



## SUGAR CREEK ELEMENTARY

1599 Farm House Drive  
Fort Mill, SC 29715

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	714 Students	
<b>Principal</b>	Scott Frattaroli	803-835-0150
<b>Superintendent</b>	Dr. James N. Epps, Jr	803-548-2527
<b>Board Chair</b>	Patrick White	803-802-0033

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

## 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

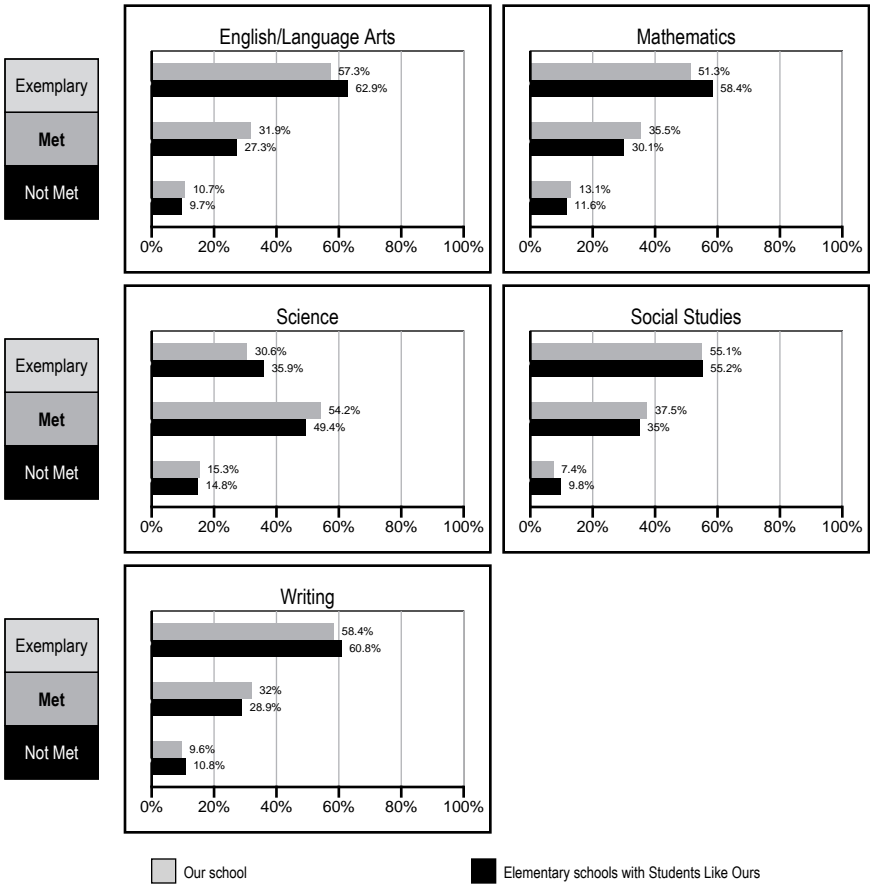
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
19	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
<b>Students (n=714)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.1%	Up from 0.0%	0.6%	1.1%
Attendance rate	96.7%	Down from 97.1%	96.7%	96.2%
Served by gifted and talented program	24.4%	Up from 20.4%	31.2%	13.4%
With disabilities other than speech	1.4%	Down from 2.9%	2.8%	4.1%
Older than usual for grade	0.0%	No Change	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	72.7%	Up from 65.1%	68.4%	62.5%
Continuing contract teachers	97.7%	Up from 95.3%	93.2%	88.2%
Teachers returning from previous year	N/A	N/A	89.9%	87.8%
Teacher attendance rate	93.8%	Down from 94.5%	95.2%	95.2%
Average teacher salary*	\$48,474	Down 2.0%	\$49,400	\$46,773
Professional development days/teacher	13.2 days	Up from 9.8 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 22.6 to 1	21.0 to 1	19.9 to 1
Prime instructional time	87.9%	Down from 90.0%	91.1%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,121	N/A	\$7,216	\$7,447
Percent of expenditures for instruction**	73.7%	N/A	71.4%	68.4%
Percent of expenditures for teacher salaries**	72.6%	N/A	70.2%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Collaboratively, the mission of Sugar Creek Elementary School is to support a positive, safe, diverse community by providing an engaging curriculum that fosters excellence and a love of learning. In our second year of existence, Sugar Creek Elementary School built on our successful inaugural year and continued with a tradition of excellence.

