



Summerville Elementary

835 South Main Street
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	929 Students	
Principal	Lori Dibble	843-873-2372
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

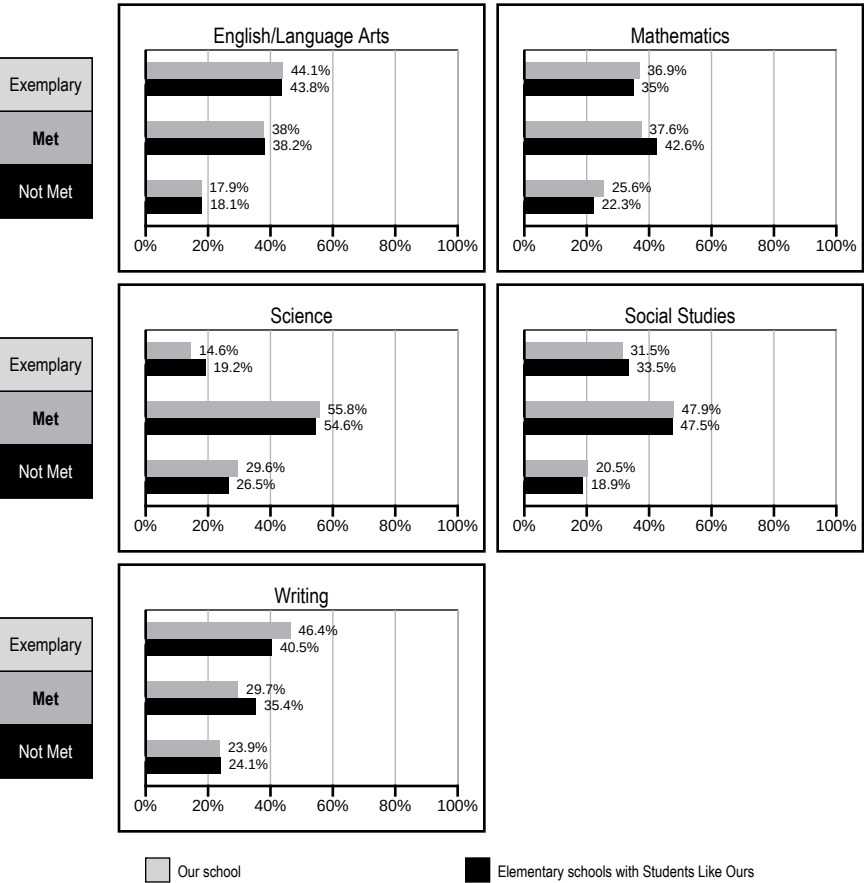
94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	30	40	0	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=929)				
First graders who attended full-day kindergarten	100.0%	Up from 93.2%	100.0%	100.0%
Retention rate	2.1%	Up from 1.8%	1.8%	1.9%
Attendance rate	96.2%	Down from 96.4%	96.3%	96.3%
Eligible for gifted and talented	19.4%	Up from 18.0%	14.1%	10.0%
With disabilities other than speech	6.2%	Down from 6.3%	7.4%	7.7%
Older than usual for grade	0.1%	Down from 0.4%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Down from 4.7%	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	59.3%	Down from 62.7%	61.3%	59.4%
Continuing contract teachers	88.1%	No Change	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.8%	Down from 89.7%	88.6%	85.9%
Teacher attendance rate	95.1%	Up from 94.7%	95.2%	95.1%
Average teacher salary*	\$50,850	Up 2.7%	\$47,669	\$47,149
Professional development days/teacher	8.8 days	Down from 10.5 days	11.0 days	11.1 days
School				
Principal's years at school	27.0	Up from 26.0	5.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	No Change	19.1 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 89.8%	90.4%	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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,751	Down 1.3%	\$6,951	\$7,458
Percent of expenditures for instruction**	65.1%	Down from 66.4%	69.2%	68.8%
Percent of expenditures for teacher salaries**	61.2%	Down from 63.2%	62.9%	63.2%

* 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

Summerville Elementary School is an inviting school "Where Children Come First." Our mission is to help students develop the desire and skills to become literate, life-long learners, and responsible citizens. SES has been recognized as a Department of Education Red Carpet School.

Our teachers plan lessons to address a challenging standards-based curriculum. MAP testing (Measures of Academic Progress) is administered three times a year in grades K-5 in order to measure student progress. Teachers use the information from the assessments to enhance the curriculum and differentiate instruction. Effective programs such as our district literacy model capitalize on student learning and provide balanced literacy instruction. READ 180, an intensive research-based reading intervention program, serves 60 students. A literacy intervention teacher in grades K-2 maximizes differentiated learning. SES enhances instruction using up-to-date technology such as SMARTBoards, Senteos, Odyssey software, FASTT Math, Waterford software, Study Island, and United Streaming.

Several programs have been implemented to meet the challenges and changes of our growing population. The role of the RTI (Response To Intervention) teacher is to assess students' reading skills and develop interventions in grades K-3. The Math Buster Program is small group math instruction for grades 4-5. Our GIFT program (Growing in Fluency Together) uses mentors in third grade to improve reading fluency.

We are a PBIS (Positive Behavioral Interventions and Supports) school. PBIS is a school-wide positive behavior program with an instructional focus where school expectations are clearly defined and modeled for our students. It teaches social behavior, consequently making the most of instructional time and student achievement. We have adopted four primary school expectations: students pledge daily to be Kind, Independent, Do their best, and Show respect (K.I.D.S.).

During the 2009-2010 school year, Summerville Elementary's goal is to close the achievement gap and increase student success in the area of mathematics. Our math coach will guide teachers as they implement activities and lessons that are standard specific to maximize teaching and learning. She will also offer staff development to all mathematics teachers throughout the school year.

