



## SUMMERVILLE ELEMENTARY

835 South Main Street  
Summerville, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	841 Students	
<b>Principal</b>	Lori Dibble	843-873-2372
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Frances Townsend	843-873-1341

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Average
2008	Average	At-Risk
2007	Good	Below Average
2006	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

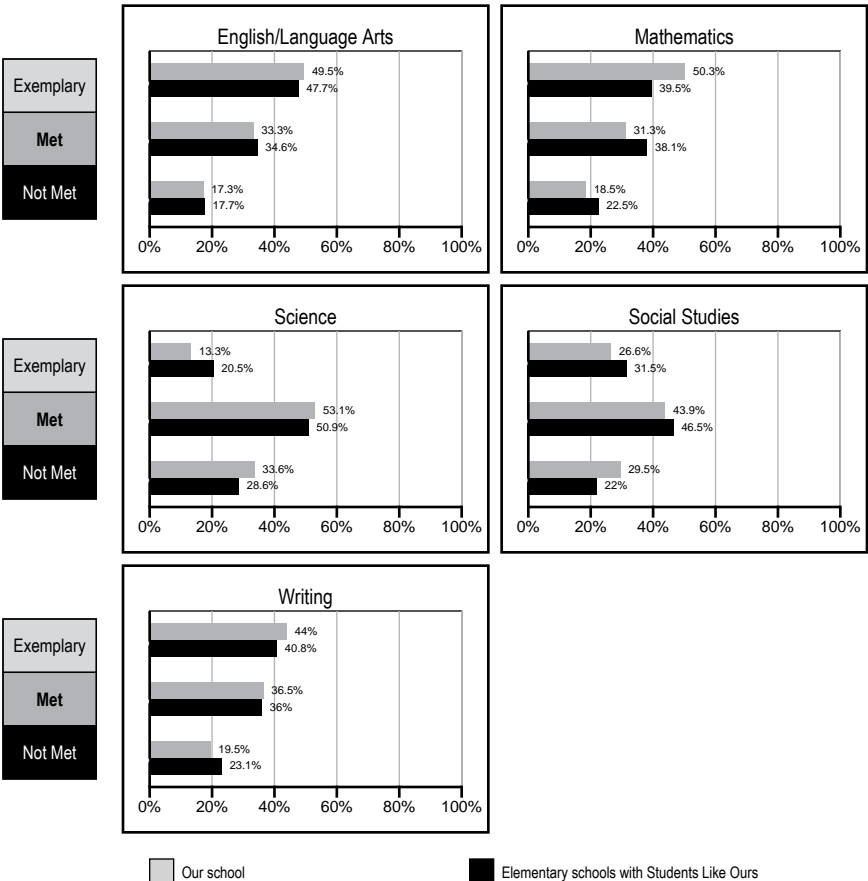
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
24	37	32	0	0

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=841)</b>				
First graders who attended full-day kindergarten	99.3%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Down from 2.1%	1.2%	1.2%
Attendance rate	96.5%	Up from 96.2%	96.2%	96.1%
Eligible for gifted and talented	19.5%	Up from 19.4%	15.9%	11.7%
With disabilities other than speech	7.3%	Up from 6.2%	7.9%	8.0%
Older than usual for grade	0.0%	Down from 0.1%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.5%	0.0%	0.0%
<b>Teachers (n=56)</b>				
Teachers with advanced degrees	64.3%	Up from 59.3%	61.1%	60.5%
Continuing contract teachers	94.6%	Up from 88.1%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.4%	Down from 86.8%	89.0%	87.0%
Teacher attendance rate	94.5%	Down from 95.1%	95.5%	95.4%
Average teacher salary*	\$49,469	Down 2.7%	\$48,007	\$47,288
Professional development days/teacher	9.5 days	Up from 8.8 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 27.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.4 to 1	19.7 to 1	19.2 to 1
Prime instructional time	90.6%	Up from 90.5%	90.7%	90.8%
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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,798	Up 0.6%	\$7,072	\$7,548
Percent of expenditures for instruction**	66.0%	Up from 65.1%	68.8%	68.7%
Percent of expenditures for teacher salaries**	62.7%	Up from 61.2%	65.5%	65.1%

\* 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

Summerville Elementary School is an inviting school "Where Kids are our Business." Our mission is to lead the way, every learner every day, with rigor, relevance, and relationships. Our goal is to create leaders of self by teaching skills of self-discipline, self-awareness, and self-confidence.

The community is excited about the Adopt-a-Teacher initiative we have started and provides endless hours of volunteer time to support our efforts. This initiative is geared to bring the business community into the classroom. Businesses are working side-by-side with teachers providing hands-on learning experiences with children through activities such as creating a newspaper from scratch!

Several programs have been implemented to meet the challenges and changes of our growing population. The role of the Response To Intervention (RTI) teacher is to assess students' reading skills and develop interventions in kindergarten and 1st grades. The Math Buster Program is a small group, math instruction model for grades 3-5. READ 180 is an intensive, research-based reading intervention program that serves 30 students in 4th and 5th grades.

SES enhances technology by using SMARTboards, Senteo Student Response Systems, Odyssey software, FASTT Math, Waterford software, and Study Island.

We are a Positive Behavioral Interventions and Supports (PBIS) school. PBIS is a school-wide positive behavior program. It has 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 believe in positive interactions with children and have worked hard this year to create a climate that supports that belief. Children are recognized on a regular basis for positive choices, improved grades, outstanding grades, and display of quality character. Our goal is to "Leave our mark in the SAND" (Safety first, Active learning, Never-ending pride, and Demonstrating respect).

