



Townville Elementary

P.O. Box 10, 105 Townville
Townville, SC 29689

Grades	PK-6 Elementary School	
Enrollment	279 Students	
Principal	Denise B. Fredericks	864-403-2600
Superintendent	Mr. Maurice Lopez, Interim	864-646-8000
Board Chair	Dr. Tom Dobbins	864-646-8000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

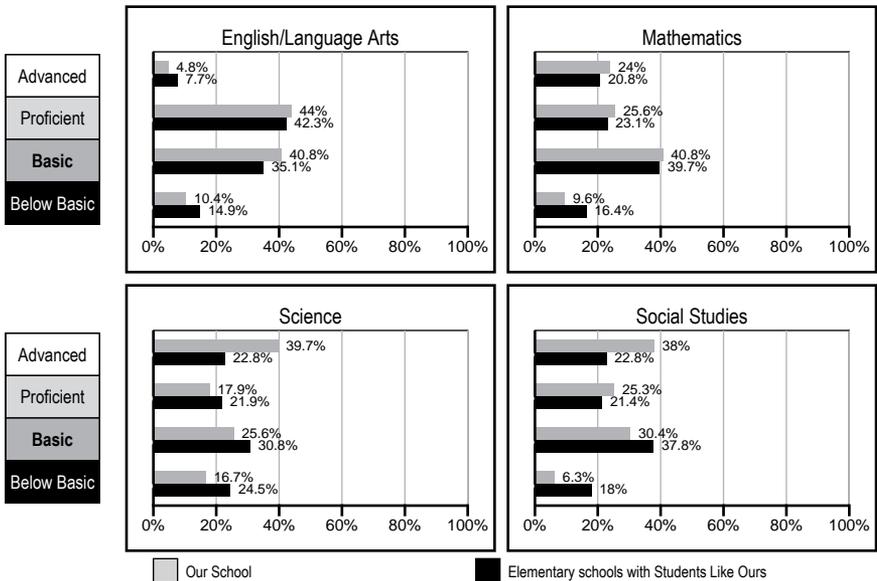
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	30	54	4	0

* 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=279)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.5%	Down from 8.6%	2.2%	2.3%
Attendance rate	96.3%	Down from 96.4%	96.3%	96.3%
Eligible for gifted and talented	11.9%	Up from 11.0%	12.5%	10.4%
With disabilities other than speech	14.0%	Up from 13.2%	7.8%	7.5%
Older than usual for grade	0.5%	Down from 1.7%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	63.6%	Up from 45.0%	55.8%	56.7%
Continuing contract teachers	86.4%	Down from 90.0%	78.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.7%	Up from 92.6%	88.1%	86.4%
Teacher attendance rate	95.9%	Up from 95.5%	95.0%	94.9%
Average teacher salary	\$44,964	Up 7.3%	\$45,250	\$45,345
Professional development days/teacher	7.2 days	Down from 33.7 days	11.9 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 16.8 to 1	19.0 to 1	18.5 to 1
Prime instructional time	92.0%	Up from 91.8%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,582	Up 8.2%	\$6,434	\$7,052
Percent of expenditures for instruction*	58.0%	Down from 58.3%	69.6%	69.1%
Percent of expenditures for teacher salaries*	49.2%	Down from 55.3%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

It is the responsibility and honor of Townville Elementary School to develop students who continuously advance in all areas. We remain strongly committed to "connecting with our kids" in order to design motivating and rigorous instructional programs to improve each one academically, emotionally, physically, and socially. Our staff, families, and local community have partnered together to ensure achievement for our students. As a result, our school year was marked with a number of professional successes.

In the fall of 2007, Townville was awarded recognition as a Blue Ribbon Lighthouse School by earning exemplary status in all nine assessed categories. Nationwide, only twelve schools received this recognition during 2007. Based on test data, our school also earned a Silver Flag Award from the SC Department of Education. In the spring of 2008, the Education Oversight Committee bestowed the "Closing the Gap" award to our staff and students for commendable achievement of students who have historically underachieved. We credit the successes of our students and staff to our commitment to utilize data to make informed decisions, setting goals, partnering with parents, and engaging in relevant professional development.

During the 2007-2008 school year, the following is a sampling of what occurred to benefit our students: implementation of SMART (Start Making a Reader Today) rooms in kindergarten through second grade; outfitting all 5K through 6th grade classrooms with LCD projectors and laptops in order to integrate technology into the curriculum; enhancement of the media collection with books and audiobooks; academic assistance for students at all grade levels; breakfast in the classroom for all students; participation in before school and afterschool activities; and scheduling of a band program for 5th and 6th graders.

After a year and a half our construction project was completed midyear. The facilities update included: a cafeteria, kitchen, gymnasium, two computer labs, three classrooms, and a bookroom. We are grateful to our community, school board, and families for their part in ensuring that our students have the necessary facilities in which to educate the whole child. We continue to be committed to our children and will design our school day and school year to benefit them. Our children are our greatest resource, and we realize the importance of our duty to serve them and make a positive difference in their lives.

