



E B ELLINGTON ELEMENTARY

5540 Old Jacksonboro
Ravenel, SC 29470

Grades	PK-6 Elementary School	
Enrollment	287 Students	
Principal	Karen M. Hollinshead-	843-889-9411
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Average	Average
2009	Average	Below Average
2008	Below Average	Below Average
2007	Below Average	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

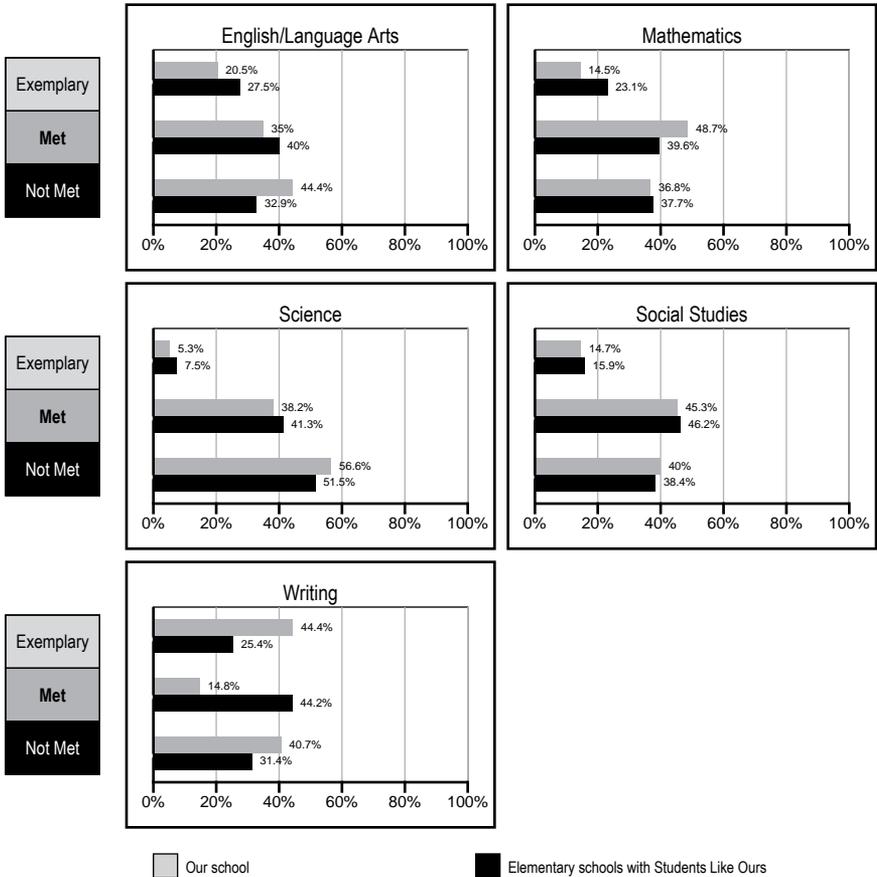
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	108	53	22

* 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=287)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 2.2%	1.5%	1.1%
Attendance rate	95.8%	Up from 95.7%	95.9%	96.2%
Served by gifted and talented program	7.8%	Up from 3.6%	6.0%	13.4%
With disabilities other than speech	2.4%	Down from 5.9%	4.3%	4.1%
Older than usual for grade	0.4%	Down from 1.1%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Down from 2.9%	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	61.9%	Down from 64.7%	61.8%	62.5%
Continuing contract teachers	71.4%	Up from 64.7%	83.3%	88.2%
Teachers returning from previous year	82.4%	Up from 77.0%	85.3%	87.8%
Teacher attendance rate	97.6%	No Change	95.1%	95.2%
Average teacher salary*	\$41,765	Down 3.7%	\$45,250	\$46,773
Professional development days/teacher	15.0 days	Down from 19.0 days	10.6 days	10.5 days
School				
Principal's years at school	18.0	Up from 17.0	3.3	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 16.7 to 1	17.7 to 1	19.9 to 1
Prime instructional time	93.3%	No Change	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	95.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,239	Up 5.5%	\$8,300	\$7,447
Percent of expenditures for instruction**	63.8%	Down from 65.9%	67.9%	68.4%
Percent of expenditures for teacher salaries**	59.6%	Down from 62.0%	64.5%	65.8%

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

** Prior year audited financial data are reported.

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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 throughout the year and during the summer in order to help build home libraries and promote reading. During the school year, we implemented the Voyager Reading Program, students participated in the First Grade Academy, and teachers used Scholastic Leveled Readers to strengthen basic reading skills. Primary teachers were trained in Wilson's Foundations and the district's Literacy Pathways Guide which is a companion to coherent curriculum for effective balanced literacy strategies. 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 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 for targeted 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

