



## Sheridan Elementary

1139 Hillsboro Road  
Orangeburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	597 Students	
<b>Principal</b>	Xennie Weeks	803-534-7504
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Excellent*</b>
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	Good
2004	Average	Good

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

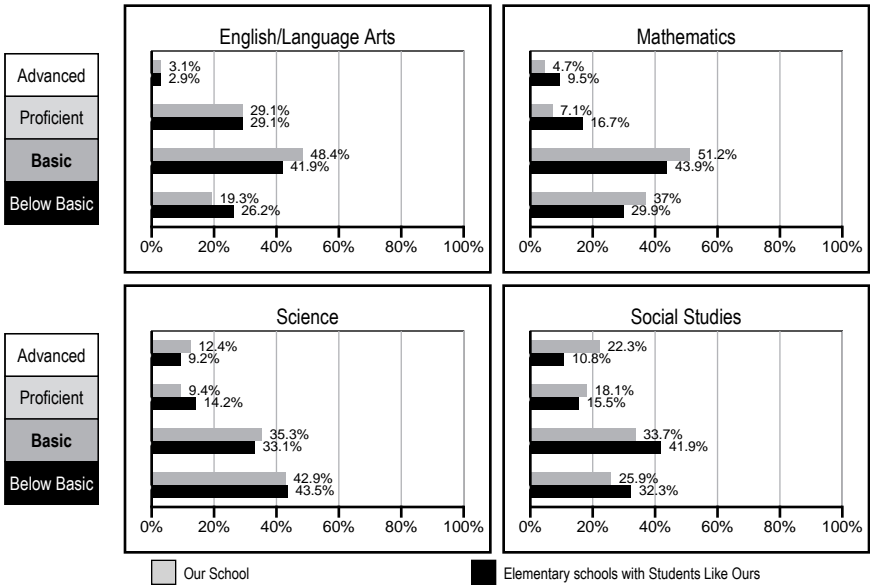
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	21	63	10

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=597)</b>				
First graders who attended full-day kindergarten	4.9%	Down from 100.0%	100.0%	100.0%
Retention rate	8.2%	Up from 7.4%	2.8%	2.3%
Attendance rate	96.8%	Up from 96.2%	96.0%	96.3%
Eligible for gifted and talented	2.2%	Down from 3.4%	6.5%	10.4%
With disabilities other than speech	7.0%	Down from 8.0%	8.9%	7.5%
Older than usual for grade	2.9%	No Change	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.6%	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	81.4%	Up from 81.0%	54.2%	56.7%
Continuing contract teachers	76.7%	Down from 90.5%	73.3%	77.3%
Teachers with emergency or provisional certificates	5.3%	Up from 5.1%	0.0%	0.0%
Teachers returning from previous year	90.9%	Down from 91.3%	85.4%	86.4%
Teacher attendance rate	94.5%	Up from 93.2%	94.9%	94.9%
Average teacher salary	\$50,413	Up 2.8%	\$44,199	\$45,345
Professional development days/teacher	10.8 days	Down from 16.4 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.3 to 1	18.0 to 1	18.5 to 1
Prime instructional time	89.3%	Up from 87.2%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,638	Up 4.7%	\$7,412	\$7,052
Percent of expenditures for instruction*	70.9%	Down from 71.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	51.8%	Down from 69.0%	64.1%	64.2%

\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

At Sheridan Elementary, faculty, staff, and students give 100% everyday to make our motto “Striving for Success” a reality. All stakeholders are working together to accomplish our school’s mission. It is the mission of Sheridan Elementary School, in partnership with our parents and the Orangeburg Community, to provide a safe, nurturing, and stimulating environment, enabling students to become productive citizens while ensuring that all children feel special and that no child is left behind.

Academic instruction is based upon standards, and a challenging curriculum is provided to all students. On the 2007 PACT, we made gains in 9 out of the 12 scored subject areas. We exceeded the district and state averages in several areas. Our students were the summer reading champions at the public library for the seventh time. There are seven National Board Certified Teachers on staff. We also provide After School Tutoring and Saturday Academy which helps to ensure that all students are achieving academically.

The Sheridan PTSA and School Improvement Council continue to play an important role in the life of Sheridan. As a result of yearly PTSA fund raisers, the Kindergarten now has new playground equipment. Kids’ Night Out continues to be a high success with students and parents. The SIC is given credit for sponsoring the community-wide Easter Egg Hunt.

In order to help our students develop academically, physically, socially, and emotionally, a variety of clubs and activities are available during and after school. Some of these include Working for Wheels, Superstar Steppers, Garden Club, BETA Club, the arts (music & art), Good News Club, Science Fair, and many others. Each grade level participates in a service project to benefit our local community. Character education plays an important role at Sheridan. The community’s character traits are incorporated in all aspects of student life.

Technology continues to be an integral part of the curriculum. Various programs are integrated with the standards that support the curriculum. We continue to strive toward academic excellence in all we do to prepare our students for the future.

