



SUMMIT DRIVE ELEMENTARY

424 Summit Drive
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	410 Students	
Principal	Dr. Megan D. Mitchell-	864-355-8800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Good	Average
2009	Good	Good
2008	Average	Below Average
2007	Average	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://eoc.sc.gov>

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

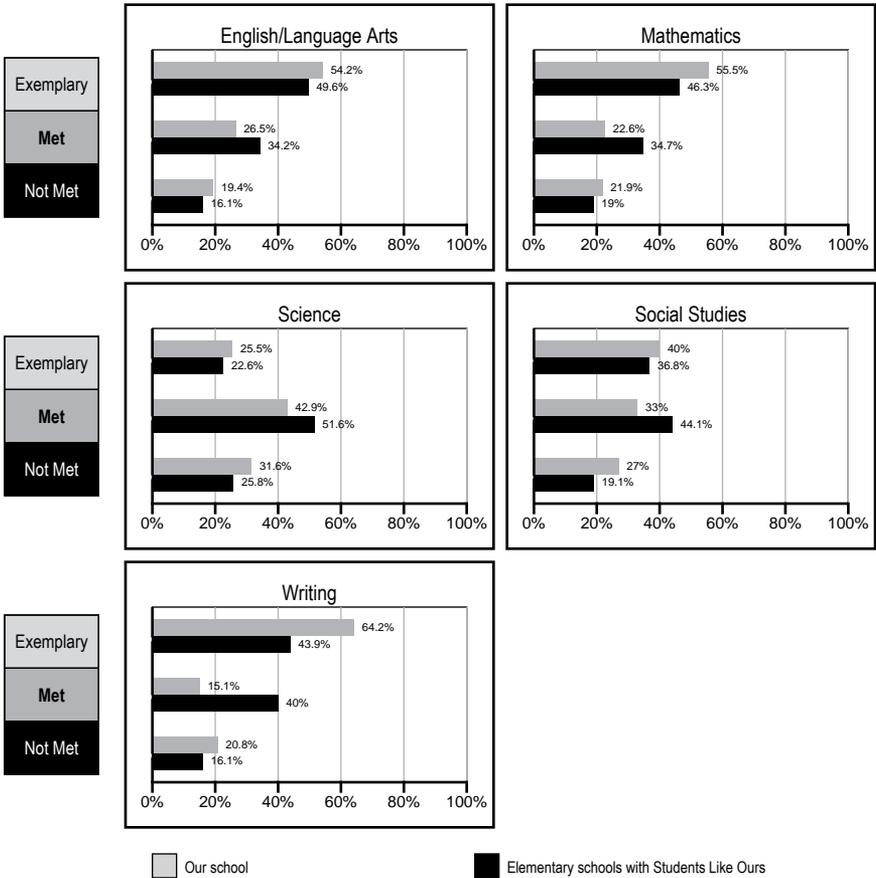
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	33	12	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=410)				
First graders who attended full-day kindergarten	100.0%	Up from 97.0%	100.0%	100.0%
Retention rate	2.5%	Up from 0.8%	0.9%	1.1%
Attendance rate	96.8%	No Change	96.3%	96.2%
Served by gifted and talented program	27.2%	Up from 21.7%	20.0%	13.4%
With disabilities other than speech	2.9%	Down from 8.2%	3.4%	4.1%
Older than usual for grade	0.2%	Down from 0.7%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	65.2%	Down from 69.2%	65.9%	62.5%
Continuing contract teachers	100.0%	Up from 96.2%	90.5%	88.2%
Teachers returning from previous year	92.0%	Down from 94.4%	89.9%	87.8%
Teacher attendance rate	92.6%	Down from 96.6%	95.0%	95.2%
Average teacher salary*	\$49,539	Down 1.2%	\$48,263	\$46,773
Professional development days/teacher	6.4 days	Up from 5.9 days	11.1 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.2 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.8%	Down from 93.2%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,987	Down 7.0%	\$7,071	\$7,447
Percent of expenditures for instruction**	65.3%	Down from 66.6%	69.4%	68.4%
Percent of expenditures for teacher salaries**	64.5%	Down from 64.8%	66.8%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Summit Drive Elementary School is a true neighborhood school located minutes from downtown Greenville. The school was established in 1953, but the facility was rebuilt in 2001. We pride ourselves on knowing all of our children personally. The spirit of Summit Drive is characterized by its belief that "Every student is a star". A STAR student Shows respect, Takes responsibility, Always follows directions, and is Ready to learn. Our mission is two-fold: encouraging continuous learning and increasing student achievement. Our goals are to increase student achievement in all academic subjects and to encourage students to become life-long learners and responsible citizens. Our English language arts curriculum includes a special developmental writing program for kindergarten through 5th grade. We were named an Exemplary Writing School by the State Department of Education in 2010. Our teachers use tools from innovative programs such as 4 Blocks to improve literacy and use strategies from programs such as Learning Focused in all academic areas. Our math curriculum includes Calendar Math and flexible math groups which meet once a week for specialized instruction. We continue to have an interactive science lab where science standards are taught through fun and exciting hands-on experiences. As part of the Baldrige Quality Tool program, students keep a data notebook to record their grades and behavior and set goals for personal achievement. We will continue to improve communication with parents, outside agencies, and organizations to yield more involvement and participation in our school. Summit Drive is a school that continuously provides a caring, nurturing, and safe environment.

