



SWANSEA PRIMARY

1195 I.W. Hutto Road
Swansea, South Carolina

Grades	PK-2 Primary School	
Enrollment	413 Students	
Principal	Mrs. Lillian Atkins	803-568-1050
Superintendent	Dr. Linda G. Lavender	803-568-1000
Board Chair	Mrs. Shelia Parkman	803-568-2786

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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.

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	0	0	0	0

* Ratings are calculated with data available by 03/09/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	92.8%
Student-teacher ratio in core subjects	16.2 to 1
Teachers with advanced degrees	50.0%
Teachers returning from previous year	87.1%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	20.7 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=413)				
First graders who attended full-day kindergarten	98.9%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.1%	2.6%	2.8%
Attendance rate	99.9%	Up from 95.1%	95.3%	95.6%
With disabilities other than speech	3.0%	Down from 4.3%	3.9%	4.0%
Older than usual for grade	0.0%	No Change	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	50.0%	Down from 53.8%	69.4%	62.2%
Continuing contract teachers	95.5%	Up from 88.5%	94.1%	90.9%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 83.8%	88.2%	89.8%
Teacher attendance rate	94.4%	Up from 91.7%	94.4%	95.1%
Average teacher salary*	\$43,708	Down 1.1%	\$47,890	\$47,006
Professional development days/teacher	23.4 days	Up from 12.1 days	17.8 days	17.1 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	5.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 17.7 to 1	19.5 to 1	19.3 to 1
Prime instructional time	92.8%	Up from 85.1%	90.1%	90.1%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,464	Down 6.0%	\$6,884	\$7,207
Percent of expenditures for instruction**	54.5%	Down from 56.5%	68.2%	68.5%
Percent of expenditures for teacher salaries**	50.3%	Down from 51.2%	64.5%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Swansea Primary School (SPS) serves approximately 400 students in preschool through grade two. Staff at SPS is committed to improving the educational environment for our young children. In this effort, grade-level teams met collaboratively once a week as a part of our Response-to-Intervention process, allowing time for teachers to work in partnership as they planned interventions for students whose progress indicated that additional time and support were needed to accelerate progress. The addition of a collaborative planning time for child development teachers afforded those teachers opportunities to provide interventions for the school's youngest students. The school's literacy coach, school counselor, principal, and teachers continued to build capacity to focus on student learning which, for the 2009-10 school year, included behavioral interventions as well as academic interventions. The addition of All Kinds of Mind training and the neurodevelopmental constructs added a new dimension for identifying areas of need and applicable interventions.

Swansea Primary School strives to be a community school by involving parents in decision-making. School-wide opportunities for parent and community involvement for the 2009-2010 school year included the Parent-Teacher Organization (PTO), Promoting Achievement, Learning, Success (PALS) program, and School Improvement Council. The PTO supported classroom libraries for teachers by purchasing books for each teacher's collection. They hosted a private performance by Mr. Al for students. PALS sponsored monthly parenting meetings, in conjunction with the district's family literacy program that focused on ways for parents to be more actively involved in the education of their children. PALS had over a 100 percent growth in their program for the 2009-10 school year. The School Improvement Council was actively involved in Title One planning meetings.

Swansea Primary School entered its last year of existence for the 2009-2010 school year. Preschool through 5K will move to the new Lexington Four Early Childhood Center (ECC) in August 2010. In preparation for the opening of the ECC, seventeen early childhood teachers began Montessori training through Lander University. Courses were offered on-site at Swansea Primary School. This partnership between Lexington Four and Lander University is an integral step in offering public school choice to students of Lexington Four. Swansea Primary School concluded 35 years of serving the community by focusing on student learning that was enhanced by high-quality staff development and a commitment to providing students the opportunity to advance to the highest levels of learning.

Lillian Atkins, Principal
 Jennifer Barefoot, School Improvement Chairperson

Evaluations by Teachers

	Teachers
Number of surveys returned	28
Percent satisfied with learning environment	96.4%
Percent satisfied with social and physical environment	92.9%
Percent satisfied with school-home relations	92.6%

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School Adequate Yearly Progress

YES

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.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.7%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year