Denise Fredericks, Principal
Angie Langdale, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	30	23
Percent satisfied with learning environment	100.0%	96.7%	95.7%
Percent satisfied with social and physical environment	100.0%	86.7%	95.7%
Percent satisfied with school-home relations	100.0%	93.3%	91.3%

* 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

YES

This school met 13 out of 13 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	0.0%	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

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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	139	99.3	9.7	41.1	44.4	4.8	63.7	53.4	48.2	Yes	Yes
Gender											
Male	67	100	14.8	42.6	37.7	4.9	52.5	49.5	41.7	N/A	N/A
Female	72	98.6	4.8	39.7	50.8	4.8	74.6	58	55	N/A	N/A
Racial/Ethnic Group											
White	128	99.2	10.4	41.7	43.5	4.3	61.7	58	60	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	37.2	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	61.5	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	34.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	30	100	25	64.3	10.7	0	25	18.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	6.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	66	98.5	9.6	44.2	44.2	1.9	57.7	40.1	34	Yes	Yes

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

All Students	139	99.3	8.9	41.1	25.8	24.2	59.7	51.4	45.8	Yes	Yes
Gender											
Male	67	100	9.8	41	26.2	23	60.7	54	45.6	N/A	N/A
Female	72	98.6	7.9	41.3	25.4	25.4	58.7	48.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	128	99.2	9.6	40.9	26.1	23.5	59.1	56.6	59	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	31.2	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.9	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	30	100	28.6	60.7	7.1	3.6	21.4	21.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.8	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	66	98.5	9.6	46.2	26.9	17.3	50	38	31.4	Yes	Yes

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

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	88	98.9	15.6	26	18.2	40.3	58.4	40.4	35.7	96.3	96.3
Gender											
Male	42	100	20.5	17.9	17.9	43.6	61.5	44	37.4	96.5	96.2
Female	46	97.8	10.5	34.2	18.4	36.8	55.3	36.2	33.8	96.2	96.4
Racial/Ethnic Group											
White	81	98.8	15.3	25	19.4	40.3	59.7	46.9	49.2	96.2	96.1
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	16.6	17	97.8	97
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	58	97.2	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	96.5	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	69.8
Disability Status											
Disabled	18	100	41.2	41.2	11.8	5.9	17.6	15.8	14	96.5	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.4	94.3	96.8
Socio-Economic Status											
Subsided meals	38	97.4	18.5	37	14.8	29.6	44.4	25.5	21.1	95.7	95.6
Social Studies											
All Students	87	98.9	5.1	30.8	25.6	38.5	64.1	43.6	34	96.3	96.3
Gender											
Male	43	100	0	33.3	35.9	30.8	66.7	48.8	36.6	96.5	96.2
Female	44	97.7	10.3	28.2	15.4	46.2	61.5	37.3	31.3	96.2	96.4
Racial/Ethnic Group											
White	81	98.8	5.5	30.1	26	38.4	64.4	48.8	44.5	96.2	96.1
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	27.2	19.1	97.8	97
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.2	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.8	27.5	96.5	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	69.8
Disability Status											
Disabled	22	100	9.5	47.6	23.8	19	42.9	24.3	14.4	96.5	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	15.4	27.3	94.3	96.8
Socio-Economic Status											
Subsided meals	42	97.6	11.8	29.4	38.2	20.6	58.8	31.8	21	95.7	95.6

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

Abbreviations for Missing Data

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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	32	100	11.1	22.2	66.7	0	66.7
	4	36	100	14.7	55.9	26.5	2.9	29.4
	5	43	100	15.4	46.2	38.5	0	38.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	29	100	3.8	30.8	53.8	11.5	65.4
	4	36	97.2	9.7	29	58.1	3.2	61.3
	5	32	100	3.6	39.3	50	7.1	57.1
	6	42	100	17.9	59	23.1	0	23.1
	7	N/A	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
Mathematics								
2007	3	32	100	14.8	48.1	29.6	7.4	37
	4	36	100	0	58.8	23.5	17.6	41.2
	5	43	100	10.3	46.2	28.2	15.4	43.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	29	100	7.7	53.8	19.2	19.2	38.5
	4	36	97.2	9.7	16.1	22.6	51.6	74.2
	5	32	100	0	46.4	39.3	14.3	53.6
	6	42	100	15.4	48.7	23.1	12.8	35.9
	7	N/A	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
Science								
2007	3	17	100	15.4	23.1	53.8	7.7	61.5
	4	36	100	20.6	41.2	20.6	17.6	38.2
	5	23	100	19	14.3	38.1	28.6	66.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	15	100	15.4	23.1	23.1	38.5	61.5
	4	36	97.2	9.7	19.4	16.1	54.8	71
	5	16	100	0	35.7	7.1	57.1	64.3
	6	21	100	36.8	31.6	26.3	5.3	31.6
	7	N/A	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
Social Studies								
2007	3	15	100	7.1	14.3	35.7	42.9	78.6
	4	36	100	14.7	44.1	20.6	20.6	41.2
	5	20	100	5.6	38.9	16.7	38.9	55.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	14	100	7.7	46.2	30.8	15.4	46.2
	4	36	97.2	3.2	19.4	25.8	51.6	77.4
	5	16	100	7.1	7.1	28.6	57.1	85.7
	6	21	100	5	55	20	20	40
	7	N/A	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

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