



Sterling School

99 John McCarroll Way
Greenville, SC 29607

Grades	PK-8 Middle School	
Enrollment	755 Students	
Principal	David Johnstone	864-355-4480
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent

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

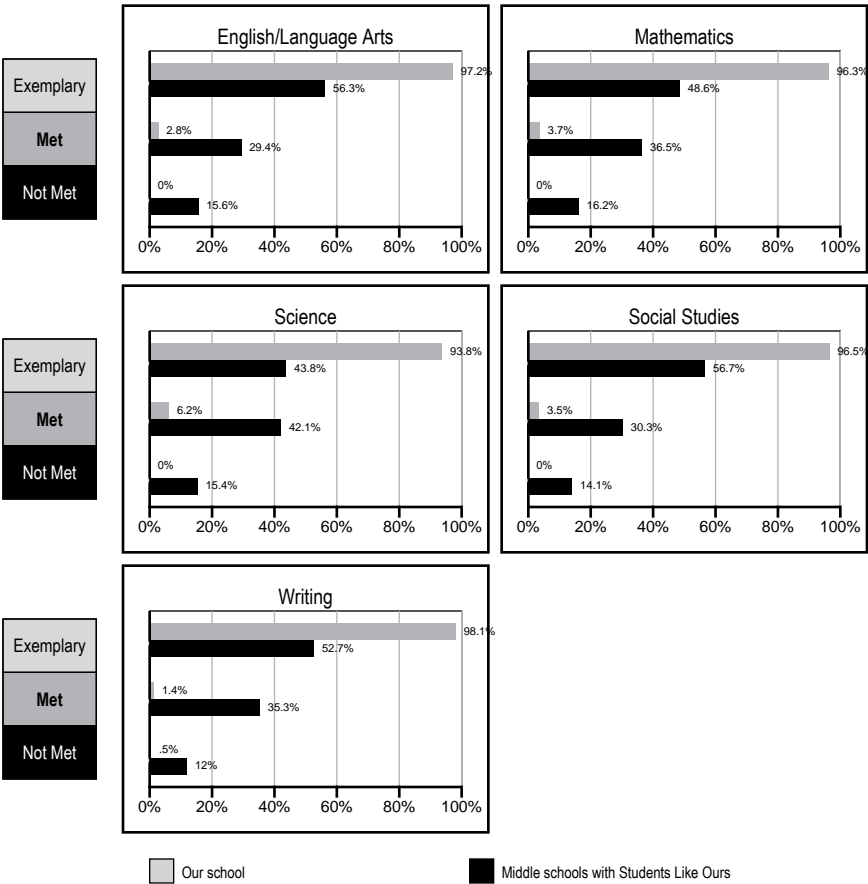
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 99.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	2	1	0	0

* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.7%	97.7%
English 1	100.0%	98.5%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	99.3%	98.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=755)				
Students enrolled in high school credit courses (grades 7 & 8)	100.0%	No Change	36.1%	24.6%
Retention rate	0.5%	Up from 0.0%	0.3%	0.6%
Attendance rate	97.3%	Down from 97.6%	96.5%	95.9%
Served by gifted and talented program	59.1%	N/A	34.1%	18.5%
With disabilities	7.3%	N/A	8.2%	13.0%
Older than usual for grade	0.5%	N/A	1.9%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	60.5%	Up from 52.4%	61.0%	61.5%
Continuing contract teachers	81.4%	Down from 83.3%	76.7%	77.2%
Teachers returning from previous year	86.5%	Down from 89.1%	83.9%	85.9%
Teacher attendance rate	95.1%	Up from 94.5%	95.6%	94.9%
Average teacher salary*	\$47,239	Up 1.5%	\$47,061	\$47,313
Professional development days/teacher	6.7 days	Down from 8.9 days	10.5 days	10.1 days
School				
Principal's years at school	8.0	Up from 7.0	3.5	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 23.0 to 1	23.8 to 1	22.1 to 1
Prime instructional time	91.6%	Up from 91.4%	90.7%	89.6%
Opportunities in the arts	Good	Down from Excellent	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	99.8%	99.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$5,971	Down 0.9%	\$6,325	\$7,239
Percent of expenditures for instruction**	62.0%	No Change	62.0%	63.0%
Percent of expenditures for teacher salaries**	61.0%	Down from 61.3%	61.0%	61.0%

* 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

Sterling's School Improvement Council (SIC) has been working hard this year to help shape the direction of Sterling. The following narrative outlines much of what has been done this year and summarizes much of what has been accomplished by the students and faculty of Sterling as well.

