Title Page

Sue Cleveland Elementary School

375 Woodmont School Road Ext.

Piedmont, SC 29673

Virginia K. Chambers – Principal

School District of Greenville County

W. Burke Royster– Superintendent

Action Plan 2013 – 2014 through 2017 - 2018

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Sue Cleveland Elementary

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 *(one year)*

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster	*WBurke Royster*	
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jessica Garza		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

V. Karen Chambers		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 375 Woodmont School Rd. Ext. Piedmont, SC 29673

SCHOOL'S TELEPHONE: (864) 355-4200

PRINCIPAL'S E-MAIL ADDRESS: kchamber@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	*NAME*
1. PRINCIPAL	V. Karen Chambers
2. TEACHER	Alisha Riddle
3. PARENT/GUARDIAN	Beth Oliver
4. COMMUNITY MEMBER	Charity Kilgore
5. SCHOOL IMPROVEMENT COUNCIL	Jessica Garza

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Michelin Volunteer	Michele Hernandez
Community and Schools	Shayna Holman
Public Education Partner	Dr. Susan Shi
PTA President	Tina Clark
PTA Secretary	Amy Tate
PTA Treasure	Beth Oliver
PTA Vice President	Jessica Garza
SIC Member	Meika Gary
SIC Elected Member	Jessica Garza
SIC Appointed Member	Sue Hooper
SIC Ex-officio Member	Lara Fernicola
Parent	Beth Oliver
Parent	Christine Clark

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

X **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

X **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

N/A **Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

X **Developmentally Appropriate Curriculum for PreK–3**

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

N/A **Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of **Contents**

Introduction

Sue Cleveland Elementary has implemented a systematic plan for self-improvement throughout the school year. At the beginning of each school term in the fall, the principal and the instructional coach meet to analyze PASS data for students in grades 3-5. Strengths and weaknesses are identified for students and class profile sheets are created in an individual student data notebook and a teacher summary file. Students are provided instructional support as based on their learning needs through differentiation, a Response to Intervention program and daily drill. Mid-year results are based on teacher observation and test performance. At mid-year, recommendations are made after a meeting with the instructional coach and administration. The school psychologist may intervene to assist intermediate students who may require more intensive services. In the primary grades, students are administered a universal screening from Aims Web. The results are analyzed by the teacher, instructional coach, and principal. A plan of action to address academic needs is implemented through a Response to Intervention program: entitled Fast ForWord, SRA Number Worlds, Early Reading Intervention, Soar, or LLI. Results are reviewed after midwinter universal screenings and in the spring. Groups are kept fluid to achieve the maximum results for all students. At the mid-winter intervention conferences, the school psychologist is in attendance to assist SCE in making the best decisions for students who may require more intensive services.

The process for the 2014-2015 school portfolio: committees were assigned by the instructional coach and administration to assure balance. A representative from each grade level is appointed to be on one of the eight committees. A committee chairperson is assigned to schedule the meetings and gather the required information.   Each committee prepares their findings and emails the information to the instructional coach. The instructional coach reviews the information and embeds it into the final document. The completed project is presented to the faculty for questions and revisions. The changes are made and the final documents are sent to the district office.

School Portfolio Team
- Tammy Boggs, Instructional Coach – School Leader
- Virginia K. Chambers – School Principal
- Renee McCall – School Assistant Administrator
- Paula McCallister – Title I Facilitator
- Wanda Dunn – Guidance Counselor

Portfolio Committees

School Profile – School Community	*School Profile – School Personnel*
Ms. Altman - Chairperson Mrs. McClellan Ms. Carlisle Mrs. Karen Hughes Ms. Allenspach Mrs. Riddle Mr. Baker Mrs. Cowart	Mrs. Bayne - Chairperson Mrs. Morton Mrs. Hurt Mrs. Aldridge Mrs. Wooldridge Ms. Carberry Mrs. Franklin
School Profile – Student Population (45th day)	*School Profile – Academic and behavioral features/programs/initiatives*
Mrs. Thompson - Chairperson Mrs. Powell Mrs. Hall Ms. Clark Mr. Stewart Ms. Hill Mrs. Wood	Mrs. Hendrich – Chairperson Mrs. Candler Mrs. Smith Mrs. Standridge Mrs. Lewis Mrs. Dunn Ms. Pierron
Student Achievement needs assessment	*Teacher/Administrator Quality needs assessment*
Ms. Boggs - Chairperson Mrs. Chambers Mrs. McCall Ms. McCallister	Mrs. Kerry Hughes – Chairperson Mrs. Elrod Mrs. Adams Mrs. Hastings Mrs. Culbertson Mrs. Luker Mr. Steverson
School Climate needs assessment	
Ms. Grinstead - Chairperson Mrs. Landreth Mrs. Kelley Mrs. Childress Mrs. Walters Ms. Dodd Mrs. Luna Mrs. Standish	

