



Sue Cleveland Elementary

375 Woodmont School
Piedmont, SC 29673

Grades	PK-5 Elementary School	
Enrollment	587 Students	
Principal	Virginia K. Chambers	864-355-4210
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk

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 GOAL

By 2010, SC'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.

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.

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

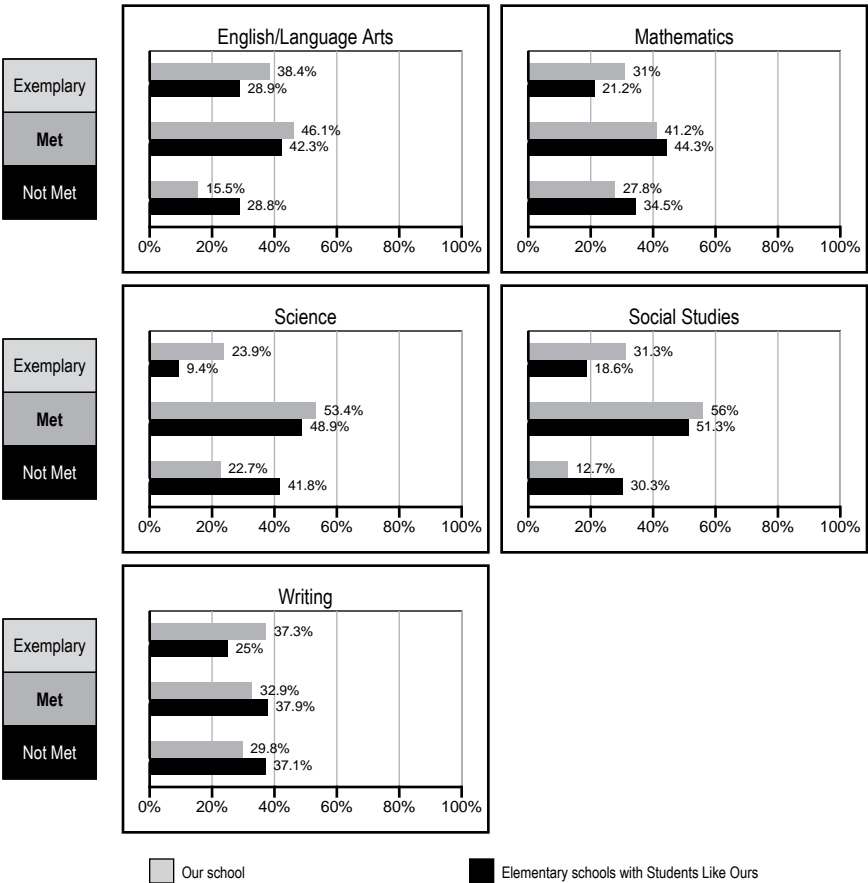
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	88	21	1

* Ratings are calculated with data available by 06/01/2010.

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=587)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	Down from 4.5%	2.6%	1.9%
Attendance rate	96.1%	Down from 96.3%	96.1%	96.3%
Eligible for gifted and talented	13.0%	Up from 11.1%	6.9%	10.0%
With disabilities other than speech	8.7%	Up from 8.4%	9.2%	7.7%
Older than usual for grade	0.6%	Down from 1.2%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	29.5%	Up from 26.2%	57.1%	59.4%
Continuing contract teachers	81.8%	Up from 64.3%	78.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 85.7%	85.1%	85.9%
Teacher attendance rate	96.3%	Up from 94.2%	95.0%	95.1%
Average teacher salary*	\$40,502	Up 4.8%	\$46,324	\$47,149
Professional development days/teacher	14.6 days	Up from 10.4 days	12.2 days	11.1 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.5 to 1	18.4 to 1	18.8 to 1
Prime instructional time	91.9%	Up from 89.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,793	Up 5.4%	\$7,671	\$7,458
Percent of expenditures for instruction**	67.6%	Up from 67.0%	68.3%	68.8%
Percent of expenditures for teacher salaries**	63.5%	Up from 59.0%	62.3%	63.2%

* 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 2008-09 school year was exciting and successful. The focus continued 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 developed academic and personal goals for each nine weeks using fall assessments. After goals were set, action plans were written under the guidance of an adult mentor: principal, counselor, teacher, or parent. The students track their progress in a data notebook. The new initiative for our school was implementing the Response to Intervention Model school-wide. Teachers were trained to implement research-based reading intervention programs (Soar, Early Success, Early Reading Intervention) to improve student achievement in reading at all grade levels. Teachers also implemented additional math intervention using Math Out of the Box. Programs operated five days a week. Students were monitored using 11 and 15 day probes. Teachers met with the leadership team to discuss student progress and made decisions regarding next steps for students. Quarterly evaluations were completed by the collaborative teams to assure that all students were being challenged. Students attended the computer lab weekly to participate in a program entitled Compass Learning that addressed their needs from MAP results. Teachers continued to teach Essential Questions in science and social studies for the purpose of creating activities that are more aligned with state standards. Additional programs used as intervention for some students were SRA Number Worlds, Rhyme Time Math, and Larsen's Math. Other opportunities provided are the after-school tutorial programs for grades three through five, summer school programs for kindergarten through second grade, and a special five-week program for "bubble students. (Students who score within the ten point range of being proficient or advanced on MAP.) Another five-week program targeted special needs students in grades three through five. All programs were well received and supported by our parents. This year the school performed a play, The Chocolate Factory, which involved many of our students, teachers, and parents. It was a huge success! All three performances were sold out. The major barrier continued to be our transient student population. Our faculty and staff continued to create a positive and stable learning environment. The school's previous awards were the "Red Carpet Award" for a welcoming atmosphere and the "Exemplary Writing Award". 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." We have continued as a Title One School, which provides additional instructional assistance to children in reading and math; reduced class size in grades two, three, and four; and a reading teacher and part time math teacher. We continue to experience a sense of accomplishment because our students make greater gains each year.

