

CENTRAL ELEMENTARY

608 Johnson Rd
Central, SC 29630

Grades	PK-5 Elementary School	
Enrollment	370 Students	
Principal	Jamie Spinks	864-397-1400
Superintendent	Henry H. Hunt, Ph.D.	864-397-1000
Board Chair	Alex Saitta	864-397-1029

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

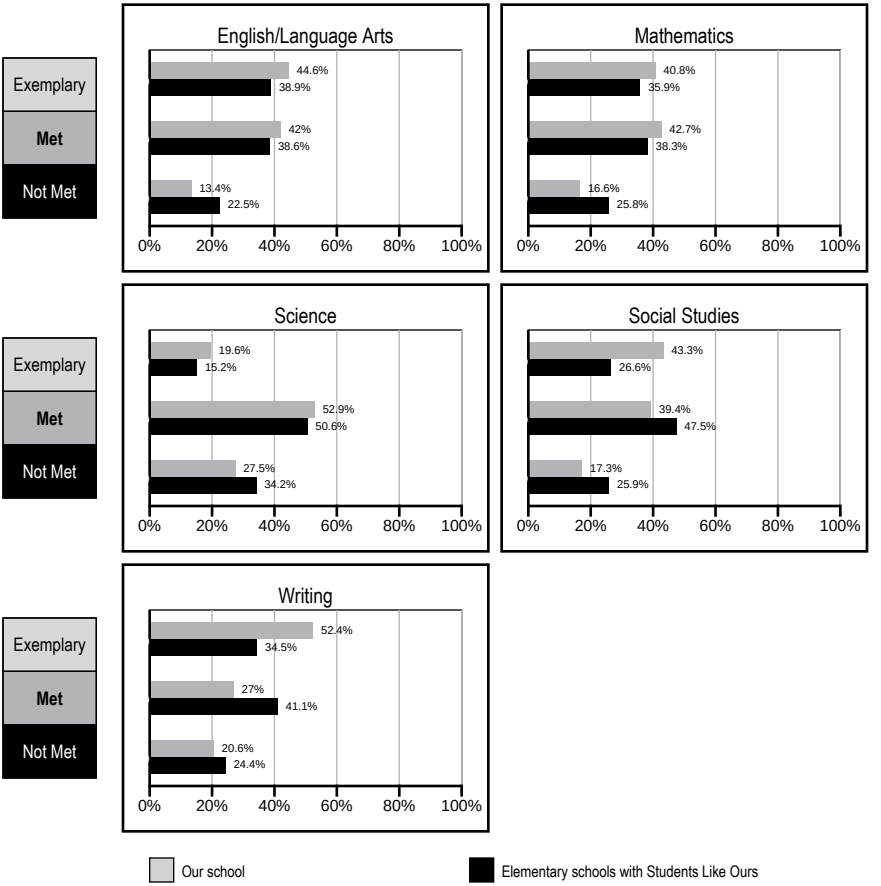
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	33	77	5	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=370)				
First graders who attended full-day kindergarten	100.0%	Up from 93.5%	100.0%	100.0%
Retention rate	0.6%	Down from 0.9%	1.0%	1.1%
Attendance rate	96.3%	Down from 96.9%	96.0%	96.2%
Served by gifted and talented program	28.6%	Up from 21.4%	12.8%	13.4%
With disabilities other than speech	6.9%	Down from 8.3%	4.7%	4.1%
Older than usual for grade	0.5%	Up from 0.0%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	46.4%	Up from 43.8%	60.6%	62.5%
Continuing contract teachers	92.9%	Up from 90.6%	90.3%	88.2%
Teachers returning from previous year	85.5%	Down from 86.4%	87.9%	87.8%
Teacher attendance rate	96.5%	Up from 95.1%	95.1%	95.2%
Average teacher salary*	$46,894	Up 2.0%	$46,609	$46,773
Professional development days/teacher	17.4 days	Up from 17.1 days	10.9 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 16.1 to 1	19.8 to 1	19.9 to 1
Prime instructional time	91.6%	Up from 91.0%	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	No Change	Excellent	Excellent
Dollars spent per pupil**	$9,594	Up 11.2%	$7,336	$7,447
Percent of expenditures for instruction**	60.8%	Up from 59.8%	67.7%	68.4%
Percent of expenditures for teacher salaries**	57.7%	Up from 56.0%	64.8%	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

The 2010-2011 school year at Central Elementary saw much success as the faculty and staff worked to create engaging educational experiences for all students.

