

Centerville Elementary

1529 Whitehall Road
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	671 Students	
Principal	Kory Roberts	864-260-5100
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Good**	**Below Average**
2007	Good	At-Risk
2006	Good	At-Risk
2005	Excellent	Excellent
2004	Excellent	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

http://ed.sc.gov
http://www.sceoc.org

Centerville Elementary	02/16/09-0405044

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

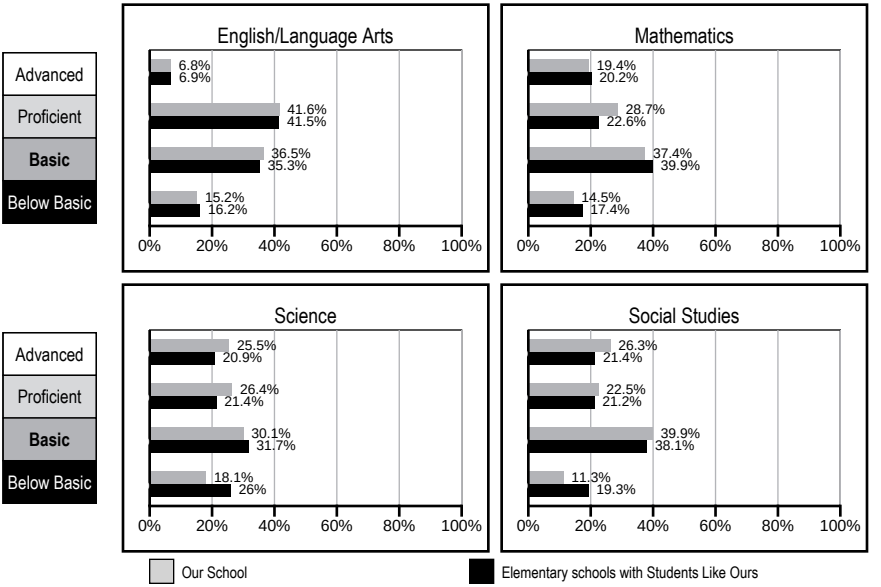
Percent of students tested in 2007-08 whose 2006-07 test scores were located	96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	23	54	5	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=671)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 1.9%	2.3%	2.3%
Attendance rate	95.4%	Down from 95.6%	96.3%	96.3%
Eligible for gifted and talented	11.2%	Down from 12.9%	12.3%	10.4%
With disabilities other than speech	8.1%	Up from 7.5%	8.1%	7.5%
Older than usual for grade	0.4%	Down from 1.0%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	52.2%	Up from 45.7%	56.0%	56.7%
Continuing contract teachers	84.8%	Up from 80.4%	78.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.9%	Up from 87.1%	87.8%	86.4%
Teacher attendance rate	93.6%	Down from 95.8%	95.2%	94.9%
Average teacher salary	$45,236	Up 4.3%	$45,039	$45,345
Professional development days/teacher	6.6 days	Down from 15.6 days	12.0 days	12.6 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.3 to 1	18.9 to 1	18.5 to 1
Prime instructional time	88.1%	Down from 90.5%	90.5%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	$6,395	Down 18.1%	$6,461	$7,052
Percent of expenditures for instruction*	70.8%	Up from 61.7%	69.9%	69.1%
Percent of expenditures for teacher salaries*	69.0%	Up from 58.4%	65.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Centerville Elementary School began another exciting year with a change in leadership by welcoming Mr. Kory Roberts as the new principal. The Centerville administration, faculty and staff have established a reputation as being an innovative school that is not afraid to think "outside the box" in order to meet the varying and unique needs of all students. By researching and studying assessment data, teachers and administrators collaborate and plan instructional programs that will enhance student achievement in all areas of the curriculum.

Our improvement plan addresses the needs of individual students and targets specific subgroups. For the past two years, due to our success with innovative practices and improved test scores, Centerville has been recognized for scoring a Good Absolute Rating on the state report card, closing the achievement gap, and meeting AYP. We continue to make progress toward the goals of the 2010 No Child Left Behind legislation. Additionally, we are proud to be a Flagship School of Promise, Palmetto Gold Award Recipient, and a Red Carpet School.

Centerville Elementary was nationally recognized in 2005-2006 as a Blue Ribbon Lighthouse School of Excellence. These schools serve as a beacon of exemplary achievements and contributions to ensure successful educational experiences for all children by shining a positive light on America's best schools and programs that work. A team of dedicated faculty members and students presented at the National Blue Ribbon Schools conference. This presentation focused on the successful programs and initiatives being implemented at Centerville to impact student achievement. Faculty members continue to present at local and state conferences and lead workshops that focus on improving student achievement and curriculum integration.

Centerville students have the opportunity to participate in many activities that reinforce learning standards. Some opportunities are in academic and creative problem solving competitions that include Lego Robotics, Odyssey of the Mind, Math Olympiads, Anderson County Spelling Bee, and the Lt. Governor's Writing Program. Centerville is also very fortunate to have a supportive PTO that works diligently to foster a closer relationship between the home and the school. Many parents spend hours giving of their time, energy, and resources to help Centerville achieve in all areas. Additionally, we are proud of our relationship with the businesses that partner with us in our efforts to produce quality, educated students. Our business partners are Papa John's Pizza, Anderson Eye Associates., Wachovia Bank/Westside Branch, Milliken Company, Kuk Sool Won of the Upstate, McDonald's, Sonic Drive-In, C. Dan Joyner, First Citizens Bank, and Carolina Mortgage, Inc.