Executive Summary

Student Achievement

Student achievement continues to be our number one priority at Sue Cleveland.

- Absolute Rating – Average for the 5th year in a row
- Growth Rating – Up to Below Average from At-Risk in 2013-2014
- SCPASS:
    - Writing, Science, and Social Studies at or above projection
    - ELA and Math below projection

Teacher and Administrator Quality

Sources used: 2014 Annual School Report Card and survey results from teachers
Positives:
- My principal communicates a clear mission and vision consistent with that of Greenville County.
- My principal develops the school improvement plan collaboratively.
- My principal fosters a safe and positive environment for students and staff.
- My principal models high expectations.
- My principal models mutual respect.
- My principal supports professional of staff.
- My principal evaluates staff according to state and local policies and procedures.
- My principal promotes continuous student achievement and school improvement.

Needs Improvement:
- Increase effective and clear communication.
- Decrease disruptions of instructional time.
- Decrease student to student bullying.
- Increase professional development in the area of integrating subject content and higher thinking skills.
- Increase the number of teachers submitting grades on PowerTeacher once a week.

School Climate

Source used: 2014 Annual School Report card

Satisfied with learning environment:

Teachers – 100%, Students – 84.1%, Parents – 94.9%

Satisfied with social and physical environment:

Teachers – 100%, Students – 82.5%, Parents – 90%

Satisfied with school-home relations:

Teachers – 83.3%, Students – 91.4%, Parents – 74.2%

Significant Challenges from the past 3 years

2012-2013

- Maintaining academic growth and continual growth to meet the moving AYP benchmark
- Disabled subgroups ability to meet the moving AYP benchmark
- High student mobility
- Many students entering K5 are 18 months to 24 months behind where they should be developmentally

2013-2014

- Maintaining academic growth and continual growth to meet the moving AYP benchmark
- Disabled subgroups ability to meet the moving AYP benchmark
- High student mobility
- Many students entering K5 are 18 months to 24 months behind where they should be developmentally

2014 – 2015

- Maintaining academic growth and continual growth to meet the moving AYP benchmark
- Disabled subgroups ability to meet the moving AYP benchmark
- High student mobility
- Many students entering K5 are 18 months to 24 months behind where they should be developmentally

Significant Awards, Results, or Accomplishments from the past 3 years

2012 – 2013

- Public Education Partners Early Grades Reading initiative Grant
- African Drums Grant

2013-2014

- Public Education Partners Early Grades Reading Initiative Grant
- Teacher Grant – 7 Portable CD players $197.00
- Teacher Grant – 1 Apple iPad mini - $443.46
- Teacher Grant – 13 Scholastic Children's Dictionaries - $278.00
- Teacher Grant – 1 Floor Rug - $500.00
- Second Grade Grant from Target - $500.00
- Science Lab Grant from Michelin – Lego Engineer Unit - $1900.00
- Professional Development Grant from Michelin – Ron Clark Training - $1800.00
- Health Grant - $1000.00

- Public Education Partners (PEP) – 14,981.00
- Verizon STEM Grant - $20,000.00
- Michelin Grant for African Drums - $1,800.00
- Michelin Grant Biographies for 2nd grade - $1,000.00
- Michelin Grant for supplies - $2,000.00
- Bike Safety Grant
- Avanasie Oliver – Essay Winner for the District

School Profile

School Community

The Leadership Team follows through and facilitates support, increases team building with the whole faculty, improves communication and establishes definite timelines to complete projects, and plans vertical team meetings. They coordinate the committees and inform the faculty council of all agenda items and discussions. Then, grade level chairs share with their teams. The leadership team then brings back discussions from the grade levels to address their concerns.