- X. Weeks, Principal
- B. J. Sumpter, School Improvement Council

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	24	83	73
Percent satisfied with learning environment	79.2%	85.2%	78.9%
Percent satisfied with social and physical environment	91.7%	84.1%	84.7%
Percent satisfied with school-home relations	79.2%	89.0%	77.1%

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

School Adequate Yearly Progress

NO

This school met 12 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	<b>The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."</b>
HOLD	<b>The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	96.8%	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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	269	99.3	18.8	48.5	28.8	3.8	47.7	35	48.2	Yes	Yes
<b>Gender</b>											
Male	143	100	22.3	48.9	25.2	3.6	42.4	29.1	41.7	N/A	N/A
Female	126	98.4	14.9	47.9	33.1	4.1	53.7	41.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	22	100	9.1	27.3	45.5	18.2	81.8	46	60	I/S	I/S
African American	244	99.6	19.5	50.8	27.1	2.5	44.5	33.6	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	41	100	42.1	36.8	15.8	5.3	26.3	12.9	16	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	213	99.1	22.9	49.3	24.4	3.4	42	30.7	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	269	99.6	36.2	51.5	7.3	5	25	29	45.8	No	Yes
<b>Gender</b>											
Male	143	100	38.1	49.6	7.9	4.3	25.9	27.4	45.6	N/A	N/A
Female	126	99.2	33.9	53.7	6.6	5.8	24	30.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	22	100	13.6	54.5	18.2	13.6	59.1	43.3	59	I/S	I/S
African American	244	99.6	38.6	51.3	6.4	3.8	21.6	27.4	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	41	100	57.9	36.8	2.6	2.6	10.5	13.1	17.1	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	213	99.5	41	50.2	5.9	2.9	19.5	25.4	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	178	100	42.8	35.3	9.8	12.1	22	22	35.7	96.8	96
<b>Gender</b>											
Male	93	100	42.9	35.2	9.9	12.1	22	23.5	37.4	96.5	95.8
Female	85	100	42.7	35.4	9.8	12.2	22	20.5	33.8	97.1	96.2
<b>Racial/Ethnic Group</b>											
White	12	100	25	16.7	25	33.3	58.3	36.6	49.2	95.5	94.6
African American	164	100	43.8	36.9	8.8	10.6	19.4	20.1	17	97	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	97.4	95.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	93.1	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	90	84.6
<b>Disability Status</b>											
Disabled	30	100	63.3	30	6.7	0	6.7	8.1	14	97	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	92.8
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	92.7	94
<b>Socio-Economic Status</b>											
Subsided meals	146	100	48.6	33.1	8.5	9.9	18.3	18.7	21.1	96.4	95.8
<b>Social Studies</b>											
All Students	177	100	26.3	33.9	18.1	21.6	39.8	24.2	34	96.8	96
<b>Gender</b>											
Male	91	100	26.4	31	19.5	23	42.5	25.8	36.6	96.5	95.8
Female	86	100	26.2	36.9	16.7	20.2	36.9	22.4	31.3	97.1	96.2
<b>Racial/Ethnic Group</b>											
White	17	100	29.4	29.4	5.9	35.3	41.2	30.5	44.5	95.5	94.6
African American	158	100	25.7	34.9	19.7	19.7	39.5	23.5	19.1	97	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	97.4	95.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	93.1	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	90	84.6
<b>Disability Status</b>											
Disabled	20	100	47.1	41.2	11.8	0	11.8	9.8	14.4	97	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	92.8
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	92.7	94
<b>Socio-Economic Status</b>											
Subsided meals	137	100	28	35.6	17.4	18.9	36.4	20.9	21	96.4	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	105	98.1	21.1	40	32.6	6.3	38.9
	4	99	99	28.7	44.7	24.5	2.1	26.6
	5	71	100	14.9	53.7	29.9	1.5	31.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	88	98.9	16.3	36	37.2	10.5	47.7
	4	88	100	21.2	43.5	34.1	1.2	35.3
	5	93	98.9	19.1	65.2	15.7	0	15.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	105	98.1	40	48.4	9.5	2.1	11.6
	4	99	99	54.3	31.9	9.6	4.3	13.8
	5	71	100	20.9	52.2	17.9	9	26.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	88	100	43	48.8	3.5	4.7	8.1
	4	88	100	42.4	47.1	7.1	3.5	10.6
	5	93	98.9	23.6	58.4	11.2	6.7	18
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	55	98.2	62	28	6	4	10
	4	99	99	54.3	30.9	9.6	5.3	14.9
	5	35	100	42.4	39.4	15.2	3	18.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	45	100	60.5	30.2	4.7	4.7	9.3
	4	87	100	38.1	36.9	9.5	15.5	25
	5	46	100	34.8	37	15.2	13	28.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	52	98.1	18.6	58.1	16.3	7	23.3
	4	99	99	40.4	36.2	14.9	8.5	23.4
	5	36	100	23.5	64.7	8.8	2.9	11.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	43	100	9.3	46.5	32.6	11.6	44.2
	4	88	100	20	27.1	17.6	35.3	52.9
	5	46	100	55.8	34.9	4.7	4.7	9.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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