

STERLING ELEMENTARY

99 John McCarroll Way
Greenville, South Carolina

Grades	PK-8 Elementary School	
Enrollment	659 Students	
Principal	David M. Johnstone	864-355-4480
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	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

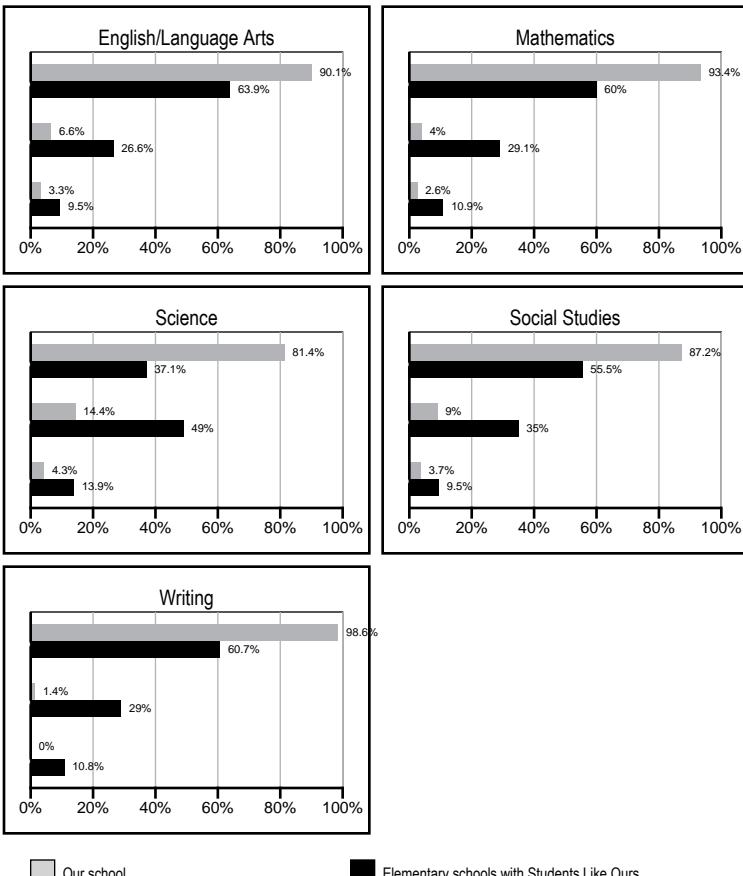
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	2	0	0	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=659)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.5%	0.5%	1.1%
Attendance rate	97.4%	Up from 97.3%	96.7%	96.2%
Served by gifted and talented program	92.7%	Up from 88.5%	32.7%	13.4%
With disabilities other than speech	1.2%	Down from 2.7%	3.0%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	51.4%	Down from 59.0%	70.0%	62.5%
Continuing contract teachers	94.6%	Up from 74.4%	92.5%	88.2%
Teachers returning from previous year	91.6%	Up from 90.4%	89.7%	87.8%
Teacher attendance rate	94.7%	Down from 96.9%	95.3%	95.2%
Average teacher salary*	\$49,098	Up 3.5%	\$48,174	\$46,773
Professional development days/teacher	6.2 days	Up from 5.7 days	10.4 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 22.2 to 1	21.4 to 1	19.9 to 1
Prime instructional time	92.1%	Down from 94.1%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,605	Down 10.3%	\$6,655	\$7,447
Percent of expenditures for instruction**	62.0%	Down from 63.4%	68.8%	68.4%
Percent of expenditures for teacher salaries**	61.0%	Up from 60.9%	67.4%	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 School Improvement Council meets to review the school's performance based on goals and objectives found in the Sterling School Strategic Plan. This is a group of dedicated parents, teachers and community members who work together to ensure the highest levels of performance are realized by all members of the Sterling School Community.

Sterling School is home to two programs: Sterling Elementary, serving students 4K-4th grades, and the Charles Townes Center, a select program for highly gifted students (grades 3-8). The programs operate within a single school and are guided by unified beliefs, vision and mission. Across both programs, skills related to student collaboration and teamwork are developed by means of "hands-on", inquiry based instruction, integration of the arts, and intense focus on research and utilization of technology. Resources are shared between programs, and all students are offered opportunities to engage, challenge, and mentor each other in a manner that is culturally/personally affirming and academically rich. Our priority is to create a sense of community where each individual understands that he or she is respected and valued.

