



SPRINGFIELD ELEMENTARY

1608 Florida Avenue
Greenwood, SC 29646

Grades	K-5 Elementary School	
Enrollment	588 Students	
Principal	Bonnie R. Corbitt	864-941-5535
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	Excellent
2006	Average	Average

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

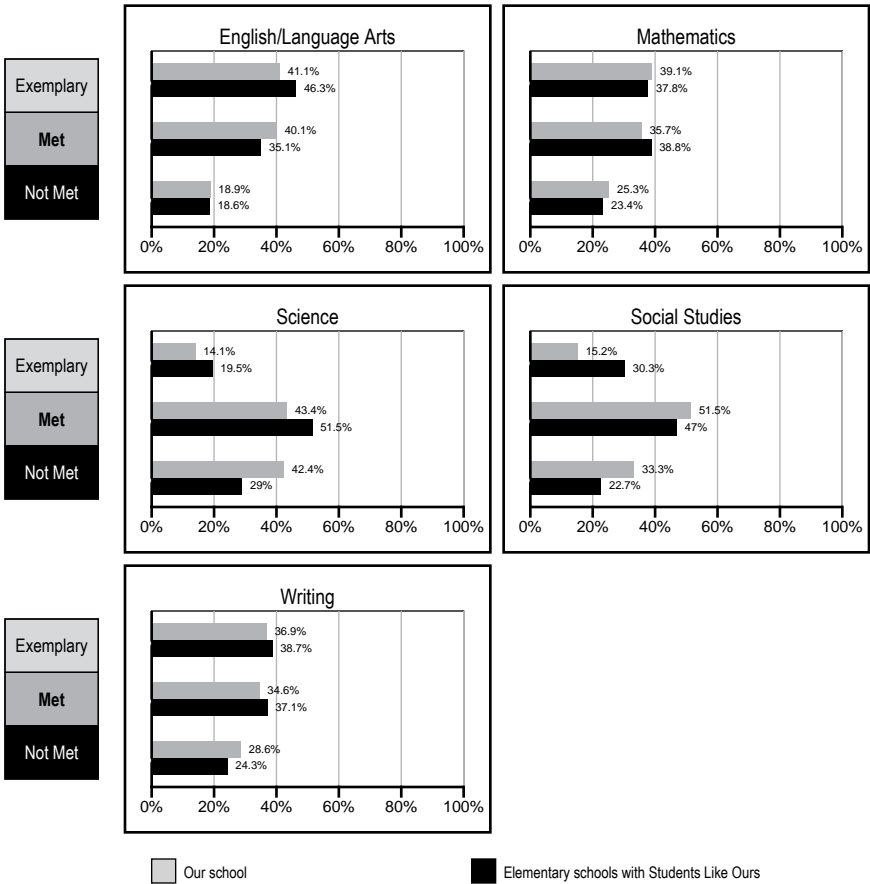
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	37	38	0	0

* Ratings are calculated with data available by 03/09/2011.

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=588)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 1.2%	1.3%	1.2%
Attendance rate	96.3%	Down from 96.5%	96.1%	96.1%
Eligible for gifted and talented	14.4%	Up from 12.8%	15.5%	11.7%
With disabilities other than speech	6.0%	Down from 6.4%	8.2%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	63.9%	Up from 58.5%	59.3%	60.5%
Continuing contract teachers	91.7%	Up from 78.0%	88.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.4%	Up from 77.6%	88.4%	87.0%
Teacher attendance rate	95.9%	Up from 94.3%	95.5%	95.4%
Average teacher salary*	\$46,422	Down 2.3%	\$47,850	\$47,288
Professional development days/teacher	13.2 days	Down from 16.0 days	10.4 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 20.5 to 1	20.1 to 1	19.2 to 1
Prime instructional time	91.7%	Up from 90.3%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,328	Down 4.3%	\$6,847	\$7,548
Percent of expenditures for instruction**	65.8%	Down from 67.7%	69.0%	68.7%
Percent of expenditures for teacher salaries**	63.5%	Down from 64.1%	66.0%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Springfield Elementary is a school committed to excellence through self reflection, data driven decisions and appropriate change. We are a welcoming school; students, parents, visitors and staff all feel at home in our "Red Carpet" environment. As an academic leader in our community, Springfield has developed Professional Learning Communities at all levels, equipping and empowering teachers to make fundamental and critical decisions regarding the instructional program needed within their classes. Teachers have been given the necessary resources and the essential support to enhance the learning environment in all grades. Our school provides a safe, caring, and structured atmosphere designed to meet the needs of all. During this year, Mrs. Sharon Lagrone was selected as our First Year Teacher of the Year. Mrs. Missy McCutcheon was selected as our Teacher of the Year and Mrs. Shannon Joseph was selected as both our school and district Piedmont Reading Council Teacher of the Year. In addition to the recognition of these outstanding educators, Springfield was recognized for a second time as a Palmetto's Finest Finalist School.

