



SPRINGDALE ELEMENTARY

361 Wattling Road
West Columbia, SC 29170

Grades	PK-5 Elementary School	
Enrollment	483 Students	
Principal	Mr. Shane Thackston	803-739-4175
Superintendent	Venus J. holland, Ed.D.	803-739-4708
Board Chair	ElizaBeth Dickerson	803-791-6085

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	Below Average
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

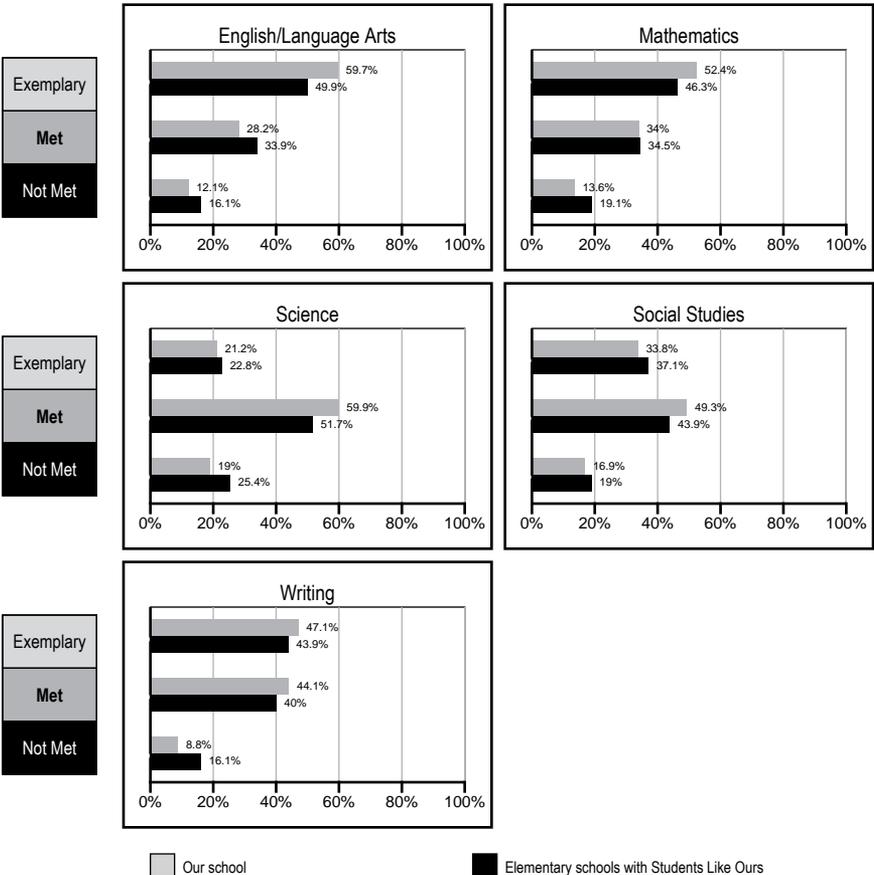
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	34	12	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=483)				
First graders who attended full-day kindergarten	100.0%	Up from 98.4%	100.0%	100.0%
Retention rate	0.4%	Up from 0.0%	0.9%	1.1%
Attendance rate	96.2%	Down from 99.9%	96.2%	96.2%
Served by gifted and talented program	31.7%	Up from 28.4%	20.2%	13.4%
With disabilities other than speech	3.9%	Down from 5.6%	3.6%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	75.9%	Up from 75.0%	65.9%	62.5%
Continuing contract teachers	89.7%	Up from 89.3%	90.8%	88.2%
Teachers returning from previous year	91.6%	Down from 92.8%	90.4%	87.8%
Teacher attendance rate	96.0%	Up from 93.8%	95.0%	95.2%
Average teacher salary*	\$51,144	Down 0.2%	\$48,080	\$46,773
Professional development days/teacher	14.8 days	Up from 12.9 days	11.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 14.9 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.5%	Down from 92.1%	90.2%	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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,719	Down 4.0%	\$7,186	\$7,447
Percent of expenditures for instruction**	67.9%	Down from 69.3%	68.8%	68.4%
Percent of expenditures for teacher salaries**	66.4%	Down from 68.1%	66.5%	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