With academic achievement being our number one priority, our school community has come together to prepare our students to be the leaders of tomorrow. Sugar Creek Elementary received a rating of Excellent on both "Absolute" and "Improvement" ratings from the most recent S.C. School Report Card. Our school is pleased to report that is met 21 out of 21 objectives to meet Adequate Yearly Progress (AYP) for the 2009-2010 school year. We were proudly awarded the Palmetto Gold and Palmetto Silver Awards for our academic growth, particularly with typically underachieving populations. In an effort to meet our diverse population, Hispanic orientation nights were also held to bridge the home to school relationship.

Our PTO flourished with a successful Boosterthon event, school Luau, family fun nights, and a culminating end of the year picnic. Our School Improvement Council sponsored a several events including a curriculum night focusing on writing and a movie night. School-wide service-learning projects included Jerseys for Japan, a local angel tree, and fundraising initiatives for the Rock Hill Attention Center, Junior Achievement, the Early Learning Partnership of York County, and the Fort Mill Care Center. Our students had the opportunity to participate in extracurricular activities including Student Council, Environmental Club, Art Club, Choir, Chimes, Safety Patrol, SNN News Crew, Geopod Club, 100 Book Club, and Girls on the Run.

Sugar Creek Elementary School embraces the concept of lifelong learning through professional development and strives to create a learning atmosphere where all students can feel safe and be successful.

Together in education,

Mr. Scott Frattaroli, Principal  
Mr. Jeffrey Mize, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	127	87
Percent satisfied with learning environment	100.0%	93.7%	96.3%
Percent satisfied with social and physical environment	97.6%	92.9%	92.9%
Percent satisfied with school-home relations	100.0%	96.1%	90.4%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.4%	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	3.3%	0.0%	No
Student attendance rate	96.7%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

**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	356	100	10.7	31.9	57.3	96.7	92.8	82.4	Yes	Yes
<b>Gender</b>										
Male	172	100	14.5	35.2	50.3	95.6	91.1	78.7	N/A	N/A
Female	184	100	7.4	29	63.6	97.7	94.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	216	100	4.5	33.2	62.4	99	94.6	88.9	Yes	Yes
African American	53	100	22.4	22.4	55.1	93.9	82.4	72.9	Yes	Yes
Asian/Pacific Islander	28	100	3.8	23.1	73.1	100	93.7	93	I/S	I/S
Hispanic	53	100	25	38.5	36.5	92.3	89.1	79.3	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	83.3	83	I/S	I/S
<b>Disability Status</b>										
Disabled	24	100	47.6	33.3	19	76.2	61.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	34	100	25	56.3	18.8	93.8	82.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	97	100	25	28.3	46.7	93.5	79.8	75.4	Yes	Yes

