

LIMESTONE/CENTRAL ELEMENTARY

727 Pacolet Highway
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	383 Students	
Principal	Mr. Chad Hudson	864-206-6620
Superintendent	Dr. Edgar C. Taylor	864-902-3542
Board Chair	Mr. Donnie Smith	(864) 839-3499

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

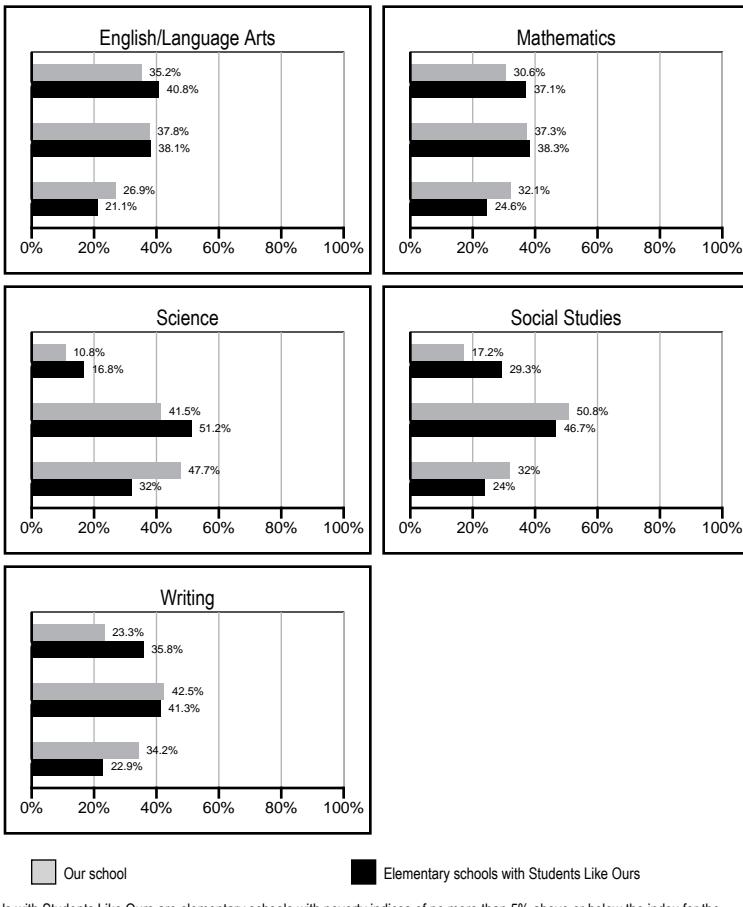
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	38	63	3	0

* Ratings are calculated with data available by 11/09/2011.

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=383)				
First graders who attended full-day kindergarten	100.0%	Up from 98.2%	100.0%	100.0%
Retention rate	0.5%	No Change	1.2%	1.1%
Attendance rate	96.1%	Up from 96.0%	96.0%	96.2%
Served by gifted and talented program	18.5%	Up from 16.2%	14.2%	13.4%
With disabilities other than speech	2.2%	Down from 7.2%	5.2%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	61.5%	Down from 69.2%	61.5%	62.5%
Continuing contract teachers	88.5%	Down from 96.2%	90.0%	88.2%
Teachers returning from previous year	88.5%	Up from 83.6%	88.6%	87.8%
Teacher attendance rate	94.9%	Up from 94.1%	95.1%	95.2%
Average teacher salary*	\$46,916	Down 2.6%	\$46,613	\$46,773
Professional development days/teacher	8.4 days	Up from 5.1 days	10.4 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.6 to 1	20.0 to 1	19.9 to 1
Prime instructional time	90.3%	Up from 90.0%	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	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,588	Up 2.7%	\$7,271	\$7,447
Percent of expenditures for instruction**	70.7%	Down from 72.5%	68.1%	68.4%
Percent of expenditures for teacher salaries**	68.6%	Down from 69.7%	65.9%	65.8%

* 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

Our motto for the 2010-2011 school year has been "Building a Strong Foundation." Students and staff members have worked hard to put the necessary academic building blocks in place to allow each student to achieve success this year and to continue building the foundation for life-long learning.

The South Carolina Curriculum Standards are the basis for instruction and assessment at Limestone-Central Elementary School. To strengthen the reading and writing foundation for students in grades K-3, two part-time reading interventionists have worked with students this school year. Implementation of small group intervention in mathematics for students in grades K-5 has helped strengthen the academic foundation for students as well.

Character education is an important building block in the foundation of our students. We teach and recognize a trait each month and students participated in character celebrations at the end of each quarter. In addition, students participated in service projects for the American Heart Association, Relay for Life, the Salvation Army, and Peach Tree Ministry.

We are also proud of our partnership with parents and family members through the PTO. They provided landscaping for the building and Kindergarten play areas, field trips, behavior incentives, t-shirts for 5th grade students to wear at the Too Good for Drugs Graduation, and numerous additional items requested by teachers and students. We are also excited to announce a new partnership with Limestone College. Limestone College students tutor and mentor a number of our students through our new LC2 Program. The Timken Company continues to support our Lunch Buddy Program for our students. These partnerships are additional bricks in the strong foundation for our students at Limestone-Central.

