



## Springfield Elementary

1691 Springfield Parkway  
Fort Mill, SC 29715

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,013 Students	
<b>Principal</b>	Barbara Hartsoe	803-548-8150
<b>Superintendent</b>	Dr. V. Keith Callicutt	803-548-2527
<b>Board Chair</b>	Jan Smiley	803-548-7258

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Good	Below Average
2007	Good	At-Risk
2006	Excellent	Good
2005	Excellent	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**

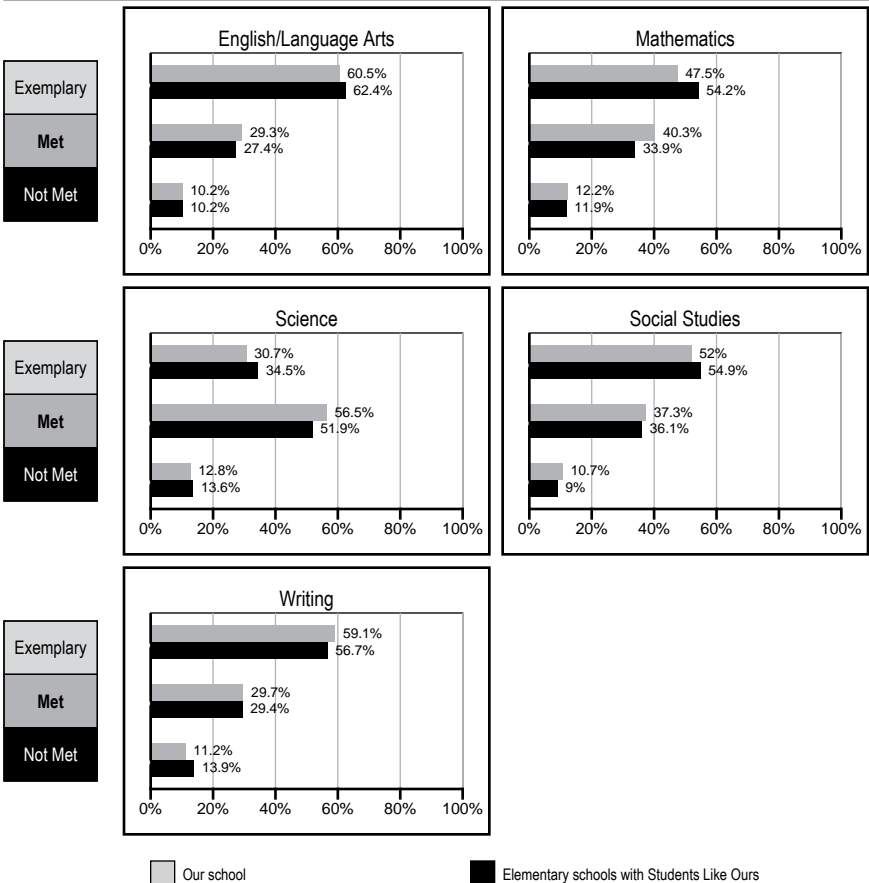
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
17	0	0	0	0

\* 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
<b>Students (n=1,013)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	98.4%	100.0%
Retention rate	1.0%	Down from 1.2%	0.8%	1.9%
Attendance rate	97.3%	Up from 96.8%	96.8%	96.3%
Eligible for gifted and talented	23.8%	Up from 22.7%	27.3%	10.0%
With disabilities other than speech	4.8%	Down from 5.1%	5.6%	7.7%
Older than usual for grade	0.4%	No Change	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=68)</b>				
Teachers with advanced degrees	64.7%	Up from 58.8%	66.7%	59.4%
Continuing contract teachers	79.4%	Up from 70.6%	84.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.9%	Down from 91.1%	85.4%	85.9%
Teacher attendance rate	92.7%	Down from 94.9%	95.2%	95.1%
Average teacher salary*	\$50,883	Up 8.8%	\$50,464	\$47,149
Professional development days/teacher	8.8 days	Down from 9.1 days	10.4 days	11.1 days
<b>School</b>				
Principal's years at school	0.5	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 21.0 to 1	21.1 to 1	18.8 to 1
Prime instructional time	89.0%	Down from 90.6%	91.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 97.5%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,303	Up 4.9%	\$6,485	\$7,458
Percent of expenditures for instruction**	74.8%	Up from 74.3%	68.6%	68.8%
Percent of expenditures for teacher salaries**	73.3%	Up from 71.3%	64.3%	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

