



E B Ellington Elementary

5600 Ellington School
Ravenel, SC 29470

Grades	PK-5 Elementary School	
Enrollment	248 Students	
Principal	Karen M. Hollinshead-	843-889-9411
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Good	At-Risk
2005	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE 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.

SOUTH CAROLINA 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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

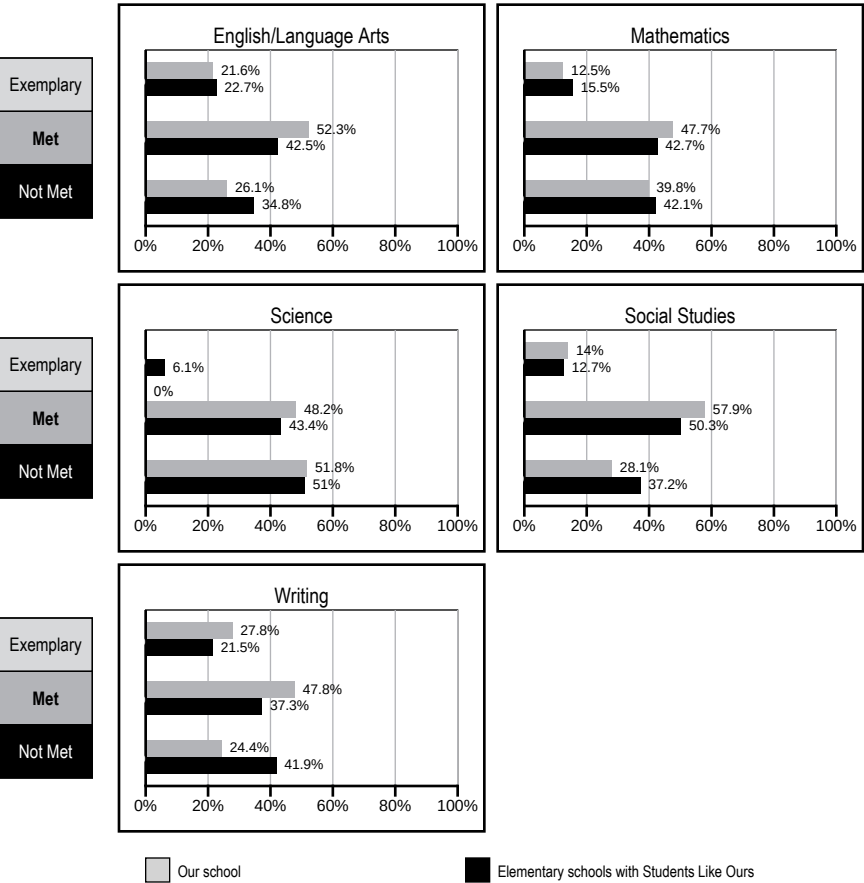
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	83	65	30

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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=248)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Up from 1.4%	2.5%	1.9%
Attendance rate	96.3%	Up from 96.2%	96.0%	96.3%
Eligible for gifted and talented	1.0%	Down from 2.0%	3.7%	10.0%
With disabilities other than speech	6.0%	Up from 5.8%	7.8%	7.7%
Older than usual for grade	1.1%	Up from 0.6%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Down from 3.4%	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	70.0%	Up from 55.6%	57.1%	59.4%
Continuing contract teachers	70.0%	Down from 72.2%	72.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.6%	Down from 85.5%	82.3%	85.9%
Teacher attendance rate	96.0%	Down from 97.1%	95.2%	95.1%
Average teacher salary*	\$47,262	Up 0.5%	\$45,658	\$47,149
Professional development days/teacher	11.1 days	Down from 15.9 days	11.0 days	11.1 days
School				
Principal's years at school	16.0	Up from 15.0	3.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 15.4 to 1	16.7 to 1	18.8 to 1
Prime instructional time	91.9%	Down from 92.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 93.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,168	Down 2.2%	\$8,556	\$7,458
Percent of expenditures for instruction**	65.0%	Up from 61.9%	68.2%	68.8%
Percent of expenditures for teacher salaries**	58.7%	Up from 46.3%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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 the coherent curriculum and provide trade books for all students in order to help build home libraries and promote reading. We will also continue to utilize Accelerated Reader, Reading Soul Mates, and home reading programs as school wide initiatives. In order to close the achievement gap in math, our teachers will receive continuous training in our new math series which aligns the state standards to our curriculum. Teachers also participated in four math trainings "Beyond the Classroom." Teachers were trained how 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 was assigned an instructional coordinator to work with the staff on a regular basis. An instructional resource teacher will be hired to provide instructional support for the staff and small group instruction to target 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 instruction focus and our rigorous staff development opportunities that are conducted throughout the year.