The School Improvement Council has guided and supported the school through strategies to support these programs. The goals included a focus on the following areas:

- Assessment
- Writing, English Language Arts, & Math
- Technology Integration
- Leadership
- Connection with the community

Sterling PTA concentrated efforts this year on reaching out - to the school community and the neighborhood community and the Greenville community. There was phenomenal success in the area of community involvement through our PTA Programs. In September, the League of Women Voters helped increase awareness about legislative issues through a voter registration drive. In January, we hosted our first ever Health Fair in an effort to support the health of our families and community.

March brought the biggest community event of the year – the first ever Go Green with Sterling - with about 400 people coming out! The night was a culminating event for March Recycle Madness, a recycling drive that resulted in thousands of items and a ton of paper/cardboard. PTA conducted a book drive that brought nearly 1000 books to create summer reading collections for students in the surrounding community.

We are proud to announce for the third year in a row, Sterling has had our Teacher of the Year, Linda Reynolds, selected as one of the Top Ten in Greenville County. Lastly, our School Nurse, Maryanne Rapp was elected as the State LPN Nurse of the Year. Please check our website for additional information and our Strategic Plan.

Mike Strickland SIC Chair
David Johnstone Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	75	75
Percent satisfied with learning environment	96.9%	97.3%	93.2%
Percent satisfied with social and physical environment	100.0%	97.3%	92.0%
Percent satisfied with school-home relations	100.0%	96.0%	81.3%

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

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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 "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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	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	495	100	1.8	4.5	93.6	99.4	84.1	82.4	Yes	Yes
Gender										
Male	262	100	2.7	3.9	93.4	98.8	80.8	78.7	N/A	N/A
Female	233	100	0.9	5.2	93.9	100	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	419	100	0.2	2.2	97.6	100	89.7	88.9	Yes	Yes
African American	38	100	21.2	36.4	42.4	90.9	72.2	72.9	I/S	I/S
Asian/Pacific Islander	35	100	N/AV	N/AV	N/AV	100	93.3	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	49	100	18.2	18.2	63.6	93.2	75.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	495	100	1.4	4.5	94	99.2	84.4	81.9	Yes	Yes
Gender										
Male	262	100	2	3.5	94.5	98.8	82.9	79.9	N/A	N/A
Female	233	100	0.9	5.6	93.5	99.6	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	419	100	0.2	3.1	96.6	100	89.4	88.9	Yes	Yes
African American	38	100	15.2	27.3	57.6	90.9	72	71.4	I/S	I/S
Asian/Pacific Islander	35	100	N/AV	N/AV	N/AV	100	95.6	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.7	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	49	100	13.6	15.9	70.5	90.9	76.5	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	330	100	2.4	10.1	87.5	97.6	71.6	68.6
Gender								
Male	174	100	2.9	5.8	91.3	97.1	71.4	68.3
Female	156	100	1.9	14.7	83.3	98.1	71.9	68.9
Racial/Ethnic Group								
White	282	100	0.4	7.8	91.8	99.6	81	80.7
African American	23	100	31.8	45.5	22.7	68.2	52.3	51.4
Asian/Pacific Islander	23	100	N/AV	N/AV	N/AV	100	85.1	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	61.4	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.8	60.7
Socio-Economic Status								
Subsidized meals	33	100	18.8	28.1	53.1	81.3	58.4	57.3
Social Studies								
All Students	335	100	2.1	6.7	91.2	97.9	76.1	72.5
Gender								
Male	171	100	3	3.6	93.4	97	75.9	72
Female	164	100	1.2	9.9	88.9	98.8	76.2	73.1
Racial/Ethnic Group								
White	277	100	N/AV	N/AV	N/AV	100	82.8	81
African American	30	100	23.1	30.8	46.2	76.9	61.5	60
Asian/Pacific Islander	25	100	N/AV	N/AV	N/AV	100	88.5	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.6	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	36	100	21.9	21.9	56.3	78.1	65.2	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	146	100	N/AV	N/AV	N/AV	100	76	73.2	97.4	96.4
Gender										
Male	86	100	N/AV	N/AV	N/AV	100	70.2	67.2	97.3	96.3
Female	60	100	N/AV	N/AV	N/AV	100	82.1	79.4	97.4	96.4
Racial/Ethnic Group										
White	132	100	N/AV	N/AV	N/AV	100	83.1	81.5	97.5	96.2
African American	4	I/S	I/S	I/S	I/S	I/S	62.2	61.3	96.5	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.3	87	98.3	97.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	66.7	96	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	98.5	95.8
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	26.5	26	96.1	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	65.3	65.7	99.4	97.2
Socio-Economic Status										
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	63.7	63.2	96.1	95.9

