



E B Ellington Elementary

5600 Ellington School
Ravenel, SC 29470

Grades	PK-5 Elementary School	
Enrollment	238 Students	
Principal	Karen M. Hollinshead-	843-889-9411
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Good	At-Risk
2005	Good	Good
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

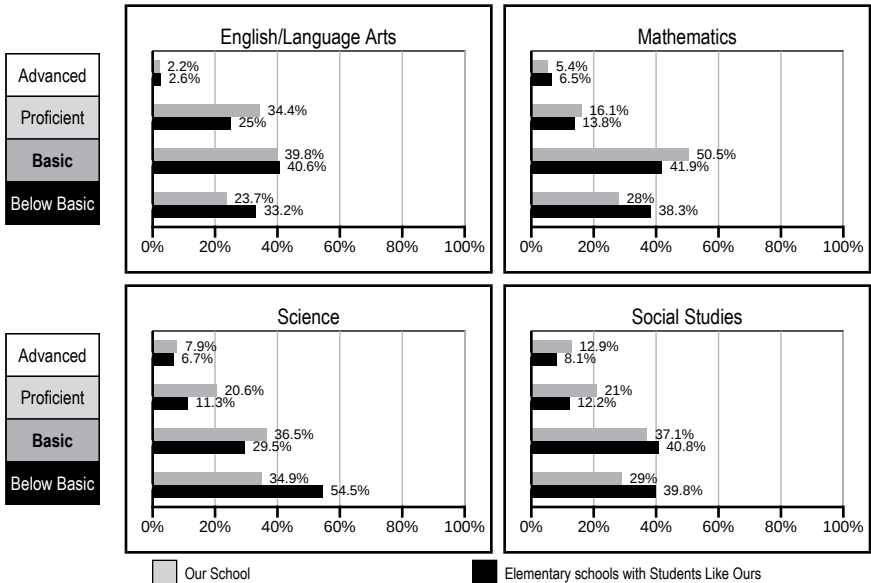
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	7	53	61

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=238)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 4.3%	3.1%	2.3%
Attendance rate	96.2%	Up from 95.8%	96.0%	96.3%
Eligible for gifted and talented	2.0%	Down from 4.0%	3.1%	10.4%
With disabilities other than speech	5.8%	Up from 3.9%	7.8%	7.5%
Older than usual for grade	0.6%	Down from 1.2%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.4%	Up from 0.9%	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	55.6%	Down from 57.1%	53.8%	56.7%
Continuing contract teachers	72.2%	Up from 71.4%	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.5%	Up from 82.0%	82.8%	86.4%
Teacher attendance rate	97.1%	Up from 90.8%	95.0%	94.9%
Average teacher salary	\$47,042	Up 17.3%	\$43,655	\$45,345
Professional development days/teacher	15.9 days	Up from 14.7 days	13.5 days	12.6 days
School				
Principal's years at school	15.0	Up from 14.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 15.2 to 1	16.5 to 1	18.5 to 1
Prime instructional time	92.8%	Up from 86.1%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	93.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,366	Up 7.6%	\$8,158	\$7,052
Percent of expenditures for instruction*	61.9%	Up from 61.8%	68.5%	69.1%
Percent of expenditures for teacher salaries*	46.3%	Down from 55.3%	61.1%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

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 will continue to implement Pat Cunningham's Four Blocks Instructional Model and provide trade books for all students in order to help build home libraries and promote reading. We will also continue to utilize the Accelerated Reader Program, Reading Soul Mates, and home reading programs as school-wide initiatives for our students. In order to show gains in math, our teachers will receive continuous training in our math series, which aligns the state standards to our curriculum. To help our students improve in their writing skills, all 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 a teacher's coach to work with the staff on a regular basis. An instructional resource teacher will be hired to provide services to the staff for the current school year. The primary responsibility of the coach 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 PACT because of our instructional focus and our rigorous staff development opportunities that are conducted throughout the year.

We are encouraged by parental support. We ask that you continue to encourage your child to do his or her best. Please support us by making sure homework is completed and returned, students come to school with the proper supplies, and you have discussed with your child what they did in school each day. Read to your child daily, let your child read to you, and also let them write about what they've read. It will make a difference. It takes all of us working together to make a difference in your child's education. Call or come by to see us in action. Our doors are always open, and you are always welcome.

