



Centerville Elementary School

1529 Whitehall Rd.
Anderson, SC 29625

Grades	K-5 Elementary School	
Enrollment	635 Students	
Principal	Kory Roberts	864-260-5100
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Mr. Al Norris	864-226-1948

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Good
2011	Excellent	Good
2010	Good	Excellent
2009	Good	Good
2008	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

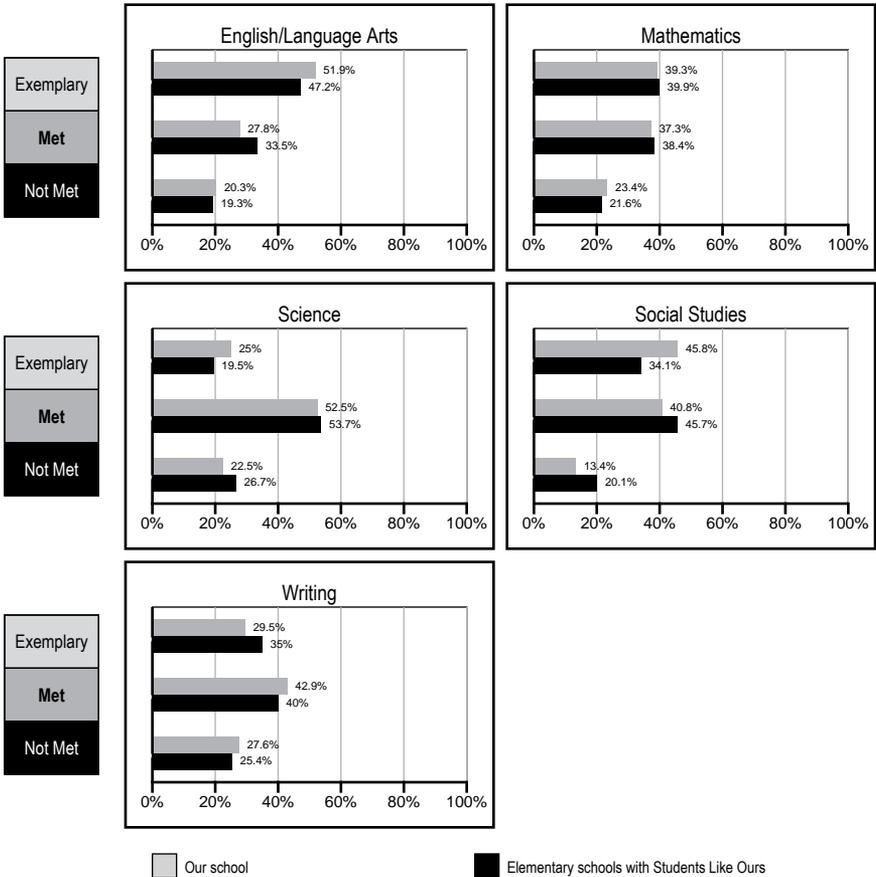
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	45	27	0	0

* Ratings are calculated with data available by 11/07/2012.

