



Summit Drive Elementary

424 Summit Drive
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	379 Students	
Principal	Megan D. Mitchell-Hoefer	864-355-8800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

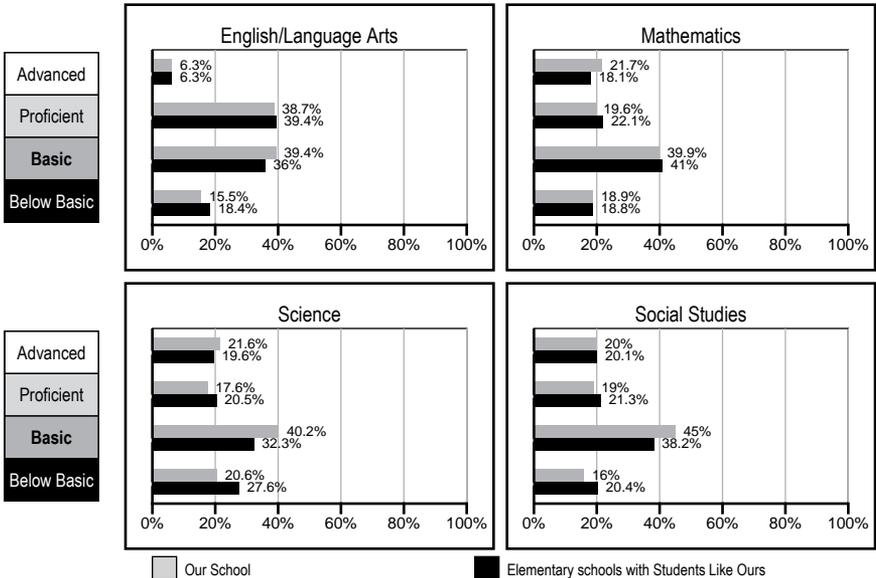
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	15	57	7	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=379)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 2.6%	2.1%	2.3%
Attendance rate	97.3%	Up from 97.1%	96.4%	96.3%
Eligible for gifted and talented	14.3%	Down from 15.3%	13.6%	10.4%
With disabilities other than speech	9.7%	Down from 10.0%	7.1%	7.5%
Older than usual for grade	0.4%	Down from 1.8%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.5%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	57.1%	Down from 60.0%	56.0%	56.7%
Continuing contract teachers	89.3%	Down from 96.0%	78.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.9%	Down from 95.1%	89.0%	86.4%
Teacher attendance rate	94.0%	Down from 96.6%	94.9%	94.9%
Average teacher salary	\$49,213	Down 0.7%	\$45,998	\$45,345
Professional development days/teacher	8.5 days	Up from 5.7 days	12.1 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 19.4 to 1	19.3 to 1	18.5 to 1
Prime instructional time	90.4%	Down from 92.6%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,841	Up 3.3%	\$6,395	\$7,052
Percent of expenditures for instruction*	65.2%	Down from 67.5%	69.8%	69.1%
Percent of expenditures for teacher salaries*	61.4%	Down from 64.4%	65.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Summit Drive Elementary School is a neighborhood school located in the city of Greenville, SC. The school opened in 1953 and a new building was built in 2001. Over the past five years, Summit Drive's enrollment continues to grow. Each year, we have added a new teacher to accommodate the growth. Presently, we have 379 students and 57 faculty and staff, including teachers, teacher assistants, related arts, special area, support staff, office, cafeteria, custodial, and administrative. We all enjoy being at Summit Drive and making an impact on our community. Eight of our teachers have obtained their National Board Certification, and we have others applying.

The mission of Summit Drive Elementary School is to encourage continuous learning and increase student achievement. The vision of Summit Drive Elementary School is to encourage students to become lifelong learners and responsible citizens.

It is our true belief that all students can learn and that "Every Student is a Star." We continue to work earnestly towards higher student achievement and embrace high standards of teaching and learning. We foster an environment where we all feel safe, secure, and nurturing of our students with the expectation of nothing but the best from our children. In summary, it is the quality of the relationships between the staff, students, and parents that communicate the most about Summit Drive. We continue to be a "true" neighborhood school that knows all of the students.

