



## Ebinport Elementary

2142 India Hook Rd.  
Rock Hill, SC 29732

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	563 Students	
<b>Principal</b>	Shane Goodwin	803-981-1550
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average
2005	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 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**

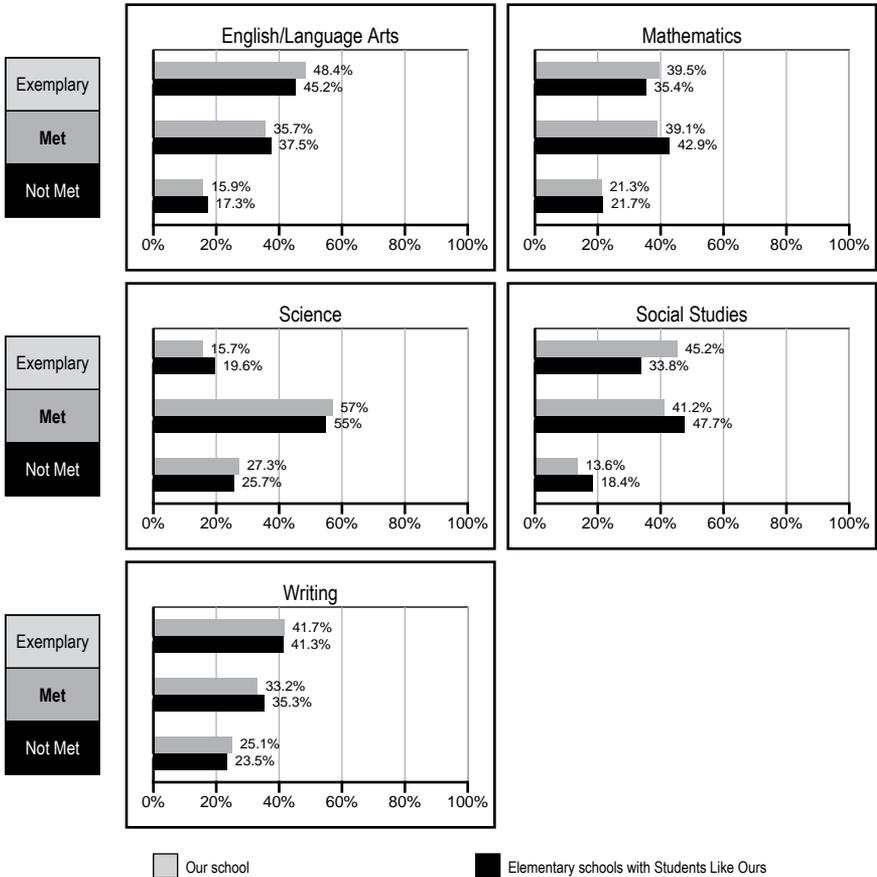
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
17	36	35	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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=563)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.2%	1.6%	1.9%
Attendance rate	96.8%	Up from 96.1%	96.4%	96.3%
Eligible for gifted and talented	10.2%	Down from 14.6%	15.1%	10.0%
With disabilities other than speech	9.0%	Up from 8.0%	7.3%	7.7%
Older than usual for grade	0.4%	Up from 0.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	59.0%	Up from 58.1%	61.8%	59.4%
Continuing contract teachers	89.7%	Down from 90.3%	84.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.9%	Down from 94.2%	88.8%	85.9%
Teacher attendance rate	95.9%	Up from 95.8%	95.1%	95.1%
Average teacher salary*	\$51,775	Down 1.6%	\$48,444	\$47,149
Professional development days/teacher	13.8 days	Down from 14.7 days	11.4 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	6.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 18.5 to 1	19.4 to 1	18.8 to 1
Prime instructional time	92.1%	Up from 90.9%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Up from 98.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,911	Up 7.8%	\$6,986	\$7,458
Percent of expenditures for instruction**	74.8%	Up from 74.6%	68.9%	68.8%
Percent of expenditures for teacher salaries**	71.5%	Up from 71.1%	60.8%	63.2%

\* 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

Since 1949, Ebinport Elementary School has provided a high-quality education to the children of Rock Hill, South Carolina. Ebinport Elementary is located within the city limits and has a diverse student and staff population. Ebinport currently serves 548 students in kindergarten through grade five. The 2008-2009 school year marks the principal's second year at Ebinport.

Using MAPS, PACT, and various survey data, the school staff, PTO, and School Improvement Council combined their efforts at the beginning of the academic year to create an improvement plan in three instructional areas. Word study and analysis skills were focused on in language arts, measurement skills were focused on in mathematics, and building deep content knowledge was the focus for science. The PTO and School Improvement Council held several joint fundraisers to assist with purchasing needed manipulatives and materials for science instruction. Title 1 funds were utilized to purchase resources for math and language arts.

MAPS data collected throughout the year has shown marked improvement in achievement for students in all subgroups in math and reading. The staff and school administration expect to see similar growth in all areas as data is available for the PASS test in the fall.

Teachers refined work on curriculum maps throughout the year and improved instruction through UBD training and mastery of the Fountas and Pinnell kits and running record training. These efforts assisted with meeting growth goals for students who were underachieving as well as before school tutoring and afterschool programs. Each classroom utilized Promethean board technology to engage students with interactive lessons and Reading Recovery teachers assisted with mastery skills for below grade level readers throughout the school.

Ebinport Elementary continues to strive to create the best learning environment for our students and their families. By working together with all stakeholders, we will do whatever it takes to provide for the academic, physical, social, and emotional needs of our students.