Karen Y. Butler
SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	17	20
Percent satisfied with learning environment	92.9%	94.1%	90.0%
Percent satisfied with social and physical environment	92.9%	94.1%	95.0%
Percent satisfied with school-home relations	50.0%	88.2%	78.9%

* 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 8 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

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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.5%	0.0%	No
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

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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	133	100	44.4	35	20.5	70.9	83.1	82.4	Yes	Yes
Gender										
Male	60	100	58	26	16	60	79.9	78.7	N/A	N/A
Female	73	100	34.3	41.8	23.9	79.1	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	27	100	28.6	38.1	33.3	76.2	94.8	88.9	I/S	I/S
African American	89	100	55.7	29.1	15.2	65.8	71.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	17	100	11.8	58.8	29.4	88.2	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	9.1	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	18.8	56.3	25	81.3	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	100	47.1	32.4	20.6	70.6	72.9	75.4	No	Yes

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

All Students	133	100	36.8	48.7	14.5	70.9	82.8	81.9	No	Yes
Gender										
Male	60	100	42	44	14	66	81.1	79.9	N/A	N/A
Female	73	100	32.8	52.2	14.9	74.6	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	27	100	19	57.1	23.8	95.2	94.9	88.9	I/S	I/S
African American	89	100	43	45.6	11.4	62	70.9	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	17	100	29.4	52.9	17.6	82.4	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	15	100	81.8	9.1	9.1	18.2	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	37.5	43.8	18.8	75	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	100	37.3	52	10.8	70.6	72.7	74.9	No	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	86	100	56.6	38.2	5.3	43.4	69.2	68.6
Gender								
Male	40	100	65.6	28.1	6.3	34.4	68.4	68.3
Female	46	100	50	45.5	4.5	50	70	68.9
Racial/Ethnic Group								
White	18	100	14.3	71.4	14.3	85.7	90.4	80.7
African American	56	100	68	30	2	32	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	12	100	58.3	33.3	8.3	41.7	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	11	100	63.6	27.3	9.1	36.4	60.4	60.7
Socio-Economic Status								
Subsidized meals	73	100	60	35.4	4.6	40	51.8	57.3
Social Studies								
All Students	85	100	40	45.3	14.7	60	75.5	72.5
Gender								
Male	37	100	48.4	38.7	12.9	51.6	74.4	72
Female	48	100	34.1	50	15.9	65.9	76.6	73.1
Racial/Ethnic Group								
White	18	100	28.6	50	21.4	71.4	91	81
African American	57	100	43.1	47.1	9.8	56.9	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	76	100	40.9	45.5	13.6	59.1	61.8	62.9

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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	30	100	40.7	14.8	44.4	59.3	75.8	73.2	95.8	96
Gender										
Male	15	100	75	8.3	16.7	25	70.7	67.2	95.1	95.9
Female	15	100	13.3	20	66.7	86.7	81.1	79.4	96.5	96.1
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	90.8	81.5	93.6	96.1
African American	24	100	45.5	18.2	36.4	54.5	61.3	61.3	95.9	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	98.5	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.4	66.7	97.7	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	23.9	26	93	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.9	65.7	97.6	96.3
Socio-Economic Status										
Subsidized meals	28	100	44	12	44	56	62.2	63.2	95.8	95.5

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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	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
2011	3	37	100	36.4	33.3	30.3	63.6
	4	38	100	41.2	41.2	17.6	58.8
	5	32	100	53.8	30.8	15.4	46.2
	6	26	100	50	33.3	16.7	50
	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	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
2011	3	37	100	48.5	33.3	18.2	51.5
	4	38	100	35.3	50	14.7	64.7
	5	32	100	42.3	50	7.7	57.7
	6	26	100	16.7	66.7	16.7	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
Science							
2010	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
2011	3	19	100	61.1	22.2	16.7	38.9
	4	38	100	50	47.1	2.9	50
	5	16	100	N/AV	N/AV	N/AV	33.3
	6	13	100	N/AV	N/AV	N/AV	41.7
	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	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
2011	3	18	100	60	33.3	6.7	40
	4	38	100	29.4	61.8	8.8	70.6
	5	16	100	64.3	21.4	14.3	35.7
	6	13	100	16.7	41.7	41.7	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
Writing							
2010	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
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	30	100	40.7	14.8	44.4	59.3
	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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