



## E B ELLINGTON ELEMENTARY

5600 Ellington School  
Ravenel, SC 29470

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	238 Students	
<b>Principal</b>	Karen M. Hollinshead-	843-889-9411
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

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

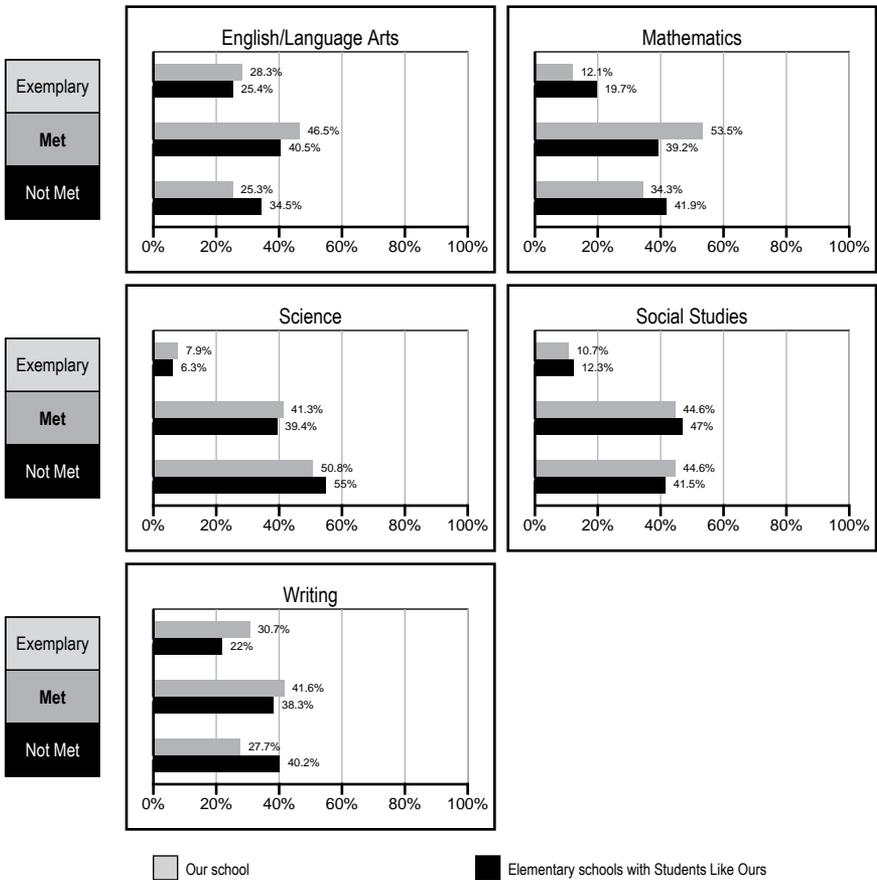
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	91	59	24

\* 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=238)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 3.7%	1.5%	1.2%
Attendance rate	95.7%	Down from 96.3%	95.9%	96.1%
Eligible for gifted and talented	3.6%	Up from 1.0%	4.7%	11.7%
With disabilities other than speech	5.9%	Down from 6.0%	8.4%	8.0%
Older than usual for grade	1.1%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.9%	Up from 1.2%	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	64.7%	Down from 70.0%	60.0%	60.5%
Continuing contract teachers	64.7%	Down from 70.0%	79.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.0%	Down from 77.6%	83.6%	87.0%
Teacher attendance rate	97.6%	Up from 96.0%	95.4%	95.4%
Average teacher salary*	\$43,390	Down 8.2%	\$45,459	\$47,288
Professional development days/teacher	19.0 days	Up from 11.1 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 15.3 to 1	17.3 to 1	19.2 to 1
Prime instructional time	93.3%	Up from 91.9%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,757	Down 4.5%	\$8,596	\$7,548
Percent of expenditures for instruction**	65.9%	Up from 65.0%	68.1%	68.7%
Percent of expenditures for teacher salaries**	62.0%	Up from 58.7%	62.4%	65.1%

\* 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

With the valuable assistance from the staff and the School Improvement Council, this report has been developed to share with you our challenges and our successes. To address our concerns in the area of reading, we implemented the coherent curriculum and provided trade books for all students in order to help build home libraries and promote reading. During the school year, we implemented the Voyager Reading Program, and the teachers used Scholastic Leveled Readers to strengthen students' skills. We also continued to utilize Reading Soul Mates and home reading programs as school-wide initiatives. In order to close the achievement gap in math, our teachers received continuous training in our new math series which aligns the state standards to our curriculum. Teachers also participated in four math trainings "Beyond the Classroom." Teachers were trained on how to strengthen their students' mental math abilities and how to use math manipulatives. To help our students improve their writing skills, teachers received training in the Write Traits + 1 Model, which is implemented across the curriculum.

In addition to implementing the strategies described above, Ellington was assigned an instructional coordinator to work with the staff on a regular basis. An instructional resource teacher was hired to provide instructional support for the staff and small group instruction to target students. The primary responsibility of the coordinator is to help teachers analyze data, plan instruction, implement the coherent curriculum, develop common assessments, and provide professional development. Finally, the teachers are provided with methods and strategies that are based on scientific research. We are confident that our students will continue to show gains on the state assessment due to our instructional focus and our rigorous staff development opportunities that are conducted throughout the year.