- Principal- Karen Chambers
- Assistant Principal- Renee McCall
- Guidance Counselor- Wanda Dunn
- Instructional Coach- Tammy Boggs
- Title I Facilitator- Paula McCallister

Committee Structure- Each committee is to investigate different approaches for achieving our goals for the given focus areas. They recommend strategies and the staff professional development that are needed to implement a high quality instructional program aligned with our district's emerging standards.

- Math Committee Chairperson-Alison Standridge
- Reading Committee Chairperson-Kristin Adams
- Writing Committee Chairperson-Kristie Bayne
- Social Studies Committee Chairperson-Maria Wooldridge
- Science Committee Chairperson- Kerry Hughes
- Faculty Council-Each grade level represented

Support Staff Leadership

- Title I Liaison- Judy Graham
- Positive Behavior Intervention System Liaison- Sheri Farrington
- Speech Pathologist-Ashleigh Lewis
- School Improvement Council Chairperson- Jessica Garza
- Parent Teacher Association Chairperson-Tina Clark
- Special Education Department Chairperson- Gloria Clark

Local Leaders

- School Board Members

- Roger D. Meek,, Area 26

- Debi C. Bush, Area 19 (Secretary)
- Glenda Morrison-Fair, Area 23
- Derek Lewis, Area 24
- Lynda Leventis-Wells, Area 22
- Dr. Crystal Ball O'Connor, Area 27 (Vice Chair)
- Joy Grayson, Area 17
- Kenneth Baxter, Area 25
- Danna Rohleder, Area 21
- Charles J. "Chuck" Saylors, Area 20
- Pat Sudduth, Area 18
- Lisa Wells, Area 28 (Chair)
- Kiwanis Club- Terrific Kid Sponsor

Historical Facts

Sue Cleveland Elementary was originally built in the 1940s and was located at the intersection of Highways 20 and 86. At that time, it primarily served students and their families who resided in the rural communities of Piedmont and Pelzer, South Carolina. A vast majority of these students' parents were employed at the nearby J. P. Stevens Piedmont Plant which was at that time a vibrant and prosperous textile mill in southern Greenville County.

Textile manufacturing continued to be the economic driving force surrounding the Sue Cleveland community for roughly the next three decades. Therefore, the population it served remained fairly steady. However, during the late 1970s and early 1980s, the textile industry faced a significant downturn not only locally, but more importantly nationally.

As the majority of the textile business left the area so did many of the families whose children attended the school. The school's attendance area became more of a commuter neighborhood which included several small businesses along with just a couple of scaled back manufacturing plants. It was also during this time that the school received a major renovation. This improvement occurred in 1983.

Despite the modifications of the school; the complexity of the population it served continuously ebbed and flowed over the next twenty or so years. It was indeed a reflection of the ups and downs of the local and national economy. Also, Sue Cleveland began to experience the trend of a transient student population which exists to this present day.

Another significant and major blow to the local economy occurred in 2004. The Delta Mills Estes Spinning and Weaving Plant in Piedmont shut its doors in October of 2004. A few months before this event occurred, the school had just begun to receive funds for Title I targeted assistance.

Sue Cleveland's Title I status expanded school-wide during the school year of 2004-2005. It remains as such to this day. The school also moved its location during the spring of 2005. It is presently housed at a state of the art facility on Woodmont School Road Extension which is approximately four and a half miles from the original school. However, even with the move to a brand new facility, the number of students who receive free/reduced lunch assistance continues to climb, as the overall economy has faltered over the last few years.

Facilities

Sue Cleveland Elementary School is located in rural southern Greenville County. It is located within the small town of Piedmont, which has early textile mill history. Sue Cleveland is a relatively new school having been completed in the spring of 2005. The campus is complete with asphalt play areas, such as tennis and basketball courts. The interior of the

building is air-conditioned and equipped with an automated library, computer lab, science lab, and cafetorium. There are playground areas for all grade levels and there are currently two portable units on site. Three additional K5 classrooms were added in 2010.

