



Central Elementary

608 Johnson Rd
Central, SC 29630

Grades	PK-5 Elementary School	
Enrollment	400 Students	
Principal	Elliott Southard	864-639-2311
Superintendent	Dr. Henry Hunt	864-855-8150
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Good
2007	Average	Good
2006	Average	Average
2005	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 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

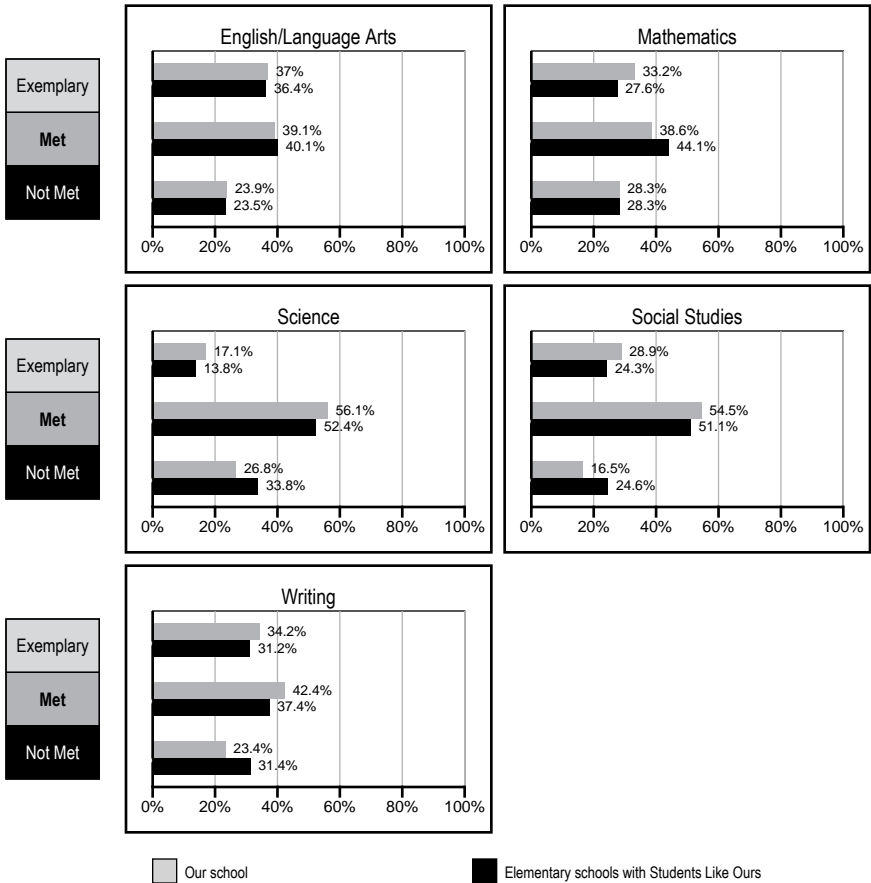
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	22	83	5	0

* 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=400)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 5.4%	2.1%	1.9%
Attendance rate	96.8%	Down from 96.9%	96.2%	96.3%
Eligible for gifted and talented	11.8%	Up from 11.5%	9.6%	10.0%
With disabilities other than speech	9.6%	Up from 8.7%	9.4%	7.7%
Older than usual for grade	1.3%	Down from 1.9%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	46.9%	Down from 58.1%	59.4%	59.4%
Continuing contract teachers	84.4%	Down from 93.5%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.6%	Down from 92.8%	87.5%	85.9%
Teacher attendance rate	96.8%	Up from 91.0%	95.1%	95.1%
Average teacher salary*	\$46,159	Down 1.4%	\$47,410	\$47,149
Professional development days/teacher	15.5 days	Up from 14.1 days	11.6 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 19.3 to 1	19.1 to 1	18.8 to 1
Prime instructional time	92.8%	Up from 86.9%	90.2%	90.4%
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**	\$8,892	Up 9.5%	\$7,357	\$7,458
Percent of expenditures for instruction**	62.5%	Down from 65.4%	68.0%	68.8%
Percent of expenditures for teacher salaries**	56.4%	Down from 56.7%	61.6%	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

