



Centerville Elementary

1529 Whitehall Road

Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	653 Students	
Principal	Kory Roberts	864-260-5100
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	At-Risk
2005	Excellent	Excellent

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 GOAL

By 2010, SC'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.

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.

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

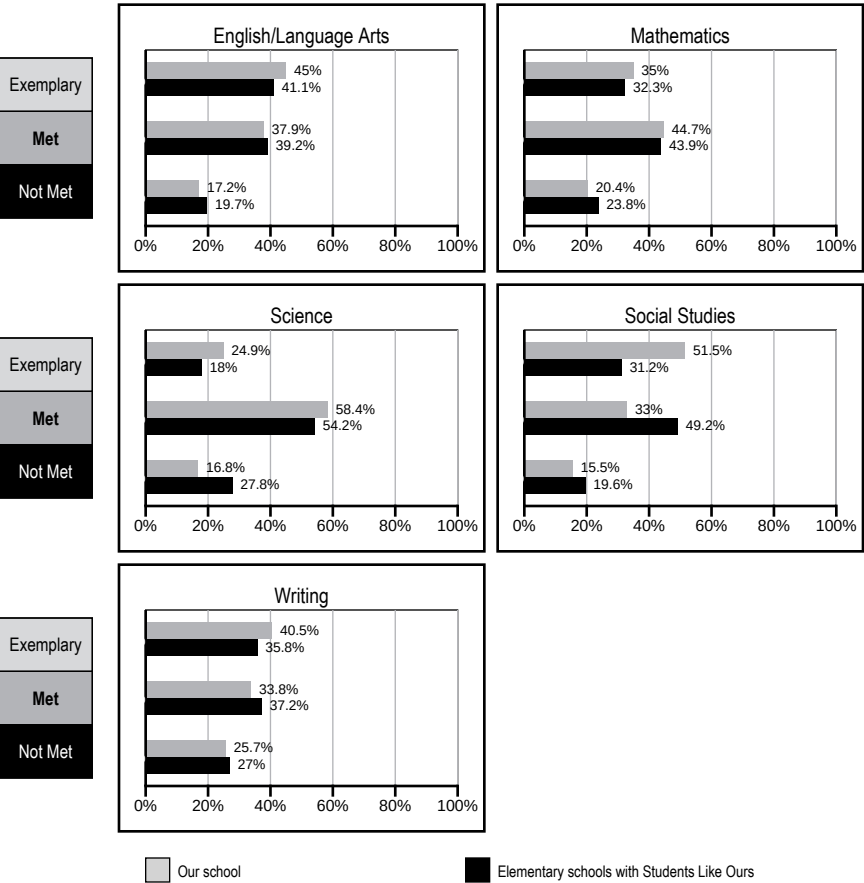
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	29	50	1	0

* Ratings are calculated with data available by 06/01/2010.

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=653)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 2.2%	1.9%	1.9%
Attendance rate	96.2%	Up from 95.4%	96.2%	96.3%
Eligible for gifted and talented	11.6%	Up from 11.2%	12.0%	10.0%
With disabilities other than speech	7.1%	Down from 8.1%	7.9%	7.7%
Older than usual for grade	0.7%	Up from 0.4%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	51.1%	Down from 52.2%	58.6%	59.4%
Continuing contract teachers	89.4%	Up from 84.8%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.3%	Up from 89.9%	88.0%	85.9%
Teacher attendance rate	95.5%	Up from 93.6%	95.3%	95.1%
Average teacher salary*	\$48,403	Up 7.0%	\$46,824	\$47,149
Professional development days/teacher	7.8 days	Up from 6.6 days	11.8 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 19.7 to 1	19.1 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 88.1%	90.5%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,317	Down 1.2%	\$6,996	\$7,458
Percent of expenditures for instruction**	71.8%	Up from 70.8%	69.5%	68.8%
Percent of expenditures for teacher salaries**	70.5%	Up from 69.0%	64.5%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

The Centerville administration, faculty, and staff have established a reputation as being an innovative school that is not afraid to think “outside the box” in order to meet the unique needs of all students. By researching and studying assessment data, teachers and administrators collaborate and plan instructional programs that will enhance student achievement in all areas of the curriculum.

Our school improvement plan addresses the needs of individual students and targets specific subgroups. For the past three years, due to our success with innovative practices and improved test scores, Centerville has been recognized for scoring an Absolute Rating of Good on the State Report Card, closing the achievement gap, and meeting Adequate Yearly Progress (AYP) for two consecutive years. Additionally, we are proud to be a Flagship School of Promise, Palmetto Gold Award Recipient, and a Red Carpet School.

Centerville Elementary was nationally recognized in 2005-2006 as a Blue Ribbon Lighthouse School of Excellence. These schools serve as a beacon of exemplary achievements and contributions to ensure successful educational experiences for all children.

Students at Centerville have the opportunity to participate in meaningful activities that reinforce learning standards and promote strong leadership skills. Some of these activities include Math Olympiads, Lego Robotics, Running Club, Cool Cat Chorus, Martin Luther King, Jr. art competition, Centerville Elementary News, and Lunch Bunch Book Clubs.

Centerville is very fortunate to have a supportive PTO that works diligently to foster a closer relationship between the home and the school. Many parents spend hours giving of their time, energy, and resources to help Centerville achieve in all areas. Additionally, we are proud of our relationship with the businesses that partner with us in our efforts to produce quality educated students. Our business partners are Papa John’s Pizza, Chili’s, Fatz, C. Dan Joyner and Associates, Wachovia Bank, Milliken Company, Kuk Sool Won of the Upstate, McDonald’s, and Sonic Drive-In.