Parent Involvement

Sue Cleveland Elementary is a Title I school. One of our main priorities is School/Parent Involvement. As a result, there are numerous ways parents can be involved. In addition to volunteer opportunities through the PTA (such as being room parents or helping out with fundraisers), Sue Cleveland Elementary also offers parents numerous involvement activities throughout the school year. These activities include Meet Your Teacher Night and PTA Health Fair, Sip and Sob for New Parents, Title I Planning Meetings (2), Awards Days (4), Curriculum Night, Breakfast with Grandparents, Donuts with Dad, Muffins with Mom, Parent Involvement and Volunteerism, How Homework Helps Students Achieve, PIP Meeting, Parent's Rights Under Title I, Bullying (with Greenville Family Partnership), Fall Conferences, Math for Mom's and Dad's: How to Help Your Child Succeed, Drop Everything and Read with Your Child/Book Fair, MAP Reporting, Test Taking Strategies to Help Students Achieve, Gang Awareness, Writing Strategies to Use with Your Child, Fast ForWord for Parents, Science Night, Guided Reading Night, Family Math (Game) Night, How Does MAP Data Drive Student Achievement, Social Media and Internet Safety for Parents, Extreme Math for the Whole Family, Transition to Middle School, ACT Aspire Prep for Parents: Helping Your Child Achieve, Kindergarten Transition (2), and Title I Spring Meeting.

Parent Teacher Association and School Improvement Council

The PTA and active members provide services and funding for school-wide goals and implementation. The SIC group analyzes current programs and their effectiveness in regards to student achievement.

Partnerships

Sue Cleveland Elementary has many business partnerships. Through these partnerships we are better prepared to meet the needs of our students. Many of them provide achievement rewards, reading tutoring, and organization for student's data, counseling, book bags filled with food on the weekend, Math curriculum, and Christian fellowship after school. Without these partnerships we would not be able to meet all these needs for our students. Below is a list of partnerships:

- Michelin Prime
- Michelin US6
- Michelin USO
- Augusta Road Methodist
- Bessie Road Baptist Church
- Valley Brook Baptist
- Little Caesar's Pizza
- Chik-fil-A
- Carolina Center for Excellence
- Greenville Chamber
- Public Education Partners
- Piedmont Mental Health
- South Greenville Fire Department
- Kiwanis Club

School Personnel

Data Source: Teacher Survey and 2014 Report Card

Teaching Experience for Instructional Staff
- 1-5 years: 13 teachers
- 6-10 years: 10 teachers
- 11-15 years: 6 teachers

- 16-20 years: 1 teacher
- 21-25 years: 3 teachers
- 26-30 years: 1 teacher
- 31-35 years: 3 teachers

Advanced Degrees – 30.8% of teachers

Gender
- Female 32

- Male 3

Race
- White 42

- African American 2

Teacher Attendance Rate – 96.7%

Student Population

The Student Population of Sue Cleveland Elementary was taken from the 45th day report from PowerSchool. Our school enrollment on the 45th day was 631 students (316 males, 315 females). The following are the NCLB subgroups that are accountable for AYP:

- Asian or Pacific Islander - 0 students
- Black or African American - 270 students
- Hispanic/Latino - 16 students
- American Indian or Alaska Native - 4 students
- Two or More Races - 45 students
- White -296 students
- Unclassified -0 students
- Free/Reduced Lunch - 82%
- IEP (special education) – 74 students
- LEP (Limited English Proficiency) - 12

Gifted and Talented - 27 Students

Retention for 2013 – 2014 – 13 students

Current enrollment on day 133 – 638 students

Academic and Behavioral Features/Programs/Initiatives

Sue Cleveland Elementary has many effective and valuable academic features programs, and initiatives that encourage and increase student achievement across all grade levels including:

- FastForWord, SOAR to Success, LLI, and ERI (Response to Intervention)
- SRA Corrective Reading and Connecting with Math Concepts (Special Education)
- Compass Learning Odyssey and Larson Math
- Continuous Improvement Process and Data Notebooks (Malcolm Baldrige Model)
- Standards Based, Differentiated, and Integrated Units of Instruction
- Project Read (Phonics, Written Expression, and Reading Comprehension)
- Everyday Counts Calendar Math
- Mountain Math
- Team Teaching (Grades 3, 4 and 5)
- A-Team
- Honor Roll and BUG Club (Awards Day Ceremonies each nine weeks)
- Beta Club
- Reading Counts
- K5 Transition Program
- Michelin Volunteers (First Grade Reading and Math Tutors)
- Wee Deliver