The administration, faculty, and staff at Centerville, along with our PTO and business partners, work extremely hard to support each other as we strive to put every child in the winner's circle.

Kory Roberts, Principal
Tara Burnette, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	111	83
Percent satisfied with learning environment	100.0%	89.0%	86.3%
Percent satisfied with social and physical environment	100.0%	93.7%	91.1%
Percent satisfied with school-home relations	93.8%	87.4%	79.0%

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

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School Adequate Yearly Progress	NO

This school met 18 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

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. Sanction: Implement the restructuring plan.
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	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%	Yes

* Or greater than last year

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Centerville Elementary											02/16/09-0405044
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	332	99.7	15.2	36.5	41.6	6.8	62.6	55	48.2	Yes	Yes
Gender											
Male	159	100	21.9	33.6	37	7.5	59.6	48.5	41.7	N/A	N/A
Female	173	99.4	9.1	39	45.7	6.1	65.2	61.8	55	N/A	N/A
Racial/Ethnic Group											
White	226	99.6	9.8	35	47.7	7.5	69.2	66.4	60	Yes	Yes
African American	94	100	27.4	41.7	27.4	3.6	44	36.8	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	48	100	59.1	27.3	11.4	2.3	15.9	13.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	43.1	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	166	99.4	26.4	44.6	27.7	1.4	43.2	39.3	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	332	99.7	14.5	37.4	28.7	19.4	58.7	54	45.8	Yes	Yes
Gender											
Male	159	100	14.4	36.3	26	23.3	61	53.2	45.6	N/A	N/A
Female	173	99.4	14.6	38.4	31.1	15.9	56.7	54.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	226	99.6	9.8	35	30.4	24.8	66.8	66.3	59	Yes	Yes
African American	94	100	25	45.2	23.8	6	39.3	33.4	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.5	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	48	100	56.8	27.3	13.6	2.3	22.7	16.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	54.6	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	166	99.4	25	41.9	23	10.1	43.2	37.6	31.4	Yes	Yes

***** Adj - Adjusted to account for natural variation in performance.

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Centerville Elementary											02/16/09-0405044
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	233	99.6	18.1	30.1	26.4	25.5	51.9	51.9	35.7	95.4	95.6
Gender											
Male	105	100	16.8	22.1	29.5	31.6	61.1	53.7	37.4	95.5	95.5
Female	128	99.2	19	36.4	24	20.7	44.6	50.1	33.8	95.4	95.8
Racial/Ethnic Group											
White	148	99.3	10.8	30.9	27.3	30.9	58.3	65.4	49.2	95.4	95.5
African American	76	100	33.8	26.5	27.9	11.8	39.7	30.6	17	95.6	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	58	97.6	96.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	53.1	24.9	95.4	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	98.5
Disability Status											
Disabled	31	100	48.3	37.9	10.3	3.4	13.8	15.8	14	94.6	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	55.9	24.4	96.2	96.5
Socio-Economic Status											
Subsized meals	115	99.1	28.7	33.7	25.7	11.9	37.6	35.9	21.1	94.3	94.9
Social Studies											
All Students	228	99.6	11.3	39.9	22.5	26.3	48.8	46.8	34	95.4	95.6
Gender											
Male	123	100	11.4	40.4	18.4	29.8	48.2	48.6	36.6	95.5	95.5
Female	105	99.1	11.1	39.4	27.3	22.2	49.5	44.8	31.3	95.4	95.8
Racial/Ethnic Group											
White	159	99.4	9.3	36.4	25.2	29.1	54.3	56.8	44.5	95.4	95.5
African American	58	100	17.6	52.9	13.7	15.7	29.4	28.7	19.1	95.6	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	73.1	58.9	97.6	96.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	50	27.5	95.4	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	98.5
Disability Status											
Disabled	36	100	27.3	48.5	9.1	15.2	24.2	15.4	14.4	94.6	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	54.5	27.3	96.2	96.5
Socio-Economic Status											
Subsized meals	115	99.1	18.6	51	19.6	10.8	30.4	31.4	21	94.3	94.9

***** Adj - Adjusted to account for natural variation in performance.

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Centerville Elementary 02/16/09-0405044

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	112	99.1	8	33	51	8	59
	4	104	98.1	7.4	33	47.9	11.7	59.6
	5	95	97.9	22.4	48.2	28.2	1.2	29.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	93	100	12.8	33.7	43	10.5	53.5
	4	129	99.2	18.5	31.9	43.7	5.9	49.6
	5	110	100	13.3	43.8	38.1	4.8	42.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	112	99.1	13	47	31	9	40
	4	104	98.1	13.8	41.5	24.5	20.2	44.7
	5	95	99	14	48.8	19.8	17.4	37.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	93	100	19.8	37.2	27.9	15.1	43
	4	129	99.2	14.3	34.5	31.1	20.2	51.3
	5	110	100	10.5	41	26.7	21.9	48.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	56	100	9.8	41.2	25.5	23.5	49
	4	104	99	14.9	36.2	28.7	20.2	48.9
	5	48	100	25.6	23.3	18.6	32.6	51.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	18.6	25.6	41.9	14	55.8
	4	129	99.2	16.8	26.1	27.7	29.4	57.1
	5	57	100	20.4	42.6	11.1	25.9	37
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	56	100	2	46.9	36.7	14.3	51
	4	104	99	11.7	29.8	25.5	33	58.5
	5	47	100	14	41.9	27.9	16.3	44.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	100	7	41.9	25.6	25.6	51.2
	4	129	99.2	12.6	42.9	22.7	21.8	44.5
	5	53	100	11.8	31.4	19.6	37.3	56.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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