



Summit Drive Elementary

424 Summit Drive
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	374 Students	
Principal	Megan D. Mitchell-Hoefer	864-355-8800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

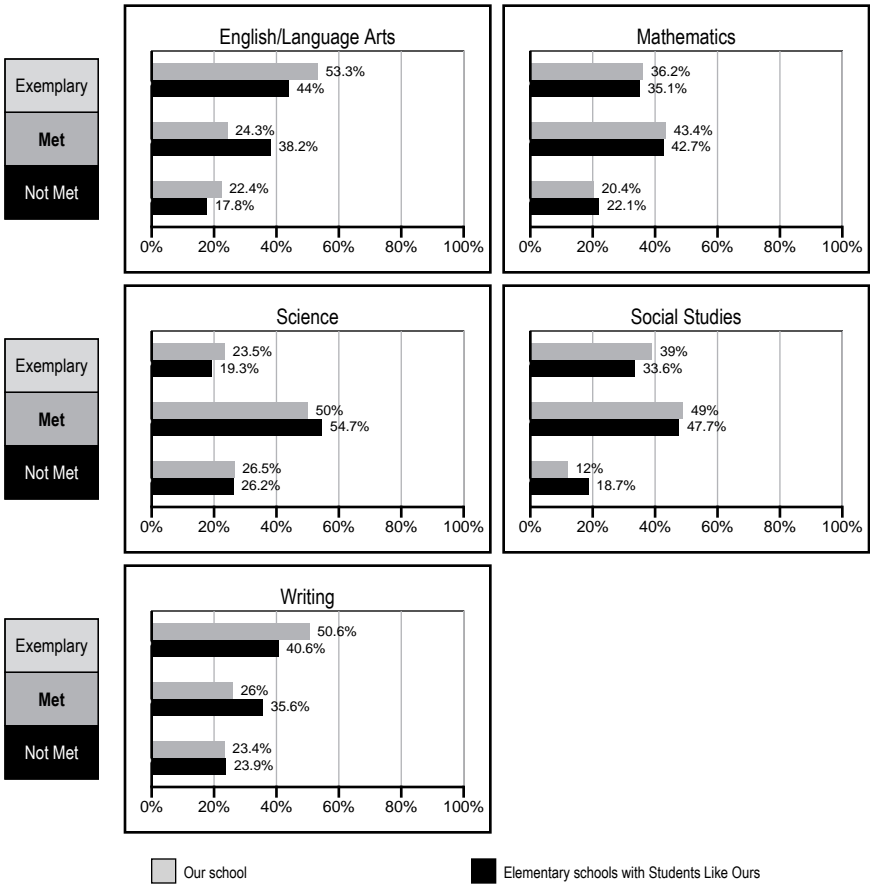
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	32	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=374)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Up from 0.6%	1.7%	1.9%
Attendance rate	97.2%	Down from 97.3%	96.4%	96.3%
Eligible for gifted and talented	20.2%	Up from 14.3%	14.2%	10.0%
With disabilities other than speech	10.9%	Up from 9.7%	7.4%	7.7%
Older than usual for grade	1.0%	Up from 0.4%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	61.3%	Up from 57.1%	61.1%	59.4%
Continuing contract teachers	87.1%	Down from 89.3%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.3%	Up from 94.9%	88.6%	85.9%
Teacher attendance rate	95.9%	Up from 94.0%	95.2%	95.1%
Average teacher salary*	\$50,459	Up 2.5%	\$47,548	\$47,149
Professional development days/teacher	7.7 days	Down from 8.5 days	11.0 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 18.1 to 1	19.2 to 1	18.8 to 1
Prime instructional time	92.6%	Up from 90.4%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Down from 99.9%	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$8,627	Up 10.0%	\$6,963	\$7,458
Percent of expenditures for instruction**	66.2%	Up from 65.2%	69.1%	68.8%
Percent of expenditures for teacher salaries**	60.1%	Down from 61.4%	62.6%	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

Summit Drive Elementary School is a neighborhood school located in the city of Greenville, SC. The school originally opened in 1953, and a new building was built in 2001. The school includes a computer lab, hands on science lab, media center, and Promethean Boards in every classroom. Presently we have 375 students and 54 faculty and staff, including teachers, teacher assistants, related arts, special area, support staff, office, cafeteria, custodial, and administrative. Nine teachers have obtained their National Board Certification, and others are currently applying. Our staff enjoys working together and making an impact on our community.

The mission of Summit Drive Elementary School is to encourage continuous learning and increase student achievement. The vision of Summit Drive Elementary School is to encourage students to become life-long learners and responsible citizens.

It is our true belief that all students can learn and that "Every Student is a Star." We continue to work earnestly towards higher student achievement and embrace high standards of teaching and learning. We implement Quality Tools, Thinking Maps, authentic writer's workshops, 4 Blocks, Compass Learning, and Learning Focused strategies throughout our curriculum. We continue to be a "true" neighborhood school where all stakeholders are part of the Summit Drive Elementary family.