In addition, Sue Cleveland Elementary utilizes several character development and behavior-related programs and initiatives that focus on developing our students into the leaders of tomorrow including:

- Mission, Vision, and Core Beliefs
- Positive Behavior Interventions and Supports (School wide Behavior System)
- CHAMPS (Classroom Behavior System)
- Character Education based on Stephen R. Covey's *The Seven Habits of Highly Effective People*
- Terrific Kid Program
- Anger Management Groups/Lessons
- Conflict Resolution groups/lessons
- Study Skills Groups/ Lessons
- Safety Patrols
- Weekly Related Arts Awards
- "Take Pride in the Ride" (Bus Behavior Incentive Program)
- Positive Office Referrals and Book of Honor
- School wide Bullying Promise and Bullying Box
- Student Handbook
- Bus Behavior Contracts (signed by students and parents each year)

Mission, Vision, and Beliefs

Our Mission Statement

Leaders shine all the time.

Our Core Beliefs

**In our school,
we are responsible for what we say and do,
we recognize the value of planning ahead,
we work before we play,
we seek fair solutions,
we listen before we speak,
we work together as a team, and
we celebrate success.**

Our Vision

**At Sue Cleveland Elementary, we cultivate
respectful and responsible leaders
who are ready, willing, and able to succeed.**

School Theme

Inspiring leadership. . . one child at a time.
Mascot
Koala Bear, "Starsky"

School Colors
Blue and White

Data Analysis and Needs Assessment

Student Achievement outcomes

- ESEA/Federal Accountability Rating - C
- Report Card Summary –
  - Absolute Rating – Average
  - Growth Rating – Below Average up from At-Risk
    - English/Language Arts
      76.5% SCE – Met and above
      76.9% State Wide – Met and above
    - Math
      71.0% SCE – Met and above
      72.6% State Wide – Met and above
    - Writing
      76.7% SCE – Met and above
      77.6% State Wide – Mat and above
  - IOWA Assessment
    Reading
    SCE at the 44th percentile
    District at the 60th percentile
    Math
    SCE at the 35th percentile
    District at the 52nd percentile

Needs Assessment

Continue training in the following areas: Fountas and Pinnell guided reading, Soar to Success, Number Worlds, 6 Traits Writing, and Early Reading Literacy

Continue the following programs: Fast ForWord, Early Intervention in reading and math, Response to Intervention, Compass, Starfall, Intervention Groups,

Teacher and Administrator Quality

Sources used: 2014 Annual School Report Card and survey results from teachers

Positives:

- My principal communicates a clear mission and vision consistent with that of Greenville County.
- My principal develops the school improvement plan collaboratively.
- My principal fosters a safe and positive environment for students and staff.
- My principal models high expectations.
- My principal models mutual respect.
- My principal supports professional of staff.

- My principal evaluates staff according to state and local policies and procedures.
- My principal promotes continuous student achievement and school improvement.

Needs Improvement:

- Increase effective and clear communication.
- Decrease disruptions of instructional time.
- Decrease student to student bullying.
- Increase professional development in the area of integrating subject content and higher thinking skills.
- Increase the number of teachers submitting grades on PowerTeacher once

Needs Assessment

- Teachers will meet in grade-level teams once per month to discuss rigor and relations with a Leadership Team member.
- Teachers will continue meeting in grade-level and vertical teams to discuss best practices in classrooms in order to continue fostering respect among colleagues.
- Professional staff development in the area of integrating subject content and higher thinking skills will be designed.
- Teachers will continue meeting in grade-level and vertical teams to discuss best practices in classrooms in order to continue fostering respect among colleagues.
- Leadership will use a variety of communication methods.
- Leadership team will check weekly grade entries and notify teachers when weekly grades have been posted.

