



SUMMERVILLE ELEMENTARY

835 South Main Street
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	832 Students	
Principal	Lori Dibble	843-873-2372
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

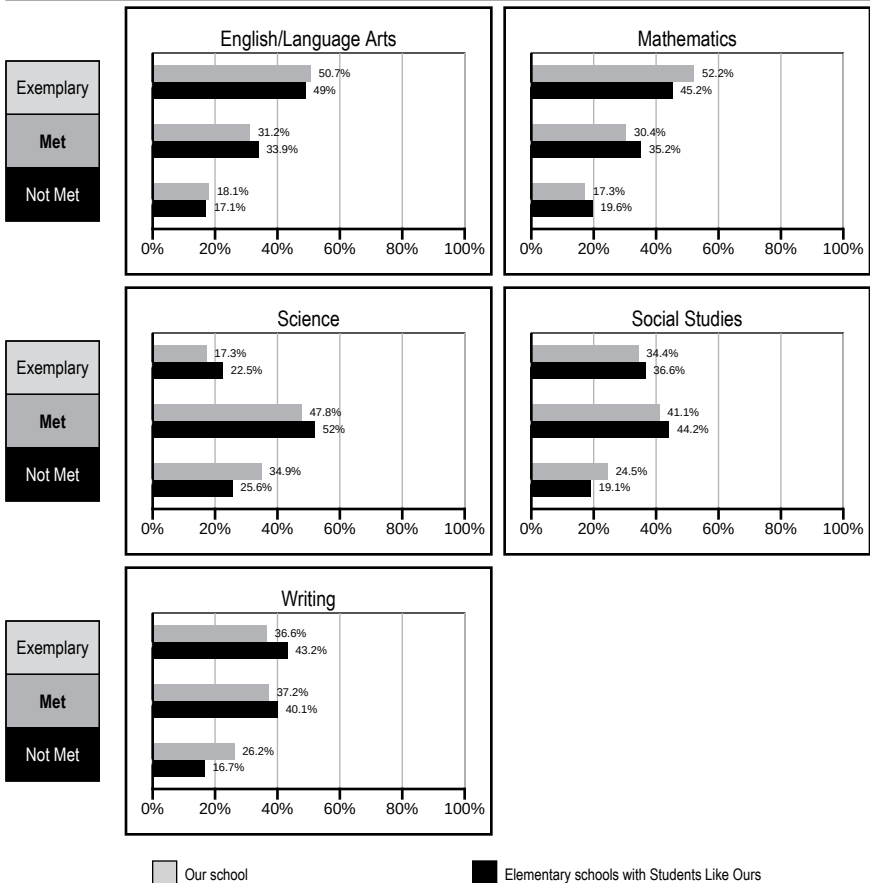
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	43	16	0	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=832)				
First graders who attended full-day kindergarten	100.0%	Up from 99.3%	100.0%	100.0%
Retention rate	0.2%	Down from 1.1%	0.9%	1.1%
Attendance rate	96.1%	Down from 96.5%	96.2%	96.2%
Served by gifted and talented program	23.4%	Up from 19.5%	19.9%	13.4%
With disabilities other than speech	1.7%	Down from 7.3%	3.7%	4.1%
Older than usual for grade	0.1%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	66.1%	Up from 64.3%	65.3%	62.5%
Continuing contract teachers	94.6%	No Change	91.2%	88.2%
Teachers returning from previous year	84.5%	Up from 83.4%	89.9%	87.8%
Teacher attendance rate	94.1%	Down from 94.5%	95.2%	95.2%
Average teacher salary*	\$50,359	Up 1.8%	\$48,063	\$46,773
Professional development days/teacher	8.3 days	Down from 9.5 days	11.0 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 17.5 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.1%	Down from 90.6%	90.5%	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**	\$7,714	Down 1.1%	\$7,186	\$7,447
Percent of expenditures for instruction**	65.2%	Down from 66.0%	68.8%	68.4%
Percent of expenditures for teacher salaries**	63.5%	Up from 62.7%	66.6%	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

Summerville Elementary School, "Where Leadership is an Art", is a neighborhood school nestled within the heart of Summerville. 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. We are proud to have met Adequate Yearly Progress (AYP) and to have recently received the Palmetto Silver Award for student achievement.

We are the first school in the state of South Carolina to implement the Leader in Me model based on Stephen Covey's 7 Habits of Highly Effective People. We believe that all children were born for greatness and can be leaders of self. Students, age four on up, can speak the language of the habits and are seen using the habits in their day to day activities. You will find students at our school taking on many of the roles and responsibilities that typically you would see classroom teachers do, such as; technology specialists, tour guides, photographers, lunchroom monitors, shelf savers, book buddies, behavior monitors, lesson closers, etc. In April we hosted our first Leadership Day where folks from all around the country came to learn from us and our children about our leadership model.

In order to meet the needs of "all" students, we have worked hard to develop a strong Pyramid of Interventions at SES. Our systemic model begins in kindergarten with highly trained assistants and Waterford Intervention. In first grade, students receive additional assistance from a trained reading interventionist. In second grade, students are taught using the Voyager curriculum along with receiving instruction in The Academy of Reading or Math, which is also offered in third through fifth grades. Read 180 is offered in fourth and fifth grade.

Our school is equipped with SMART Boards, Senteos, Hue webcams, Odyssey software, FAST Math, Waterford software, and Study Island that is used in our classrooms and computer labs.

