



SC Annual School Report Card Summary

**Sterling School
GREENVILLE COUNTY**

Grades: PK-8

Enrollment: 834

Principal: David Johnstone

Superintendent: Mr. Burke Royster

Board Chair: Mr. Chuck Saylor

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Excellent	Good	TBD	TBD	A	N/A
2013	Excellent	Good	GOLD	N/A	A	N/A
2012	Excellent	Excellent	GOLD	SILVER	A	N/A

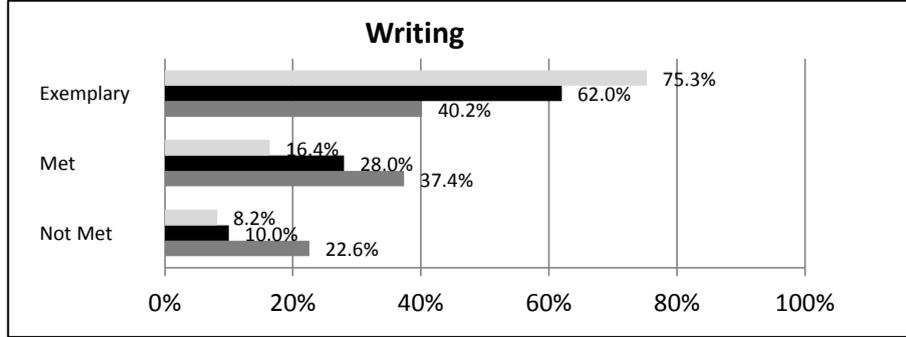
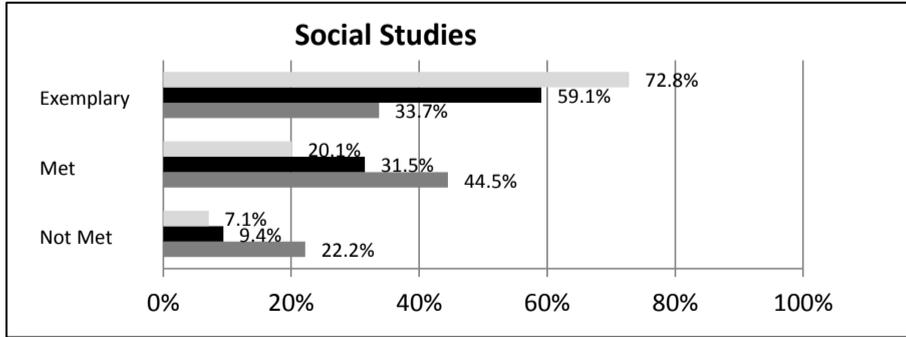
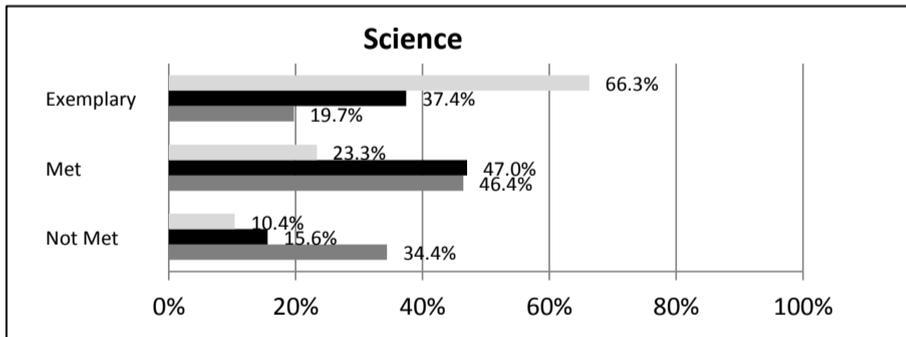
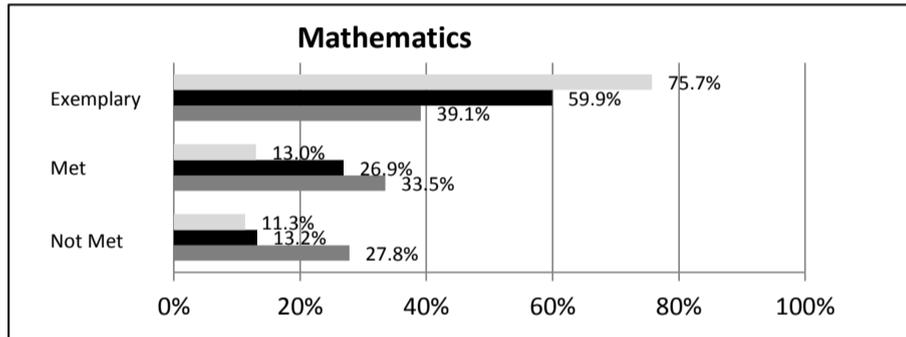
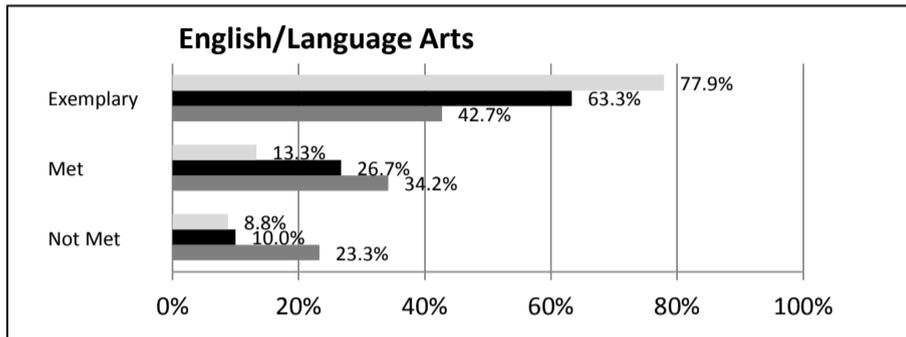
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
27	1	0	0	0