Chad Hudson, Principal

Shawn Casey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	71	39
Percent satisfied with learning environment	87.5%	93.0%	97.4%
Percent satisfied with social and physical environment	93.8%	89.7%	94.9%
Percent satisfied with school-home relations	87.5%	95.7%	94.7%

* 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

NO

This school met 15 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

CA-HOLD

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 "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 "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	203	100	26.5	37.8	35.7	80.6	74.4	82.4	Yes	Yes
Gender										
Male	99	100	31.9	34	34	75.5	69.9	78.7	N/A	N/A
Female	104	100	21.6	41.2	37.3	85.3	79	86.2	N/A	N/A
Racial/Ethnic Group										
White	122	100	16.8	38.7	44.5	88.2	79.7	88.9	Yes	Yes
African American	77	100	42.5	38.4	19.2	67.1	63.1	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.5	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	59.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	19	100	81.3	6.3	12.5	31.3	33.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	100	35.7	42.1	22.2	71.4	67.3	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	203	100	31.6	37.8	30.6	77.6	76.7	81.9	Yes	Yes
Gender										
Male	99	100	36.2	29.8	34	70.2	75.2	79.9	N/A	N/A
Female	104	100	27.5	45.1	27.5	84.3	78.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	122	100	20.2	40.3	39.5	86.6	82	88.9	Yes	Yes
African American	77	100	52.1	32.9	15.1	61.6	64.1	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.4	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	19	100	75	18.8	6.3	25	39.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	100	41.3	41.3	17.5	67.5	70.1	74.9	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	135	100	47	40.9	12.1	53	59.3	68.6
Gender								
Male	68	100	47	34.8	18.2	53	59.7	68.3
Female	67	100	47	47	6.1	53	58.8	68.9
Racial/Ethnic Group								
White	77	100	32.9	50	17.1	67.1	68.3	80.7
African American	57	100	67.3	27.3	5.5	32.7	39.5	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	78.9	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	38.1	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	16.7	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	42.4	60.7
Socio-Economic Status								
Subsidized meals	88	100	60	32.9	7.1	40	50.4	57.3
Social Studies								
All Students	134	100	31.8	50.4	17.8	68.2	57.9	72.5
Gender								
Male	62	100	27.6	51.7	20.7	72.4	58.2	72
Female	72	100	35.2	49.3	15.5	64.8	57.7	73.1
Racial/Ethnic Group								
White	88	100	24.4	53.5	22.1	75.6	63.7	81
African American	42	100	51.3	43.6	5.1	48.7	45.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	74.2	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	40.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	23.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	46.4	69.7
Socio-Economic Status								
Subsidized meals	88	100	41	50.6	8.4	59	49.9	62.9

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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	79	97.5	34.2	42.5	23.3	65.8	65.3	73.2	96.1	96.3
Gender										
Male	41	95.1	35.1	40.5	24.3	64.9	58.2	67.2	96.4	96.2
Female	38	100	33.3	44.4	22.2	66.7	72.8	79.4	95.8	96.3
Racial/Ethnic Group										
White	48	97.9	22.7	47.7	29.5	77.3	72.2	81.5	96.2	96
African American	29	96.6	51.9	33.3	14.8	48.1	50.6	61.3	96	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	87	99.3	97.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	45.3	66.7	93.3	97.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	99.9	95.4
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	16.9	26	92.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.4	65.7	98.1	97.6
Socio-Economic Status										
Subsidized meals	54	98.2	49	37.3	13.7	51	56.2	63.2	95.7	96

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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							
2010	3	68	100	25.4	23.9	50.7	74.6
	4	75	100	37.5	31.9	30.6	62.5
	5	47	100	27.3	31.8	40.9	72.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
	3	59	100	26.3	24.6	49.1	73.7
	4	66	100	24.6	40	35.4	75.4
2011	5	78	100	28.4	45.9	25.7	71.6
	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							
2010	3	68	100	37.3	29.9	32.8	62.7
	4	75	100	36.1	41.7	22.2	63.9
	5	47	100	25	27.3	47.7	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
	3	59	100	42.1	14	43.9	57.9
	4	66	100	20	52.3	27.7	80
2011	5	78	100	33.8	43.2	23	66.2
	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
Science							
2010	3	34	100	38.2	58.8	2.9	61.8
	4	75	100	61.1	36.1	2.8	38.9
	5	24	95.8	39.1	47.8	13	60.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
	3	29	100	53.6	32.1	14.3	46.4
	4	66	100	38.5	55.4	6.2	61.5
2011	5	40	100	56.4	23.1	20.5	43.6
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary	
Social Studies								
2010	3	34	100	36.4	45.5	18.2	63.6	
	4	75	100	45.8	41.7	12.5	54.2	
	5	23	100	35	40	25	65	
	6	0	N/A	N/A	N/A	N/A	N/A	
	7	0	N/A	N/A	N/A	N/A	N/A	
	8	0	N/A	N/A	N/A	N/A	N/A	
	3	30	100	27.6	37.9	34.5	72.4	
	4	66	100	30.8	56.9	12.3	69.2	
2011	5	38	100	37.1	48.6	14.3	62.9	
	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	
	Writing							
	3	69	98.6	32.8	35.8	31.3	67.2	
	4	74	96	34.8	39.1	26.1	65.2	
	5	48	97.9	15.9	47.7	36.4	84.1	
2011	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	
	3	N/A	N/AV	N/A	N/A	N/A	N/A	
	4	N/A	N/AV	N/A	N/A	N/A	N/A	
	5	79	97.5	34.2	42.5	23.3	65.8	
	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	

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