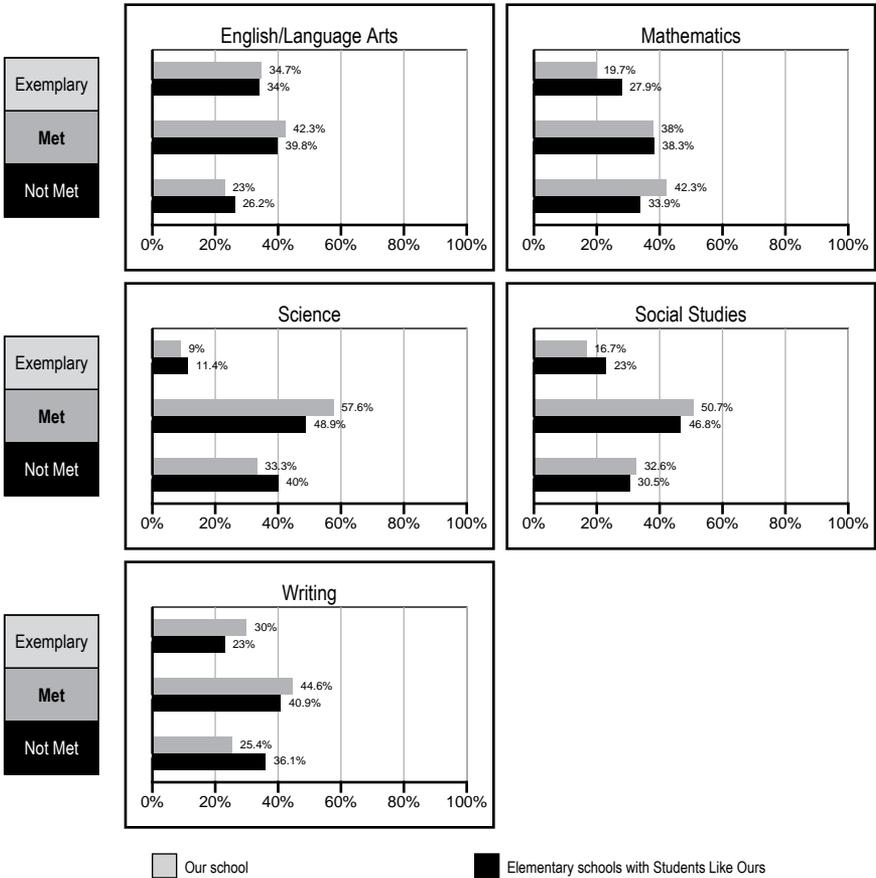
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94.2%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
9	13	96	20	5

\* 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
<b>Students (n=511)</b>				
First graders who attended full-day kindergarten	97.8%	Down from 100.0%	100.0%	100.0%
Retention rate	0.0%	No Change	1.1%	0.9%
Attendance rate	95.3%	Down from 95.8%	95.9%	96.3%
Served by gifted and talented program	0.0%	N/A	4.2%	7.2%
With disabilities	17.1%	N/A	13.8%	12.4%
Older than usual for grade	2.3%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	78.4%	Up from 76.9%	60.4%	62.5%
Continuing contract teachers	75.7%	Up from 74.4%	81.6%	83.3%
Teachers returning from previous year	82.2%	Down from 85.1%	86.4%	88.3%
Teacher attendance rate	96.0%	Down from 97.9%	94.7%	95.0%
Average teacher salary*	\$48,260	Up 2.7%	\$47,228	\$48,193
Professional development days/teacher	14.4 days	Down from 19.0 days	11.0 days	11.0 days
<b>School</b>				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.2 to 1	19.3 to 1	20.1 to 1
Prime instructional time	88.2%	Down from 90.7%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,005	Up 3.5%	\$7,665	\$7,364
Percent of expenditures for instruction**	70.0%	Down from 72.5%	68.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	No Change	65.0%	66.0%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

**Report of Principal and School Improvement Council**

Already a multiple Palmetto Silver and Gold recognized school for ELA performance on the state PASS test, Sheridan, once again captured the state recognition at the Palmetto Silver level. Mathematics performance on the state PASS evaluation instrument in the spring of 2012 was disappointing, so changes at Sheridan focused on three key areas: mathematics, an emphasis on respect and integrity, and security.