Springfield Elementary School's 2008-2009 school year was marked by challenge, change, and success. With Sugar Creek Elementary School nearing completion, Scott Frattaroli was selected as its new principal and Barbara Hartsoe was selected to succeed him at Springfield. The leadership transition was well received and executed flawlessly. Budget issues took center stage for the year, which limited any major new initiatives; however, the drive for excellence and continual improvement never suffered.

School improvement was achieved through the unified efforts of teachers, staff, and parents. All staff members were afforded opportunities in professional development in areas such as PASS writing, Differentiated Instruction, Child Abuse, and the Impact of Gender Differences on Learning. Teachers also attended a variety of grade level or content specific conferences. Teachers and administrators participated in graduate classes with several teachers earning advanced degrees. Four more teachers were awarded National Board Certification, adding to Springfield's already impressive number. Academically, Springfield has continued and expanded the third grade 'Flex' Grouping targeted math instruction based on MAP scores and piloted "Math Out of the Box" in a first grade class. In a collaborative effort between teachers, staff, and families, Springfield achieved the Palmetto Silver Award for closing the achievement gap. Springfield continued its excellence in extracurricular activities by developing a nine-hole disc golf course. In addition, the Springfield Archery team won a second State Elementary Championship. The PTA continued its standard of excellence by hosting a very successful "Boosterthon" which raised significant funds to help the school. The PTA has continued to leverage its time, talents, and finances to ensure the success of the school by funding many educational opportunities at Springfield as well as providing money to individual classrooms to purchase materials.

Beginning in the 2009-2010 school year, Springfield Elementary will realize a significant reduction in school enrollment with the opening of the new Sugar Creek Elementary School. Springfield is excited about the new beginnings the school year will bring and remains committed to its history of excellence.

Ms. Barbara Hartsoe, Principal, and Ms. Wendy Matherly, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	145	87
Percent satisfied with learning environment	98.3%	93.8%	95.3%
Percent satisfied with social and physical environment	100.0%	90.3%	95.4%
Percent satisfied with school-home relations	98.3%	95.2%	92.0%

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

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 29 out of 29 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	94.0%*	Yes

\* Or greater than last year

## 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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	495	100	10.2	29.3	60.5	93.7	93.8	82.8	Yes	Yes
<b>Gender</b>										
Male	245	100	11.1	30.9	58	93.8	92.5	79.3	N/A	N/A
Female	250	100	9.3	27.8	62.9	93.5	95.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	351	100	6.9	26.4	66.8	95.4	95.5	89.5	Yes	Yes
African American	50	100	26.5	30.6	42.9	85.7	83.5	73.7	Yes	Yes
Asian/Pacific Islander	38	100	5.4	21.6	73	97.3	95.3	92.3	I/S	I/S
Hispanic	55	100	20	50.9	29.1	87.3	88.3	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	53	100	51.9	25	23.1	57.7	69.9	52	SWD	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	44	100	29.5	50	20.5	79.5	82	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	97	100	28.1	41.7	30.2	82.3	81	75.5	Yes	Yes

