



Springfield Elementary

1691 Springfield Parkway
Fort Mill, SC 29715

Grades	PK-5 Elementary School	
Enrollment	935 Students	
Principal	Scott Frattaroli	803-548-8150
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Jan Smiley	803-548-7258

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

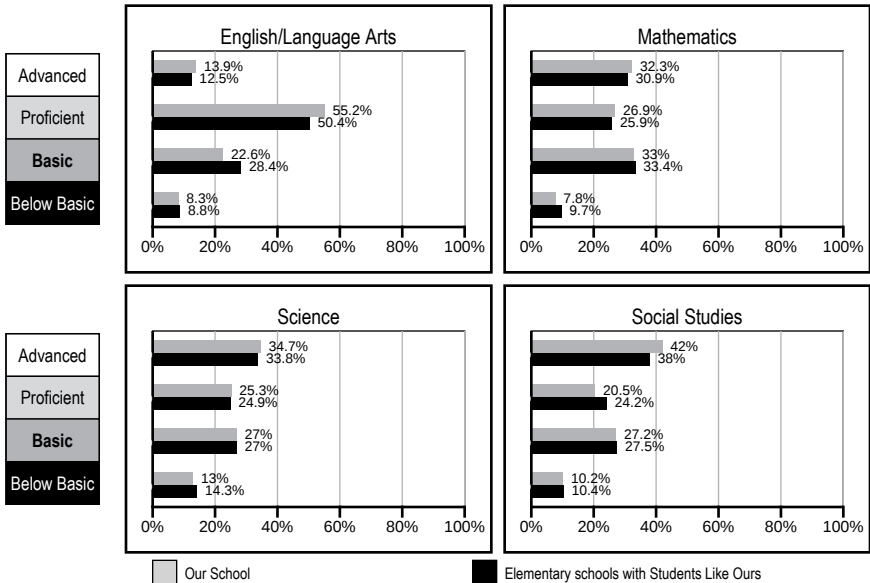
85%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	16	2	0	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 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=935)				
First graders who attended full-day kindergarten	100.0%	No Change	99.4%	100.0%
Retention rate	1.2%	Up from 0.8%	1.0%	2.3%
Attendance rate	96.8%	Down from 96.9%	96.9%	96.3%
Eligible for gifted and talented	22.7%	Down from 25.4%	27.3%	10.4%
With disabilities other than speech	5.1%	Down from 5.2%	5.1%	7.5%
Older than usual for grade	0.4%	Down from 0.5%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	58.8%	Up from 55.1%	65.6%	56.7%
Continuing contract teachers	70.6%	Down from 83.7%	83.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.1%	Up from 90.6%	86.3%	86.4%
Teacher attendance rate	94.9%	Up from 94.2%	94.9%	94.9%
Average teacher salary	\$46,754	Down 0.6%	\$47,610	\$45,345
Professional development days/teacher	9.1 days	Up from 5.0 days	11.2 days	12.6 days
School				
Principal's years at school	2.0	Up from 0.5	3.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.6 to 1	19.8 to 1	18.5 to 1
Prime instructional time	90.6%	Up from 89.8%	90.6%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,007	Down 2.9%	\$6,296	\$7,052
Percent of expenditures for instruction*	74.3%	Up from 70.5%	71.1%	69.1%
Percent of expenditures for teacher salaries*	71.3%	Up from 67.4%	62.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Springfield Elementary School's journey into the 2007-2008 school year was one of challenges, accomplishments, and celebrations. The Springfield Elementary family, under the leadership of Principal Scott Frattaroli and Assistant Principal Ryan Bridges, welcomed an additional Assistant Principal Michelle Gritz, as well as 30 staff members and 200 students. The changes in the growth of our school community may have affected our school's population, but our teachers and staff continued to maintain high quality educational programs for all students.

This past year offered many opportunities for our teachers, students, and parents. Academically our third grade classes ventured into "FLEX" time, a daily time that our students learned through differentiation of math instruction. Small groups of students benefited from hands on manipulatives and educational activities. All staff members were offered the opportunities to participate in professional development activities such as conferences and workshops. In addition, grade level teachers were given time throughout the year to plan for differentiation of instruction to implement within their classrooms. Springfield Elementary continued to offer quality extracurricular activities such as Girls on the Run, Environmental Club, Knitting Club, and the Archery Club, which won the state title this season. In its second year our safety patrol took on greater responsibilities in order to provide additional safety to our student body. In addition to the student council's participation in Dimes for Diabetes fundraiser, they also participated in the "Red" campaign which raised money for AIDS awareness in Africa. Through our very supportive PTA, the students, teachers, and parents benefited from a computerized check in system which provided picture ID's for all visitors. Our PTA also sponsored an Artist in Residence to work with our 5th grade students. As a result of their work, a colt sculpture was created to be displayed in the front of our school.

Beginning the 2008-2009 school year, Springfield Elementary will open its doors with the attendance of 1,060 kindergarten through fifth grade students. Due to a freeze on enrollment, our Springfield family will maintain a low teacher/pupil ratio and continue to offer excellent educational opportunities for all students.