Student engagement and active involvement is a continuous expectation for each student and teacher at Springfield. Students are reminded of this daily on the morning news show. They know that they are believed in and that "failure is not an option." MAP testing, data analysis, and Response to Intervention assessments form the crux of instructional decisions as teachers and administrators evaluate student progress, participate in professional discussions, make needed curricula changes, and work cooperatively to enhance learning. Our school goals focus on teaching and learning, active engagement, and strengthening community. Professional book studies and collegial Professional Learning Communities (PLC's) further support our focus on student achievement and on teamwork.

Parent involvement is an integral part of our school program with Family Literacy Nights, Books and Breakfast, Book Fairs, Grandparent's Day, Family Math Night at Food Lion, Birthday Lunches, Principal's Coffees, PTO, SIC, Field Trips, Fall Carnival, Field Day, Reading Celebration Day, ESOL Family Night, parent conferences and classroom visits. Volunteers "stand in the gap" as they assist with many of these events, work with students, develop displays, and work with our case manager in furthering positive behaviors and school success with students.

The use of technology to enhance and support instruction and to communicate with all stakeholders is an ongoing endeavor within our school community. Students and staff participate in numerous service learning projects yearly. Our student council added in a special "school spirit day" focusing on a theme each month in order to raise funds for the charity of their choice, Shriner's Children's Hospital. We have assisted with both local, state and national service projects throughout the year. In all that we do, our continuing goal is teaching all students to care and caring that all students learn.

Hattie Mae Christopher and Leigh Ann Knierim, School Improvement Council CoChairs
 Bonnie R. Corbitt, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	86	71
Percent satisfied with learning environment	92.1%	89.5%	95.8%
Percent satisfied with social and physical environment	100.0%	94.1%	88.6%
Percent satisfied with school-home relations	100.0%	88.2%	91.3%

* 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 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. 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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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	303	100	18.9	40.1	41.1	88.6	82.5	83.5	Yes	Yes
Gender										
Male	157	100	21.2	41.7	37.2	85.9	80.1	80.1	N/A	N/A
Female	146	100	16.3	38.3	45.4	91.5	85.2	87	N/A	N/A
Racial/Ethnic Group										
White	143	100	2.9	35.7	61.4	99.3	92.1	89.6	Yes	Yes
African American	125	100	33.3	43.1	23.6	80.5	73.4	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	98.1	92.7	I/S	I/S
Hispanic	33	100	34.4	46.9	18.8	71.9	72.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	33	100	50	31.3	18.8	62.5	54.1	51.7	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	35.5	48.4	16.1	71	73	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	184	100	27.8	42.2	30	82.8	75.6	76.9	Yes	Yes