Jennifer Jerina, SIC Chair
Megan D. Mitchell-Hoefer, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	54	29
Percent satisfied with learning environment	100.0%	92.5%	93.1%
Percent satisfied with social and physical environment	100.0%	92.5%	100.0%
Percent satisfied with school-home relations	92.6%	90.7%	82.1%

* 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 17 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	1.8%	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	97.2%	94.0%*	Yes

* Or greater than last year

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

All Students	163	100	21.1	24.8	54	87.6	84	82.8	Yes	Yes
Gender										
Male	74	100	28.4	23	48.6	82.4	80.8	79.3	N/A	N/A
Female	89	100	14.9	26.4	58.6	92	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	92	100	8.8	18.7	72.5	94.5	89.5	89.5	Yes	Yes
African American	41	100	35	40	25	82.5	72.7	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	27	100	44.4	14.8	40.7	70.4	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	33	100	33.3	30.3	36.4	87.9	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	42.3	23.1	34.6	73.1	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	84	100	31.7	30.5	37.8	81.7	74.4	75.5	Yes	Yes

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

All Students	163	100	19.3	44.7	36	86.3	80.9	78.9	Yes	Yes
Gender										
Male	74	100	17.6	48.6	33.8	89.2	79.6	77	N/A	N/A
Female	89	100	20.7	41.4	37.9	83.9	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	92	100	6.6	42.9	50.5	97.8	87	87.2	Yes	Yes
African American	41	100	40	40	20	70	66.3	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	27	100	33.3	51.9	14.8	70.4	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	33	100	27.3	54.5	18.2	78.8	48.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	34.6	57.7	7.7	69.2	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	84	100	34.1	52.4	13.4	75.6	70.5	70.2	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	108	100	25.2	49.5	25.2	74.8	71.3	67.5
Gender								
Male	51	100	19.6	52.9	27.5	80.4	70.8	67
Female	57	100	30.4	46.4	23.2	69.6	71.8	68
Racial/Ethnic Group								
White	63	100	11.1	52.4	36.5	88.9	79.5	79.5
African American	24	100	52.2	39.1	8.7	47.8	53	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	18	100	38.9	55.6	5.6	61.1	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	23	100	26.1	52.2	21.7	73.9	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	18	100	33.3	55.6	11.1	66.7	60.4	59.6
Socio-Economic Status								
Subsized meals	52	100	43.1	45.1	11.8	56.9	57.5	55.1
Social Studies								
All Students	108	100	11.3	50	38.7	88.7	75.7	72.3
Gender								
Male	54	100	13	48.1	38.9	87	75.1	71.5
Female	54	100	9.6	51.9	38.5	90.4	76.3	73.2
Racial/Ethnic Group								
White	61	100	1.7	43.3	55	98.3	81.7	80.7
African American	28	100	22.2	63	14.8	77.8	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	88.5
Hispanic	18	100	27.8	50	22.2	72.2	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	21	100	9.5	66.7	23.8	90.5	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	16	100	31.3	43.8	25	68.8	69	67.9
Socio-Economic Status								
Subsized meals	58	100	19.6	57.1	23.2	80.4	63.9	62.1

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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	170	94.7	23.4	26	50.6	76.6	72.9	70.2	97.2	96.5
Gender										
Male	76	93.4	31.9	27.5	40.6	68.1	66.4	63.2	97	96.4
Female	94	95.7	16.5	24.7	58.8	83.5	79.7	77.5	97.4	96.5
Racial/Ethnic Group										
White	93	93.6	9.4	18.8	71.8	90.6	80.5	79.1	97.1	96.3
African American	43	95.4	36.8	44.7	18.4	63.2	57.1	57.6	97.1	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97.7	97.6
Hispanic	29	100	44.4	22.2	33.3	55.6	61.3	62.6	97.5	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	95.8	95.2
Disability Status										
Disabled	30	70	61.9	23.8	14.3	38.1	28.4	26.1	96.2	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	30	96.7	51.9	22.2	25.9	48.1	60.5	61.2	97.6	97.2
Socio-Economic Status										
Subsidized meals	89	94.4	38	31.6	30.4	62	58.8	58.9	96.8	95.8

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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	52	100	19.6	15.7	64.7	80.4
	4	53	100	25	26.9	48.1	75
	5	58	100	19	31	50	81
	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	52	100	29.4	23.5	47.1	70.6
	4	53	100	13.5	55.8	30.8	86.5
	5	58	100	15.5	53.4	31	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
Science							
2009	3	25	100	44	40	16	56
	4	52	100	25.5	49	25.5	74.5
	5	31	100	9.7	58.1	32.3	90.3
	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
Social Studies							
2009	3	27	100	11.5	38.5	50	88.5
	4	53	100	9.6	55.8	34.6	90.4
	5	28	100	14.3	50	35.7	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
Writing							
2009	3	55	98.2	24	12	64	76
	4	55	96.4	31.4	31.4	37.3	68.6
	5	60	90	15.1	34	50.9	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

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