Sheridan addressed the mathematics gap in several ways. Supplementing the cross-subject, research based instructional strategies with Explicit Direct Instruction (EDI) professional development, other key foundational pieces were added to specifically support mathematics performance: 1) addition of a full-equipped mathematics manipulative center to supply each classroom with the necessary tools with which to teach, model, and engage students in mathematical concepts, 2) publishing English and Spanish monthly newsletters home highlighting ways to help the child's comprehension of mathematics at home, 3) incorporating many lessons in art, music and physical education with a focus on the math concepts which were being taught in the classrooms, 4) prioritizing math instructional time each day, 5) adding math coaches, supporting texts, and professional development classes throughout the year to improve targeted math lessons, and 6) outfitting two computer labs with new computers and 7) adding new computers to classrooms. With the new focus on mathematics Sheridan layered a focus on data based decisions and interventions to build respect and integrity school-wide.

The 12-13 school year is the first year for a tracking system for behavioral referrals. This data drove topics for monthly guidance intervention, and was also the platform on which the nine week intervention program (STAR) was built to support the more behaviorally challenged students. Sheridan's newly established partnership with SCSU's 1890 Research and Extension 4-H Youth Development Group was recognized as the OCSD5's District Volunteer Partner of the Year. In supporting a more stable learning environment, Sheridan blanketed itself with improved campus safety.

Every child deserves to be in a safe, nurturing environment. Several avenues were identified to assure this for every child. In the early fall, drafts for a new car pick-up procedure were made and tags ordered. It was fully implemented in January, 2013. The sprawling campus entry points were locked down daily and vendors were required to call ahead for deliveries to the cafeteria gate. Intruder drills were written, taught and practiced even prior to the national tragedies in schools which began December, 2012.

Sheridan made significant strides to meet the needs of the students academically, socially and physically during the 2012-2013 school year. The school is "on-track" to serve the needs of all the students, families, and the community at large. To all we say: Keep the children equipped, guided, safe, and reaching for the stars!

Cynthia Exum, Principal  
 BJ Sumpter, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	35	57	32
Percent satisfied with learning environment	68.6%	72%	78.1%
Percent satisfied with social and physical environment	83.3%	70.7%	80.6%
Percent satisfied with school-home relations	68.6%	82.8%	84.4%

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

Abbreviations for Missing Data

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

**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.

<b>Overall Weighted Points Total</b>	<b>60.4</b>
<b>Overall Grade Conversion</b>	<b>D</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**

Sheridan Elementary School 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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	649.7	626.8	614.4	621.7	100.0	100.0
Male	639.9	619.9	609.1	615.4	100.0	100.0
Female	659.5	633.6	620.2	627.1	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	648.6	623.4	610.9	620.9	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	607.7	581.6	569.5	584.6	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	647.6	623.7	610.9	620.5	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Abbreviations for Missing Data

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

**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2012</b>	3	86	97.7	22.2	21	56.8	77.8
	4	73	98.6	32.8	53.1	14.1	67.2
	5	79	100	15.8	59.2	25	84.2
	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
<b>2013</b>	3	80	100	20.5	30.1	49.3	79.5
	4	83	100	23.8	33.8	42.5	76.3
	5	78	100	20	57.3	22.7	80
	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
<b>Mathematics</b>							
<b>2012</b>	3	86	97.7	45.7	30.9	23.5	54.3
	4	73	100	40	43.1	16.9	60
	5	79	100	25	61.8	13.2	75
	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
<b>2013</b>	3	80	98.8	45.8	30.6	23.6	54.2
	4	83	100	28.8	36.3	35	71.3
	5	78	100	45.3	45.3	9.3	54.7
	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
<b>Science</b>							
<b>2012</b>	3	43	100	45.2	42.9	11.9	54.8
	4	73	100	40	55.4	4.6	60
	5	39	100	28.9	60.5	10.5	71.1
	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
<b>2013</b>	3	42	100	34.2	44.7	21.1	65.8
	4	83	98.8	24.1	58.2	17.7	75.9
	5	38	100	42.1	55.3	2.6	57.9
	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

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	43	97.7	35	47.5	17.5	65
	4	73	100	26.2	64.6	9.2	73.8
	5	40	100	26.3	50	23.7	73.7
	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
<b>2013</b>	3	42	100	7.7	53.8	38.5	92.3
	4	82	100	20.3	59.5	20.3	79.7
	5	40	100	N/AV	N/AV	N/AV	21.6
	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
<b>Writing</b>							
<b>2012</b>	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	79	97.5	14.7	50.7	34.7	85.3
	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
<b>2013</b>	3	79	89.9	34.8	42.4	22.7	65.2
	4	84	94.1	16	48	36	84
	5	77	96.1	26.4	43.1	30.6	73.6
	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

Abbreviations for Missing Data

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