SCE Professional Development Calendar

2014-2015   1.26.15 Revision

<mark>**Please leave your Wednesday afternoons free for professional development meetings**</mark>

Thursday afternoons the Leadership Team will hold OFFICE HOURS until 3:45.
First Wednesdays of the month are Faculty Council meetings.

* **Please note that this list is not all inclusive. Dates may be added as necessary to meet school and district wide initiatives.**

August
12th: Five Teacher Keys for Unlocking Student Potential: Vertical
13th: PBIS Induction and Orientation: Vertical
22nd: MAP Training
25th Grade Level Meetings in grade level chairs classroom, after school

September
2nd Wynn Assistive Technology – Mrs. Wood
3rd: Committee Presentations and Faculty Council
10th: Introduction to Autism 3 to 5:00 P.M. (ALL): Vertical   Amanda Turner
15th ; Grade Level Meetings in grade level chairs classroom, after school
16th: Hue Document Reader – Maggie Bailey and Sean Baker, after school
17th: Building Math Fluency and Using Calendar Math with Rigor and Fidelity (Grades 1- 2 only)
24th: Annual Title I for Teachers/Parent Communication/Conferences/Review PIP and Compact, District AUP for Technology, New Teacher's Meeting
29th SMITH HERE ALL DAY FOR TECH SUPPORT (LINK WILL BE SENT TO YOU FOR SIGN UP)
30th:Active Expressions- Kerry Hughes

October
 1st Faculty Council
 6th: Grade Level Meetings in grade level chairs classroom, after school (with S. Smith)
      SMITH HERE ALL DAY FOR TECH SUPPORT <mark>START TITLE I INVENTORY</mark>
 8th: Meeting the Special Needs Student in the Learning Environment 3 to 5:00 P.M. (ALL) Vertical
13th-14th: Paula Burgess In and Out Classroom Observations
14rh – Technology Tuesdays – Flashmasters with K. Hughes 3-4
15th: Stephanie Burdette: How to Implement Small Groups in Math Using Rubicon
     (All Teachers) Vertical
15th   SMITH HERE ALL DAY FOR TECH SUPPORT
21st SMITH HERE ALL DAY FOR TECH SUPPORT
22nd: The Power of the Interactive Read Aloud- Boggs
27th SMITH HERE ALL DAY FOR TECH SUPPORT
29th: Google Web Pages   All Teachers
      New Teacher's Meeting : FastForWord/Compass/LLI for Teachers

November
3rd Grade Level Meetings in grade level chairs classroom, after school
5th MAP/AIMS WEB Data for Teachers PLANNING TIME
5th Faculty Council
11th SMITH HERE ALL DAY FOR TECH SUPPORT
13th-14th: Paula Burgess In and Out
19th: Benchmark – End of Nine Week testing data ; What have we learned? What can we do? Vertical Teams -

December
2nd Podcasting - Wooldridge
3rd Power of Interactive Text Set – Bogg   and   Faculty Council
10th: Stephanie Burdette- Building Number Sense (Kindergarten- Grade – 2)
17th: Annual Title I Planning Meeting for Staff, (review RS, Surveys, Prioritize Initiatives etc.)
          SMITH HERE ALL DAY FOR TECH SUPPORT -(DETERMINE NEW DATES FOR NEW YEAR)

January

 7th Faculty Council
12th Grade Level Meetings in grade level chairs classroom, after school
14th: Visual Support for Special Needs -Amanda Turner VERTICAL
21st Stephanie Burdette K5-2 Teachers / Number Sense
28th-29th: Paula Burgess - In and Out
28th Instructional Strategies for the Special Education Student 3-4:30 Amanda Turner

WHAT GREAT TEACHER's DO   Book Talk starts
February
 2nd Grade Level Meetings in grade level chairs classroom, after school
 4th: Paula Burgess: Vocabulary Building Across Content to Boost Comprehension (All) Vertical
    and Faculty Council
6th Benchmark Meetings Gr.3-5
10th Benchmark Meetings Gr. K5-2
11$^{th:}$ Inclusion Team Training/Classroom Observations (All Day)
     Inclusion Myth Busters   3-5