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

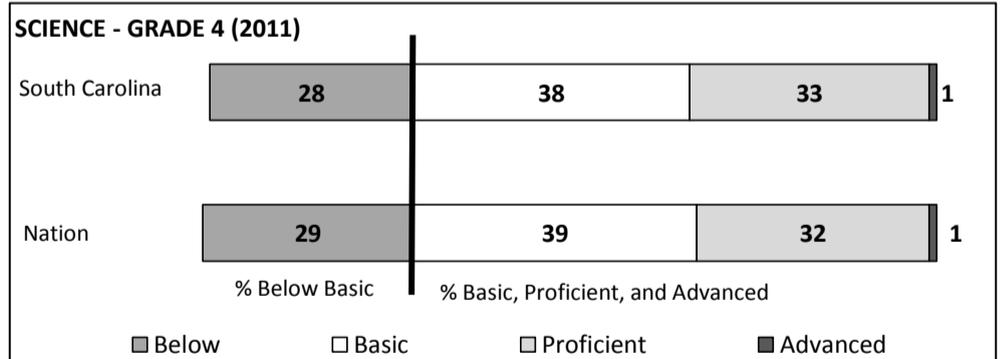
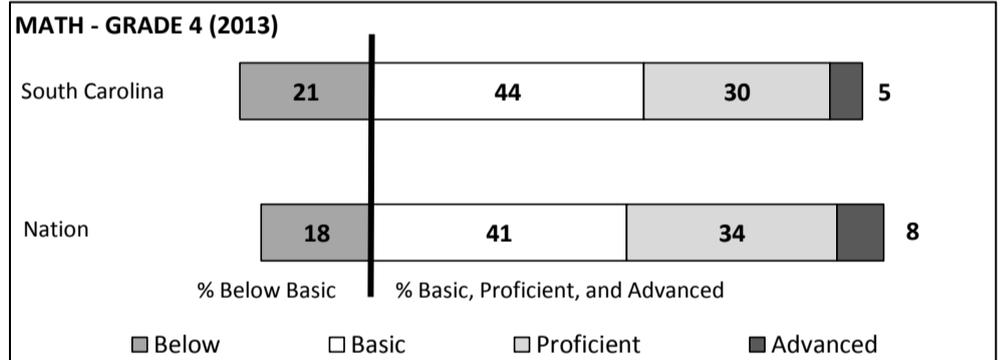
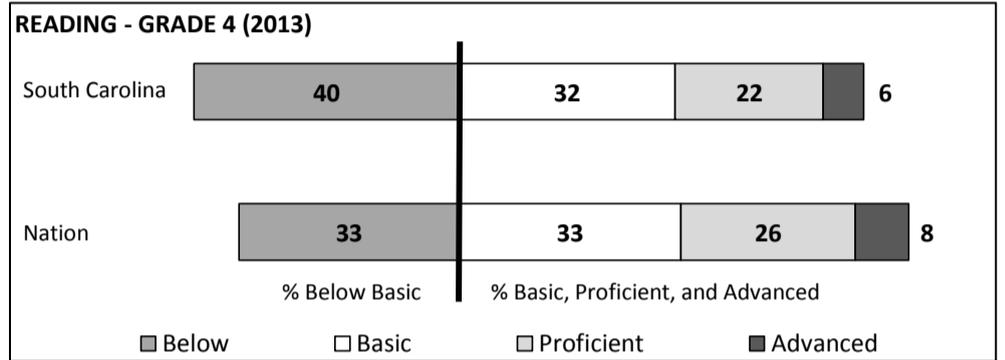
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