Karen M. Hollinshead-Brown, Ed.S.
Principal

Vivian Porter
SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	39	31
Percent satisfied with learning environment	100.0%	97.4%	90.0%
Percent satisfied with social and physical environment	100.0%	89.7%	87.1%
Percent satisfied with school-home relations	75.0%	97.4%	96.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	96	100	26.1	52.3	21.6	81.8	84.9	82.8	Yes	Yes
Gender										
Male	45	100	38.1	42.9	19	76.2	81.8	79.3	N/A	N/A
Female	51	100	15.2	60.9	23.9	87	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	20	100	15.8	36.8	47.4	100	95.8	89.5	I/S	I/S
African American	69	100	31.3	57.8	10.9	75	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	41.7	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	88	100	24.7	53.1	22.2	81.5	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	96	100	39.8	47.7	12.5	73.9	81	78.9	Yes	Yes
Gender										
Male	45	100	42.9	40.5	16.7	73.8	79.3	77	N/A	N/A
Female	51	100	37	54.3	8.7	73.9	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	20	100	26.3	63.2	10.5	100	94.6	87.2	I/S	I/S
African American	69	100	45.3	42.2	12.5	64.1	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	12	100	66.7	25	8.3	33.3	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	88	100	39.5	49.4	11.1	74.1	69.2	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	62	100	N/AV	N/AV	N/AV	48.2	68.9	67.5
Gender								
Male	26	100	N/AV	N/AV	N/AV	56	68.2	67
Female	36	100	N/AV	N/AV	N/AV	41.9	69.6	68
Racial/Ethnic Group								
White	11	100	N/AV	N/AV	N/AV	72.7	90.4	79.5
African American	46	100	N/AV	N/AV	N/AV	38.1	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	57	100	N/AV	N/AV	N/AV	47.1	50.2	55.1

Social Studies

All Students	62	100	28.1	57.9	14	71.9	76.8	72.3
Gender								
Male	32	100	34.5	51.7	13.8	65.5	75.3	71.5
Female	30	100	21.4	64.3	14.3	78.6	78.4	73.2
Racial/Ethnic Group								
White	14	100	23.1	61.5	15.4	76.9	91.5	80.7
African American	44	100	31.7	58.5	9.8	68.3	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	55	100	25.5	60.8	13.7	74.5	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	99	100	24.4	47.8	27.8	75.6	74.1	70.2	96.3	96
Gender										
Male	45	100	45.2	26.2	28.6	54.8	67.8	63.2	96	95.9
Female	54	100	6.3	66.7	27.1	93.8	80.6	77.5	96.5	96.1
Racial/Ethnic Group										
White	20	100	21.1	36.8	42.1	78.9	90.4	79.1	94.4	95.9
African American	72	100	27.3	50	22.7	72.7	59.2	57.6	96.7	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.1	62.6	97	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	12	100	83.3	8.3	8.3	16.7	29.6	26.1	94.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60.2	61.2	96.9	96.5
Socio-Economic Status										
Subsidized meals	91	100	24.1	50.6	25.3	75.9	59.1	58.9	96	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	26	100	16	48	36	84
	4	28	100	32	52	16	68
	5	42	100	28.9	55.3	15.8	71.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	26	100	52	36	12	48
	4	28	100	28	60	12	72
	5	42	100	39.5	47.4	13.2	60.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	13	100	N/AV	N/AV	N/AV	25
	4	28	100	N/AV	N/AV	N/AV	56
	5	21	100	N/AV	N/AV	N/AV	52.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	13	100	23.1	69.2	7.7	76.9
	4	28	100	16	72	12	84
	5	21	100	47.4	31.6	21.1	52.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	29	100	25.9	44.4	29.6	74.1
	4	28	100	28	36	36	72
	5	42	100	21.1	57.9	21.1	78.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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