18th: Stefanie Smith Technology- 3 to 4:00 P.M. Vertical

March
2nd Grade Level Meetings in grade level chairs classroom, after school
4th: New Teacher's Meeting
11th: Teacher Survey
18th ACT Aspire Training I all monitors and proctors

April

8th: New Teacher's Meeting

9th and 10th: Tagging teacher laptops for Refresh. (Have all your laptops to school on the 9th please)

13th: MONDAY- Grade Level Meetings in grade level chairs classroom, after school

15th:16th: REFRESH (Make sure all your laptops are at school)

22nd: ACT Aspire II - All mentors and proctors

22nd: Primary, K5-2 Windows 8.1 with Stefanie Smith (location TBA)

23rd: Gr. 3-5, Related Arts, Leadership, Special Education (ALL others that were REFRESHED) –
            Windows 8.1 with Stefanie Smith - Library

May

4th Grade Level Meetings in grade level chairs classroom, after school

6th Faculty Council

20th: Title I Reporting - New Plan and Summer School: Goals 2014-15 Reflections   All Staff

June

4th Teacher Luncheon

5th Teacher Grade Level Meetings (Looking at new standards/grade level planning time) Mrs. Chambers will announce the time later. Paula Burgess will be in for an orientation for new ELA standards.

9th **Teacher Last Day** (Exchange Days for SCE were in October and January)

Fall 2015:

Burgess and Burdette will help align new standards to lesson planning

Amanda Turner

Stetson: Co-Teaching and Peer Tutoring

School Climate

The evaluation results using surveys from teachers, students and parents are as follows:

- Number of surveys returned: Teachers 42, Students 82, Parents 59.
- Percent satisfied with the learning environment: Teachers 100%, Students 84.1%, Parents 94.9%.
- Percent satisfied with social and physical environment: Teachers 100%, Students 82.5% Parents 90.0%.
- Percent satisfied with school/home relations: Teachers 83.3%, Students 91.4%, Parents 74.2%.

Needs Assessment

1. To increase number of *parent surveys returned*:

- Offer an incentive such as a coupon or a drawing for those turned in by a certain date.
- Ensure understanding/ explain "wordage"
- Distribute to parents on a high volume parent involvement occasion such as Fall Conference day etc.

2. To increase satisfaction with the *learning environment* and *social and physical environment*:

- Ensure understanding of survey vocabulary for both students and parents
- Offer more opportunities for parent involvement with the assistance of the Parent Involvement Coordinator.
- Brainstorm with other schools/administrators as to how to involve parents more.

3. To increase satisfaction with school/home relations:

- Host more "make and take" nights
- Set a standard ratio of positive communication as opposed to negative types of communication, much like the 4 to 1 ratio in the classroom suggested by PBIS.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in English each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	44th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	35th percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile			

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue to implement balanced literacy	Annually	Teacher	0	N/A	ITBS, AIMSWeb, MAP
Implement PDSA for math facts	Annually	Teacher	0	N/A	ITBS, AIMSWeb, MAP
Provide math and reading resources	Annually	Administration	$5,000.00	General fund and Title I	Artifacts

☐Student Achievement   ☒Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Achieve 100% Highly Qualified status for all contracted teachers.

ANNUAL OBJECTIVE: Maintain 100% Highly Qualified status for all contracted teachers.

DATA SOURCE(S): School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100%	100%	100%	100%	100%
Actual	100%	100%	100%	100%			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Monitor teachers' certificates	Annually	Principal	0	N/A	Teacher certification
Attend and recruit at "Shining Stars"	Annually	Principal and Assistant Principal	0	N/A	Teacher Certification

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	95.8	95.5	95.9				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 83.6% in 2012 to 86.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	84.1	84.6	85.1	85.6	86.1
School Actual	83.6	82.0	84.9				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 88.4% in 2012 to 90.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	88.9	89.4	89.9	90.4	90.9
School Actual	88.4	89.2	84.1				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 88.5% in 2012 to 90.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .4 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.9	89.3	89.7	90.1	90.5
School Actual	88.5	83.3					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 92.9% in 2012 to 94.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .4 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.3	93.7	94.1	94.5	94.9
School Actual	92.9	95.9	82.5				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