TBD-To Be Determined

**Sterling School
GREENVILLE COUNTY**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 834)				
Retention rate	0.3%	Down from 0.5%	0.5%	1.0%
Attendance rate	97.6%	Up from 97.3%	97.0%	96.5%
Served by gifted and talented program	57.3%	Down from 59.1%	16.5%	7.3%
With disabilities	6.1%	Down from 7.3%	9.7%	12.5%
Older than usual for grade	0.4%	Down from 0.5%	1.0%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.4%	0.0%	0.0%
Teachers (n = 46)				
Teachers with advanced degrees	58.7%	Down from 60.5%	64.3%	62.3%
Continuing contract teachers	82.6%	Up from 81.4%	88.0%	81.2%
Teachers returning from previous year	90.1%	Up from 86.5%	88.2%	88.4%
Teacher attendance rate	95.9%	Up from 95.1%	95.6%	95.3%
Average teacher salary*	\$47,045	Down 0.4%	\$49,666	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	9.6 days	Up from 6.7 days	12.4 days	10.9 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 23.7 to 1	20.7 to 1	19.9 to 1
Prime instructional time	92.1%	Up from 91.6%	91.1%	90.7%
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	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$6,155	Up 3.1%	\$7,659	\$7,680
Percent of expenditures for instruction**	62.0%	No change	65.9%	66.8%
Percent of expenditures for teacher salaries**	61.5%	Up from 61.0%	65.3%	66.0%
ESEA composite index score	98.1	Down from 99.1	96.1	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	49	111	44
Percent satisfied with learning environment	100.0%	95.5%	90.9%
Percent satisfied with social and physical environment	100.0%	97.2%	92.9%
Percent satisfied with school-home relations	95.8%	93.6%	76.8%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sterling's School Improvement Council (SIC) has been working hard this year to help shape the direction of Sterling. The year started with the installation of a playground shade structure and dozens of new iPads bought by PTA. The fall brought in a record amount of needed funds through a great PTA Boosterthon fundraiser, Bids for Kids and a \$39,474 grant from State Farm to support safer walking and biking to school. We have had excellent parent participation and inclusiveness in the school through a variety of PTA meeting formats, Lunch and Learn parent workshops, from our counseling department, and spring parent previews of the upcoming grade levels. We have been improving our assessment of student growth through the new continua, which highlight specific academic skills students demonstrate, shared with parents. We have combined over \$20,000 in new reading materials for classrooms and the media center with district training to support better reading instruction through balanced literacy. We also added an additional counselor to further support student social and emotional development.

Finally, Sterling is making significant security upgrades including student ID's, door locks, perimeter fences and gate improvements, camera upgrades and new entry systems. As you look through our accomplishments, please review the two key areas from which the School Improvement Council evaluates our initiatives: inclusiveness and experiential learning.

Inclusiveness: Through this objective, the school seeks to create an environment in which students, teachers, parents and community members feel accepted and a part of the school. Inclusiveness values these roles, appreciates, and values the differences that each individual brings in fulfilling his or her respective role.

Experiential Learning: Through this objective, the school seeks to encourage students and teachers to engage in the learning process in a manner that allows for learning from and through failure, risk taking and trial and error. Experiential Learning is consistent with the currently used approach of inquiry-based learning, whose characteristics are seen in our teaching. However, there is a desire to see this approach expanded, encouraged, and emphasized.

Matt Smith, School Improvement Council Chair

David M. Johnstone, Principal

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