Though we are proud of the successes we have experienced this year, we look forward to all the accomplishments ahead. As we travel on this learning journey together, we embrace the lessons life teaches us through all aspects of our day.

Lori Dibble, Principal  
 Shannon Raglin & Tammie Golden, SIC Co-chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	136	60
Percent satisfied with learning environment	100.0%	87.4%	93.3%
Percent satisfied with social and physical environment	100.0%	88.1%	90.0%
Percent satisfied with school-home relations	97.7%	83.0%	90.0%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

YES

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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

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

All Students	439	99.1	16.6	32.2	51.2	91.3	89.1	83.5	Yes	Yes
<b>Gender</b>										
Male	222	98.7	18.4	33	48.6	90.1	86.1	80.1	N/A	N/A
Female	217	99.5	14.7	31.4	53.9	92.6	92.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	248	98.4	8.1	24.3	67.7	95.3	93	89.6	Yes	Yes
African American	170	100	28.1	43.1	28.8	85.6	81.6	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.5	92.7	I/S	I/S
Hispanic	11	100	36.4	36.4	27.3	90.9	84.1	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	71	94.4	43.5	27.5	29	71	57.3	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	82.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	210	98.6	28.7	35.4	35.9	85.1	83.1	76.9	Yes	Yes

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

All Students	439	100	17.8	31	51.2	89.9	87.2	80.4	Yes	Yes
<b>Gender</b>										
Male	222	100	16.5	31.6	51.9	89.6	85.5	78.4	N/A	N/A
Female	217	100	19.1	30.4	50.5	90.2	88.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	248	100	6.4	23.8	69.8	97	92	87.8	Yes	Yes
African American	170	100	35.6	39.4	25	78.1	77.5	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.5	93.5	I/S	I/S
Hispanic	11	100	9.1	72.7	18.2	100	86.1	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	71	100	40.6	26.1	33.3	69.6	55	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	86.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	210	100	31.3	35.9	32.8	80.5	80.3	72.8	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
<b>Science</b>								
All Students	295	98.6	32.9	52.7	14.4	67.1	74.7	67.3
<b>Gender</b>								
Male	141	99.3	31.1	53.8	15.2	68.9	74.2	66.9
Female	154	98.1	34.5	51.7	13.8	65.5	75.3	67.7
<b>Racial/Ethnic Group</b>								
White	160	99.4	13.8	63.8	22.4	86.2	84.1	79.6
African American	119	97.5	58.7	36.7	4.6	41.3	56.5	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.8	69.5
<b>Disability Status</b>								
Disabled	53	92.5	60.4	29.2	10.4	39.6	39.4	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	58.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	144	97.2	52.3	40.2	7.6	47.7	61.8	55.4
<b>Social Studies</b>								
All Students	296	98.7	28.8	44.2	27	71.2	78.8	70.9
<b>Gender</b>								
Male	159	97.5	29.5	43	27.5	70.5	77.8	70.1
Female	137	100	27.9	45.7	26.4	72.1	79.8	71.7
<b>Racial/Ethnic Group</b>								
White	171	98.3	17.5	42.5	40	82.5	84.6	79.2
African American	112	99.1	44.8	46.7	8.6	55.2	67.5	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.1	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74.4	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.5	71.2
<b>Disability Status</b>								
Disabled	56	92.9	46	46	8	54	44.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	69.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	136	97.8	44.4	44.4	11.3	55.6	69.2	60.8

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
<b>Writing</b>										
All Students	435	96.6	19.3	36.6	44.1	80.7	82.9	72.1	96.5	96
<b>Gender</b>										
Male	221	95.9	26.6	37.4	36	73.4	77.4	65.2	96.3	96
Female	214	97.2	11.9	35.8	52.2	88.1	88.6	79.2	96.6	96.1
<b>Racial/Ethnic Group</b>										
White	244	96.7	11	26.9	62.1	89	88.2	80.8	96.1	95.8
African American	169	95.9	30.1	49.4	20.5	69.9	73.1	59.7	96.9	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.5	87	97.3	97
Hispanic	11	100	18.2	72.7	9.1	81.8	75.2	64.6	96.4	96.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	90.1	73.4	96	95.5
<b>Disability Status</b>										
Disabled	76	82.9	60.7	27.9	11.5	39.3	37.7	27.7	96.2	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	71.4	63.7	97.1	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	208	95.2	30.5	44.9	24.6	69.5	74.1	61.9	96	95.5

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
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>2010</b>	3	134	98.5	14.8	18	67.2	85.2
	4	150	98.7	17.5	39.2	43.4	82.5
	5	153	100	17.5	38.5	44.1	82.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	134	100	14.8	20.3	64.8	85.2
	4	150	100	16.1	38.5	45.5	83.9
	5	153	100	22.4	32.9	44.8	77.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	68	97.1	30.6	41.9	27.4	69.4
	4	150	100	32.6	56.3	11.1	67.4
	5	76	97.4	35.7	55.7	8.6	64.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
<b>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	3	68	98.5	23.1	35.4	41.5	76.9
	4	150	99.3	28	50.3	21.7	72
	5	77	97.4	36.2	39.1	24.6	63.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	133	94.7	18.9	27	54.1	81.1
	4	149	98.7	23.9	41.5	34.5	76.1
	5	153	96.1	15	40	45	85
	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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