SES is committed to the safety of our students. Areas of safety will be evaluated and improvements will be made to ensure that each child at Summerville Elementary will be in a safe learning environment.

Working together, we will provide a safe, nurturing atmosphere and a curriculum enhanced by parental and community involvement to ensure that children really do come first at Summerville Elementary.

E. Eugene Sires, Principal

Shannon Raglin and Tammie Golden, SIC Co-chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	144	63
Percent satisfied with learning environment	90.7%	91.5%	95.0%
Percent satisfied with social and physical environment	90.7%	86.6%	91.9%
Percent satisfied with school-home relations	87.0%	88.7%	90.2%

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

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School Adequate Yearly Progress	YES
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This school met 21 out of 21 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	CSI-DELAY
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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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	474	99.4	17.6	37.4	45	89.3	89.3	82.8	Yes	Yes
Gender										
Male	230	99.6	20.5	34.4	45.1	87.9	86.4	79.3	N/A	N/A
Female	244	99.2	15	40.2	44.9	90.6	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	260	100	6.9	30.2	62.9	95.5	92.9	89.5	Yes	Yes
African American	189	98.4	31.3	46.9	21.8	82.1	82.3	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.3	92.3	I/S	I/S
Hispanic	12	100	41.7	33.3	25	66.7	82.7	76.5	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	81	96.3	50	22.4	27.6	61.8	59.6	52	Yes	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	11	100	18.2	54.5	27.3	90.9	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	215	98.6	30.1	41.8	28.1	81.6	81.9	75.5	Yes	Yes

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

All Students	474	99.4	25.2	37.2	37.6	82.6	85.8	78.9	Yes	Yes
Gender										
Male	230	99.6	27.9	33	39.1	80.9	85.2	77	N/A	N/A
Female	244	99.2	22.6	41	36.3	84.2	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	260	100	11	32.7	56.3	94.3	91.5	87.2	Yes	Yes
African American	189	98.4	41.9	44.7	13.4	68.7	74.4	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.8	93	I/S	I/S
Hispanic	12	100	N/AV	N/AV	N/AV	41.7	80.4	76	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	81	96.3	53.9	23.7	22.4	56.6	57.1	45.5	SWD	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	11	100	45.5	18.2	36.4	63.6	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	215	98.6	40.3	37.8	21.9	69.4	76.5	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	315	99.7	28.8	54.8	16.4	71.2	75.3	67.5
Gender								
Male	155	100	26.7	57.5	15.8	73.3	75	67
Female	160	99.4	30.7	52.3	17	69.3	75.8	68
Racial/Ethnic Group								
White	175	100	11.5	61.8	26.7	88.5	83.8	79.5
African American	122	99.2	53.4	43.1	3.4	46.6	57	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	70.5	60.7
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	48	100	60.4	25	14.6	39.6	42.2	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	7	I/S	I/S	I/S	I/S	I/S	66.7	59.6
Socio-Economic Status								
Subsided meals	142	100	42.3	49.2	8.5	57.7	59.9	55.1

Social Studies								
All Students	313	100	20.2	47.8	32	79.8	81.2	72.3
Gender								
Male	155	100	23.6	43.1	33.3	76.4	80.9	71.5
Female	158	100	17	52.3	30.7	83	81.4	73.2
Racial/Ethnic Group								
White	171	100	9.5	43	47.5	90.5	86.7	80.7
African American	126	100	33.3	54.5	12.2	66.7	69.9	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.5	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	50	100	41.7	31.3	27.1	58.3	53.1	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	74.6	67.9
Socio-Economic Status								
Subsided meals	148	100	32.8	50.4	16.8	67.2	70.6	62.1

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	469	98.3	23.7	29.8	46.5	76.3	81.7	70.2	96.2	96.2
Gender										
Male	226	97.4	32.4	29	38.6	67.6	76	63.2	96	96.1
Female	243	99.2	15.9	30.5	53.6	84.1	87.5	77.5	96.3	96.3
Racial/Ethnic Group										
White	257	98.4	13.7	22.8	63.5	86.3	86.9	79.1	95.8	96
African American	186	98.4	37.1	36	27	62.9	70.9	57.6	96.7	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.6	86.2	96.4	97.1
Hispanic	12	91.7	27.3	63.6	9.1	72.7	78.9	62.6	96.7	96.4
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	88.4	68.7	95.7	95.8
Disability Status										
Disabled	78	91	67.1	18.6	14.3	32.9	37.7	26.1	95.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	12	91.7	I/S	I/S	I/S	I/S	70.2	61.2	96.6	96.3
Socio-Economic Status										
Subsidized meals	210	97.6	37.7	36.6	25.7	62.3	70.2	58.9	95.8	95.5

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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							
2009	3	148	99.3	18.6	30.7	50.7	81.4
	4	159	100	18.7	43.3	38	81.3
	5	167	98.8	15.7	37.7	46.5	84.3
	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
Mathematics							
2009	3	148	99.3	38.6	32.1	29.3	61.4
	4	159	100	18.7	38.7	42.7	81.3
	5	167	98.8	19.5	40.3	40.3	80.5
	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
Science							
2009	3	74	100	31.9	48.6	19.4	68.1
	4	158	99.4	25.7	58.1	16.2	74.3
	5	83	100	31.6	54.4	13.9	68.4
	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
Social Studies							
2009	3	73	100	33.8	32.4	33.8	66.2
	4	158	100	8.7	60.4	30.9	91.3
	5	82	100	30	37.5	32.5	70
	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	145	99.3	32.4	23	44.6	67.6
	4	160	95.6	25.5	34.5	40	74.5
	5	164	100	14.5	31.4	54.1	85.5
	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

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