



SPRINGFIELD ELEMENTARY

2741 Clover Street
Charleston, SC 29414

Grades	PK-7 Elementary School	
Enrollment	816 Students	
Principal	Blondell B. Adams	843-763-1538
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	Good	Average
2010	Good	Good
2009	Excellent	Average
2008	Good	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

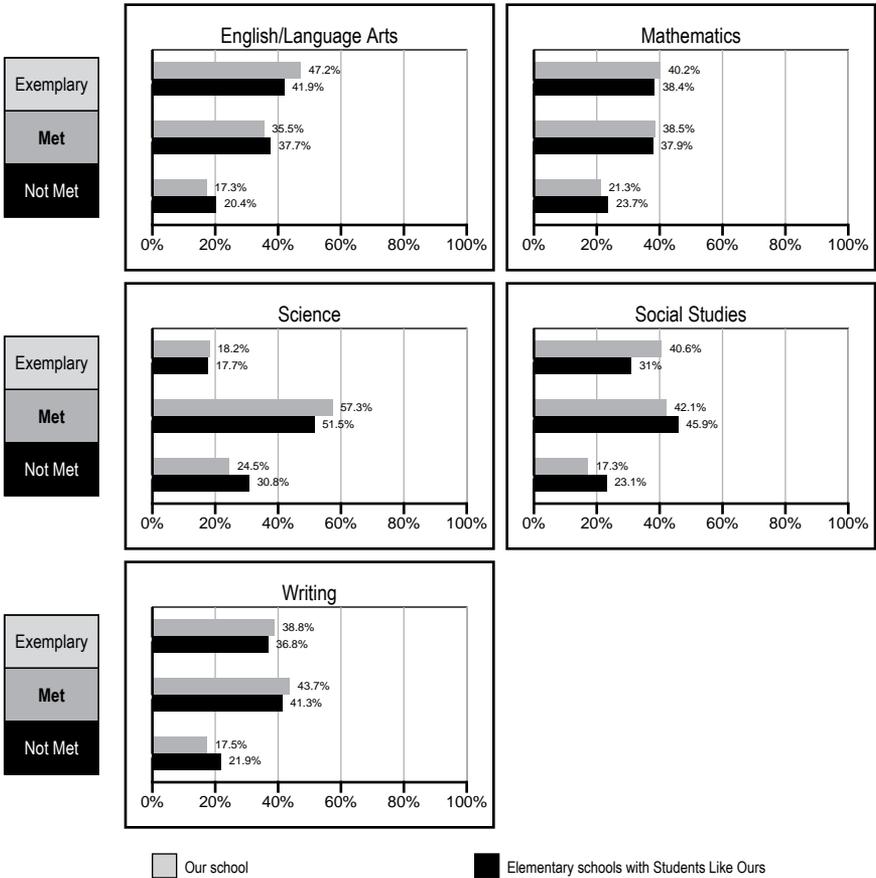
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	34	54	1	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=816)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Up from 0.2%	1.2%	1.1%
Attendance rate	95.0%	Up from 94.7%	96.1%	96.2%
Served by gifted and talented program	18.7%	Up from 12.7%	14.2%	13.4%
With disabilities other than speech	2.0%	Down from 5.2%	5.0%	4.1%
Older than usual for grade	0.3%	Up from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.3%	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	56.0%	Down from 56.5%	60.7%	62.5%
Continuing contract teachers	74.0%	Down from 76.1%	90.0%	88.2%
Teachers returning from previous year	82.1%	Down from 84.3%	88.5%	87.8%
Teacher attendance rate	97.5%	Down from 99.7%	95.2%	95.2%
Average teacher salary*	\$42,329	Down 7.4%	\$46,510	\$46,773
Professional development days/teacher	6.9 days	Down from 9.6 days	10.5 days	10.5 days
School				
Principal's years at school	1.0	Down from 21.0	4.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 22.5 to 1	20.1 to 1	19.9 to 1
Prime instructional time	92.3%	Down from 94.3%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 80.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,402	Up 3.5%	\$7,073	\$7,447
Percent of expenditures for instruction**	70.7%	Up from 69.2%	68.5%	68.4%
Percent of expenditures for teacher salaries**	68.9%	Up from 64.9%	65.7%	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

Located in the heart of the Ashley River historical district, Springfield Elementary School is one of the few remaining neighborhood schools in Charleston County. Springfield is committed to increasing student achievement for all students who enter our school doors. Highly qualified teachers differentiate instruction to meet the needs and learning styles of each child. High parental involvement ensures that the entire Springfield community is working together for the welfare of our students. Springfield continues to achieve performance excellence by supporting the district’s Core Values: Results, Access, and Partnerships. Teachers collaborate to improve instruction and implement inclusion, creating a constructive professional learning community.

Quarterly orientation classes are held for new students to help them feel welcomed and comfortable at our school. We are always encouraging new parents to participate and to become an active part in our school PTA and School Improvement Council.

Springfield integrates cutting-edge technology with Charleston’s Coherent Curriculum. Each classroom is equipped with a SMARTboard, desktop computers, document camera, and a laptop computer for daily instruction. Students have access to two computer labs on a daily basis. Each lab is equipped with 30 state-of-the-art desktop computers, a SMARTboard, and a networked printer. These labs are used for technology integration into the curriculum, Academy of Reading, and SuccessMaker software.