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=635)				
First graders who attended full-day kindergarten	100.0%	Up from 91.5%	100.0%	100.0%
Retention rate	1.1%	No Change	0.9%	1.0%
Attendance rate	96.6%	Up from 95.9%	96.5%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	60.0%	Up from 55.6%	62.6%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.9%	Up from 90.6%	89.2%	88.7%
Teacher attendance rate	N/R	N/R	95.2%	95.1%
Average teacher salary*	\$47,369	Up 0.4%	\$47,729	\$47,210
Professional development days/teacher	0.1 days	Down from 6.3 days	11.3 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	8.5 to 1	Down from 20.0 to 1	20.3 to 1	20.0 to 1
Prime instructional time	N/R	N/R	90.3%	90.5%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,652	Down 4.1%	\$6,711	\$7,247
Percent of expenditures for instruction**	73.6%	Up from 71.2%	68.6%	68.2%
Percent of expenditures for teacher salaries**	73.3%	Up from 70.6%	66.3%	65.7%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Through shared decision making, a positive learning environment, and high expectations, Centerville Elementary continues to be an award-winning school. Receiving the Palmetto Silver and Gold Award for the past three years is evidence that teaching and learning is a top priority. We have continued this incredible journey to accelerate student learning, as shown by meeting Annual Yearly Progress (AYP) for the third consecutive year. We take pride in making success a possibility for every child. Our academic success is directly related to using data to drive classroom instruction. We use the NWEA Measures of Academic Progress (MAP) to gather assessment data and determine the needs of individual students. This nationally-normed assessment is administered in the fall, winter, and spring. MAP data provides teachers with explicit information that helps group students for intense, hands-on instruction catered to specific areas of need. This laser-focused instruction has been an essential component of our academic success. Students have numerous opportunities to participate in meaningful activities that reinforce learning standards and promote strong leadership skills. Some of these include Spanish Club, Garden Club, Learning with iPads, Single Gender Education, Running Club, Safety Patrol, and Morning Madness Computer Club. Centerville staff, parents, community, and business partners are stakeholders that come together to ensure that all students achieve and are provided with challenging educational experiences. We share many community events, including our annual Spring Fling, Doughnuts for Dads, Muffins for Moms, Grandparent's Day, Family Fitness Event, Disability Awareness Day, Family Movie Night, Student Recognition Program, and choral productions. The Centerville PTO provides ongoing support through mini-grants, classroom donations, and volunteerism. Our PTO Board recognizes the importance of parental involvement and they work tirelessly to recruit and involve parents in a variety of settings and activities. Effectively utilizing the skills, talents, and training of our parents and volunteers further extends our total program effectiveness. The entire Centerville family works together for the success of our students and we strive to put every child in the winner's circle.

Kory Roberts, Principal

Kevin Roper, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	103	75
Percent satisfied with learning environment	97.5%	93.1%	92.9%
Percent satisfied with social and physical environment	100.0%	87.1%	90.4%
Percent satisfied with school-home relations	100.0%	95.1%	82.2%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	87.4
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Centerville Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	668.1	656.6	637.2	659.0	100.0	100.0
Male	665.7	655.4	640.0	658.8	100.0	100.0
Female	671.3	658.1	633.7	659.2	100.0	100.0
White	672.6	661.6	643.7	660.5	100.0	100.0
African American	658.0	642.1	620.2	649.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	599.7	592.2	582.3	605.3	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	652.9	642.0	623.3	643.8	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	116	99.1	13.9	19.4	66.7	86.1
	4	96	100	15.6	42.2	42.2	84.4
	5	113	100	14.2	38.7	47.2	85.8
	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
2012	3	90	100	12.9	17.6	69.4	87.1
	4	112	100	24.5	30.2	45.3	75.5
	5	110	100	22.1	33.7	44.2	77.9
	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
Mathematics							
2011	3	116	99.1	25	23.1	51.9	75
	4	96	100	20	54.4	25.6	80
	5	113	100	15.1	40.6	44.3	84.9
	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
2012	3	90	100	24.7	35.3	40	75.3
	4	112	100	24.5	34	41.5	75.5
	5	110	100	21.2	42.3	36.5	78.8
	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
Science							
2011	3	57	100	34.5	29.1	36.4	65.5
	4	96	100	14.4	67.8	17.8	85.6
	5	57	100	15.1	52.8	32.1	84.9
	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
2012	3	45	100	28.6	54.8	16.7	71.4
	4	112	100	24.5	50	25.5	75.5
	5	56	100	13.5	55.8	30.8	86.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	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							
2011	3	59	96.6	15.1	26.4	58.5	84.9
	4	96	100	12.2	36.7	51.1	87.8
	5	56	100	5.7	37.7	56.6	94.3
	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
2012	3	45	100	20.9	39.5	39.5	79.1
	4	112	100	8.5	42.5	49.1	91.5
	5	54	100	17.3	38.5	44.2	82.7
	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							
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	113	100	15.1	38.7	46.2	84.9
	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
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	110	99.1	26.9	43.3	29.8	73.1
	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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