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

All Students	303	100	25.3	35.7	39.1	85.5	79.5	80.4	Yes	Yes
Gender										
Male	157	100	26.3	32.1	41.7	85.3	79.2	78.4	N/A	N/A
Female	146	100	24.1	39.7	36.2	85.8	79.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	143	100	6.4	35	58.6	98.6	90.6	87.8	Yes	Yes
African American	125	100	43.9	36.6	19.5	73.2	67.5	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	33	100	37.5	34.4	28.1	75	74.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	33	100	56.3	18.8	25	59.4	44.9	46.1	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	38.7	35.5	25.8	74.2	74.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	184	100	38.3	38.9	22.8	77.8	71.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	203	99	42.6	43.1	14.2	57.4	60.9	67.3
Gender								
Male	103	99	39.2	44.1	16.7	60.8	60.9	66.9
Female	100	99	46.3	42.1	11.6	53.7	60.8	67.7
Racial/Ethnic Group								
White	96	97.9	20.4	55.9	23.7	79.6	79.1	79.6
African American	81	100	58.2	35.4	6.3	41.8	44.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.2	84.4
Hispanic	24	100	N/A	N/A	N/A	17.4	42.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	21	100	61.9	33.3	4.8	38.1	27.4	33.8
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	22	100	N/A	N/A	N/A	17.4	42.9	58.6
Socio-Economic Status								
Subsidized meals	122	99.2	58.5	35.6	5.9	41.5	47.2	55.4
Social Studies								
All Students	201	99.5	33.5	51.3	15.2	66.5	68	70.9
Gender								
Male	107	99.1	32.4	46.7	21	67.6	68.7	70.1
Female	94	100	34.8	56.5	8.7	65.2	67.2	71.7
Racial/Ethnic Group								
White	87	98.9	10.7	59.5	29.8	89.3	80.9	79.2
African American	94	100	52.7	43	4.3	47.3	54.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.7	86.8
Hispanic	20	100	40	55	5	60	58	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	100	N/A	N/A	N/A	33.3	36.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	15	100	N/A	N/A	N/A	57.9	58.8	68
Socio-Economic Status								
Subsidized meals	131	100	43.1	50	6.9	56.9	56.4	60.8

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	305	100	28.6	34.6	36.9	71.4	68	72.1	96.3	95.8
Gender										
Male	159	100	34.2	38.6	27.2	65.8	61.8	65.2	96.3	95.7
Female	146	100	22.4	30.1	47.6	77.6	74.7	79.2	96.3	96
Racial/Ethnic Group										
White	143	100	16.3	30.5	53.2	83.7	81.3	80.8	96.4	95.9
African American	128	100	39.7	38.1	22.2	60.3	55	59.7	96.2	95.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.2	87	97.2	97.9
Hispanic	32	100	40.6	37.5	21.9	59.4	56.5	64.6	96.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.1
Disability Status										
Disabled	31	100	73.3	20	6.7	26.7	24.6	27.7	95.8	94.6
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	N/A	95.1
English Proficiency										
Limited English Proficient	27	100	41.9	35.5	22.6	58.1	56.8	63.7	96.6	96.1
Socio-Economic Status										
Subsidized meals	186	100	37.7	38.8	23.5	62.3	57	61.9	95.9	95.1

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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	100	100	43.8	28.1	28.1	56.3
	4	107	100	27.8	34	38.1	72.2
	5	87	100	26.3	40	33.8	73.8
	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
2010	3	102	100	12	38	50	88
	4	101	100	24.2	40.4	35.4	75.8
	5	100	100	20.4	41.8	37.8	79.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	100	100	50	32.3	17.7	50
	4	107	100	17.5	38.1	44.3	82.5
	5	87	100	17.5	40	42.5	82.5
	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
2010	3	102	100	28	28	44	72
	4	101	100	26.3	47.5	26.3	73.7
	5	100	100	21.4	31.6	46.9	78.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	52	100	52	28	20	48
	4	107	100	30.9	46.4	22.7	69.1
	5	43	100	30.8	53.8	15.4	69.2
	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
2010	3	52	98.1	42	48	10	58
	4	101	99	49	45.9	5.1	51
	5	50	100	30.6	32.7	36.7	69.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	48	100	34.8	50	15.2	65.2
	4	107	100	23.7	58.8	17.5	76.3
	5	44	100	31.7	39	29.3	68.3
	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
2010	3	50	100	38	46	16	62
	4	101	99	34.7	59.2	6.1	65.3
	5	50	100	26.5	40.8	32.7	73.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	101	100	37.1	29.9	33	62.9
	4	105	100	32	25.8	42.3	68
	5	86	100	16	39.5	44.4	84
	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
2010	3	103	100	36.3	26.5	37.3	63.7
	4	101	100	28	42	30	72
	5	101	100	21.2	35.4	43.4	78.8
	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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