At Springfield, students come first!

Blondell B. Adams, Principal
 William Reinecke, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 out of 17 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	3.0%	0.0%	No
Student attendance rate	95.0%	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	337	100	16.5	33.3	50.2	91	83.1	82.4	Yes	Yes
Gender										
Male	180	100	17.1	35.9	47.1	90.6	79.9	78.7	N/A	N/A
Female	157	100	15.9	30.5	53.6	91.4	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	179	100	6.9	28.6	64.6	95.4	94.8	88.9	Yes	Yes
African American	140	100	30.5	39.8	29.7	83.6	71.9	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	11	100	9.1	27.3	63.6	100	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	17	100	62.5	18.8	18.8	56.3	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	10	I/S	16.7	25	58.3	100	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	25	38.1	36.9	85.7	72.9	75.4	Yes	Yes

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

All Students	337	100	20.2	38.9	40.8	87.5	82.8	81.9	Yes	Yes
Gender										
Male	180	100	21.2	37.1	41.8	85.9	81.1	79.9	N/A	N/A
Female	157	100	19.2	41.1	39.7	89.4	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	179	100	10.9	36.6	52.6	94.3	94.9	88.9	Yes	Yes
African American	140	100	34.4	43	22.7	77.3	70.9	71.4	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	11	100	9.1	45.5	45.5	100	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	17	100	75	12.5	12.5	31.3	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	10	I/S	8.3	33.3	58.3	91.7	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	28.6	44	27.4	81.5	72.7	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
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Science

All Students	221	100	22.7	56.5	20.8	77.3	69.2	68.6
Gender								
Male	124	100	20.7	51.7	27.6	79.3	68.4	68.3
Female	97	100	25.3	62.6	12.1	74.7	70	68.9
Racial/Ethnic Group								
White	119	100	12.9	55.2	31.9	87.1	90.4	80.7
African American	92	100	39.5	56.8	3.7	60.5	48.4	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	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	10	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	6	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	121	100	31.8	58.2	10	68.2	51.8	57.3

Social Studies

All Students	224	99.6	15.6	41.7	42.7	84.4	75.5	72.5
Gender								
Male	120	99.2	14.5	39.1	46.4	85.5	74.4	72
Female	104	100	16.8	44.6	38.6	83.2	76.6	73.1
Racial/Ethnic Group								
White	117	100	7.1	35.4	57.5	92.9	91	81
African American	94	98.9	29.4	51.8	18.8	70.6	60.4	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	8	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	12	100	54.5	36.4	9.1	45.5	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	N/AV	N/AV	N/AV	100	70.5	69.7
Socio-Economic Status								
Subsidized meals	123	99.2	21.2	51.3	27.4	78.8	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	104	100	17.5	43.7	38.8	82.5	75.8	73.2	95.3	96
Gender										
Male	56	100	21.8	38.2	40	78.2	70.7	67.2	95.1	95.9
Female	48	100	12.5	50	37.5	87.5	81.1	79.4	95.5	96.1
Racial/Ethnic Group										
White	52	100	13.5	34.6	51.9	86.5	90.8	81.5	95.4	96.1
African American	46	100	22.2	55.6	22.2	77.8	61.3	61.3	95.1	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.4	87	96.4	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69.4	66.7	95.1	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	4	I/S	I/S	I/S	I/S	I/S	23.9	26	94.6	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	94.9	96.3
Socio-Economic Status										
Subsidized meals	53	100	25	48.1	26.9	75	62.2	63.2	94.9	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	93	100	16	22.2	61.7	84
	4	99	100	15.4	47.3	37.4	84.6
	5	96	100	7.1	38.8	54.1	92.9
	6	10	I/S	I/S	I/S	I/S	I/S
	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	115	100	11.8	22.7	65.5	88.2
	4	98	100	25	42	33	75
	5	104	100	16.5	43.7	39.8	83.5
	6	10	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	93	100	28.4	14.8	56.8	71.6
	4	99	100	16.5	38.5	45.1	83.5
	5	96	100	23.5	47.1	29.4	76.5
	6	10	I/S	I/S	I/S	I/S	I/S
	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	115	100	25.5	24.5	50	74.5
	4	98	100	19.3	40.9	39.8	80.7
	5	104	100	18.4	51.5	30.1	81.6
	6	10	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	47	100	36.6	39	24.4	63.4
	4	99	100	26.4	53.8	19.8	73.6
	5	49	100	23.3	62.8	14	76.7
	6	5	I/S	I/S	I/S	I/S	I/S
	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	55	100	31.4	41.2	27.5	68.6
	4	98	100	20.5	67	12.5	79.5
	5	53	100	24.5	56.6	18.9	75.5
	6	5	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	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	46	100	27.5	30	42.5	72.5
	4	99	100	17.6	37.4	45.1	82.4
	5	47	100	32.6	37.2	30.2	67.4
	6	5	I/S	I/S	I/S	I/S	I/S
	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	60	100	8.5	44.1	47.5	91.5
	4	98	99	17.2	44.8	37.9	82.8
	5	51	100	26	36	38	74
	6	5	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	75	100	29.6	28.4	42	70.4
	4	81	100	22	34.1	44	78
	5	77	97.4	18.1	44.6	37.3	81.9
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	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	104	100	17.5	43.7	38.8	82.5
	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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