



CROWDERS CREEK ELEMENTARY

5515 Charlotte Highway
Clover, SC 29710

Grades	PK-5 Elementary School	
Enrollment	994 Students	
Principal	Millicent Whitener Dickey	803-831-2434
Superintendent	Marc. J. Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

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	Good
2008	Excellent	Excellent
2007	Excellent	Good

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

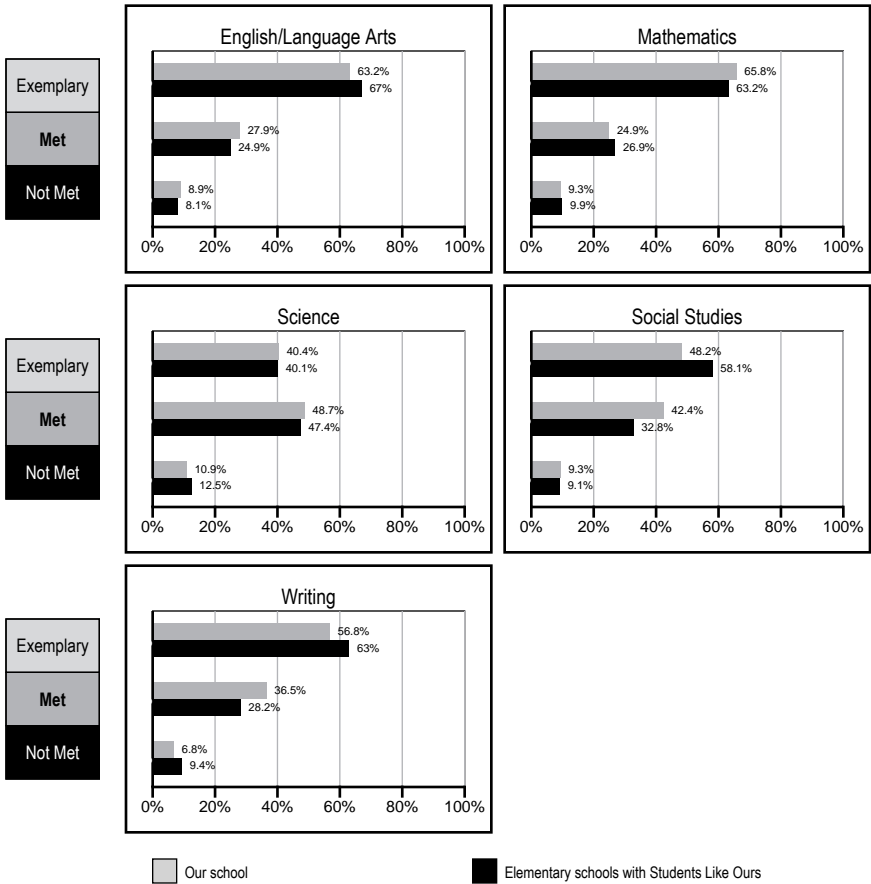
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	1	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=994)				
First graders who attended full-day kindergarten	98.0%	Down from 99.3%	100.0%	100.0%
Retention rate	0.5%	No Change	0.5%	1.1%
Attendance rate	96.6%	Up from 96.5%	96.7%	96.2%
Served by gifted and talented program	30.1%	Up from 28.4%	34.1%	13.4%
With disabilities other than speech	1.7%	Down from 3.7%	2.6%	4.1%
Older than usual for grade	0.1%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	63.2%	Down from 65.6%	65.0%	62.5%
Continuing contract teachers	82.5%	Up from 78.7%	88.3%	88.2%
Teachers returning from previous year	88.4%	Down from 89.6%	89.0%	87.8%
Teacher attendance rate	95.3%	Down from 96.0%	95.6%	95.2%
Average teacher salary*	\$50,448	Down 6.3%	\$48,486	\$46,773
Professional development days/teacher	10.4 days	Up from 8.7 days	8.0 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 21.9 to 1	21.9 to 1	19.9 to 1
Prime instructional time	90.0%	Down from 91.4%	91.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	99.8%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,196	Down 7.8%	\$6,529	\$7,447
Percent of expenditures for instruction**	71.9%	Up from 68.7%	68.8%	68.4%
Percent of expenditures for teacher salaries**	69.7%	Up from 64.5%	68.8%	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

Crowders Creek Elementary School strives to be a child-centered school focused on excellence. We believe the purpose of school is to design meaningful experiences where students acquire knowledge and skills to successfully explore the challenges of today and tomorrow. In our PK-5 elementary school of 1000 students, we encourage students daily to seek opportunities to learn. Integration across the curriculum areas allows students to experience real-world relevance in the classroom. School activities such as chorus, TV news crew, Lego Robotics club, media center helpers, and safety patrol provide students with opportunities to use knowledge meaningfully.