Shane Goodwin, Principal  
Kim Howell, SIC Chair

### Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	67	36
Percent satisfied with learning environment	100.0%	98.5%	85.3%
Percent satisfied with social and physical environment	100.0%	92.5%	94.4%
Percent satisfied with school-home relations	96.0%	81.8%	91.7%

\* 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 21 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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	269	100	15.9	35.7	48.4	89.9	85.2	82.8	Yes	Yes
<b>Gender</b>										
Male	135	100	18	37.5	44.5	87.5	82	79.3	N/A	N/A
Female	134	100	13.8	33.8	52.3	92.3	88.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	150	100	6.9	29.9	63.2	95.8	92.4	89.5	Yes	Yes
African American	80	100	27.6	51.3	21.1	84.2	74.5	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	29	100	32.1	35.7	32.1	75	80.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	45	100	45.5	40.9	13.6	68.2	57.7	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	100	26.7	33.3	40	80	77.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	135	100	25.4	45.4	29.2	83.8	76.4	75.5	Yes	Yes

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

All Students	269	100	21.3	39.1	39.5	86.4	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	135	100	21.9	35.9	42.2	84.4	80	77	N/A	N/A
Female	134	100	20.8	42.3	36.9	88.5	85.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	150	100	8.3	34	57.6	95.8	91.5	87.2	Yes	Yes
African American	80	100	39.5	51.3	9.2	73.7	68.6	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	29	100	42.9	39.3	17.9	67.9	80.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	45	100	54.5	34.1	11.4	59.1	50.2	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	100	40	36.7	23.3	70	79.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	135	100	36.9	45.4	17.7	76.2	72.5	70.2	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	181	98.9	26.5	57.6	15.9	73.5	71	67.5
<b>Gender</b>								
Male	83	98.8	30.3	55.3	14.5	69.7	70.2	67
Female	98	99	23.4	59.6	17	76.6	71.8	68
<b>Racial/Ethnic Group</b>								
White	107	98.1	14	62	24	86	83.9	79.5
African American	54	100	48	50	2	52	50.7	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	14	100	42.9	50	7.1	57.1	62.8	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	59.8	71.2
<b>Disability Status</b>								
Disabled	32	96.9	46.7	50	3.3	53.3	39.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	14	100	35.7	57.1	7.1	64.3	61.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	86	97.7	47.5	45	7.5	52.5	55.1	55.1
<b>Social Studies</b>								
All Students	184	100	13.5	41.6	44.9	86.5	76.4	72.3
<b>Gender</b>								
Male	95	100	12.1	42.9	45.1	87.9	75.6	71.5
Female	89	100	14.9	40.2	44.8	85.1	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	100	100	8.2	33	58.8	91.8	84.9	80.7
African American	58	100	21.8	58.2	20	78.2	62.9	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	21	100	19	47.6	33.3	81	75.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	62	72.2
<b>Disability Status</b>								
Disabled	28	100	25.9	55.6	18.5	74.1	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	22	100	18.2	40.9	40.9	81.8	75	67.9
<b>Socio-Economic Status</b>								
Subsided meals	92	100	20.2	56.2	23.6	79.8	64.3	62.1

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
<b>Writing</b>										
All Students	270	98.2	23.9	33.7	42.4	76.1	73.1	70.2	96.8	96.7
<b>Gender</b>										
Male	135	98.5	29.4	33.3	37.3	70.6	65.9	63.2	96.8	96.6
Female	135	97.8	18.6	34.1	47.3	81.4	80.9	77.5	96.7	96.8
<b>Racial/Ethnic Group</b>										
White	150	98	12.7	28.2	59.2	87.3	82.5	79.1	96.7	96.6
African American	80	97.5	44.6	37.8	17.6	55.4	59.2	57.6	96.9	96.8
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.3	86.2	97.7	97.3
Hispanic	30	100	31	51.7	17.2	69	65.7	62.6	96.7	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.7	68.7	94.4	95.2
<b>Disability Status</b>										
Disabled	44	95.5	68.3	19.5	12.2	31.7	30.2	26.1	97.1	95.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	32	100	25.8	54.8	19.4	74.2	63	61.2	96.7	96.6
<b>Socio-Economic Status</b>										
Subsided meals	137	98.5	38.8	38	23.3	61.2	59.5	58.9	96.6	96.2

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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	87	100	13.1	28.6	58.3	86.9
	4	96	100	14.4	38.9	46.7	85.6
	5	86	100	20.2	39.3	40.5	79.8
	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
<b>Mathematics</b>							
<b>2009</b>	3	87	100	20.2	34.5	45.2	79.8
	4	96	100	18.9	41.1	40	81.1
	5	86	100	25	41.7	33.3	75
	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>Science</b>							
<b>2009</b>	3	44	100	29.3	46.3	24.4	70.7
	4	96	100	22	62.6	15.4	78
	5	41	95.1	34.2	57.9	7.9	65.8
	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
<b>Social Studies</b>							
<b>2009</b>	3	43	100	9.3	32.6	58.1	90.7
	4	96	100	13.2	47.3	39.6	86.8
	5	45	100	18.2	38.6	43.2	81.8
	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
<b>Writing</b>							
<b>2009</b>	3	87	97.7	19.3	24.1	56.6	80.7
	4	97	100	22.2	40	37.8	77.8
	5	86	96.5	30.5	36.6	32.9	69.5
	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

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