



Springfield Elementary

2741 Clover Street
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	541 Students	
Principal	Dr. Jacqueline Dinge	843-763-1538
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	Good	At-Risk
2007	Good	Below Average
2006	Good	Average
2005	Good	Below Average
2004	Good	Below Average

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

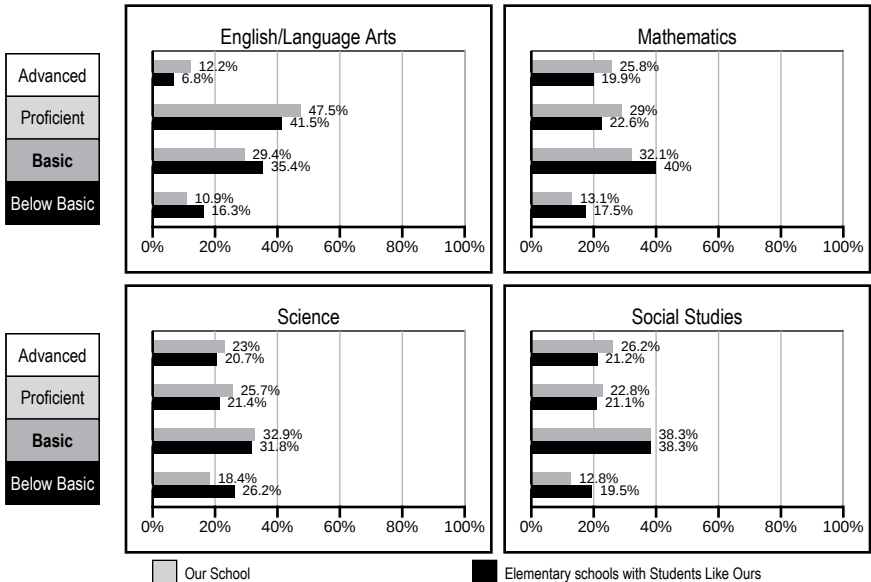
97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	22	55	5	0

* 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=541)				
First graders who attended full-day kindergarten	100.0%	Up from 97.3%	100.0%	100.0%
Retention rate	1.8%	Up from 1.0%	2.2%	2.3%
Attendance rate	96.0%	Up from 95.7%	96.3%	96.3%
Eligible for gifted and talented	16.6%	Up from 14.1%	12.3%	10.4%
With disabilities other than speech	4.1%	Up from 2.5%	7.9%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 0.7%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	43.2%	Down from 46.2%	56.0%	56.7%
Continuing contract teachers	83.8%	Up from 79.5%	77.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.9%	Up from 66.0%	88.2%	86.4%
Teacher attendance rate	95.9%	Up from 95.8%	95.0%	94.9%
Average teacher salary	\$45,424	Up 6.5%	\$45,250	\$45,345
Professional development days/teacher	9.3 days	Down from 10.5 days	12.1 days	12.6 days
School				
Principal's years at school	19.0	Up from 18.0	3.5	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.8 to 1	19.2 to 1	18.5 to 1
Prime instructional time	91.1%	Up from 90.5%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	95.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,879	Up 3.9%	\$6,441	\$7,052
Percent of expenditures for instruction*	72.6%	Up from 71.5%	69.9%	69.1%
Percent of expenditures for teacher salaries*	65.9%	Up from 64.0%	65.3%	64.2%

* Prior year audited financial data are reported.

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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 a quaint neighborhood school that is committed to increasing student achievement for all students. 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 initiatives outlined in The Charleston Plan for Excellence. Teachers collaborate to improve instruction, implement inclusion, and to form the successful culture of the school, creating a constructive, professional learning community.

In April, 2008, Springfield Elementary School was recognized by the S.C. Education Oversight Committee for reaching exceptional academic achievement of historically underachieving groups of students for the third consecutive year. Specifically, at least 75% of the students who qualified for free or reduced lunch scored Proficient or Advanced on the Math portion of PACT. This accomplishment helps ensure that “no child is left behind” and the achievement gap among different student demographic groups is eliminated.

Springfield integrates cutting-edge technology with Charleston’s Coherent Curriculum. Each classroom is equipped with several desktop computers, a projection device, and a laptop computer for instruction. Classes rotate to three open-access computer labs throughout the week.

At Springfield, students come first!