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

All Students	495	100	12.2	40.3	47.5	90.6	91.6	78.9	Yes	Yes
<b>Gender</b>										
Male	245	100	13.6	37	49.4	90.9	90.5	77	N/A	N/A
Female	250	100	10.9	43.5	45.6	90.3	92.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	351	100	9.7	39.3	51	92	94	87.2	Yes	Yes
African American	50	100	26.5	38.8	34.7	81.6	75.6	66.7	Yes	Yes
Asian/Pacific Islander	38	100	5.4	32.4	62.2	94.6	95.3	93	I/S	I/S
Hispanic	55	100	20	52.7	27.3	87.3	86.3	76	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	53	100	53.8	30.8	15.4	53.8	60.4	45.5	SWD	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	44	100	25	54.5	20.5	84.1	80.3	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	97	100	26	46.9	27.1	81.3	75.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	331	100	12.8	56.5	30.7	87.2	87.6	67.5
<b>Gender</b>								
Male	156	100	12.3	56.5	31.2	87.7	87.1	67
Female	175	100	13.1	56.6	30.3	86.9	88.1	68
<b>Racial/Ethnic Group</b>								
White	243	100	11.6	52.5	36	88.4	90.7	79.5
African American	35	100	17.6	67.6	14.7	82.4	66.1	50.3
Asian/Pacific Islander	19	100	5.3	57.9	36.8	94.7	90.8	84.3
Hispanic	33	100	21.2	72.7	6.1	78.8	82.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	28	100	59.3	25.9	14.8	40.7	55.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	24	100	29.2	62.5	8.3	70.8	70.1	59.6
<b>Socio-Economic Status</b>								
Subsided meals	61	100	26.2	70.5	3.3	73.8	66.6	55.1
<b>Social Studies</b>								
All Students	330	100	10.7	37.3	52	89.3	89.7	72.3
<b>Gender</b>								
Male	159	100	9.5	36.7	53.8	90.5	90.4	71.5
Female	171	100	11.8	37.9	50.3	88.2	88.9	73.2
<b>Racial/Ethnic Group</b>								
White	231	100	8.3	38.7	53	91.7	92.1	80.7
African American	31	100	20	26.7	53.3	80	76.6	60
Asian/Pacific Islander	31	100	6.7	20	73.3	93.3	92.6	88.5
Hispanic	37	100	21.6	51.4	27	78.4	76.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	39	100	47.4	42.1	10.5	52.6	64.1	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	33	100	30.3	45.5	24.2	69.7	70.8	67.9
<b>Socio-Economic Status</b>								
Subsided meals	69	100	22.1	51.5	26.5	77.9	70.8	62.1

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	494	100	11.2	29.7	59.1	88.8	87.7	70.2	97.3	97
<b>Gender</b>										
Male	243	100	15.6	35	49.4	84.4	83.5	63.2	97.4	97
Female	251	100	6.8	24.5	68.7	93.2	92.2	77.5	97.1	97
<b>Racial/Ethnic Group</b>										
White	350	100	8.6	28.9	62.5	91.4	90.1	79.1	97.2	97
African American	49	100	20.4	28.6	51	79.6	73.2	57.6	97.7	97.1
Asian/Pacific Islander	38	100	2.7	21.6	75.7	97.3	91.3	86.2	97.4	97.6
Hispanic	56	100	25	41.1	33.9	75	79.4	62.6	97.3	97.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	68.7	97.2	96.8
<b>Disability Status</b>										
Disabled	54	100	53.7	33.3	13	46.3	47.8	26.1	97.3	96.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	44	100	29.5	50	20.5	70.5	71.1	61.2	97.1	97.5
<b>Socio-Economic Status</b>										
Subsidized meals	94	100	28	38.7	33.3	72	68.2	58.9	96.9	96.4

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	177	100	10.2	24.4	65.3	89.8
	4	166	100	10.9	30.3	58.8	89.1
	5	152	100	9.3	34	56.7	90.7
	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
<b>Mathematics</b>							
<b>2009</b>	3	177	100	17	28.4	54.5	83
	4	166	100	6.1	46.1	47.9	93.9
	5	152	100	13.3	48	38.7	86.7
	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
<b>Science</b>							
<b>2009</b>	3	88	100	16.1	47.1	36.8	83.9
	4	166	100	10.9	62.4	26.7	89.1
	5	77	100	13	54.5	32.5	87
	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
<b>Social Studies</b>							
<b>2009</b>	3	89	100	9	29.2	61.8	91
	4	166	100	8.5	40.6	50.9	91.5
	5	75	100	17.8	39.7	42.5	82.2
	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
<b>Writing</b>							
<b>2009</b>	3	176	100	14.2	22.2	63.6	85.8
	4	165	100	7.9	37	55.2	92.1
	5	153	100	11.3	30.5	58.3	88.7
	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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