We believe the responsibility of leaders is to provide the time, resources, and collaborative environment that promote continuous improvement. Our school is the recipient of ten consecutive Palmetto Gold Awards. Instruction is differentiated to meet varying student needs and abilities. Common planning time is provided to teachers in order to plan engaging lessons and develop common assessments. School funds and PTA funds are used to provide all necessary materials so that teachers have the necessary tools to target each child's academic needs. Technology upgrades include the purchase of Apple iPads and document cameras.

We believe the focus of educators is to design engaging, meaningful work for all students and ensure that they learn to their highest potential. Teachers plan engaging lessons to challenge students. Faculty is encouraged to attend professional development opportunities. Teachers are represented on district subject area vertical articulation committees. Staff members are recognized for good attendance and professional milestones. Students are allowed opportunities to demonstrate knowledge gained. Academic portfolios record student growth throughout their elementary career. Students show their learning to parents and the community through a family math night, a kids' art fair, and classroom musical performances.

We believe the role of the school, parents and community is to create a safe and supportive environment for all students to learn and thrive. There is open communication with parents to focus on areas of strength as well as improvement. Local churches, civic groups, and community members provide support through donations and through time spent mentoring students. Volunteers engage in tasks such as assisting teachers and tutoring students. Parents and the community are involved in Veterans Day, field day, and the storytelling festival. Teachers, school counselors, and parents collaborate in ways to foster healthy student growth and development through character lessons and activities as well as parent/family workshops. Students are recognized for their hard work and good character through the monthly Good Character Café and through recognition on the morning news show and annual awards program.

The mission of the Clover Schools is to prepare each child for a successful and productive future. At Crowders Creek Elementary School, we endeavor to be a learning community that promotes successful achievement for all students.

Millicent Whitener Dickey, Principal
Christine Huston, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	147	96
Percent satisfied with learning environment	94.1%	91.0%	92.6%
Percent satisfied with social and physical environment	97.1%	91.2%	95.7%
Percent satisfied with school-home relations	100.0%	90.4%	85.9%

