



SC Annual School Report Card Summary

E.B. Ellington Elementary
 Charleston County School District
 Grades: PK-6 Enrollment: 324
 Principal: Karen M. Hollinshead-Brown
 Superintendent: Dr. Nancy J. McGinley
 Board Chair: Mr. Chris Fraser

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD | | ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM | |
|------|-----------------|---------------|--------------------------------|-----------------|---|--------------------------|
| | | | General Performance | Closing the Gap | ESEA Grade | Accountability Indicator |
| 2012 | Average | Average | TBD | TBD | C | N/A |
| 2011 | Below Average | Average | N/A | N/A | Not Met | N/A |
| 2010 | Average | Average | N/A | N/A | Met | N/A |

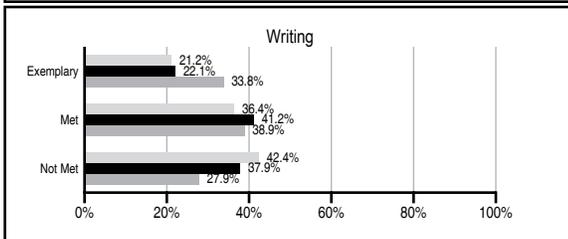
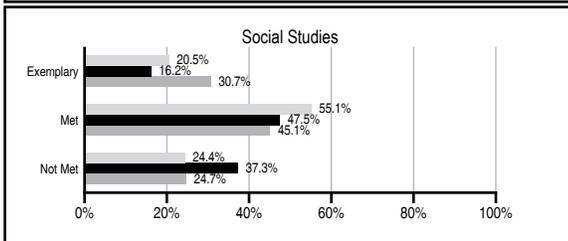
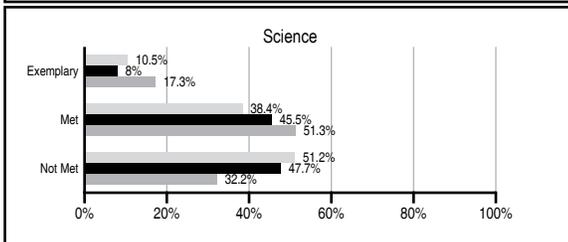
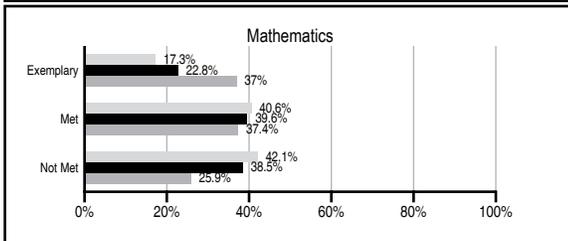
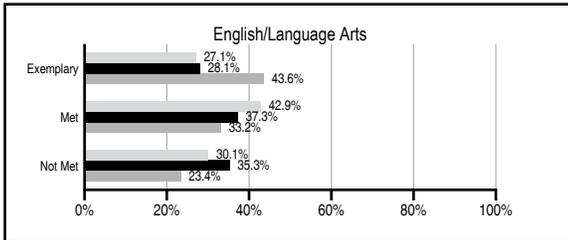
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 3 | 13 | 104 | 51 | 20 |

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

E.B. Ellington Elementary
[Charleston County School District]

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=324) | | | | |
| Retention rate | 2.2% | Up from 1.6% | 1.3% | 1.0% |
| Attendance rate | 96.1% | Up from 95.8% | 96.3% | 96.6% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 2.8% | Up from 1.4% | 0.0% | 0.0% |
| Teachers (n=27) | | | | |
| Teachers with advanced degrees | 55.6% | Down from 61.9% | 62.5% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 84.9% | Up from 82.4% | 85.7% | 88.7% |
| Teacher attendance rate | 97.3% | Down from 97.6% | 95.1% | 95.1% |
| Average teacher salary* | \$41,975 | Up 0.5% | \$45,241 | \$47,210 |
| Classes not taught by highly qualified teachers | 4.3% | Down from 4.5% | 0.0% | 0.0% |
| Professional development days/teacher | 7.0 days | Down from 15.0 days | 10.2 days | 10.5 days |
| School | | | | |
| Principal's years at school | 19.0 | Up from 18.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.9 to 1 | Up from 16.9 to 1 | 18.3 to 1 | 20.0 to 1 |
| Prime instructional time | 93.3% | No Change | 90.5% | 90.5% |
| Opportunities in the arts | Excellent | Up from Good | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 92.2% | Down from 95.7% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$9,045 | Down 2.1% | \$8,198 | \$7,247 |
| Percent of expenditures for instruction** | 61.3% | Down from 63.8% | 66.4% | 68.2% |
| Percent of expenditures for teacher salaries** | 57.4% | Down from 59.6% | 63.3% | 65.7% |
| ESEA composite index score | 73.4 | N/A | 85.0 | 91.9 |

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 19 | 25 | 25 |
| Percent satisfied with learning environment | 55.6% | 72.0% | 80.0% |
| Percent satisfied with social and physical environment | 78.9% | 80.0% | 88.0% |
| Percent satisfied with school-home relations | 21.1% | 84.0% | 92.0% |

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

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 continued the implementation of the Voyager Reading Program, students participated in the First Grade and Second Grade Academy, and teachers used Scholastic Leveled Readers to strengthen basic reading skills. Primary teachers were trained in Wilson's Foundations, Fountas and Pinnell Leveled Literacy Interventions, 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 Everyday Math which aligns the state standards to our curriculum. Teachers also participated in four math trainings, "Beyond the Classroom". Teachers were trained 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 continued to use an instructional resource teacher 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

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 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status