Student achievement remained the top priority as teachers utilized a variety of strategies to meet the students at their appropriate level of instruction. Using MAP data, PASS scores, and classroom assessments, our teachers incorporated Zoo-phonics, the district's literacy model, Guided Reading, Touch Math, Math Out of the Box, Calendar Math, Science Kits, RIT groups, and numerous other instructional techniques to offer students as much individualized instruction as possible.

School-wide expectations were again established using Positive Behavior Interventions and Supports (PBIS). Tickets were given out for displaying appropriate expectations and students were able to trade them in each week for items in the Cougar Store. In addition, CES was recognized for the second consecutive year as a PBIS Ribbon School by the SC State Department of Education.

Activities beyond the classroom continued to be part of the instructional program at CES including: Zest Quest, Honors Chorus, Cougar Clubs, Cougar News Network, Good News Club, Safety Patrol, Jump Rope team, Shooting Stars Tutoring, and Mad Science Club. Other special events were held throughout the year including: Special Persons Day, Monthly Birthday Celebrations, Geography Bee, Spelling Bee, Artists-In-Residence Week, School Science Fair, Book Fairs, Veterans Day, Field Days, and Awards Night.

Character education continued to be a priority at CES with all students participating in grade-level service learning projects. In addition, our school utilized the Chick-fil-A Core Essential program to assist with character development.

Finally, parent and community involvement remained at an all-time high with an active PTO, SIC, and volunteer program. Parents were also involved throughout the year with various Parent Nights held at the school. In addition, business partnerships with local establishments such as Walmart and Lowe's continued as well as monthly spirit nights at restaurants such as Wendy's, Chick-fil-A, Zaxby's, and McDonald's.

Elliott Southard, Principal

Rick Freeze, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	66	57
Percent satisfied with learning environment	100.0%	86.4%	92.9%
Percent satisfied with social and physical environment	100.0%	93.7%	94.6%
Percent satisfied with school-home relations	93.5%	89.2%	94.5%

* 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 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	0.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