Virginia K. Chambers, Principal
Dorothy Tesnar, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	74	49
Percent satisfied with learning environment	100.0%	91.9%	89.8%
Percent satisfied with social and physical environment	100.0%	94.6%	89.6%
Percent satisfied with school-home relations	73.0%	89.2%	85.4%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 out of 21 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

CSI-DELAY

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	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."
HOLD	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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	266	100	15.5	46.1	38.4	91.8	84	82.8	Yes	Yes
Gender										
Male	146	100	18.9	41.7	39.4	89.4	80.8	79.3	N/A	N/A
Female	120	100	11.5	51.3	37.2	94.7	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	158	100	9.1	46.1	44.8	96.1	89.5	89.5	Yes	Yes
African American	98	100	28.6	45.2	26.2	83.3	72.7	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	50	100	38.3	44.7	17	83	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	196	100	14.9	48.6	36.6	92	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	266	100	27.8	41.2	31	82.4	80.9	78.9	Yes	Yes
Gender										
Male	146	100	25.8	43.9	30.3	84.1	79.6	77	N/A	N/A
Female	120	100	30.1	38.1	31.9	80.5	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	158	100	17.5	48.1	34.4	89.6	87	87.2	Yes	Yes
African American	98	100	47.6	29.8	22.6	69	66.3	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	50	100	57.4	31.9	10.6	61.7	48.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	196	100	29.7	42.3	28	82.3	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	178	100	22.7	53.4	23.9	77.3	71.3	67.5
Gender								
Male	96	100	18.6	59.3	22.1	81.4	70.8	67
Female	82	100	27.3	46.8	26	72.7	71.8	68
Racial/Ethnic Group								
White	106	100	14.7	58.8	26.5	85.3	79.5	79.5
African American	65	100	38.6	43.9	17.5	61.4	53	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	39	100	33.3	52.8	13.9	66.7	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	60.4	59.6
Socio-Economic Status								
Subsided meals	129	100	24.6	53.5	21.9	75.4	57.5	55.1
Social Studies								
All Students	180	100	12.7	56	31.3	87.3	75.7	72.3
Gender								
Male	103	100	14	49.5	36.6	86	75.1	71.5
Female	77	100	11	64.4	24.7	89	76.3	73.2
Racial/Ethnic Group								
White	110	100	12.8	50.5	36.7	87.2	81.7	80.7
African American	64	100	13.2	64.2	22.6	86.8	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	31	100	20.7	62.1	17.2	79.3	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69	67.9
Socio-Economic Status								
Subsided meals	135	100	14	53.7	32.2	86	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	270	100	29.8	32.9	37.3	70.2	72.9	70.2	96.1	96.5
Gender										
Male	149	100	37	32.6	30.4	63	66.4	63.2	96.1	96.4
Female	121	100	21.4	33.3	45.3	78.6	79.7	77.5	96.1	96.5
Racial/Ethnic Group										
White	162	100	22.8	38.6	38.6	77.2	80.5	79.1	95.7	96.3
African American	97	100	42.5	25.3	32.2	57.5	57.1	57.6	96.7	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.3	86.2	96.7	97.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.3	62.6	94.5	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	92.6	95.2
Disability Status										
Disabled	40	100	N/AV	N/AV	N/AV	26.3	28.4	26.1	95.2	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.5	61.2	93.7	97.2
Socio-Economic Status										
Subsidized meals	198	100	34.3	30.4	35.4	65.7	58.8	58.9	95.9	95.8

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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							
2009	3	99	100	14	37.6	48.4	86
	4	93	100	21.2	51.8	27.1	78.8
	5	74	100	10.4	50.7	38.8	89.6
	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
Mathematics							
2009	3	99	100	31.2	29	39.8	68.8
	4	93	100	28.2	49.4	22.4	71.8
	5	74	100	22.4	47.8	29.9	77.6
	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
Science							
2009	3	48	100	20	46.7	33.3	80
	4	93	100	21.2	62.4	16.5	78.8
	5	37	100	30.3	39.4	30.3	69.7
	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
Social Studies							
2009	3	50	100	8.5	46.8	44.7	91.5
	4	93	100	15.3	60	24.7	84.7
	5	37	100	11.8	58.8	29.4	88.2
	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
Writing							
2009	3	101	100	25.3	27.4	47.4	74.7
	4	94	100	42.7	38.2	19.1	57.3
	5	75	100	19.1	33.8	47.1	80.9
	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

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