Springdale Elementary School completed a very successful school year by providing a quality education to 451 students in child development to fifth grade. Our school motto, "Where Children and Learning Come First" has become a reality. We made this possible through providing a family friendly environment, implementation of data-driven instruction through our school RESULTS focus, and continuous improvement of instruction to increase the proficiency of all students through our various Professional Learning Communities. Our RESULTS plan, based on the work of Mike Schmoker, had 6 dimensions: Teamwork & School Climate, Data Analysis, SMART goals, Staff Development, Community Outreach, and Celebrating Success. Our faculty and staff were very successful with the implementation of all areas. The use of Measures of Academic Progress (MAP), Developmental Reading Assessment (DRA), and PASS data have been instrumental in addressing the specific needs of our students and charting the growth of our students. We continued to implement targeted instruction and our Read 120 SMART room. These two programs allow for differentiated instruction in the areas of reading and writing.

We are very proud to be considered a Palmetto Gold and Silver Showcase school. The Springdale community was very proud to accept this recognition. Also, our school received one Palmetto Gold award and 1 Palmetto Silver this school year. This is the 6th year that our school received the Palmetto Gold/Silver recognition.

Springdale Baptist Church continued their support of our school this year. Through their support, Springdale Baptist Church has supplied our school with school supplies for our students, as well as, an afternoon program at the Church.

Hardee's continued to support our school through family nights and generous monetary donations. Hardee's has given our school over \$4,300 in 3 years. Also, they help sponsor our Nine weeks celebrations with coupons for our school. We have approximately 10 other school partnerships that help us with our nine weeks Dolphins Splash, where we celebrate various accomplishments of our students.

Our celebrations would not be complete without special recognition for the support and dedication from our faculty, staff, students, parents, and community. Our PTO and SIC continued to be an integral part of our school by supporting the implementation of our Dolphin Splash Awards Ceremonies. Also, through collaboration between our PTO, SIC, and PE teacher we continued a health and fitness focus. We were able to teach and promote healthy lifestyles. Also, we celebrated our 11th year of Celebration of the Arts. This program allows us to study various cultures across the globe and explore various forms of art. Thank you for your support as we continue to strive toward excellence here at Springdale.

Shane Thackston, Principal
 Kim Bradshaw, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	66	46
Percent satisfied with learning environment	100.0%	89.4%	93.0%
Percent satisfied with social and physical environment	100.0%	92.4%	100.0%
Percent satisfied with school-home relations	95.7%	86.4%	93.2%

* 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 15 out of 15 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	220	100	12.1	28.2	59.7	91.7	79.9	82.4	Yes	Yes
Gender										
Male	121	100	14.3	29.5	56.3	91.1	75.4	78.7	N/A	N/A
Female	99	100	9.6	26.6	63.8	92.6	84.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	159	100	7.8	25.5	66.7	95.4	87.3	88.9	Yes	Yes
African American	46	100	28.2	35.9	35.9	76.9	70.7	72.9	I/S	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.6	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	73.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.2	83	I/S	I/S
Disability Status										
Disabled	22	100	57.1	19	23.8	52.4	48.1	48.1	I/S	I/S
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	6	I/S	I/S	I/S	I/S	I/S	70.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	81	100	21.5	27.8	50.6	84.8	73.9	75.4	Yes	Yes

