



TOWNVILLE ELEMENTARY

P.O. Box 10, 105 Townville
Townville, SC 29689

Grades	PK-6 Elementary School	
Enrollment	281 Students	
Principal	Denise B. Fredericks	864-403-2600
Superintendent	Dr. Lee D'Andrea	864-403-2000
Board Chair	Dr. Ken Lindsey	864-403-2000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Good
2007	Good	Good

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://eoc.sc.gov>

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

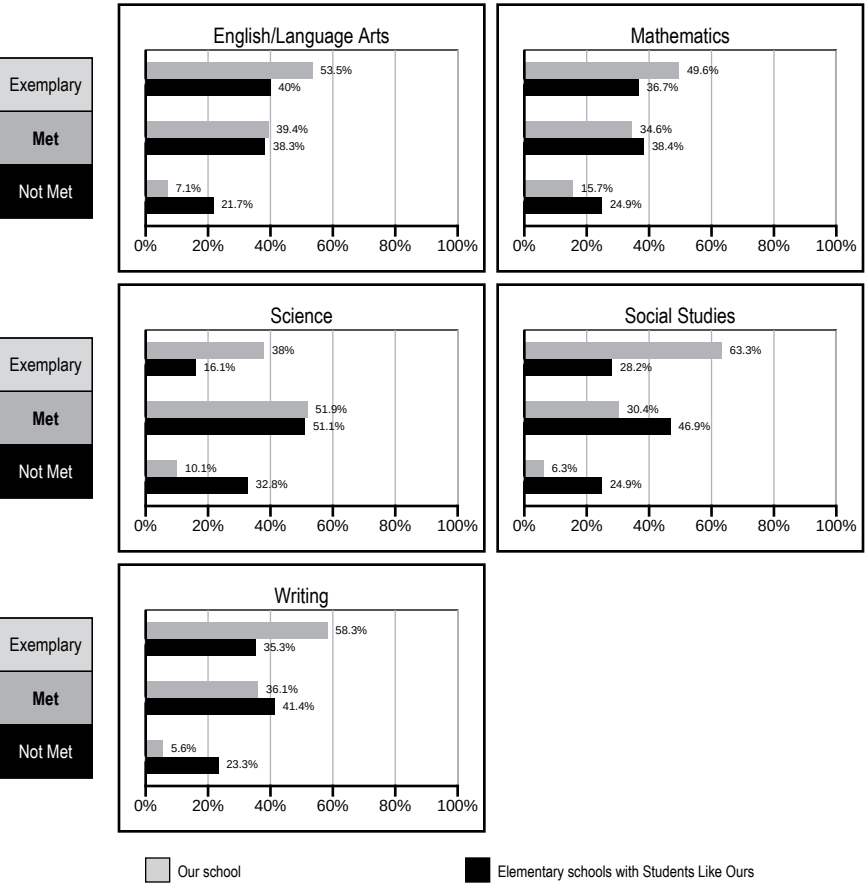
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	35	69	3	0

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=281)				
First graders who attended full-day kindergarten	76.2%	Down from 93.5%	100.0%	100.0%
Retention rate	2.6%	Up from 1.9%	1.1%	1.1%
Attendance rate	96.5%	Down from 99.9%	96.0%	96.2%
Served by gifted and talented program	13.4%	Up from 12.8%	13.9%	13.4%
With disabilities other than speech	4.0%	Down from 8.1%	5.2%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	80.0%	Up from 76.2%	60.9%	62.5%
Continuing contract teachers	90.0%	Up from 81.0%	90.6%	88.2%
Teachers returning from previous year	86.1%	Down from 89.2%	88.3%	87.8%
Teacher attendance rate	94.7%	Down from 95.4%	95.0%	95.2%
Average teacher salary*	\$49,686	Up 1.5%	\$46,767	\$46,773
Professional development days/teacher	5.0 days	Down from 9.8 days	10.4 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 15.1 to 1	20.0 to 1	19.9 to 1
Prime instructional time	91.1%	Down from 95.2%	90.2%	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	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,105	Down 4.5%	\$7,179	\$7,447
Percent of expenditures for instruction**	63.9%	Up from 62.4%	68.1%	68.4%
Percent of expenditures for teacher salaries**	61.0%	Up from 57.3%	66.1%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Townville Elementary School is a Title One School with staff members and programs in place to ensure that each child reaches his or her potential. We are committed to developing students who continuously progress academically, emotionally, socially, and physically. Each student participates in library, music, art, physical education, guidance, and computer classes. The Townville community has a strong dedication to ensuring that our students have the tools they need to achieve.

