



CLEVELAND ELEMENTARY

151 Franklin Street
Spartanburg, SC 29303

Grades	PK-6 Elementary School	
Enrollment	443 Students	
Principal	Fredric Logan	864-594-4444
Superintendent	Dr. Russell W. Booker	864-594-4400
Board Chair	Sharon D. Porter	864-594-4400

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

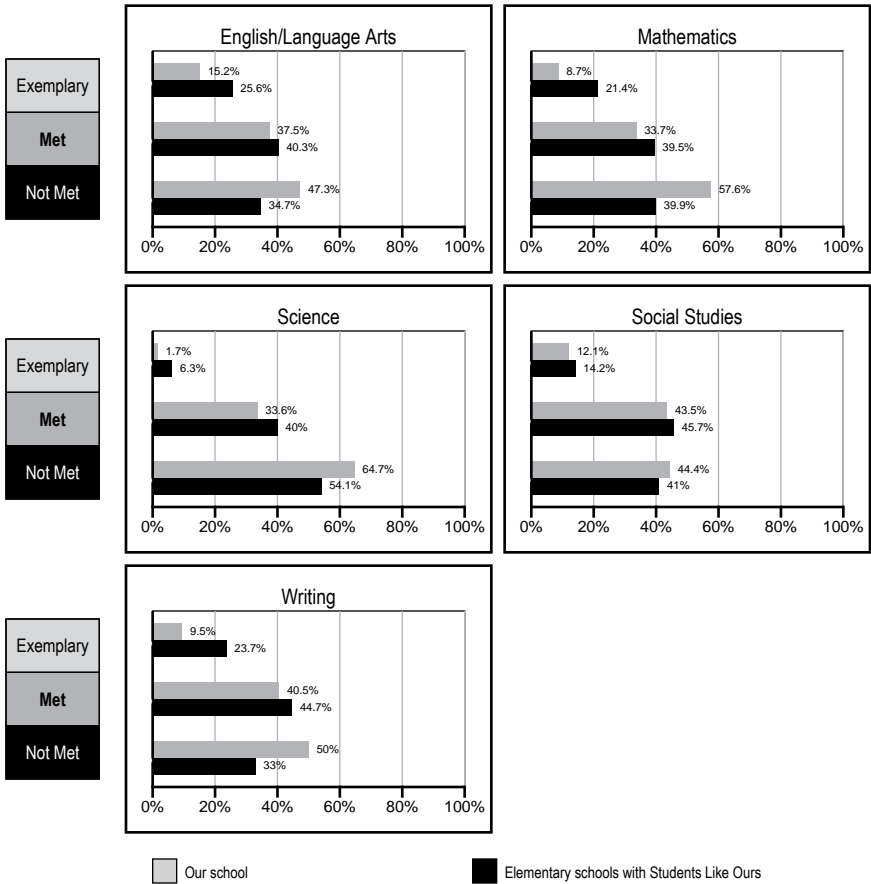
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	67	45	19

* 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=443)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 1.2%	1.5%	1.1%
Attendance rate	95.2%	Up from 94.8%	95.9%	96.2%
Served by gifted and talented program	3.7%	Down from 4.6%	5.1%	13.4%
With disabilities other than speech	5.7%	Down from 9.9%	4.4%	4.1%
Older than usual for grade	0.0%	No Change	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 65.8%	61.9%	62.5%
Continuing contract teachers	88.9%	Up from 78.9%	81.8%	88.2%
Teachers returning from previous year	89.3%	Up from 79.7%	84.5%	87.8%
Teacher attendance rate	92.5%	Down from 95.0%	95.2%	95.2%
Average teacher salary*	\$47,231	Down 1.9%	\$45,168	\$46,773
Professional development days/teacher	10.1 days	Up from 6.4 days	10.8 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 14.8 to 1	17.5 to 1	19.9 to 1
Prime instructional time	86.2%	Down from 88.9%	90.1%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,483	Down 3.3%	\$8,760	\$7,447
Percent of expenditures for instruction**	63.9%	Up from 59.4%	67.3%	68.4%
Percent of expenditures for teacher salaries**	62.6%	Up from 57.7%	63.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

We are excited to share that we have maintained our momentum when it comes to student progress. Our teachers and students are working with a sense of urgency and it is reflected in our school report card and our AYP report. As you carefully read the items below and learn more about our successes, please know that we would not have any successes without the combined efforts of parents, teachers, students, and community members.

We have maintained our Average Growth Rating for 2 years. We met 15 out of 17 AYP objectives (88.2%) which is an increase from last year. Our student attendance rate remains excellent. We have continued SRA Corrective Reading: an intervention designed to improve reading in grades 3-6. We have continued the Language Enrichment Acceleration Program (LEAP), a reading intervention program for grades K-2 designed to develop and enhance reading fluency and reading comprehension strategies for early grades. Over 65% of our teachers have advanced degrees. Our Homework Academy is now serving approximately 80 students in which certified teachers provide instruction that focuses on improving reading and math. We serve 120 students after school in our Boys and Girls Club and over 200 students in summer school. Because of our students' academic growth, we are no longer in the At Risk category which is an achievement that we can be very proud of. Because of this same growth, we are no longer a PPS Turn-around School which is another achievement we can be very proud of. We also continue to be supported by Wofford College, Spartanburg Regional, USC Upstate, and several churches.

At Cleveland, we continue to hold steadfast in the belief that our students can and will achieve. We work hard to meet their individual needs. With a combined effort of all stakeholders, we will continue to make expected gains in achievement.