What a great year 2008-2009 was at Central Elementary School. We started the school year by learning that we had made Adequate Yearly Progress (AYP)! Central was one of only two Title I schools in our district to receive this recognition, and we were extremely proud of our accomplishment. Instruction and student achievement continued to be the focus for our teachers as a variety of research-based strategies were utilized on a daily basis including Zoo-Phonics, Touch Math, Math Out of the Box, Science Kits, and AIMS Science Lessons. In addition, we were also pleased to welcome our own Math Coach who was funded through a grant from the State Department of Education. Another initiative that the teachers of Central focused their attention on was the implementation of our district's new literacy model which includes the reading workshop, word study, and the writing workshop. Individual student needs were addressed using results from a variety of assessments including Measures of Academic Progress (MAP) and Palmetto Assessment of State Standards (PASS). Activities beyond the regular classroom were also a valuable part of the instructional program at Central. Students were able to participate in the following: Good News Club, Library Club, School Chorus, Honors Choir, Safety Patrol, Student Council, Cougar News Network (CNN), Sprouting Wings, Jump Rope Team, and Mad Science Club. Special events were also featured monthly at Central including Grandparents Day, Geography Bee, Spelling Bee, Book Fair, Red Ribbon Week, American Education Week, Artists-In-Residence Week, Veterans Day Program, Book Character Dress Up Day, Science Fair, Colonial Days, Travelling Trash Bash, Field Days, PASS Pep Rally, Awards Night, Fifth Grade Fun Day, and various Grade Level Musicals and Plays. Our second year using Positive Behavioral Interventions and Supports (PBIS) saw every student receiving tickets for their great behavior. The students could then trade in the tickets for various rewards such as popcorn, personal pan pizzas, or a chance to win gift cards from Wal Mart. In addition, weekly ticket drawings gave students the opportunity to win various prizes from Clemson sweatshirts to ice cream to school supplies to games. Character education and service learning were also emphasized using the Chick-fil-A Core Essentials program and various clothing, toy, and supply drives sponsored and organized by our Student Council. Parents were also an integral part of Central's success this year as they participated in a variety of family nights including Math Night, Technology Night, Reading Night, MAP Night, Title I Night, PTO Movie Night, and Open House. Support from the surrounding community continued to be as strong as ever through business partnerships with Bojangles', Chick-fil-A, Wendy's, McDonald's, Walmart, La Superior, Whistle Stop Diner, Duke Energy, and Clemson Church of Christ. Finally, we traded our thinking caps for hard hats as new construction began in January on two new wings of classrooms set to open in the fall of 2009. In addition, the existing building will receive a variety of renovations to make Central Elementary a state-of-the-art learning facility!

Elliott Southard, Principal

Jill Keeran, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	60	47
Percent satisfied with learning environment	100.0%	93.3%	89.4%
Percent satisfied with social and physical environment	100.0%	93.3%	97.9%
Percent satisfied with school-home relations	100.0%	93.3%	91.3%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 17 out of 17 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. 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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	199	99.5	23.5	39.3	37.2	86.3	87.9	82.8	Yes	Yes
Gender										
Male	109	100	26	43	31	88	85.3	79.3	N/A	N/A
Female	90	98.9	20.5	34.9	44.6	84.3	90.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	119	99.2	18.2	40.9	40.9	90	89.1	89.5	Yes	Yes
African American	48	100	28.6	42.9	28.6	78.6	78.6	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.6	92.3	I/S	I/S
Hispanic	26	100	36	28	36	80	82.3	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	31	100	N/AV	N/AV	N/AV	46.4	60.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	34.5	31	34.5	86.2	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	131	100	27.4	41.9	30.8	83.8	81.2	75.5	Yes	Yes