* Or greater than last year

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CENTRAL ELEMENTARY										11/09/11-3901014
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	177	100	13.4	42	44.6	91.1	86.5	82.4	Yes	Yes
Gender										
Male	96	100	18	43.8	38.2	86.5	83.5	78.7	N/A	N/A
Female	81	100	7.4	39.7	52.9	97.1	89.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	99	100	8	37.5	54.5	95.5	88.1	88.9	Yes	Yes
African American	50	100	20.9	48.8	30.2	86	74.2	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.9	93	I/S	I/S
Hispanic	25	100	21.7	43.5	34.8	82.6	79.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78.8	83	I/S	I/S
Disability Status										
Disabled	20	100	64.7	23.5	11.8	47.1	56.2	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	25	100	24	44	32	80	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	135	100	17.2	42.2	40.5	88.8	80.4	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	177	100	16.6	42.7	40.8	90.4	83.8	81.9	Yes	Yes
Gender										
Male	96	100	21.3	40.4	38.2	86.5	82	79.9	N/A	N/A
Female	81	100	10.3	45.6	44.1	95.6	85.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	99	100	10.2	37.5	52.3	92	85.6	88.9	Yes	Yes
African American	50	100	25.6	58.1	16.3	88.4	68.5	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.4	94.6	I/S	I/S
Hispanic	25	100	26.1	39.1	34.8	87	78.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.9	84.4	I/S	I/S
Disability Status										
Disabled	20	100	64.7	29.4	5.9	52.9	52	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	25	100	28	32	40	84	80.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	135	100	20.7	47.4	31.9	87.9	77	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	115	100	27.5	52.9	19.6	72.5	75.8	68.6
Gender								
Male	63	100	27.1	55.9	16.9	72.9	75.4	68.3
Female	52	100	27.9	48.8	23.3	72.1	76.3	68.9
Racial/Ethnic Group								
White	63	100	21.8	43.6	34.5	78.2	78.7	80.7
African American	32	100	N/AV	N/AV	N/AV	64.3	53.2	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.8	85.3
Hispanic	18	100	35.3	58.8	5.9	64.7	65	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.2	70.8
Disability Status								
Disabled	15	100	58.3	33.3	8.3	41.7	43	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	18	100	38.9	55.6	5.6	61.1	66.3	60.7
Socio-Economic Status								
Subsidized meals	89	100	30.3	53.9	15.8	69.7	66.1	57.3
Social Studies								
All Students	114	100	17.3	39.4	43.3	82.7	77.5	72.5
Gender								
Male	58	100	20.4	35.2	44.4	79.6	77.4	72
Female	56	100	14	44	42	86	77.6	73.1
Racial/Ethnic Group								
White	60	100	7.1	30.4	62.5	92.9	79	81
African American	34	100	30	50	20	70	64.4	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.6	89
Hispanic	17	100	33.3	46.7	20	66.7	73.4	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	63.6	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	46.3	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	16	100	31.3	37.5	31.3	68.8	78	69.7
Socio-Economic Status								
Subsidized meals	87	100	23.1	42.3	34.6	76.9	68.9	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	68	100	20.6	27	52.4	79.4	79.6	73.2	96.3	96
Gender										
Male	36	100	29.4	29.4	41.2	70.6	73.1	67.2	96.1	96
Female	32	100	10.3	24.1	65.5	89.7	86.1	79.4	96.5	96
Racial/Ethnic Group										
White	39	100	18.9	27	54.1	81.1	81.6	81.5	95.7	95.9
African American	17	100	13.3	46.7	40	86.7	66.5	61.3	97	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	87	97.6	97.9
Hispanic	12	100	N/AV	N/AV	N/AV	63.6	67.5	66.7	97.1	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	95.6	95.7
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	34	26	95.7	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99
English Proficiency										
Limited English Proficient	12	100	N/AV	N/AV	N/AV	58.3	72.2	65.7	97.5	97.4
Socio-Economic Status										
Subsidized meals	50	100	26.1	30.4	43.5	73.9	70.9	63.2	96.3	95.4

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CENTRAL ELEMENTARY 11/09/11-3901014

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	47	100	24.4	22	53.7	75.6
	4	59	100	23.2	32.1	44.6	76.8
	5	66	100	15	51.7	33.3	85
	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
2011	3	55	100	6.7	42.2	51.1	93.3
	4	52	100	16.3	46.9	36.7	83.7
	5	70	100	15.9	38.1	46	84.1
	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	47	100	26.8	19.5	53.7	73.2
	4	59	100	26.8	33.9	39.3	73.2
	5	66	100	31.7	45	23.3	68.3
	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
2011	3	55	100	11.1	44.4	44.4	88.9
	4	52	100	8.2	42.9	49	91.8
	5	70	100	27	41.3	31.7	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							
2010	3	25	100	40.9	27.3	31.8	59.1
	4	59	100	23.2	53.6	23.2	76.8
	5	33	100	41.9	48.4	9.7	58.1
	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
2011	3	29	100	27.3	54.5	18.2	72.7
	4	52	100	26.5	51	22.4	73.5
	5	34	100	29	54.8	16.1	71
	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	22	100	15.8	42.1	42.1	84.2
	4	59	100	10.7	37.5	51.8	89.3
	5	33	100	34.5	48.3	17.2	65.5
	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
2011	3	26	100	17.4	43.5	39.1	82.6
	4	52	100	12.2	42.9	44.9	87.8
	5	36	100	25	31.3	43.8	75
	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							
2010	3	47	100	25.6	23.3	51.2	74.4
	4	61	98.4	19.6	33.9	46.4	80.4
	5	66	100	22	44.1	33.9	78
	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
2011	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	68	100	20.6	27	52.4	79.4
	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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