



Cleveland Elementary

151 Franklin Street
Spartanburg, SC 29303

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 416 Students | |
| Principal | Fred Logan | 864-594-4444 |
| Superintendent | Dr. Russell W. Booker | 864-594-4400 |
| Board Chair | Lawrence E. Flynn, Jr. | 864-594-4405 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------------|
| 2012 | At-Risk | Below Average |
| 2011 | At-Risk | Below Average |
| 2010 | Below Average | Average |
| 2009 | At-Risk | Average |
| 2008 | At-Risk | At-Risk |

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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

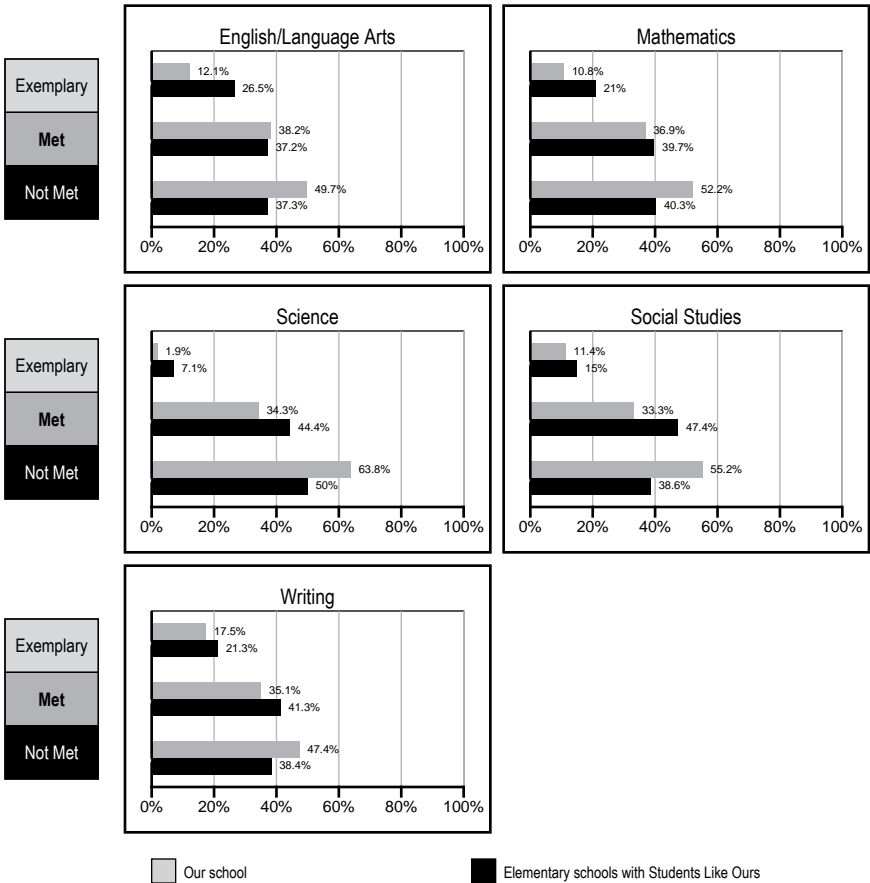
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2 | 6 | 70 | 46 | 17 |

* Ratings are calculated with data available by 11/07/2012.

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=416) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.2% | Down from 0.5% | 1.2% | 1.0% |
| Attendance rate | 95.7% | Up from 95.2% | 96.4% | 96.6% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=33) | | | | |
| Teachers with advanced degrees | 84.8% | Up from 75.0% | 62.5% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 80.8% | Down from 89.3% | 84.9% | 88.7% |
| Teacher attendance rate | 94.5% | Up from 92.5% | 95.4% | 95.1% |
| Average teacher salary* | \$50,348 | Up 6.6% | \$44,876 | \$47,210 |
| Professional development days/teacher | 14.5 days | Up from 10.1 days | 9.4 days | 10.5 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.7 to 1 | Down from 19.0 to 1 | 18.0 to 1 | 20.0 to 1 |
| Prime instructional time | 87.6% | Up from 86.2% | 90.6% | 90.5% |
| 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 | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$9,594 | Down 8.5% | \$8,326 | \$7,247 |
| Percent of expenditures for instruction** | 55.1% | Down from 63.9% | 66.1% | 68.2% |
| Percent of expenditures for teacher salaries** | 54.1% | Down from 62.6% | 62.8% | 65.7% |

* 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

Cleveland Elementary is embarking on a new journey which will enhance the strong academic focus on literacy, math, and science. This year we adopted the Leader in Me model. We are very optimistic because Leader in Me is a "whole school transformational model." It has proven to help produce higher academic achievement, fewer discipline problems, and increased engagement in students, parents, and teachers. This model helps to provide students the tools needed to not only survive, but thrive in the 21st century. They are developing skills which include responsibility, leadership, adaptability, communication, creativity, problem solving, and teamwork to name just a few. The development of these skills will result in improved student achievement because the students are becoming more and more prepared to fully take advantage of the curriculum provided.