Karen M. Hollinshead-Brown, Ed.S, Principal  
 Vivian Porter, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	30	26
Percent satisfied with learning environment	85.0%	86.7%	96.2%
Percent satisfied with social and physical environment	85.0%	66.7%	88.5%
Percent satisfied with school-home relations	40.0%	93.3%	84.6%

\* 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 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

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	95.7%	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	118	100	25.3	46.5	28.3	85.9	85	83.5	Yes	Yes
<b>Gender</b>										
Male	51	100	33.3	33.3	33.3	78.6	81.6	80.1	N/A	N/A
Female	67	100	19.3	56.1	24.6	91.2	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	26	100	15	35	50	95	95.3	89.6	I/S	I/S
African American	81	100	32.4	50	17.6	80.9	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	11	100	N/A	N/A	N/A	100	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	108	100	25	47.8	27.2	85.9	76.4	76.9	Yes	Yes

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

All Students	118	100	34.3	53.5	12.1	73.7	81	80.4	Yes	Yes
<b>Gender</b>										
Male	51	100	31	59.5	9.5	73.8	78.9	78.4	N/A	N/A
Female	67	100	36.8	49.1	14	73.7	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	26	100	10	85	5	100	94.5	87.8	I/S	I/S
African American	81	100	42.6	48.5	8.8	64.7	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	11	100	27.3	27.3	45.5	81.8	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	108	100	34.8	54.3	10.9	73.9	70.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	75	100	50.8	41.3	7.9	49.2	67.4	67.3
<b>Gender</b>								
Male	36	100	48.4	41.9	9.7	51.6	66.2	66.9
Female	39	100	53.1	40.6	6.3	46.9	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	18	100	42.9	35.7	21.4	57.1	89	79.6
African American	53	100	53.3	42.2	4.4	46.7	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	66	100	49.1	43.9	7	50.9	49.3	55.4
<b>Social Studies</b>								
All Students	70	100	44.6	44.6	10.7	55.4	73.8	70.9
<b>Gender</b>								
Male	29	100	54.5	27.3	18.2	45.5	72.3	70.1
Female	41	100	38.2	55.9	5.9	61.8	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	14	100	I/S	I/S	I/S	I/S	90.1	79.2
African American	48	100	55.3	39.5	5.3	44.7	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	38.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	67	100	45.5	43.6	10.9	54.5	60.2	60.8

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
<b>Writing</b>										
All Students	114	100	27.7	41.6	30.7	72.3	75	72.1	95.7	95.7
<b>Gender</b>										
Male	49	100	41.9	41.9	16.3	58.1	69.1	65.2	94.8	95.5
Female	65	100	17.2	41.4	41.4	82.8	81	79.2	96.6	95.8
<b>Racial/Ethnic Group</b>										
White	26	100	28.6	42.9	28.6	71.4	91	80.8	93.6	95.8
African American	77	100	30.4	43.5	26.1	69.6	60.2	59.7	95.9	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	99.9	97
Hispanic	11	100	9.1	27.3	63.6	90.9	63.7	64.6	97.4	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	28.4	27.7	93.5	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	63.5	63.7	97.5	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	107	100	26.6	43.6	29.8	73.4	61.1	61.9	95.6	95.2

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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	26	100	16	48	36	84
	4	28	100	32	52	16	68
	5	42	100	28.9	55.3	15.8	71.1
	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	37	100	17.9	35.7	46.4	82.1
	4	27	100	30	50	20	70
	5	24	100	23.8	52.4	23.8	76.2
	6	30	100	30	50	20	70
	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	26	100	52	36	12	48
	4	28	100	28	60	12	72
	5	42	100	39.5	47.4	13.2	60.5
	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	37	100	46.4	50	3.6	53.6
	4	27	100	20	70	10	80
	5	24	100	23.8	52.4	23.8	76.2
	6	30	100	40	46.7	13.3	60
	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	13	100	N/AV	N/AV	N/AV	25
	4	28	100	N/AV	N/AV	N/AV	56
	5	21	100	N/AV	N/AV	N/AV	52.6
	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
<b>2010</b>	3	20	100	N/A	N/A	N/A	18.8
	4	27	100	N/A	N/A	N/A	60
	5	12	100	36.4	54.5	9.1	63.6
	6	16	100	43.8	50	6.3	56.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
<b>Social Studies</b>							
<b>2009</b>	3	13	100	23.1	69.2	7.7	76.9
	4	28	100	16	72	12	84
	5	21	100	47.4	31.6	21.1	52.6
	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
<b>2010</b>	3	17	100	41.7	41.7	16.7	58.3
	4	27	100	45	40	15	55
	5	12	100	I/S	I/S	I/S	I/S
	6	14	100	50	42.9	7.1	50
	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	29	100	25.9	44.4	29.6	74.1
	4	28	100	28	36	36	72
	5	42	100	21.1	57.9	21.1	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
<b>2010</b>	3	38	100	30	36.7	33.3	70
	4	23	100	35	45	20	65
	5	23	100	33.3	33.3	33.3	66.7
	6	30	100	16.7	50	33.3	83.3
	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

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