



Chesnee Elementary

985 Fairfield Rd.
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	536 Students	
Principal	Robert P. Ledford	864-461-7322
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

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	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	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

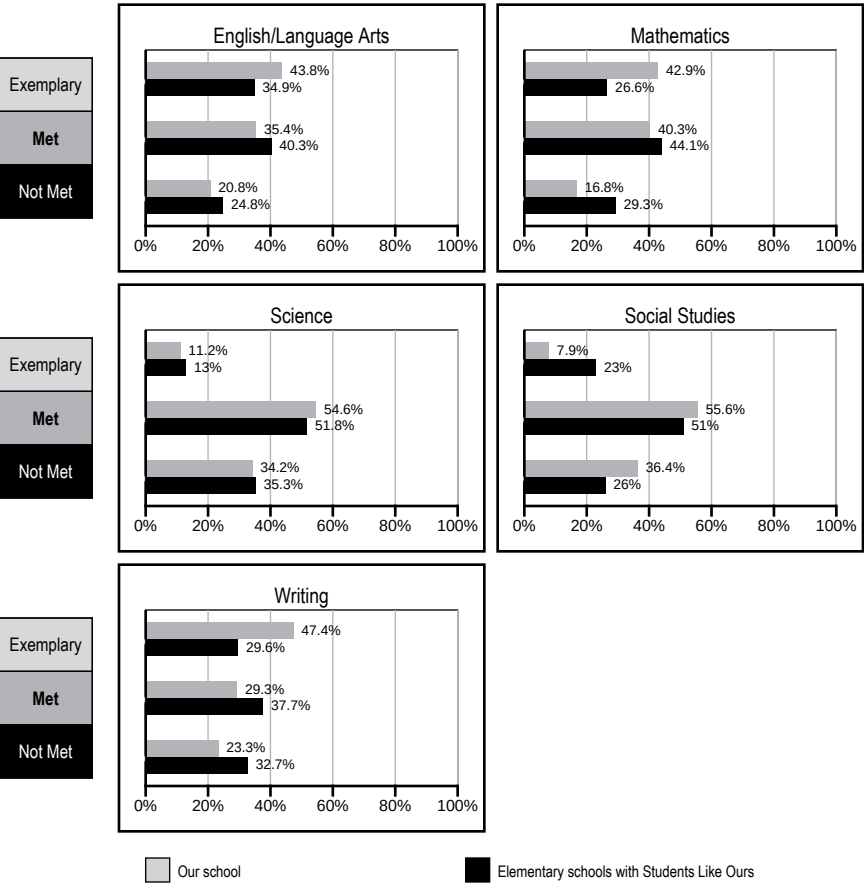
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	84	8	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=536)				
First graders who attended full-day kindergarten	94.8%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Down from 2.0%	2.4%	1.9%
Attendance rate	96.5%	No Change	96.2%	96.3%
Eligible for gifted and talented	12.3%	Up from 11.5%	8.8%	10.0%
With disabilities other than speech	9.4%	Down from 11.0%	9.3%	7.7%
Older than usual for grade	0.0%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	72.7%	Up from 67.6%	60.5%	59.4%
Continuing contract teachers	84.8%	Up from 61.8%	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Down from 93.0%	87.3%	85.9%
Teacher attendance rate	94.7%	Up from 94.5%	95.1%	95.1%
Average teacher salary*	\$48,903	Up 6.7%	\$47,415	\$47,149
Professional development days/teacher	7.3 days	Down from 10.5 days	11.6 days	11.1 days
School				
Principal's years at school	5.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 19.0 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 90.1%	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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,361	Up 21.2%	\$7,360	\$7,458
Percent of expenditures for instruction**	59.5%	Down from 65.1%	67.9%	68.8%
Percent of expenditures for teacher salaries**	53.8%	Down from 59.3%	61.6%	63.2%

* 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

With the completion of our first year in our new, state-of-the-art facility, our faculty members, parents, and students leave with the feeling of success. Being a Title I School, our faculty, staff, and administrators' focus is to provide a positive and nurturing environment to assist in building a strong foundation for future citizens.

In order to help the students with both academic and social needs, the faculty uses a variety of strategies to promote growth and development. To enhance the fine arts program, students participated in the seventh annual drama production as well as an art show. We also have a partnership with the Spartanburg County Arts Foundation to help provide numerous cultural activities for the students through the MUSE Machine Grant. The school has a partnership with the Boys and Girls Club of Spartanburg to operate a year-round program for students. Children are involved in the research-based 100 Book Challenge Program. The Dolly Parton imagination Library is a program that targets preschool children. Our reading accomplishments with these programs have helped better prepare our students. Reading is Fundamental continues to provide the students with quality children's books. Over the past four years, the students and teachers have worked with instructional coaches to broaden our use of effective techniques in the classrooms and increase student achievement.

The school staff, PTA, and volunteers worked together to promote parental involvement. Six PTA student programs, enhanced by student programs, were conducted throughout the year. Participation in the three family nights, designed to help parents understand how to academically assist their children, exceeded school attendance projections. The increase in parent participation is one contributing factor that has enhanced student performance.

The teachers and staff continue to participate in training to improve their teaching skills and strategies. Our teachers eagerly work with reading consultants and participate in book chats regarding current trends in education. The teachers recognize the importance of professional growth in helping them improve student performance.

As determined by our Title 1 surveys, parents are excited about the various aspects of the school's educational programs. Chesnee Elementary continues to serve the community as a Palmetto Silver Award recipient, a Red Carpet School, and as being recognized by the EOC once again for Closing the Gap with our Title 1 students.