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

All Students	199	99.5	27.9	38.8	33.3	83.1	83.8	78.9	Yes	Yes
Gender										
Male	109	100	25	41	34	83	82.3	77	N/A	N/A
Female	90	98.9	31.3	36.1	32.5	83.1	85.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	119	99.2	20.9	37.3	41.8	87.3	85.6	87.2	Yes	Yes
African American	48	100	45.2	40.5	14.3	69	67.7	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.1	93	I/S	I/S
Hispanic	26	100	28	40	32	88	80.2	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	79.5	I/S	I/S
Disability Status										
Disabled	31	100	N/AV	N/AV	N/AV	39.3	52.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	34.5	37.9	27.6	79.3	82.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	131	100	34.2	38.5	27.4	81.2	75.9	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	132	100	26.8	56.1	17.1	73.2	76.8	67.5
Gender								
Male	71	100	22.4	62.7	14.9	77.6	76.3	67
Female	61	100	32.1	48.2	19.6	67.9	77.4	68
Racial/Ethnic Group								
White	81	100	17.1	60.5	22.4	82.9	79.2	79.5
African American	27	100	50	41.7	8.3	50	58.3	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.1	84.3
Hispanic	19	100	44.4	50	5.6	55.6	66.7	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	42.9	45	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	22	100	42.9	52.4	4.8	57.1	69.8	59.6
Socio-Economic Status								
Subsided meals	85	100	32.9	55.3	11.8	67.1	67.4	55.1
Social Studies								
All Students	132	100	16.5	54.5	28.9	83.5	78.8	72.3
Gender								
Male	71	100	17.2	53.1	29.7	82.8	78.5	71.5
Female	61	100	15.8	56.1	28.1	84.2	79.2	73.2
Racial/Ethnic Group								
White	80	100	12.3	53.4	34.2	87.7	80	80.7
African American	32	100	28.6	57.1	14.3	71.4	68.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90	88.5
Hispanic	17	100	11.8	52.9	35.3	88.2	76.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.7	72.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	33.3	49.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	20	100	20	50	30	80	77.8	67.9
Socio-Economic Status								
Subsided meals	86	100	19.7	53.9	26.3	80.3	69.8	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	197	99.5	23.4	42.4	34.2	76.6	78.9	70.2	96.8	96.5
Gender										
Male	110	100	28	47	25	72	72.2	63.2	96.9	96.4
Female	87	98.9	17.9	36.9	45.2	82.1	86.1	77.5	96.7	96.5
Racial/Ethnic Group										
White	117	100	19.8	42.3	37.8	80.2	80.6	79.1	96.6	96.4
African American	48	97.9	38.1	33.3	28.6	61.9	65.8	57.6	97	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.2	86.2	97.4	98
Hispanic	26	100	20	52	28	80	69.2	62.6	97.6	97
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.4	68.7	95	96.2
Disability Status										
Disabled	31	100	N/AV	N/AV	N/AV	24.1	33.3	26.1	96.5	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.5
English Proficiency										
Limited English Proficient	30	100	24.1	44.8	31	75.9	73.4	61.2	97.7	97.7
Socio-Economic Status										
Subsided meals	127	99.2	24.1	53.4	22.4	75.9	67.9	58.9	96.9	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	67	100	20	25	55	80
	4	66	100	28.3	38.3	33.3	71.7
	5	66	98.5	22.2	54	23.8	77.8
	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	67	100	28.3	31.7	40	71.7
	4	66	100	28.3	40	31.7	71.7
	5	66	98.5	27	44.4	28.6	73
	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	33	100	20	53.3	26.7	80
	4	66	100	25	56.7	18.3	75
	5	33	100	36.4	57.6	6.1	63.6
	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
Social Studies							
2009	3	34	100	10	43.3	46.7	90
	4	66	100	18.3	55	26.7	81.7
	5	32	100	19.4	64.5	16.1	80.6
	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
Writing							
2009	3	65	100	23.3	36.7	40	76.7
	4	66	98.5	16.7	48.3	35	83.3
	5	66	100	29.7	42.2	28.1	70.3
	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

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