☐Student Achievement　☐Teacher/Administrator Quality　☒School Climate　☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 94.6% in 2012 to 96.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase .4 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.4	95.8	96.2	96.6
School Actual	94.6	97.3					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue to implement the PBIS Program	Annually	PBIS Team	$2,000.00	General Fund	Artifacts
Provide Safe Schools training	Annually	Wanda Dunn	$1,000.00	General Fund	Agendas and materials

SC Annual School Report Card Summary

Sue Cleveland Elementary
GREENVILLE COUNTY
Grades: K-5   Enrollment: 609
Principal: Virginia Karen Chambers
Superintendent: Mr. Burke Royster
Board Chair: Mr. Chuck Saylors

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

| YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM		
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	Below Average	TBD	TBD	C	N/A
2013	Average	At-Risk	N/A	N/A	B	Reward
2012	Average	Average	N/A	N/A	A	Reward

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
11	15	116	9	1

* Ratings are calculated with data available by 11/13/2014. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.
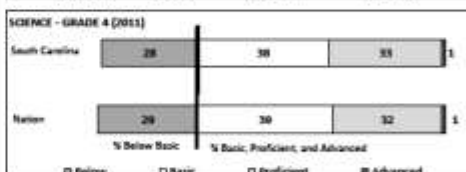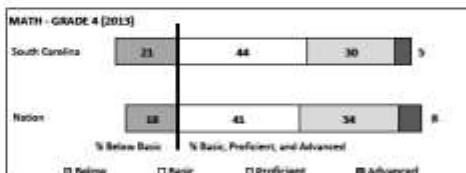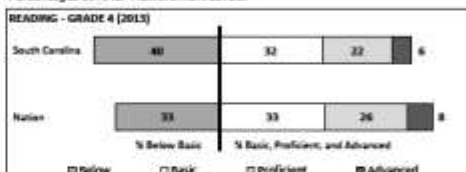
SC PASS PERFORMANCE
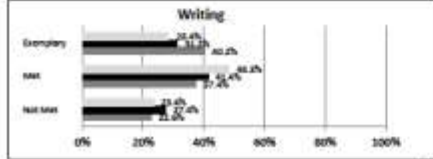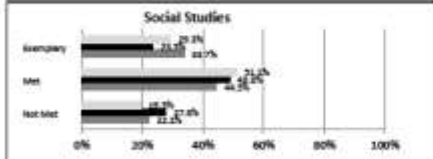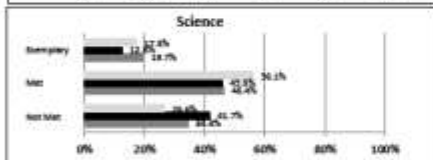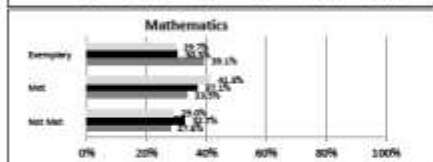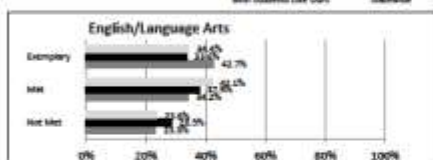
NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING - GRADE 4 (2013)

South Carolina	40	32	22	6
Nation	33	33	26	8

% Below Basic | % Basic, Proficient, and Advanced

☐ Below ☐ Basic ☐ Proficient ▣ Advanced

MATH - GRADE 4 (2013)

South Carolina	21	44	30	5
Nation	18	41	34	8

% Below Basic | % Basic, Proficient, and Advanced

☐ Below ☐ Basic ☐ Proficient ▣ Advanced

SCIENCE - GRADE 4 (2011)

South Carolina	28	38	33	1
Nation	28	38	32	1

% Below Basic | % Basic, Proficient, and Advanced

☐ Below ☐ Basic ☐ Proficient ▣ Advanced

SC 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.

Abbreviations Key

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

Adobe Acrobat document (PDF) – right click to open

Sue Cleveland Elementary 2013 – 2014 Report Card link

https://ed.sc.gov/data/report-cards/2014/elem/c/e2301043.pdf

Sue Cleveland Elem 2013 – 2014 ESEA link

http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301043