SIC Chair: Beth Haswell

Principal: Dr. Megan D. Mitchell-Hoefer

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	54	37
Percent satisfied with learning environment	100.0%	96.2%	97.2%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	96.3%	97.3%

* 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 15 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%**	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	176	100	19.5	26.2	54.3	86.6	84.1	82.4	Yes	Yes
Gender										
Male	89	100	21.3	27.5	51.3	88.8	80.8	78.7	N/A	N/A
Female	87	100	17.9	25	57.1	84.5	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	88	100	3.5	18.6	77.9	98.8	89.7	88.9	Yes	Yes
African American	55	100	30.6	49	20.4	83.7	72.2	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	25	100	50	9.1	40.9	54.5	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	29	100	39.3	28.6	32.1	75	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	59.1	9.1	31.8	45.5	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	93	100	34.1	31.8	34.1	75.3	75.7	75.4	No	Yes

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

All Students	176	100	21.3	25.6	53	86	84.4	81.9	Yes	Yes
Gender										
Male	89	100	17.5	30	52.5	88.8	82.9	79.9	N/A	N/A
Female	87	100	25	21.4	53.6	83.3	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	88	100	4.7	24.4	70.9	96.5	89.4	88.9	Yes	Yes
African American	55	100	38.8	30.6	30.6	77.6	72	71.4	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	25	100	40.9	22.7	36.4	72.7	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	29	100	39.3	39.3	21.4	75	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	45.5	22.7	31.8	63.6	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	93	100	32.9	31.8	35.3	77.6	76.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	114	100	31.4	41	27.6	68.6	71.6	68.6
Gender								
Male	55	100	28.6	32.7	38.8	71.4	71.4	68.3
Female	59	100	33.9	48.2	17.9	66.1	71.9	68.9
Racial/Ethnic Group								
White	58	100	8.9	48.2	42.9	91.1	81	80.7
African American	36	100	59.4	25	15.6	40.6	52.3	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	13	100	N/AV	N/AV	N/AV	36.4	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	22	100	42.9	23.8	33.3	57.1	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	41.7	61.8	60.7
Socio-Economic Status								
Subsidized meals	58	100	53.8	32.7	13.5	46.2	58.4	57.3
Social Studies								
All Students	113	100	27.6	34.3	38.1	72.4	76.1	72.5
Gender								
Male	62	100	25.5	27.3	47.3	74.5	75.9	72
Female	51	100	30	42	28	70	76.2	73.1
Racial/Ethnic Group								
White	58	100	12.3	29.8	57.9	87.7	82.8	81
African American	32	100	46.4	42.9	10.7	53.6	61.5	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	18	100	50	31.3	18.8	50	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	17	100	35.3	47.1	17.6	64.7	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	19	100	56.3	25	18.8	43.8	70.5	69.7
Socio-Economic Status								
Subsidized meals	60	100	41.8	38.2	20	58.2	65.2	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	57	96.5	20.8	15.1	64.2	79.2	76	73.2	96.8	96.4
Gender										
Male	26	92.3	22.7	18.2	59.1	77.3	70.2	67.2	96.7	96.3
Female	31	100	19.4	12.9	67.7	80.6	82.1	79.4	96.9	96.4
Racial/Ethnic Group										
White	33	97	6.3	12.5	81.3	93.8	83.1	81.5	96.7	96.2
African American	16	93.8	42.9	14.3	42.9	57.1	62.2	61.3	96.8	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	97.4	97.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	64.3	66.7	97.1	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	95.6	95.8
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	26.5	26	96.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	94.8	93.2
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	65.3	65.7	97.1	97.2
Socio-Economic Status										
Subsidized meals	28	96.4	36	20	44	64	63.7	63.2	96.6	95.9

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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							
2010	3	47	97.9	11.6	27.9	60.5	88.4
	4	63	100	17.5	35.1	47.4	82.5
	5	52	100	26.5	40.8	32.7	73.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	64	100	23.3	16.7	60	76.7
	4	52	100	21.3	31.9	46.8	78.7
	5	58	100	14.5	29.1	56.4	85.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	47	100	20.9	32.6	46.5	79.1
	4	63	100	29.8	31.6	38.6	70.2
	5	52	100	20.4	53.1	26.5	79.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	64	100	28.3	16.7	55	71.7
	4	52	100	21.3	40.4	38.3	78.7
	5	58	100	12.7	21.8	65.5	87.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	25	96	23.8	42.9	33.3	76.2
	4	63	100	33.3	54.4	12.3	66.7
	5	27	100	30.8	53.8	15.4	69.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	32	100	46.7	26.7	26.7	53.3
	4	51	100	32.6	47.8	19.6	67.4
	5	30	100	14.3	46.4	39.3	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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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							
2010	3	22	95.5	25	25	50	75
	4	63	100	24.6	47.4	28.1	75.4
	5	25	96	31.8	27.3	40.9	68.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	32	100	33.3	23.3	43.3	66.7
	4	52	100	23.4	48.9	27.7	76.6
	5	28	100	29.6	18.5	51.9	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	45	93.3	10	25	65	90
	4	64	96.9	26.3	17.5	56.1	73.7
	5	53	96.2	16.7	37.5	45.8	83.3
	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
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	57	96.5	20.8	15.1	64.2	79.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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