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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	105	100	3.9	3.9	92.2	96.1	
	4	75	100	N/A	N/A	N/A	100	
	5	75	100	N/A	N/A	N/A	100	
	6	71	100	N/A	N/A	N/A	100	
	7	75	100	N/A	N/A	N/A	100	
	8	62	100	N/A	N/A	N/A	100	
	3	104	100	5.1	2	92.9	94.9	
	4	102	100	3.9	12.7	83.3	96.1	
2011	5	75	100	N/AV	N/AV	N/AV	100	
	6	75	100	N/AV	N/AV	N/AV	100	
	7	68	100	N/AV	N/AV	N/AV	100	
	8	71	100	N/AV	N/AV	N/AV	100	
	Mathematics							
	3	105	100	12.7	11.8	75.5	87.3	
	4	75	100	N/A	N/A	N/A	100	
	5	75	100	N/A	N/A	N/A	100	
2010	6	71	100	N/A	N/A	N/A	100	
	7	75	100	N/A	N/A	N/A	100	
	8	62	100	N/A	N/A	N/A	100	
	3	104	100	5.1	3.1	91.8	94.9	
	4	102	100	2	6.9	91.2	98	
	5	75	100	N/AV	N/AV	N/AV	100	
	6	75	100	N/AV	N/AV	N/AV	100	
	7	68	100	N/AV	N/AV	N/AV	100	
	8	71	100	N/AV	N/AV	N/AV	100	
Science								
2010	3	53	100	9.8	17.6	72.5	90.2	
	4	75	100	N/A	N/A	N/A	100	
	5	37	100	N/A	N/A	N/A	100	
	6	36	100	N/A	N/A	N/A	100	
	7	75	100	N/A	N/A	N/A	100	
	8	31	100	N/A	N/A	N/A	100	
	3	50	100	4.1	10.2	85.7	95.9	
	4	102	100	5.9	21.6	72.5	94.1	
2011	5	38	100	N/AV	N/AV	N/AV	100	
	6	37	100	N/AV	N/AV	N/AV	100	
	7	68	100	N/AV	N/AV	N/AV	100	
	8	35	100	N/AV	N/AV	N/AV	100	

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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	52	100	3.9	13.7	82.4	96.1
	4	75	100	N/A	N/A	N/A	100
	5	38	100	N/A	N/A	N/A	100
	6	35	100	N/A	N/A	N/A	100
	7	75	100	N/A	N/A	N/A	100
	8	31	100	N/A	N/A	N/A	100
	3	54	100	6.1	6.1	87.8	93.9
	4	102	100	3.9	13.7	82.4	96.1
2011	5	37	100	N/AV	N/AV	N/AV	100
	6	38	100	N/AV	N/AV	N/AV	100
	7	68	100	N/AV	N/AV	N/AV	100
	8	36	100	N/AV	N/AV	N/AV	100
Writing							
2010	3	105	98.1	6	7	87	94
	4	75	100	N/AV	N/AV	N/AV	100
	5	75	100	N/AV	N/AV	N/AV	100
	6	71	100	N/AV	N/AV	N/AV	100
	7	75	100	N/AV	N/AV	N/AV	100
	8	62	100	1.6	3.2	95.2	98.4
	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
2011	5	75	100	N/AV	N/AV	N/AV	100
	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	71	100	N/AV	N/AV	N/AV	100

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