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

All Students	220	100	13.6	34	52.4	90.3	79.2	81.9	Yes	Yes
Gender										
Male	121	100	11.6	31.3	57.1	92	76.6	79.9	N/A	N/A
Female	99	100	16	37.2	46.8	88.3	81.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	159	100	8.5	34	57.5	94.8	88	88.9	Yes	Yes
African American	46	100	35.9	28.2	35.9	69.2	67.6	71.4	I/S	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.7	94.6	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	73.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.2	84.4	I/S	I/S
Disability Status										
Disabled	22	100	33.3	47.6	19	76.2	47.6	47.3	I/S	I/S
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	6	I/S	I/S	I/S	I/S	I/S	72.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	81	100	21.5	34.2	44.3	81	73	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	145	100	19	59.9	21.2	81	64.9	68.6
Gender								
Male	83	100	17.9	60.3	21.8	82.1	64.6	68.3
Female	62	100	20.3	59.3	20.3	79.7	65.3	68.9
Racial/Ethnic Group								
White	105	100	11.9	61.4	26.7	88.1	78.2	80.7
African American	30	100	50	46.2	3.8	50	48	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	59.1	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	100	70.8
Disability Status								
Disabled	16	100	46.7	46.7	6.7	53.3	35.3	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	5	I/S	I/S	I/S	I/S	I/S	56	60.7
Socio-Economic Status								
Subsidized meals	56	100	25.5	56.4	18.2	74.5	55.5	57.3

Social Studies

All Students	152	100	16.9	49.3	33.8	83.1	72.5	72.5
Gender								
Male	81	100	14.9	47.3	37.8	85.1	70.4	72
Female	71	100	19.1	51.5	29.4	80.9	74.5	73.1
Racial/Ethnic Group								
White	110	100	11.4	52.4	36.2	88.6	81.4	81
African American	30	100	42.3	30.8	26.9	57.7	61	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	73.5
Disability Status								
Disabled	15	100	64.3	21.4	14.3	35.7	40.8	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	5	I/S	I/S	I/S	I/S	I/S	58.2	69.7
Socio-Economic Status								
Subsidized meals	52	100	27.5	37.3	35.3	72.5	64.9	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	73	100	8.8	44.1	47.1	91.2	71.1	73.2	96.2	97.3
Gender										
Male	47	100	9.1	52.3	38.6	90.9	65.4	67.2	96.6	97.3
Female	26	100	8.3	29.2	62.5	91.7	76.9	79.4	95.7	97.4
Racial/Ethnic Group										
White	52	100	5.9	43.1	51	94.1	80.3	81.5	96.1	97.2
African American	17	100	23.1	53.8	23.1	76.9	58.9	61.3	96.6	97.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.5	87	96.2	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.7	66.7	95.5	97.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	99.3	96.9
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	28.2	26	95.3	96.9
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	1	I/S	I/S	I/S	I/S	I/S	66.7	65.7	95.8	97.7
Socio-Economic Status										
Subsidized meals	26	100	20	36	44	80	62.9	63.2	95.2	97.1

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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	71	100	16.2	20.6	63.2	83.8
	4	71	100	13	37.7	49.3	87
	5	74	100	8.7	33.3	58	91.3
	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	70	100	3	13.6	83.3	97
	4	77	100	17.8	30.1	52.1	82.2
	5	73	100	14.9	40.3	44.8	85.1
	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
Mathematics							
2010	3	71	100	22.1	27.9	50	77.9
	4	71	100	10.1	37.7	52.2	89.9
	5	74	100	21.7	49.3	29	78.3
	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	70	100	12.1	19.7	68.2	87.9
	4	77	100	12.3	49.3	38.4	87.7
	5	73	100	16.4	31.3	52.2	83.6
	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	35	100	29.4	41.2	29.4	70.6
	4	71	100	10.1	68.1	21.7	89.9
	5	38	100	20.6	64.7	14.7	79.4
	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	34	100	12.5	59.4	28.1	87.5
	4	77	100	19.2	65.8	15.1	80.8
	5	34	100	25	46.9	28.1	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

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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	36	100	11.8	44.1	44.1	88.2
	4	71	100	10.1	53.6	36.2	89.9
	5	36	100	8.6	60	31.4	91.4
	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	36	100	8.8	38.2	52.9	91.2
	4	77	100	17.8	60.3	21.9	82.2
	5	39	100	22.9	37.1	40	77.1
	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
Writing							
2010	3	73	98.6	23.5	30.9	45.6	76.5
	4	75	97.3	21.7	42	36.2	78.3
	5	76	96.1	17.4	34.8	47.8	82.6
	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
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	73	100	8.8	44.1	47.1	91.2
	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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