Townville's staff recognizes the importance of having meaningful data in order to make informed decisions about the direction of the instructional program to benefit our students. Based on student data, the South Carolina Department of Education awarded our school a Gold Flag for "Closing the Gap" which recognizes commendable success of students who have historically underachieved. A Gold Flag was also earned for overall student achievement. Our school was nominated as a National Distinguished Title I School in the area of student achievement for the second consecutive year in a row. Townville Elementary School is one of only five schools in South Carolina to be nominated for the 2011 National Blue Ribbon Schools Program.

Caring and dedicated volunteers are essential to enriching learning for students and assisting teachers in the classrooms. In addition to devoted PTO officers and parent volunteers, Michelin Tire Corporation (US2) is a partner with Townville in the Michelin Challenge Education program to provide our school with a faithful core of 30+ employees who visit our school each week as mentors and tutors. The PTO officers work faithfully to provide needed items for our students and teachers throughout the year. In addition, they supply student incentive celebrations for achievement, classroom supplies, and are available to assist in every way requested.

During the 2010-2011 school year, the following is a sample of what students participated in: SMART (Start Making A Reader Today) rooms in kindergarten through second grade; Reading By RIT reading block in third through sixth grade; 4K-sixth grade classrooms technology-rich with LCD projectors and smart technology; two computer labs; Readers are Leaders; Archery Club; TES Singers; before and after school activities (academic, art, music, and fitness); and band for sixth graders.

Home and school communications are enhanced through regular parent conferences, School Fusion, Parent Portal, car-side chats, PTO meetings, Thursday folders, teacher phone calls, marquee messages, and an automated School Messenger. Our school sponsors additional activities beyond the school day involving students and parents: a talent show; science, math, and literacy nights; Spring Fling; health fair; summer library hours; and cyber safety workshops. Our children benefit from the commitment which our staff and community share to ensure that they all have an opportunity to learn at higher levels. It is our duty and honor to serve them in order that they can be productive, successful, and responsible citizens now and in the future.

Denise Fredericks, Principal
Tracy Stone, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	30	8
Percent satisfied with learning environment	100.0%	80.0%	I/S
Percent satisfied with social and physical environment	100.0%	89.3%	I/S
Percent satisfied with school-home relations	100.0%	93.3%	I/S

* 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
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This school met 13 out of 13 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	
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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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	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

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 = 79.4% (Met or Exemplary)

All Students	142	100	7.1	39.4	53.5	95.3	90	82.4	Yes	Yes
Gender										
Male	70	100	11.3	41.9	46.8	93.5	89.4	78.7	N/A	N/A
Female	72	100	3.1	36.9	60	96.9	90.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	131	100	6.8	40.2	53	95.7	92.4	88.9	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	84.1	72.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	78.6	63.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	91	100	8.9	39.2	51.9	93.7	86	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	142	100	15.7	34.6	49.6	91.3	90.4	81.9	Yes	Yes
Gender										
Male	70	100	17.7	35.5	46.8	88.7	89.1	79.9	N/A	N/A
Female	72	100	13.8	33.8	52.3	93.8	91.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	131	100	14.5	36.8	48.7	92.3	92.4	88.9	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	84.5	71.4	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	18	100	42.9	50	7.1	57.1	63.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	91	100	17.7	38	44.3	91.1	87.2	74.9	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
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Science

