



SC Annual School Report Card Summary

Springdale Elementary
 Lexington 2
 Grades: PK-5 Enrollment: 430
 Principal: Shane Thackston
 Superintendent: Dr. Venus Holland
 Board Chair: Beth Branham

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/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Good	Below Average	TBD	Met	N/A
2007	Good	Below Average	N/A	Met	N/A
2006	Good	Average	N/A	Met	N/A

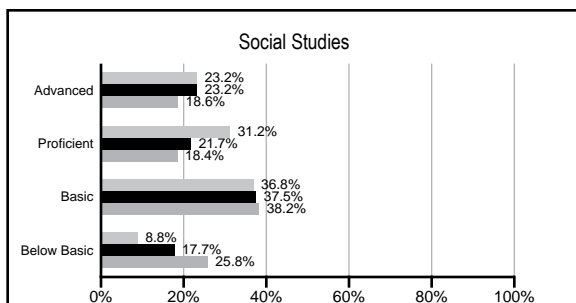
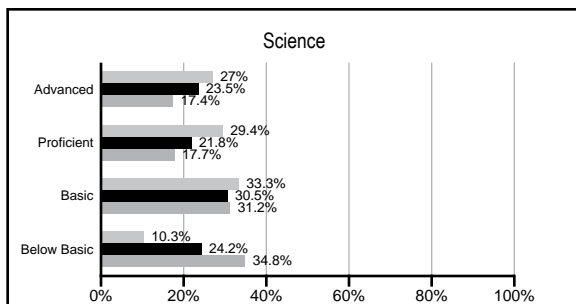
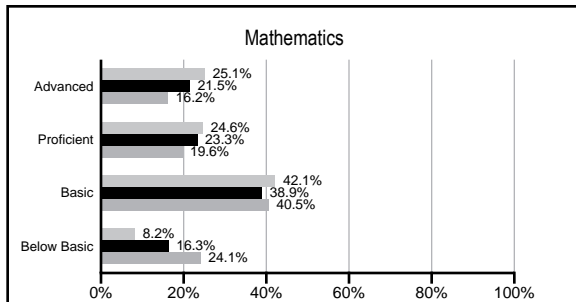
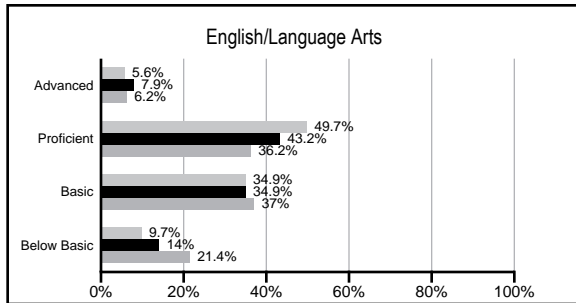
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	33	54	3	0

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

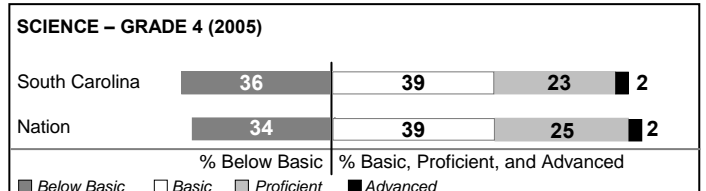
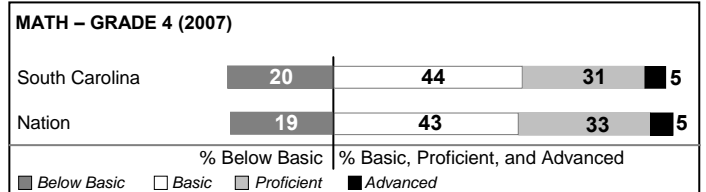
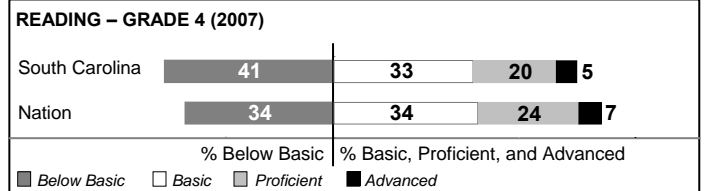
PACT PERFORMANCE

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 GOAL

2010 Goal:

By 2010, SC'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.

2020 Goal: TBD

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

Springdale Elementary [Lexington 2]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=438)				
Retention rate	1.0%	Up from 0.8%	1.9%	2.3%
Attendance rate	96.7%	Up from 96.5%	96.5%	96.3%
Eligible for gifted and talented	25.6%	Down from 31.9%	16.7%	10.4%
With disabilities other than speech	6.4%	Down from 8.8%	6.9%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	75.0%	Up from 69.2%	60.4%	56.7%
Continuing contract teachers	92.9%	Up from 92.3%	81.6%	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 88.5%	89.5%	86.4%
Teacher attendance rate	96.4%	Up from 95.7%	94.7%	94.9%
Average teacher salary	\$49,232	Up 4.9%	\$46,636	\$45,345
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
School				
Principal's years at school	21.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.2 to 1	19.5 to 1	18.5 to 1
Prime instructional time	92.0%	Up from 91.3%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$7,007	Up 7.5%	\$6,488	\$7,052
Percent of expenditures for instruction*	68.9%	Down from 69.3%	69.8%	69.1%
Percent of expenditures for teacher salaries*	66.6%	Down from 67.5%	65.7%	64.2%
% of AYP objectives met	100.0%		92.3%	85.7%

* Prior year audited financial data available.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Springdale is a very special school where children and learning come first. Our priorities remain constant: Safety, Academic Achievement, and Parent/Community Involvement.

One of the major changes during the 2007-2008 school year was in small group reading instruction. In grades 2-5, we started Targeted Instruction. Students were placed in reading groups based upon their skill level and needs as determined by assessments and teacher observations/judgments. Seven additional staff members assisted during this reading instruction that took place from 7:55 till 8:25 a.m. each morning. Students still received whole class instruction from their teacher in reading, writing, and spelling.

We started SMART ROOM for grade 1. In this model each first-grade teacher takes her class to the SMART ROOM (Room 101). Three other teachers help staff the SMART ROOM. Therefore, the class can be divided into four instructional groups based upon their needs and past achievement. Each of the four groups receives 30 minutes of reading instruction led by a teacher. The students still receive whole-class instruction in reading, writing, and spelling when they return to their room. We want to thank our school community for all the support you continue to give to our school.

Tom Smith, Principal
Allen Rish, School Improvement Council

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	20	64	35
Percent satisfied with learning environment	90.0%	87.3%	97.1%
Percent satisfied with social and physical environment	95.0%	89.1%	100.0%
Percent satisfied with school-home relations	95.0%	85.9%	94.3%

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

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