The administration, faculty and staff at Centerville, along with our PTO and business partners, work extremely hard to support each other as we strive to put every child in the winner’s circle.

Kory Roberts, Principal Tara Burnette, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	115	77
Percent satisfied with learning environment	100.0%	92.0%	80.0%
Percent satisfied with social and physical environment	100.0%	89.6%	88.0%
Percent satisfied with school-home relations	94.1%	94.8%	74.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 19 out of 19 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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	330	100	17.2	37.9	45	90.9	88.1	82.8	Yes	Yes
Gender										
Male	179	100	16.9	41	42.2	92.2	84.9	79.3	N/A	N/A
Female	151	100	17.5	34.3	48.3	89.5	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	210	100	10.3	39.2	50.5	95.6	92.9	89.5	Yes	Yes
African American	104	100	32.6	35.9	31.5	80.4	80.4	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	92.3	I/S	I/S
Hispanic	13	100	N/AV	N/AV	N/AV	100	88.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	41	100	55.6	41.7	2.8	58.3	57	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	18.2	36.4	45.5	90.9	83.5	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	27.8	40.1	32.1	84.6	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	330	100	20.4	44.7	35	87.4	84.4	78.9	Yes	Yes
Gender										
Male	179	100	18.7	47	34.3	88	82.7	77	N/A	N/A
Female	151	100	22.4	42	35.7	86.7	86.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	210	100	16.7	41.7	41.7	90.7	90.7	87.2	Yes	Yes
African American	104	100	30.4	51.1	18.5	79.3	73.2	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	98.8	93	I/S	I/S
Hispanic	13	100	N/AV	N/AV	N/AV	100	91.6	76	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	41	100	66.7	25	8.3	50	50.6	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	18.2	54.5	27.3	90.9	87.9	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	32.1	46.3	21.6	80.2	76.2	70.2	Yes	Yes

* 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

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	214	100	16.8	58.4	24.9	83.2	80.8	67.5
Gender								
Male	118	100	18.5	51.9	29.6	81.5	79.8	67
Female	96	100	14.6	66.3	19.1	85.4	81.8	68
Racial/Ethnic Group								
White	146	100	10.7	60	29.3	89.3	89.3	79.5
African American	61	100	34.6	51.9	13.5	65.4	66.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.7	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84.7	60.7
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	33	100	53.6	35.7	10.7	46.4	44.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	82	59.6
Socio-Economic Status								
Subsided meals	119	100	27.2	57.3	15.5	72.8	71.3	55.1

Social Studies

All Students	215	100	15.5	33	51.5	84.5	84.5	72.3
Gender								
Male	113	100	9.8	32.4	57.8	90.2	83.1	71.5
Female	102	100	21.4	33.7	44.9	78.6	86	73.2
Racial/Ethnic Group								
White	133	100	13.1	27.7	59.2	86.9	89.9	80.7
African American	72	100	21	45.2	33.9	79	75.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	88.9	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	22	100	57.9	15.8	26.3	42.1	56.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	85.7	67.9
Socio-Economic Status								
Subsided meals	118	100	25	38.5	36.5	75	76.3	62.1

Abbreviations for Missing Data

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

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	322	100	25.7	33.8	40.5	74.3	75.7	70.2	96.2	96
Gender										
Male	173	100	29.9	32.3	37.7	70.1	68.6	63.2	96.1	95.8
Female	149	100	20.8	35.4	43.8	79.2	83	77.5	96.3	96.1
Racial/Ethnic Group										
White	209	100	23.4	31.2	45.4	76.6	82.8	79.1	96	95.8
African American	100	100	32.3	39.8	28	67.7	64.3	57.6	96.3	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.6	86.2	97.4	97.2
Hispanic	11	100	9.1	27.3	63.6	90.9	71.1	62.6	97.2	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	99.9	99.1
Disability Status										
Disabled	41	100	57.9	34.2	7.9	42.1	30.6	26.1	94.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	12	100	9.1	54.5	36.4	90.9	68.5	61.2	97.2	96.7
Socio-Economic Status										
Subsidized meals	174	100	37.4	37.4	25.2	62.6	63.7	58.9	95.4	95.3

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	112	100	17.8	28	54.2	82.2
	4	99	100	21.6	46.6	31.8	78.4
	5	119	100	13.2	40.4	46.5	86.8
	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
Mathematics							
2009	3	112	100	19.6	40.2	40.2	80.4
	4	99	100	17	48.9	34.1	83
	5	119	100	23.7	45.6	30.7	76.3
	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
Science							
2009	3	56	100	24.5	41.5	34	75.5
	4	99	100	13.6	64.8	21.6	86.4
	5	59	100	14.3	64.3	21.4	85.7
	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
Social Studies							
2009	3	56	100	16.7	24.1	59.3	83.3
	4	99	100	14.8	40.9	44.3	85.2
	5	60	100	15.5	29.3	55.2	84.5
	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
Writing							
2009	3	111	100	24.8	26.6	48.6	75.2
	4	95	100	34.1	35.2	30.7	65.9
	5	116	100	20.2	39.5	40.4	79.8
	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

Abbreviations for Missing Data

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