* 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 20 out of 21 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	0.2%	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	96.6%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	480	100	9.3	27.8	62.9	94.4	89.4	82.4	Yes	Yes
Gender										
Male	271	100	13.9	27.4	58.7	91.5	86.7	78.7	N/A	N/A
Female	209	100	3.4	28.3	68.3	98	92.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	399	100	7.3	28	64.8	95.6	90.7	88.9	Yes	Yes
African American	50	100	22.4	28.6	49	83.7	80	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	21	100	15	30	55	95	88.3	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	100	83	I/S	I/S
Disability Status										
Disabled	45	100	47.7	20.5	31.8	63.6	50.8	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	14	100	7.1	28.6	64.3	100	87.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	90	100	20.9	31.4	47.7	87.2	81.2	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	480	100	9.7	24.8	65.5	94.8	90.8	81.9	Yes	Yes
Gender										
Male	271	100	13.5	24.3	62.2	92.7	88.8	79.9	N/A	N/A
Female	209	100	4.9	25.4	69.8	97.6	92.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	399	100	8.3	23.6	68.1	95.6	92	88.9	Yes	Yes
African American	50	100	20.4	32.7	46.9	89.8	82.9	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.9	94.6	I/S	I/S
Hispanic	21	100	10	35	55	90	87.2	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	100	84.4	I/S	I/S
Disability Status										
Disabled	45	100	27.3	34.1	38.6	79.5	59.4	47.3	Yes	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	14	100	N/AV	N/AV	N/AV	100	86	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	90	100	24.4	31.4	44.2	89.5	82.5	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	325	100	11.5	48.4	40.1	88.5	83.6	68.6
Gender								
Male	194	100	13	45.4	41.6	87	81.6	68.3
Female	131	100	9.3	52.7	38	90.7	85.9	68.9
Racial/Ethnic Group								
White	273	100	9.5	47.3	43.2	90.5	86.4	80.7
African American	33	100	27.3	51.5	21.2	72.7	67.6	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.1	85.3
Hispanic	15	100	14.3	57.1	28.6	85.7	76.5	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	29	100	35.7	42.9	21.4	64.3	44.6	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	8	I/S	I/S	I/S	I/S	I/S	70.7	60.7
Socio-Economic Status								
Subsidized meals	61	100	22.8	54.4	22.8	77.2	72.9	57.3
Social Studies								
All Students	326	100	10.2	42	47.8	89.8	84.9	72.5
Gender								
Male	178	100	12.4	39.1	48.5	87.6	84.6	72
Female	148	100	7.6	45.5	46.9	92.4	85.2	73.1
Racial/Ethnic Group								
White	273	100	8.4	41.8	49.8	91.6	86.4	81
African American	31	100	23.3	43.3	33.3	76.7	72.7	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	13	100	15.4	53.8	30.8	84.6	83.6	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	33	100	37.5	28.1	34.4	62.5	50.3	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	10	I/S	9.1	36.4	54.5	90.9	86.8	69.7
Socio-Economic Status								
Subsidized meals	61	100	22.4	51.7	25.9	77.6	73.5	62.9

Abbreviations for Missing Data

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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	150	100	6.8	36.5	56.8	93.2	83.6	73.2	96.6	96.4
Gender										
Male	82	100	9.9	40.7	49.4	90.1	78.7	67.2	96.5	96.4
Female	68	100	3	31.3	65.7	97	88.8	79.4	96.7	96.5
Racial/Ethnic Group										
White	124	100	4.9	35.8	59.3	95.1	85.2	81.5	96.6	96.3
African American	13	100	30.8	38.5	30.8	69.2	71	61.3	97	97
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	72.7	87	97.2	97.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	87.5	66.7	96.1	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	96.5	95.6
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	35.5	26	95.4	95.7
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	5	I/S	I/S	I/S	I/S	I/S	67.7	65.7	98.3	97.6
Socio-Economic Status										
Subsidized meals	30	100	16.7	53.3	30	83.3	73.8	63.2	96.1	95.7

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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	160	100	8.4	20	71.6	91.6
	4	153	100	8.7	34.2	57	91.3
	5	162	100	7.6	34.4	58	92.4
	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	157	100	12.3	12.3	75.3	87.7
	4	171	100	7.4	34.4	58.3	92.6
	5	152	100	8.2	36.7	55.1	91.8
	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							
2010	3	160	100	7.1	20.6	72.3	92.9
	4	153	100	6	33.6	60.4	94
	5	162	100	8.3	31.8	59.9	91.7
	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
2011	3	157	100	5.2	10.4	84.4	94.8
	4	171	100	8.6	28.2	63.2	91.4
	5	152	100	15.6	36.1	48.3	84.4
	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
Science							
2010	3	80	98.8	14.5	30.3	55.3	85.5
	4	153	100	10.7	51.7	37.6	89.3
	5	80	100	15.2	55.7	29.1	84.8
	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	78	100	10.4	23.4	66.2	89.6
	4	171	100	10.4	61.3	28.2	89.6
	5	76	100	14.9	45.9	39.2	85.1
	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

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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	80	98.8	5.2	32.5	62.3	94.8
	4	153	100	10.1	42.3	47.7	89.9
	5	82	100	15.4	41	43.6	84.6
	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	79	100	9.1	29.9	61	90.9
	4	171	100	7.4	50.3	42.3	92.6
	5	76	100	17.6	36.5	45.9	82.4
	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
Writing							
2010	3	160	98.8	15	26.1	58.8	85
	4	154	98.7	10.1	30.9	59.1	89.9
	5	163	100	10.8	39.2	50	89.2
	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
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	150	100	6.8	36.5	56.8	93.2
	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

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