We are also very fortunate to have been adopted as one of only a few Purpose Built Communities in the United States. The goal of Purpose Built Communities is to "transform struggling neighborhoods into vibrant and sustainable communities where everyone has the opportunity to thrive. Purpose Built Communities break the cycle of intergenerational poverty creating a world where geography no longer limits human potential. " We also continue to be supported by Wofford College, USC Upstate, and several churches. We are confident that with the help of Purpose Built Communities, the Leader in Me model, the School Improvement Council, and our other long term supporters, we are on our way to meeting our goals.

We have continued using SRA Corrective Reading; an intervention designed to improve reading in grades 3-5. We have also continued the Language Enrichment Program (LEAP), a reading intervention program for grades K-2 designed to develop and enhance reading fluency and comprehension strategies for early grades. We are also very pleased that 75% of our staff have advanced degrees. In addition, our Boys and Girls Club continues to serve 120 students after school.

At Cleveland, we believe that if we find and nurture the leadership abilities in all students, they can and will achieve. We will continue to work very closely with our stake holders to ensure that we continue to meet expected gains and therefore meet the needs of our students.

Fred Logan, Principal
Alan Goggins, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 40 | 65 | 34 |
| Percent satisfied with learning environment | 70.0% | 87.5% | 84.4% |
| Percent satisfied with social and physical environment | 72.5% | 82.5% | 88.2% |
| Percent satisfied with school-home relations | 42.5% | 88.9% | 84.8% |

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 39.6 |
| Overall Grade Conversion | F |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Cleveland Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.7% | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.8% | 5.1% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.0% | 0.0% | No |
| Student attendance rate | 95.7% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 616.7 | 613.2 | 584.2 | 604.4 | 100.0 | 100.0 |
| Male | 612.8 | 614.2 | 582.6 | 604.7 | 100.0 | 100.0 |
| Female | 621.9 | 611.8 | 586.6 | 604.0 | 100.0 | 100.0 |
| White | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | 616.6 | 613.0 | 583.0 | 604.4 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | 100.0 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 617.6 | 613.2 | 584.7 | 604.6 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |

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| | | | | |
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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 | | | | | | | |
| 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 |
| 2012 | 3 | 57 | 100 | 56.3 | 25 | 18.8 | 43.8 |
| | 4 | 65 | 100 | 48.1 | 40.7 | 11.1 | 51.9 |
| | 5 | 74 | 100 | 43.1 | 48.3 | 8.6 | 56.9 |
| | 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 |
| Mathematics | | | | | | | |
| 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 |
| 2012 | 3 | 57 | 100 | 58.3 | 37.5 | 4.2 | 41.7 |
| | 4 | 65 | 100 | 44.4 | 37 | 18.5 | 55.6 |
| | 5 | 74 | 100 | 51.7 | 37.9 | 10.3 | 48.3 |
| | 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 | | | | | | | |
| 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 |
| 2012 | 3 | 28 | 100 | N/AV | N/AV | N/AV | 12.5 |
| | 4 | 65 | 100 | 57.4 | 38.9 | 3.7 | 42.6 |
| | 5 | 38 | 81.6 | 48 | 48 | 4 | 52 |
| | 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 | | | | | | | |
| 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 |
| 2012 | 3 | 29 | 100 | 54.2 | 41.7 | 4.2 | 45.8 |
| | 4 | 65 | 100 | 40.7 | 40.7 | 18.5 | 59.3 |
| | 5 | 36 | 80.6 | 73.9 | 17.4 | 8.7 | 26.1 |
| | 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 |
| Writing | | | | | | | |
| 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 |
| 2012 | 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 | 74 | 97.3 | 47.4 | 35.1 | 17.5 | 52.6 |
| | 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 |

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