Sterling has had a wonderful year. We started with a special visit from Subway's Jared Fogle as part of the Subway Challenge and to promote our CATCH and Culinary Creations food program. The fall brought in a record amount of needed funds through a great PTA Boosterthon fundraiser and the awarding of a \$39,474 grant from State Farm to support safer walking and biking to school and in the community. We have had excellent parent participation and inclusiveness in the school through a variety of PTA meeting formats as well as monthly Lunch and Learns from our guidance department and media center. We have also begun parent orientations for the next grade level well before the end of the year to more fully prepare parents for the school year to come.

Lastly, we have continued to improve the instructional program at Sterling. Every grade level and area has reworked some aspect of its curriculum to better our students. We have focused on building rich experiences that will make learning more meaningful and memorable. As you look through our accomplishments, please review the two key areas from which the School Improvement Council evaluates our initiatives: inclusiveness and experiential learning.

Inclusiveness: Through this objective, the school seeks to create an environment in which students, teachers, parents and community members feel accepted and a part of the school. Inclusiveness values these roles, appreciates, and values the differences that each individual brings in fulfilling his or her respective role.

Experiential Learning: Through this objective, the school seeks to encourage students and teachers to engage in the learning process in a manner that allows for learning from and through failure, risk taking and trial and error. Experiential Learning is consistent with the currently used approach of inquiry-based learning, as many of the characteristics are seen in our teaching. However, there is a desire to see this approach expanded, encouraged, and emphasized.

Jeff Dishner SIC Chair
David M. Johnstone Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	58	84
Percent satisfied with learning environment	100%	89.7%	94.1%
Percent satisfied with social and physical environment	100%	96.5%	92.9%
Percent satisfied with school-home relations	97.8%	96.5%	90.5%

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

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ESEA/Federal Accountability Rating System

In July 2013, 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	99.1
Overall Grade Conversion	A

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

Sterling School 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	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	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 6-8						
All Students	733.9	738.7	715.3	711.5	100.0	100.0
Male	728.8	741.7	718.1	717.2	100.0	100.0
Female	740.4	735.0	711.5	704.3	100.0	100.0
White	734.1	736.2	714.9	710.3	100.0	100.0
African American	N/A	N/A	N/A	N/A	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
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	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
2012	3	111	100	8.1	5.4	86.5	91.9
	4	120	100	11.2	10.3	78.4	88.8
	5	110	100	7.6	10.5	81.9	92.4
	6	75	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	64	100	N/AV	N/AV	N/AV	100
2013	3	119	100	8	10.6	81.4	92
	4	115	100	7	14	78.9	93
	5	122	100	5.1	18.6	76.3	94.9
	6	74	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	67	100	N/AV	N/AV	N/AV	100
Mathematics							
2012	3	111	100	9.9	9	81.1	90.1
	4	120	100	8.6	12.1	79.3	91.4
	5	110	100	3.8	14.3	81.9	96.2
	6	75	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	64	100	N/AV	N/AV	N/AV	100
2013	3	119	100	15	9.7	75.2	85
	4	115	100	3.5	15.8	80.7	96.5
	5	122	100	10.2	13.6	76.3	89.8
	6	74	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	67	100	N/AV	N/AV	N/AV	100
Science							
2012	3	55	100	10.9	18.2	70.9	89.1
	4	120	100	9.5	34.5	56	90.5
	5	55	100	3.8	9.6	86.5	96.2
	6	37	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	32	100	N/AV	N/AV	N/AV	100
2013	3	59	100	20	21.8	58.2	80
	4	115	100	8.8	26.3	64.9	91.2
	5	61	100	10.2	16.9	72.9	89.8
	6	37	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	34	100	N/AV	N/AV	N/AV	100

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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							
2012	3	56	100	5.4	10.7	83.9	94.6
	4	120	100	7.8	15.5	76.7	92.2
	5	55	100	5.7	17	77.4	94.3
	6	38	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	32	100	N/AV	N/AV	N/AV	100
2013	3	60	100	8.6	19	72.4	91.4
	4	115	100	4.4	14.9	80.7	95.6
	5	61	100	8.5	15.3	76.3	91.5
	6	37	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	33	100	N/AV	N/AV	N/AV	100
Writing							
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	110	100	7.5	12.3	80.2	92.5
	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	64	100	N/AV	N/AV	N/AV	100
2013	3	121	99.2	14.9	10.5	74.6	85.1
	4	115	100	4.4	18.4	77.2	95.6
	5	122	99.2	6.8	12.8	80.3	93.2
	6	74	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	98.6
	8	68	100	N/AV	N/AV	N/AV	100

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