Karen M. Hollinshead-Brown, Ed.S., Principal
Vivian Porter, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	36	26
Percent satisfied with learning environment	94.1%	85.7%	96.2%
Percent satisfied with social and physical environment	82.4%	77.8%	88.5%
Percent satisfied with school-home relations	47.1%	88.9%	92.3%

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

No Child Left Behind

School Adequate Yearly Progress	NO
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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	
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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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	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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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	99	100	23.7	39.8	34.4	2.2	46.2	53.5	48.2	Yes	Yes
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Gender

Male	43	100	34.2	36.8	26.3	2.6	39.5	47.3	41.7	N/A	N/A
Female	56	100	16.4	41.8	40	1.8	50.9	59.9	55	N/A	N/A

Racial/Ethnic Group

White	19	100	5.6	50	44.4	0	61.1	77.6	60	I/S	I/S
African American	75	100	30	35.7	31.4	2.9	42.9	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S

Disability Status

Disabled	11	100	72.7	9.1	18.2	0	18.2	20.4	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	90	100	23.8	41.7	32.1	2.4	42.9	33	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	99	100	28	50.5	16.1	5.4	35.5	49.7	45.8	No	Yes
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Gender

Male	43	100	34.2	44.7	13.2	7.9	39.5	49.5	45.6	N/A	N/A
Female	56	100	23.6	54.5	18.2	3.6	32.7	49.9	45.9	N/A	N/A

Racial/Ethnic Group

White	19	100	16.7	61.1	11.1	11.1	33.3	75.6	59	I/S	I/S
African American	75	100	32.9	44.3	18.6	4.3	34.3	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S

Disability Status

Disabled	11	100	72.7	18.2	0	9.1	18.2	20.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	90	100	27.4	54.8	14.3	3.6	33.3	28.3	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	68	100	34.9	36.5	20.6	7.9	28.6	39.2	35.7	96.2	96
Gender											
Male	26	100	36.4	40.9	18.2	4.5	22.7	40.8	37.4	95.8	95.8
Female	42	100	34.1	34.1	22	9.8	31.7	37.6	33.8	96.5	96.1
Racial/Ethnic Group											
White	16	100	13.3	53.3	26.7	6.7	33.3	66.4	49.2	94.2	96.1
African American	48	100	45.5	27.3	18.2	9.1	27.3	15.3	17	96.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	95.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	98.8	96.2
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	96.7	96.3
Socio-Economic Status											
Subsided meals	64	100	33.9	37.3	22	6.8	28.8	17.1	21.1	96	95.5

Social Studies

All Students	66	100	29	37.1	21	12.9	33.9	40.2	34	96.2	96
Gender											
Male	32	100	37.9	24.1	20.7	17.2	37.9	42	36.6	95.8	95.8
Female	34	100	21.2	48.5	21.2	9.1	30.3	38.3	31.3	96.5	96.1
Racial/Ethnic Group											
White	13	100	8.3	41.7	33.3	16.7	50	63.3	44.5	94.2	96.1
African American	49	100	34.8	34.8	17.4	13	30.4	19.1	19.1	96.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	95.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	98.8	96.2
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	96.7	96.3
Socio-Economic Status											
Subsided meals	58	100	29.6	37	20.4	13	33.3	20.1	21	96	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	36	100	14.7	41.2	41.2	2.9	44.1
	4	34	100	19.4	22.6	54.8	3.2	58.1
	5	27	100	20.8	41.7	37.5	0	37.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	26	100	8.3	29.2	54.2	8.3	62.5
	4	35	100	15.6	43.8	40.6	0	40.6
	5	38	100	40.5	43.2	16.2	0	16.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	36	100	29.4	50	17.6	2.9	20.6
	4	34	100	19.4	32.3	29	19.4	48.4
	5	27	100	8.3	75	12.5	4.2	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	26	100	16.7	50	25	8.3	33.3
	4	35	100	28.1	53.1	15.6	3.1	18.8
	5	38	100	35.1	48.6	10.8	5.4	16.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	17	100	88.2	11.8	0	0	0
	4	34	100	58.1	32.3	9.7	0	9.7
	5	12	100	36.4	45.5	18.2	0	18.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	14	100	0	25	58.3	16.7	75
	4	35	100	25	50	18.8	6.3	25
	5	19	100	73.7	21.1	0	5.3	5.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	19	100	17.6	82.4	0	0	0
	4	34	100	25.8	64.5	9.7	0	9.7
	5	15	100	84.6	15.4	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	12	100	16.7	25	33.3	25	58.3
	4	35	100	15.6	46.9	21.9	15.6	37.5
	5	19	100	61.1	27.8	11.1	0	11.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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