Jackie Ding, Principal
Jeanne Dunleavy, School Improvement Council Chairperson.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	56	22
Percent satisfied with learning environment	94.1%	82.1%	90.9%
Percent satisfied with social and physical environment	100.0%	82.1%	100.0%
Percent satisfied with school-home relations	100.0%	80.4%	90.9%

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

School Adequate Yearly Progress

YES

This school met 17 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. 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	3.3%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

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 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	237	100	10.9	29.5	47.7	11.8	69.5	53.5	48.2	Yes	Yes
Gender											
Male	114	100	14.2	39.6	39.6	6.6	60.4	47.3	41.7	N/A	N/A
Female	123	100	7.9	20.2	55.3	16.7	78.1	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	147	100	1.5	25.5	58.4	14.6	83.2	77.6	60	Yes	Yes
African American	74	100	28.4	40.3	26.9	4.5	43.3	32.1	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	13	100	25	25	25	25	58.3	20.4	16	I/S	I/S
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
English Proficiency											
Limited English Proficient	14	100	23.1	23.1	38.5	15.4	61.5	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	94	100	20.9	33.7	39.5	5.8	57	33	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	237	100	13.2	32.3	29.1	25.5	66.4	49.7	45.8	Yes	Yes
Gender											
Male	114	100	14.2	33	30.2	22.6	63.2	49.5	45.6	N/A	N/A
Female	123	100	12.3	31.6	28.1	28.1	69.3	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	147	100	2.9	29.2	38	29.9	81	75.6	59	Yes	Yes
African American	74	100	32.8	43.3	14.9	9	34.3	26.2	26.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	13	100	25	50	16.7	8.3	41.7	20.2	17.1	I/S	I/S
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
English Proficiency											
Limited English Proficient	14	100	23.1	15.4	7.7	53.8	69.2	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	94	100	23.3	36	25.6	15.1	54.7	28.3	31.4	Yes	Yes

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

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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*	School Attendance Rate	District Attendance Rate
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Science

All Students	162	100	18.4	32.9	25.7	23	48.7	39.2	35.7	96	96
Gender											
Male	77	100	22.5	25.4	23.9	28.2	52.1	40.8	37.4	96.1	95.8
Female	85	100	14.8	39.5	27.2	18.5	45.7	37.6	33.8	95.8	96.1
Racial/Ethnic Group											
White	100	100	8.4	27.4	33.7	30.5	64.2	66.4	49.2	95.6	96.1
African American	51	100	39.1	47.8	10.9	2.2	13	15.3	17	96.5	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	97.6	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	95.4	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	94.4	95.7
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	95	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	7	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	59	100	27.3	40	23.6	9.1	32.7	17.1	21.1	95.8	95.5

Social Studies

All Students	161	100	12.8	38.3	22.8	26.2	49	40.2	34	96	96
Gender											
Male	74	100	14.3	28.6	22.9	34.3	57.1	42	36.6	96.1	95.8
Female	87	100	11.4	46.8	22.8	19	41.8	38.3	31.3	95.8	96.1
Racial/Ethnic Group											
White	105	100	6.2	36.1	26.8	30.9	57.7	63.3	44.5	95.6	96.1
African American	45	100	26.8	48.8	17.1	7.3	24.4	19.1	19.1	96.5	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	97.6	97.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	95.4	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	94.4	95.7
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	95	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	11	100	10	30	10	50	60	31.9	27.3	96.7	96.3
Socio-Economic Status											
Subsided meals	59	100	20.4	40.7	24.1	14.8	38.9	20.1	21	95.8	95.5

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

Abbreviations for Missing Data

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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	89	100	4.8	21.7	60.2	13.3	73.5
	4	66	100	11.5	32.8	52.5	3.3	55.7
	5	69	100	12.5	39.1	43.8	4.7	48.4
	6	4	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	78	100	4.1	27	50	18.9	68.9
	4	86	100	9.9	18.5	60.5	11.1	71.6
	5	70	100	21	46.8	29	3.2	32.3
	6	3	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	89	100	8.4	33.7	26.5	31.3	57.8
	4	66	100	9.8	31.1	26.2	32.8	59
	5	69	100	7.8	53.1	14.1	25	39.1
	6	4	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	78	100	6.8	45.9	24.3	23	47.3
	4	86	100	14.8	21	32.1	32.1	64.2
	5	70	100	19.4	32.3	29	19.4	48.4
	6	3	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	45	100	18.6	27.9	39.5	14	53.5
	4	66	100	21.3	29.5	24.6	24.6	49.2
	5	35	100	37.5	37.5	12.5	12.5	25
	6	2	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	40	100	7.5	42.5	32.5	17.5	50
	4	86	100	17.3	25.9	27.2	29.6	56.8
	5	35	100	36.7	40	13.3	10	23.3
	6	1	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	44	100	5	35	32.5	27.5	60
	4	66	100	16.4	29.5	31.1	23	54.1
	5	34	100	37.5	34.4	12.5	15.6	28.1
	6	2	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	38	100	0	32.4	26.5	41.2	67.6
	4	86	100	8.6	39.5	27.2	24.7	51.9
	5	35	100	37.5	40.6	6.3	15.6	21.9
	6	2	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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