Fred Logan, Principal
Alan Goggins, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	32	7
Percent satisfied with learning environment	68.0%	84.4%	I/S
Percent satisfied with social and physical environment	71.4%	81.3%	I/S
Percent satisfied with school-home relations	32.7%	81.3%	I/S

* 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 9 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

R

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	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	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	218	99.5	46.3	37.2	16.5	65.4	77.9	82.4	No	Yes
Gender										
Male	113	99.1	50.5	34.7	14.7	60	73.7	78.7	N/A	N/A
Female	105	100	41.9	39.8	18.3	71	82.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	88.3	88.9	I/S	I/S
African American	197	99.5	47.3	37.9	14.8	63.9	70.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.4	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	46	97.8	82.9	9.8	7.3	34.1	37.3	48.1	No	Yes
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	8	I/S	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	197	100	46.8	37	16.2	64.7	71	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	218	100	57.1	33.3	9.5	58.7	75.6	81.9	No	Yes
Gender										
Male	113	100	58.3	30.2	11.5	57.3	73	79.9	N/A	N/A
Female	105	100	55.9	36.6	7.5	60.2	78.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	87.5	88.9	I/S	I/S
African American	197	100	60	31.2	8.8	57.1	66.9	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.2	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	74.8	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	46	100	85.7	9.5	4.8	23.8	30.9	47.3	No	Yes
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	8	I/S	I/S	I/S	I/S	I/S	82.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	197	100	57.8	32.9	9.2	58.4	67.6	74.9	No	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	139	99.3	62.2	33.6	4.2	37.8	64.1	68.6
Gender								
Male	75	98.7	57.4	39.3	3.3	42.6	63.4	68.3
Female	64	100	67.2	27.6	5.2	32.8	64.8	68.9
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	83.8	80.7
African American	125	99.2	66.4	30.8	2.8	33.6	50.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	79	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.6	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	35	97.1	80.6	9.7	9.7	19.4	27.4	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	4	I/S	I/S	I/S	I/S	I/S	68.4	60.7
Socio-Economic Status								
Subsidized meals	124	99.2	62.6	33.6	3.7	37.4	53	57.3
Social Studies								
All Students	146	99.3	44	43.2	12.8	56	69.7	72.5
Gender								
Male	78	98.7	42.4	42.4	15.2	57.6	67.7	72
Female	68	100	45.8	44.1	10.2	54.2	72	73.1
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	85.7	81
African American	132	99.2	43.2	45	11.7	56.8	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.1	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	70.8	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	27	100	66.7	25	8.3	33.3	34	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	6	I/S	I/S	I/S	I/S	I/S	80.8	69.7
Socio-Economic Status								
Subsidized meals	134	99.3	44	43.1	12.9	56	60.4	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	47	91.5	47.5	42.5	10	52.5	69	73.2	95.2	95.7
Gender										
Male	22	90.9	47.4	36.8	15.8	52.6	63.3	67.2	94.9	95.5
Female	25	92	47.6	47.6	4.8	52.4	75.1	79.4	95.5	95.8
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	83.4	81.5	93.7	95.6
African American	42	92.9	47.2	44.4	8.3	52.8	57.7	61.3	95.3	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	87	94.7	97.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.2	66.7	95.5	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.9	94.4
Disability Status										
Disabled	11	72.7	I/S	I/S	I/S	I/S	14	26	95.1	94.4
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	2	I/S	I/S	I/S	I/S	I/S	80.3	65.7	96.1	97
Socio-Economic Status										
Subsidized meals	42	92.9	48.6	45.9	5.4	51.4	57.5	63.2	95.3	95.3

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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	76	98.7	45.5	34.8	19.7	54.5
	4	51	100	47.9	39.6	12.5	52.1
	5	42	100	45	35	20	55
	6	57	100	56.9	33.3	9.8	43.1
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	64	98.4	43.6	23.6	32.7	56.4
	4	67	100	43.9	45.6	10.5	56.1
	5	47	100	53.5	37.2	9.3	46.5
	6	39	100	46.9	43.8	9.4	53.1
	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	N/A
Mathematics							
2010	3	76	100	67.2	20.9	11.9	32.8
	4	51	100	47.9	43.8	8.3	52.1
	5	42	100	47.5	42.5	10	52.5
	6	57	100	49	47.1	3.9	51
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	64	100	67.9	23.2	8.9	32.1
	4	67	100	59.6	33.3	7	40.4
	5	47	100	46.5	39.5	14	53.5
	6	39	100	46.9	43.8	9.4	53.1
	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	N/A
Science							
2010	3	38	100	N/A	N/A	N/A	11.8
	4	51	100	41.7	52.1	6.3	58.3
	5	20	100	60	35	5	40
	6	28	100	N/A	N/A	N/A	32
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	32	100	66.7	25.9	7.4	33.3
	4	67	100	61.4	33.3	5.3	38.6
	5	21	100	N/AV	N/AV	N/AV	35
	6	19	94.7	N/AV	N/AV	N/AV	46.7
	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	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	38	94.7	50	37.5	12.5	50
	4	51	100	41.7	54.2	4.2	58.3
	5	22	100	55	40	5	45
	6	29	100	34.6	57.7	7.7	65.4
	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	32	100	31	55.2	13.8	69
	4	67	100	40.4	43.9	15.8	59.6
	5	26	100	N/AV	N/AV	N/AV	26.1
	6	20	95	33.3	46.7	20	66.7
	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	75	98.7	61.2	28.4	10.4	38.8
	4	51	98	48.9	44.7	6.4	51.1
	5	42	100	56.1	34.1	9.8	43.9
	6	57	100	52.9	41.2	5.9	47.1
	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	47	91.5	47.5	42.5	10	52.5
	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

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