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

All Students	356	100	13.1	35.5	51.3	91.6	93	81.9	Yes	Yes
<b>Gender</b>										
Male	172	100	11.9	40.9	47.2	92.5	92.5	79.9	N/A	N/A
Female	184	100	14.2	30.7	55.1	90.9	93.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	216	100	7.4	32.7	59.9	96.5	95.1	88.9	Yes	Yes
African American	53	100	20.4	38.8	40.8	83.7	80.8	71.4	Yes	Yes
Asian/Pacific Islander	28	100	15.4	23.1	61.5	92.3	95.4	94.6	I/S	I/S
Hispanic	53	100	26.9	50	23.1	80.8	88.3	81.1	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	91.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	24	100	52.4	33.3	14.3	61.9	58.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	34	100	37.5	50	12.5	75	85.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	97	100	29.3	39.1	31.5	80.4	80.9	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## 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
<b>Science</b>								
All Students	230	100	15.3	54.2	30.6	84.7	87.1	68.6
<b>Gender</b>								
Male	112	100	18.8	50.5	30.7	81.2	87	68.3
Female	118	100	12.2	57.4	30.4	87.8	87.3	68.9
<b>Racial/Ethnic Group</b>								
White	133	100	7.3	58.9	33.9	92.7	90.9	80.7
African American	37	100	20.6	64.7	14.7	79.4	69.6	51.4
Asian/Pacific Islander	19	100	11.1	27.8	61.1	88.9	89.4	85.3
Hispanic	38	100	40.5	43.2	16.2	59.5	71.4	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	17	100	42.9	42.9	14.3	57.1	53.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	21	100	52.6	42.1	5.3	47.4	58.1	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	68	100	36.5	46	17.5	63.5	67.4	57.3
<b>Social Studies</b>								
All Students	230	100	7.4	37.5	55.1	92.6	89.5	72.5
<b>Gender</b>								
Male	109	100	2	44.6	53.5	98	89.1	72
Female	121	100	12.2	31.3	56.5	87.8	89.8	73.1
<b>Racial/Ethnic Group</b>								
White	145	100	3.7	30.4	65.9	96.3	91.5	81
African American	37	100	11.4	45.7	42.9	88.6	78.1	60
Asian/Pacific Islander	17	100	6.7	46.7	46.7	93.3	93.8	89
Hispanic	28	100	17.9	57.1	25	82.1	82.6	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	15	100	21.4	57.1	21.4	78.6	57	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	19	100	35.3	52.9	11.8	64.7	77.9	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	59	100	17.9	44.6	37.5	82.1	74.4	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**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
<b>Writing</b>										
All Students	131	100	9.6	32	58.4	90.4	89.3	73.2	96.7	96.3
<b>Gender</b>										
Male	67	100	11.1	38.1	50.8	88.9	85.5	67.2	96.8	96.4
Female	64	100	8.1	25.8	66.1	91.9	93.6	79.4	96.7	96.2
<b>Racial/Ethnic Group</b>										
White	84	100	6.3	25	68.8	93.8	91.9	81.5	96.5	96.2
African American	15	100	23.1	38.5	38.5	76.9	74.7	61.3	97.2	96.6
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	85.2	87	97	96.9
Hispanic	20	100	15	60	25	85	86.3	66.7	96.8	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	96.7	96.2
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	45	26	96.1	95.8
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	15	100	11.8	64.7	23.5	88.2	80.4	65.7	96.9	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	35	100	20.6	47.1	32.4	79.4	73.9	63.2	96.3	95.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	88	100	17.2	24.1	58.6	82.8
	4	118	100	10.7	29.5	59.8	89.3
	5	106	99.1	11.1	33.3	55.6	88.9
	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
<b>2011</b>	3	120	100	12.2	29.6	58.3	87.8
	4	104	100	10.3	30.9	58.8	89.7
	5	132	100	9.8	35	55.3	90.2
	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
<b>Mathematics</b>							
<b>2010</b>	3	88	100	24.1	35.6	40.2	75.9
	4	118	100	9.8	34.8	55.4	90.2
	5	106	100	10.1	53.5	36.4	89.9
	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
<b>2011</b>	3	120	100	17.4	29.6	53	82.6
	4	104	100	10.3	37.1	52.6	89.7
	5	132	100	11.4	39.8	48.8	88.6
	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
<b>Science</b>							
<b>2010</b>	3	43	100	20.9	41.9	37.2	79.1
	4	118	100	9.8	58	32.1	90.2
	5	53	98.1	14.3	44.9	40.8	85.7
	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
<b>2011</b>	3	59	100	31.6	29.8	38.6	68.4
	4	104	100	10.3	61.9	27.8	89.7
	5	67	100	8.1	64.5	27.4	91.9
	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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	45	100	15.9	45.5	38.6	84.1
	4	118	100	8	39.3	52.7	92
	5	53	98.1	15.7	56.9	27.5	84.3
	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
<b>2011</b>	3	61	100	6.9	36.2	56.9	93.1
	4	104	100	6.2	38.1	55.7	93.8
	5	65	100	9.8	37.7	52.5	90.2
	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
<b>Writing</b>							
<b>2010</b>	3	88	100	8	29.9	62.1	92
	4	118	100	9.7	38.9	51.3	90.3
	5	105	100	15.2	29.3	55.6	84.8
	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
<b>2011</b>	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	131	100	9.6	32	58.4	90.4
	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

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample