

CENTERVILLE ELEMENTARY

1529 Whitehall Road
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	645 Students	
Principal	Kory Roberts	864-260-5100
Superintendent	Betty T Bagley	864-260-5000
Board Chair	Mr. Al Norris Jr.	864-260-5042

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Good	Excellent
2009	Good	Good
2008	Good	Below Average
2007	Good	At-Risk

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

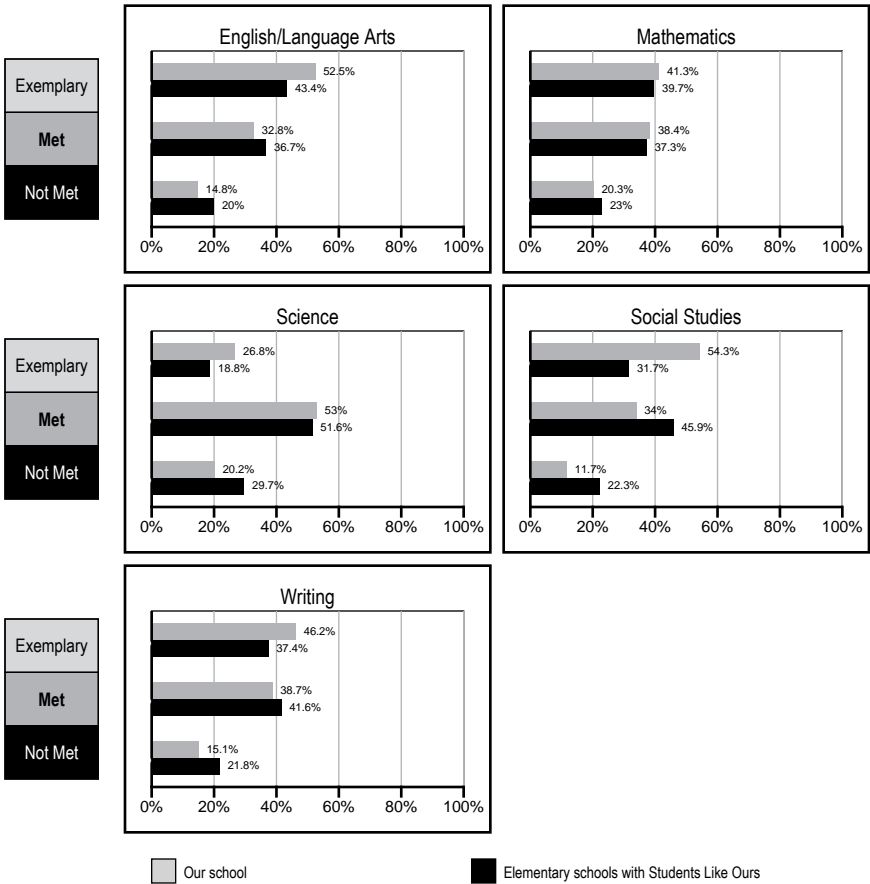
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	42	46	1	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=645)				
First graders who attended full-day kindergarten	91.5%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Down from 1.6%	1.1%	1.1%
Attendance rate	95.9%	Down from 99.9%	96.1%	96.2%
Served by gifted and talented program	24.6%	Up from 24.1%	14.4%	13.4%
With disabilities other than speech	2.9%	Down from 5.9%	4.5%	4.1%
Older than usual for grade	0.2%	Down from 0.4%	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=36)				
Teachers with advanced degrees	55.6%	Up from 52.5%	60.7%	62.5%
Continuing contract teachers	100.0%	Up from 90.0%	90.0%	88.2%
Teachers returning from previous year	90.6%	Down from 93.2%	88.4%	87.8%
Teacher attendance rate	94.4%	Up from 94.0%	95.2%	95.2%
Average teacher salary*	\$47,176	Down 2.8%	\$46,534	\$46,773
Professional development days/teacher	6.3 days	Down from 8.5 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.2 to 1	20.2 to 1	19.9 to 1
Prime instructional time	89.7%	Down from 93.7%	90.4%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,896	Down 11.8%	\$7,010	\$7,447
Percent of expenditures for instruction**	71.2%	Up from 70.7%	68.3%	68.4%
Percent of expenditures for teacher salaries**	70.6%	Up from 69.3%	65.7%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Through shared decision making, a positive learning environment, and high expectations, Centerville Elementary continues to be an award-winning school. Receiving the Palmetto Silver Award for the past two years is evidence that student achievement is a top priority. We have continued this incredible journey to accelerate student learning, as shown by consistently meeting Annual Yearly Progress (AYP). We take pride in making success possible for every child.

Our academic success is directly related to using data to drive classroom instruction. We use the NWEA Measures of Academic Progress (MAP) to gather assessment data and determine the needs of individual students. This nationally-normed assessment is administered in the fall, winter, and spring. MAP data provides teachers with explicit information that helps group students for intense, hands-on instruction catered to specific areas of need. This laser-focused instruction has been an essential component of our academic success.

Students have numerous opportunities to participate in meaningful activities that reinforce learning standards and promote strong leadership skills. Some of these include Lego Robotics, Spanish Club, Garden Club, Cool Cat Chorus, Drama, Centerville Elementary News, Typing Tigers, Lunch Bunch Book Club, Running Club, Safety Patrol, and Morning Madness Computer Club.

Centerville staff, parents, community, and business partners are stakeholders that come together to ensure that all students achieve and are provided with challenging educational experiences. We share many community events, including our annual Spring Fling, Doughnuts for Dads, Muffins for Moms, Grandparent’s Day, Family Fitness Event, Disability Awareness Day, Family Movie Night, Student Recognition Program, and choral productions.

The Centerville PTO provides ongoing support through mini-grants, classroom donations, and volunteerism. Our PTO Board recognizes the importance of parental involvement and they work tirelessly to recruit and involve parents in a variety of settings and activities. Effectively utilizing the skills, talents, and training of our parents and volunteers further extends our total program effectiveness. The entire Centerville family works together for the success of our students and we strive to put every child in the winner’s circle.

Kory Roberts, Principal
 Kevin Roper, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	107	77
Percent satisfied with learning environment	97.4%	90.5%	81.3%
Percent satisfied with social and physical environment	100.0%	86.8%	89.5%
Percent satisfied with school-home relations	100.0%	94.4%	76.3%

* 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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 = 79.4% (Met or Exemplary)

All Students	325	99.7	14.5	32.9	52.6	91.4	85.7	82.4	Yes	Yes
Gender										
Male	174	99.4	15.5	33.3	51.2	89.3	82.5	78.7	N/A	N/A
Female	151	100	13.2	32.4	54.4	94.1	89	86.2	N/A	N/A
Racial/Ethnic Group										
White	219	100	12.9	32.2	55	91.6	91	88.9	Yes	Yes
African American	89	98.9	20.9	34.9	44.2	89.5	77.4	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	13	100	N/AV	N/AV	N/AV	100	86.1	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	32	100	72.4	24.1	3.4	44.8	51.3	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	11	100	9.1	36.4	54.5	90.9	85	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	99.4	19.9	34.3	45.8	88.6	78.8	75.4	Yes	Yes

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

All Students	325	99.7	20.1	38.5	41.4	85.2	85	81.9	Yes	Yes
Gender										
Male	174	99.4	19	34.5	46.4	85.1	83.6	79.9	N/A	N/A
Female	151	100	21.3	43.4	35.3	85.3	86.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	219	100	20.3	32.7	47	85.1	90.6	88.9	Yes	Yes
African American	89	98.9	22.1	47.7	30.2	82.6	75.7	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.7	94.6	I/S	I/S
Hispanic	13	100	8.3	66.7	25	100	91.1	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	32	100	69	27.6	3.4	37.9	49.3	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	11	100	9.1	72.7	18.2	100	91.2	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	99.4	27.1	44	28.9	80.7	77.7	74.9	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	210	100	20.2	53	26.8	79.8	77.8	68.6
Gender								
Male	113	100	14.7	50.5	34.9	85.3	77.6	68.3
Female	97	100	27	56.2	16.9	73	78	68.9
Racial/Ethnic Group								
White	144	100	18	47.4	34.6	82	85.8	80.7
African American	56	100	25	69.6	5.4	75	65.1	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	52.4	41.4	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	8	I/S	I/S	I/S	I/S	I/S	77.3	60.7
Socio-Economic Status								
Subsidized meals	112	100	30.8	52.9	16.3	69.2	67.9	57.3
Social Studies								
All Students	211	99.1	11.2	34.2	54.6	88.8	80.6	72.5
Gender								
Male	120	99.2	11.3	33	55.7	88.7	78.3	72
Female	91	98.9	11.1	35.8	53.1	88.9	83.1	73.1
Racial/Ethnic Group								
White	138	100	11.8	31.5	56.7	88.2	87.4	81
African American	62	96.8	11.9	40.7	47.5	88.1	70.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	83.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	58.8	46.3	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	6	I/S	I/S	I/S	I/S	I/S	85	69.7
Socio-Economic Status								
Subsidized meals	120	98.3	16.1	37.5	46.4	83.9	71.7	62.9

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	113	100	15.1	38.7	46.2	84.9	76.3	73.2	95.9	96
Gender										
Male	60	100	16.9	39	44.1	83.1	70.7	67.2	96.1	95.9
Female	53	100	12.8	38.3	48.9	87.2	81.6	79.4	95.7	96
Racial/Ethnic Group										
White	80	100	15.1	32.9	52.1	84.9	83.4	81.5	95.6	95.7
African American	26	100	7.7	57.7	34.6	92.3	65.4	61.3	96.7	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.3	87	96.7	97.1
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75.4	66.7	95.2	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	95.6	97.8
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	28.8	26	94.4	95.1
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	4	I/S	I/S	I/S	I/S	I/S	71.6	65.7	96.5	96.7
Socio-Economic Status										
Subsidized meals	58	100	18.9	49.1	32.1	81.1	64.9	63.2	95.2	95.4

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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	102	100	13.3	24.5	62.2	86.7
	4	115	100	18.9	32.4	48.6	81.1
	5	96	100	13.2	39.6	47.3	86.8
	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
2011	3	116	99.1	13.9	19.4	66.7	86.1
	4	96	100	15.6	42.2	42.2	84.4
	5	113	100	14.2	38.7	47.2	85.8
	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							
2010	3	102	100	26.5	29.6	43.9	73.5
	4	115	100	18.9	46.8	34.2	81.1
	5	96	100	16.5	48.4	35.2	83.5
	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
2011	3	116	99.1	25	23.1	51.9	75
	4	96	100	20	54.4	25.6	80
	5	113	100	15.1	40.6	44.3	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
Science							
2010	3	52	100	36.7	32.7	30.6	63.3
	4	115	100	19.8	58.6	21.6	80.2
	5	50	100	23.4	57.4	19.1	76.6
	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
2011	3	57	100	34.5	29.1	36.4	65.5
	4	96	100	14.4	67.8	17.8	85.6
	5	57	100	15.1	52.8	32.1	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	50	100	14.3	38.8	46.9	85.7
	4	115	100	13.5	40.5	45.9	86.5
	5	47	100	11.4	40.9	47.7	88.6
	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
2011	3	59	96.6	15.1	26.4	58.5	84.9
	4	96	100	12.2	36.7	51.1	87.8
	5	56	100	5.7	37.7	56.6	94.3
	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
Writing							
2010	3	102	99	26.5	41.8	31.6	73.5
	4	115	100	28.3	29.2	42.5	71.7
	5	94	100	23.1	36.3	40.7	76.9
	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
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	113	100	15.1	38.7	46.2	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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