Susannah Hogan, SIC Chair
Megan D. Mitchell-Hoefer, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	31	12
Percent satisfied with learning environment	100.0%	87.1%	100.0%
Percent satisfied with social and physical environment	100.0%	90.3%	100.0%
Percent satisfied with school-home relations	100.0%	93.5%	91.7%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	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

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	158	100	14.7	38.7	38	8.7	57.3	52.4	48.2	Yes	Yes
Gender											
Male	82	100	17.9	43.6	34.6	3.8	53.8	46.1	41.7	N/A	N/A
Female	76	100	11.1	33.3	41.7	13.9	61.1	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	84	100	7.3	30.5	46.3	15.9	75.6	62.3	60	Yes	Yes
African American	46	100	26.2	47.6	26.2	0	33.3	31.7	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	24	100	22.7	50	27.3	0	36.4	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	30	100	17.2	41.4	27.6	13.8	48.3	20.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	24	100	22.7	50	27.3	0	36.4	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	84	100	22.1	49.4	27.3	1.3	40.3	34.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	157	100	17.3	38	22.7	22	54.7	49.5	45.8	Yes	Yes
Gender											
Male	81	100	20.5	34.6	21.8	23.1	53.8	49.9	45.6	N/A	N/A
Female	76	100	13.9	41.7	23.6	20.8	55.6	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	84	100	6.1	30.5	30.5	32.9	72	59.4	59	Yes	Yes
African American	45	100	28.6	50	11.9	9.5	31	27.2	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	24	100	36.4	45.5	9.1	9.1	36.4	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	30	100	17.2	37.9	37.9	6.9	55.2	20.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	24	100	40.9	40.9	9.1	9.1	36.4	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	83	100	26	48.1	16.9	9.1	36.4	32.2	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	112	100	18.9	38.7	18.9	23.6	42.5	39.3	35.7	97.3	96.5
Gender											
Male	56	100	18.5	33.3	20.4	27.8	48.1	41.6	37.4	97.1	96.4
Female	56	100	19.2	44.2	17.3	19.2	36.5	36.9	33.8	97.6	96.6
Racial/Ethnic Group											
White	58	100	7.1	30.4	25	37.5	62.5	49.7	49.2	97.1	96.4
African American	30	100	42.9	39.3	10.7	7.1	17.9	18.2	17	97.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	96.3	97.7
Hispanic	20	100	16.7	61.1	11.1	11.1	22.2	23.7	24.9	98	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	94.4	95.3
Disability Status											
Disabled	20	100	15.8	31.6	26.3	26.3	52.6	16.3	14	96.9	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	21	100	21.1	57.9	10.5	10.5	21.1	22.6	24.4	98.1	97.2
Socio-Economic Status											
Subsided meals	57	100	26.9	51.9	13.5	7.7	21.2	21.3	21.1	97.3	95.8
Social Studies											
All Students	108	100	14.3	45.7	21	19	40	38.1	34	97.3	96.5
Gender											
Male	51	100	18.4	36.7	22.4	22.4	44.9	41	36.6	97.1	96.4
Female	57	100	10.7	53.6	19.6	16.1	35.7	35	31.3	97.6	96.6
Racial/Ethnic Group											
White	58	100	1.8	36.8	33.3	28.1	61.4	46.1	44.5	97.1	96.4
African American	33	100	37.5	46.9	6.3	9.4	15.6	20.5	19.1	97.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	96.3	97.7
Hispanic	15	100	14.3	71.4	7.1	7.1	14.3	27.7	27.5	98	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	94.4	95.3
Disability Status											
Disabled	23	100	9.1	50	31.8	9.1	40.9	17.1	14.4	96.9	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	14	100	15.4	69.2	7.7	7.7	15.4	27.6	27.3	98.1	97.2
Socio-Economic Status											
Subsided meals	57	100	24.1	51.9	20.4	3.7	24.1	22.8	21	97.3	95.8

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	69	100	9.2	26.2	49.2	15.4	64.6	
	4	42	100	21.4	47.6	28.6	2.4	31	
	5	40	100	15.8	57.9	21.1	5.3	26.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	13	29.6	44.4	13	57.4	
	4	65	100	12.7	38.1	42.9	6.3	49.2	
	5	36	100	21.2	54.5	18.2	6.1	24.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	69	100	9.2	50.8	24.6	15.4	40	
	4	42	100	31	31	19	19	38.1	
	5	40	100	21.1	52.6	23.7	2.6	26.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	14.8	40.7	27.8	16.7	44.4	
	4	65	100	14.3	38.1	22.2	25.4	47.6	
	5	36	100	27.3	33.3	15.2	24.2	39.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	39	100	27.3	21.2	27.3	24.2	51.5	
	4	42	100	51.2	24.4	14.6	9.8	24.4	
	5	20	100	68.8	25	0	6.3	6.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	7.7	50	23.1	19.2	42.3	
	4	64	100	19.4	35.5	17.7	27.4	45.2	
	5	20	100	33.3	33.3	16.7	16.7	33.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	35	100	0	35.7	35.7	28.6	64.3	
	4	42	100	29.3	34.1	24.4	12.2	36.6	
	5	23	100	47.4	31.6	21.1	0	21.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	10.7	50	21.4	17.9	39.3	
	4	64	100	11.3	41.9	22.6	24.2	46.8	
	5	16	100	33.3	53.3	13.3	0	13.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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