All Students	88	100	10.1	51.9	38	89.9	81	68.6
Gender								
Male	46	100	12.2	51.2	36.6	87.8	81.9	68.3
Female	42	100	7.9	52.6	39.5	92.1	80.1	68.9
Racial/Ethnic Group								
White	83	100	9.3	53.3	37.3	90.7	86.5	80.7
African American	3	I/S	I/S	I/S	I/S	I/S	65.6	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	50	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	49.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
Socio-Economic Status								
Subsidized meals	52	100	15.6	55.6	28.9	84.4	72.3	57.3

Social Studies

All Students	85	100	6.3	30.4	63.3	93.7	85.3	72.5
Gender								
Male	37	100	8.8	29.4	61.8	91.2	87.2	72
Female	48	100	4.4	31.1	64.4	95.6	83.2	73.1
Racial/Ethnic Group								
White	77	100	4.2	32.4	63.4	95.8	89.4	81
African American	4	I/S	I/S	I/S	I/S	I/S	73.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	47.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	12	100	I/S	I/S	I/S	I/S	63.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.2	69.7
Socio-Economic Status								
Subsidized meals	58	100	7.5	34	58.5	92.5	80.4	62.9

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	41	100	5.6	36.1	58.3	94.4	84.9	73.2	96.5	96.5
Gender										
Male	21	100	11.1	33.3	55.6	88.9	80.3	67.2	96.6	96.5
Female	20	100	N/AV	N/AV	N/AV	100	89.5	79.4	96.5	96.5
Racial/Ethnic Group										
White	40	100	5.7	34.3	60	94.3	87.3	81.5	96.5	96.3
African American	1	I/S	I/S	I/S	I/S	I/S	78.6	61.3	96.2	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98	98.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	97.2	97.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	89.1
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	44.3	26	96.3	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	97.4
Socio-Economic Status										
Subsidized meals	24	100	5	50	45	95	82.7	63.2	96.5	96

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
English/Language Arts							
2010	3	39	100	13.5	16.2	70.3	86.5
	4	45	100	9.8	29.3	61	90.2
	5	27	100	3.7	44.4	51.9	96.3
	6	33	100	6.3	37.5	56.3	93.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	37	100	6.1	30.3	63.6	93.9
	4	31	100	6.5	48.4	45.2	93.5
	5	41	100	N/AV	N/AV	N/AV	100
	6	33	100	17.9	25	57.1	82.1
	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							
2010	3	39	100	16.2	45.9	37.8	83.8
	4	45	100	4.9	36.6	58.5	95.1
	5	27	100	11.1	33.3	55.6	88.9
	6	33	100	21.9	34.4	43.8	78.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	37	100	33.3	15.2	51.5	66.7
	4	31	100	3.2	48.4	48.4	96.8
	5	41	100	2.9	40	57.1	97.1
	6	33	100	25	35.7	39.3	75
	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							
2010	3	19	100	22.2	55.6	22.2	77.8
	4	45	100	4.9	58.5	36.6	95.1
	5	14	100	14.3	50	35.7	85.7
	6	16	100	20	60	20	80
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	20	100	11.8	47.1	41.2	88.2
	4	31	100	6.5	54.8	38.7	93.5
	5	21	100	5.6	38.9	55.6	94.4
	6	16	100	23.1	69.2	7.7	76.9
	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							
2010	3	20	100	15.8	52.6	31.6	84.2
	4	45	100	7.3	24.4	68.3	92.7
	5	13	100	N/A	N/A	N/A	100
	6	17	100	5.9	23.5	70.6	94.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	17	100	12.5	18.8	68.8	87.5
	4	31	100	6.5	32.3	61.3	93.5
	5	20	100	N/AV	N/AV	N/AV	100
	6	17	100	6.7	26.7	66.7	93.3
	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							
2010	3	39	100	21.6	24.3	54.1	78.4
	4	45	100	12.2	24.4	63.4	87.8
	5	27	100	3.7	33.3	63	96.3
	6	33	100	6.3	34.4	59.4	93.8
	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
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	41	100	5.6	36.1	58.3	94.4
	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

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