Scott Frattaroli, Principal

Jane Hall, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	135	96
Percent satisfied with learning environment	95.1%	88.7%	94.7%
Percent satisfied with social and physical environment	98.3%	94.0%	94.6%
Percent satisfied with school-home relations	100.0%	91.0%	91.1%

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

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School Adequate Yearly Progress

NO

This school met 23 out of 25 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	3.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	465	100	8.3	22.6	55.2	13.9	80	71.7	48.2	Yes	Yes
Gender											
Male	218	100	11.9	28.4	49.8	10	72.1	65.7	41.7	N/A	N/A
Female	247	100	4.9	17.5	60.1	17.5	87	78.3	55	N/A	N/A
Racial/Ethnic Group											
White	355	100	6.5	20.2	56.7	16.5	84.1	75.2	60	Yes	Yes
African American	41	100	17.5	27.5	52.5	2.5	60	48.2	31.7	Yes	Yes
Asian/Pacific Islander	22	100	5.6	16.7	72.2	5.6	88.9	78.1	70.4	I/S	I/S
Hispanic	46	100	13.6	38.6	38.6	9.1	63.6	62	38.4	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	63.6	47	I/S	I/S
Disability Status											
Disabled	55	100	51	19.6	19.6	9.8	37.3	27.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	31	100	20.7	44.8	34.5	0	55.2	54.5	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	80	100	23.7	34.2	34.2	7.9	53.9	45.3	34	Yes	Yes

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

All Students	465	100	7.8	33	26.9	32.3	72.2	71	45.8	Yes	Yes
Gender											
Male	218	100	9	31.3	27.9	31.8	71.1	71.2	45.6	N/A	N/A
Female	247	100	6.7	34.5	26	32.7	73.1	70.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	355	100	4.4	30.5	28.3	36.8	77.3	75	59	Yes	Yes
African American	41	100	25	42.5	25	7.5	50	44.3	26.9	Yes	Yes
Asian/Pacific Islander	22	100	11.1	22.2	27.8	38.9	72.2	78.1	71.3	I/S	I/S
Hispanic	46	100	15.9	47.7	15.9	20.5	54.5	58.9	38.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	46.2	I/S	I/S
Disability Status											
Disabled	55	100	43.1	37.3	11.8	7.8	31.4	32.5	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	31	100	17.2	65.5	10.3	6.9	48.3	53.4	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	80	100	27.6	39.5	19.7	13.2	44.7	43.9	31.4	Yes	Yes

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

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	310	99.7	13	27	25.3	34.7	60	61.8	35.7	96.8	96.9
Gender											
Male	150	99.3	14.1	23.9	25.4	36.6	62	65	37.4	96.9	96.9
Female	160	100	11.9	30.1	25.2	32.9	58	58.3	33.8	96.7	97
Racial/Ethnic Group											
White	239	99.6	8.3	25.7	26.1	39.9	66.1	66.2	49.2	96.8	96.9
African American	28	100	29.6	18.5	33.3	18.5	51.9	34.7	17	97.4	97.1
Asian/Pacific Islander	13	100	18.2	27.3	9.1	45.5	54.5	77.8	58	97.3	97.5
Hispanic	29	100	32.1	46.4	17.9	3.6	21.4	37	24.9	96.4	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.7	96.4
Disability Status											
Disabled	36	100	57.6	21.2	18.2	3	21.2	27.3	14	96.6	96.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	21	100	42.1	47.4	5.3	5.3	10.5	34.5	24.4	97.3	97.4
Socio-Economic Status											
Subsided meals	49	100	43.5	32.6	19.6	4.3	23.9	29.5	21.1	96.8	96.2

Social Studies

All Students	307	100	10.2	27.2	20.5	42	62.5	59.1	34	96.8	96.9
Gender											
Male	140	100	11.6	23.3	19.4	45.7	65.1	63.3	36.6	96.9	96.9
Female	167	100	9.1	30.5	21.4	39	60.4	54.7	31.3	96.7	97
Racial/Ethnic Group											
White	230	100	9	22.4	22.9	45.7	68.6	62.3	44.5	96.8	96.9
African American	27	100	19.2	30.8	19.2	30.8	50	38.5	19.1	97.4	97.1
Asian/Pacific Islander	15	100	0	15.4	30.8	53.8	84.6	68.3	58.9	97.3	97.5
Hispanic	35	100	14.7	58.8	2.9	23.5	26.5	44.6	27.5	96.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.7	96.4
Disability Status											
Disabled	40	100	36.1	25	22.2	16.7	38.9	32.6	14.4	96.6	96.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	20	100	20	60	10	10	20	29.8	27.3	97.3	97.4
Socio-Economic Status											
Subsided meals	54	100	15.4	59.6	7.7	17.3	25	31.1	21	96.8	96.2

* 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	131	100	4.3	27.8	58.3	9.6	67.8
	4	115	100	6.7	24	55.8	13.5	69.2
	5	119	100	13.1	40.2	44.9	1.9	46.7
	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	169	100	6.6	15.2	55	23.2	78.1
	4	152	100	8.3	24.3	56.9	10.4	67.4
	5	144	100	10.1	29.5	53.5	7	60.5
	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	131	100	7	40.9	34.8	17.4	52.2
	4	115	100	7.7	20.2	26	46.2	72.1
	5	119	100	8.4	43	25.2	23.4	48.6
	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	169	100	9.3	39.1	22.5	29.1	51.7
	4	152	100	5.6	30.6	27.8	36.1	63.9
	5	144	100	8.5	28.7	31	31.8	62.8
	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	65	100	19.3	29.8	31.6	19.3	50.9
	4	115	100	8.7	26	24	41.3	65.4
	5	60	100	16.4	40	12.7	30.9	43.6
	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	85	98.8	13.2	30.3	30.3	26.3	56.6
	4	152	100	11.8	29.2	26.4	32.6	59
	5	73	100	15.4	18.5	16.9	49.2	66.2
	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
Social Studies								
2007	3	66	100	5.2	41.4	43.1	10.3	53.4
	4	115	100	7.7	18.3	32.7	41.3	74
	5	59	100	15.4	36.5	17.3	30.8	48.1
	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	84	100	5.3	29.3	24	41.3	65.3
	4	152	100	9.7	30.6	19.4	40.3	59.7
	5	71	100	17.2	17.2	18.8	46.9	65.6
	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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