We are a PBIS (Positive Behavioral Interventions and Supports) school. This school-wide positive behavior program 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 yet to come. As we travel on this learning journey together, we embrace the lessons life teaches us along the way.

Lori Dibble, Principal
Kathy Green & Tammie Golden, SIC Co-chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	153	36
Percent satisfied with learning environment	95.5%	82.2%	94.3%
Percent satisfied with social and physical environment	92.4%	86.0%	94.3%
Percent satisfied with school-home relations	90.9%	85.5%	88.9%

* 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

NO

This school met 20 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. 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	0.9%	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	0.8%	0.0%	No
Student attendance rate	96.1%	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	439	100	17.2	30.9	51.9	90	88.8	82.4	Yes	Yes
Gender										
Male	203	100	24.6	26.8	48.6	85.2	86	78.7	N/A	N/A
Female	236	100	11	34.4	54.6	94	91.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	230	100	7.4	24.4	68.2	95.9	92.7	88.9	Yes	Yes
African American	189	100	29.3	39.5	31.1	83.2	81.5	72.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	88	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
Disability Status										
Disabled	58	100	41.1	25	33.9	75	58.6	48.1	Yes	Yes
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	4	I/S	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	208	100	28.6	36.3	35.2	83	82.5	75.4	Yes	Yes

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

All Students	439	100	17.2	30.9	51.9	89.8	90.3	81.9	Yes	Yes
Gender										
Male	203	100	21.3	27.9	50.8	87.4	88.6	79.9	N/A	N/A
Female	236	100	13.8	33.5	52.8	91.7	91.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	230	100	6	22.6	71.4	96.8	94.6	88.9	Yes	Yes
African American	189	100	30.5	41.9	27.5	80.8	81.8	71.4	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.5	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	90.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
Disability Status										
Disabled	58	100	42.9	23.2	33.9	67.9	61.6	47.3	No	Yes
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	4	I/S	I/S	I/S	I/S	I/S	88.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	208	100	28.6	39.6	31.9	83.5	84.3	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	288	100	33.5	45.2	21.3	66.5	77.2	68.6
Gender								
Male	132	100	35.8	41.7	22.5	64.2	76.2	68.3
Female	156	100	31.5	48.3	20.3	68.5	78.3	68.9
Racial/Ethnic Group								
White	155	100	14.4	54.8	30.8	85.6	86.2	80.7
African American	123	100	60.2	32.4	7.4	39.8	60.8	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71.8	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	83.6	70.8
Disability Status								
Disabled	41	100	47.5	22.5	30	52.5	43.9	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	3	I/S	I/S	I/S	I/S	I/S	59.2	60.7
Socio-Economic Status								
Subsidized meals	137	100	48.8	36.4	14.9	51.2	65.5	57.3

Social Studies

All Students	293	100	24.1	41.9	34.1	75.9	81.4	72.5
Gender								
Male	137	100	25.8	33.9	40.3	74.2	81.2	72
Female	156	100	22.6	48.6	28.8	77.4	81.6	73.1
Racial/Ethnic Group								
White	157	100	12.1	38.3	49.7	87.9	86.9	81
African American	120	100	39.8	45.4	14.8	60.2	70.6	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.6	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.5	73.5
Disability Status								
Disabled	39	100	40.5	40.5	18.9	59.5	49.3	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	3	I/S	I/S	I/S	I/S	I/S	69.1	69.7
Socio-Economic Status								
Subsidized meals	137	100	38	47.9	14	62	71.6	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	159	97.5	26.2	37.2	36.6	73.8	82.3	73.2	96.1	95.8
Gender										
Male	78	97.4	36.6	35.2	28.2	63.4	77.2	67.2	95.8	95.7
Female	81	97.5	16.2	39.2	44.6	83.8	87.4	79.4	96.3	95.8
Racial/Ethnic Group										
White	78	97.4	9.6	37	53.4	90.4	89.2	81.5	96	95.5
African American	74	98.7	43.3	35.8	20.9	56.7	71.1	61.3	96.2	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.8	87	96.2	96.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.8	66.7	95.4	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	72.2	95.9	94.9
Disability Status										
Disabled	19	84.2	81.3	12.5	6.3	18.8	34.9	26	94.8	94.7
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	2	I/S	I/S	I/S	I/S	I/S	66.2	65.7	95.1	96.1
Socio-Economic Status										
Subsidized meals	73	95.9	45.3	37.5	17.2	54.7	71.5	63.2	95.5	95.1

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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	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
2011	3	137	100	15	15	70	85
	4	140	100	15.4	33.8	50.8	84.6
	5	158	100	21.1	41.5	37.4	78.9
	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
Mathematics							
2010	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
2011	3	137	100	20	19.2	60.8	80
	4	140	100	10.8	36.2	53.1	89.2
	5	158	100	20.4	35.4	44.2	79.6
	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	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
2011	3	69	100	32.2	35.6	32.2	67.8
	4	139	100	26.4	54.3	19.4	73.6
	5	80	100	46.7	37.3	16	53.3
	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

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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	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	72	100	13.8	41.5	44.6	86.2
	4	139	100	22.5	45	32.6	77.5
	5	78	100	36.1	34.7	29.2	63.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	159	97.5	26.2	37.2	36.6	73.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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