Lynn Hollifield, SIC Chairperson
Robert P. Ledford, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	76	60
Percent satisfied with learning environment	100.0%	82.7%	90.0%
Percent satisfied with social and physical environment	100.0%	89.5%	96.6%
Percent satisfied with school-home relations	100.0%	90.8%	88.1%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 out of 13 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	2.7%	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	2.5%	0.0%	No
Student attendance rate	96.5%	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

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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	236	99.6	20.4	35.6	44	88.9	87.4	82.8	Yes	Yes
Gender										
Male	127	100	23.6	37.4	39	88.6	84.4	79.3	N/A	N/A
Female	109	99.1	16.7	33.3	50	89.2	90.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	184	99.5	17.7	37.7	44.6	89.1	89.4	89.5	Yes	Yes
African American	33	100	35.5	32.3	32.3	87.1	82.4	73.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90	92.3	I/S	I/S
Hispanic	15	100	26.7	20	53.3	86.7	72.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	37	97.3	71.4	20	8.6	51.4	52.2	52	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	48.5	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	26.3	31.6	42.1	89.5	77.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	159	100	26.2	38.9	34.9	85.2	81.4	75.5	Yes	Yes

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

All Students	236	99.6	16.4	40.4	43.1	90.2	86.3	78.9	Yes	Yes
Gender										
Male	127	100	21.1	35	43.9	87.8	84.3	77	N/A	N/A
Female	109	99.1	10.8	47.1	42.2	93.1	88.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	184	99.5	16.6	38.3	45.1	89.7	88	87.2	Yes	Yes
African American	33	100	19.4	58.1	22.6	90.3	78.6	66.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.9	93	I/S	I/S
Hispanic	15	100	13.3	40	46.7	93.3	77.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	37	97.3	60	25.7	14.3	57.1	52	45.5	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	69.7	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	15.8	26.3	57.9	94.7	81.5	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	159	100	22.1	42.3	35.6	87.2	80.6	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	160	98.8	33.3	55.3	11.3	66.7	76.3	67.5
Gender								
Male	90	100	39.5	50	10.5	60.5	75.2	67
Female	70	97.1	25	62.5	12.5	75	77.5	68
Racial/Ethnic Group								
White	124	98.4	33.6	53.4	12.9	66.4	80.3	79.5
African American	21	100	42.1	52.6	5.3	57.9	60	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	76.3	84.3
Hispanic	11	100	N/AV	N/AV	N/AV	72.7	60.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	95	N/AV	N/AV	N/AV	11.1	35.4	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	45	46.1
English Proficiency								
Limited English Proficient	16	100	31.3	62.5	6.3	68.8	65.6	59.6
Socio-Economic Status								
Subsided meals	109	99.1	43	49	8	57	65.7	55.1

Social Studies

All Students	158	99.4	36	56	8	64	77.4	72.3
Gender								
Male	80	100	34.2	54.4	11.4	65.8	77.1	71.5
Female	78	98.7	38	57.7	4.2	62	77.8	73.2
Racial/Ethnic Group								
White	123	99.2	34.2	56.4	9.4	65.8	79.4	80.7
African American	24	100	59.1	36.4	4.5	40.9	70	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.5	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	67.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	25	96	N/AV	N/AV	N/AV	25	43.1	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	41.2	50.7
English Proficiency								
Limited English Proficient	13	100	N/AV	N/AV	N/AV	84.6	71	67.9
Socio-Economic Status								
Subsided meals	104	100	45.4	51.5	3.1	54.6	68.7	62.1

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 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	242	100	23.3	29.3	47.4	76.7	79.7	70.2	96.5	96.3
Gender										
Male	130	100	28.6	30.2	41.3	71.4	73.9	63.2	96.6	96.2
Female	112	100	17	28.3	54.7	83	86.2	77.5	96.3	96.3
Racial/Ethnic Group										
White	189	100	23.2	29.8	47	76.8	82.2	79.1	96.2	96
African American	34	100	28.1	31.3	40.6	71.9	72.9	57.6	97.7	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	77.5	86.2	97.1	97.4
Hispanic	15	100	20	26.7	53.3	80	61.6	62.6	97.6	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.2
Disability Status										
Disabled	42	100	77.5	20	2.5	22.5	31.2	26.1	96.1	95
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	41.2	54.7	97.8	97.4
English Proficiency										
Limited English Proficient	20	100	20	25	55	80	65.8	61.2	97.4	96.9
Socio-Economic Status										
Subsidized meals	162	100	30.7	29.4	39.9	69.3	69.8	58.9	96.3	95.7

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
English/Language Arts							
2009	3	70	100	19.4	23.9	56.7	80.6
	4	82	98.8	18.4	38.2	43.4	81.6
	5	84	100	23.2	42.7	34.1	76.8
	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	70	100	22.4	41.8	35.8	77.6
	4	82	98.8	10.5	26.3	63.2	89.5
	5	84	100	17.1	52.4	30.5	82.9
	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
Science							
2009	3	35	97.1	50	43.8	6.3	50
	4	82	98.8	27.6	59.2	13.2	72.4
	5	43	100	31	57.1	11.9	69
	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	35	100	44.1	50	5.9	55.9
	4	82	98.8	28.9	61.8	9.2	71.1
	5	41	100	42.5	50	7.5	57.5
	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	72	100	21.7	24.6	53.6	78.3
	4	85	100	23.8	25	51.3	76.3
	5	85	100	24.1	37.3	38.6	75.9
	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