



SPRINGFIELD ELEMENTARY

1608 Florida Avenue
Greenwood, SC 29646

Grades	K-5 Elementary School	
Enrollment	556 Students	
Principal	Alyson C. Perrin	864-941-5535
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

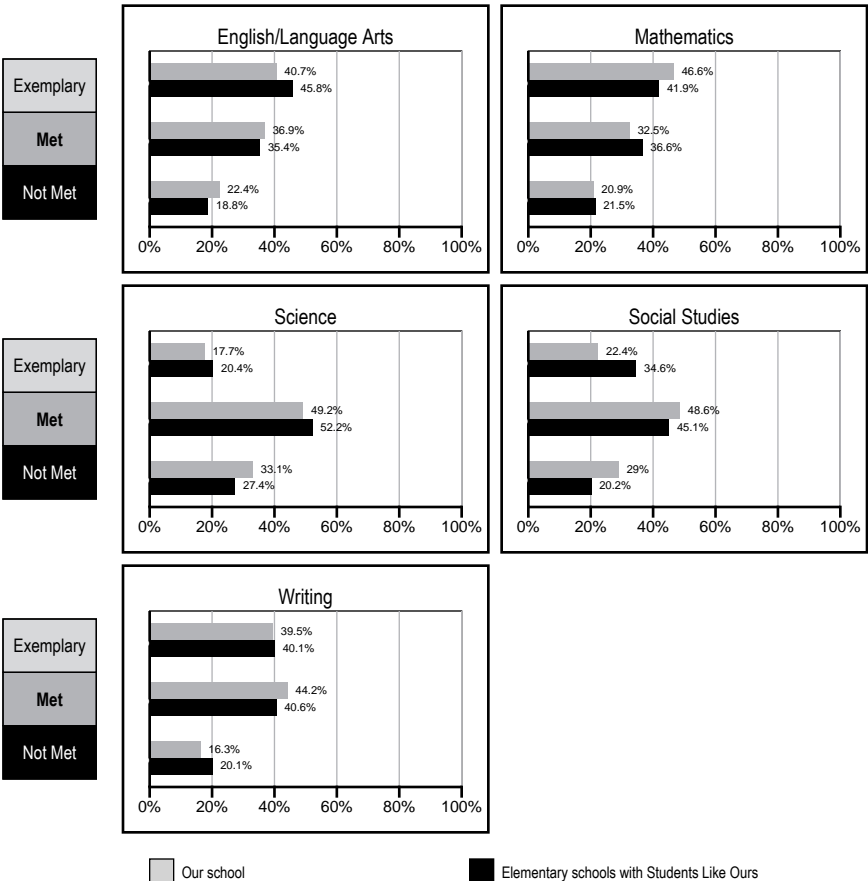
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	38	32	0	0

* Ratings are calculated with data available by 11/09/2011.

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=556)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	No Change	1.1%	1.1%
Attendance rate	96.4%	Up from 96.3%	96.2%	96.2%
Served by gifted and talented program	12.1%	Down from 14.4%	17.5%	13.4%
With disabilities other than speech	5.0%	Down from 6.0%	4.3%	4.1%
Older than usual for grade	0.2%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	64.7%	Up from 63.9%	62.5%	62.5%
Continuing contract teachers	94.1%	Up from 91.7%	90.3%	88.2%
Teachers returning from previous year	81.8%	Up from 80.4%	89.3%	87.8%
Teacher attendance rate	93.5%	Down from 95.9%	95.4%	95.2%
Average teacher salary*	\$48,460	Up 4.4%	\$47,763	\$46,773
Professional development days/teacher	10.1 days	Down from 13.2 days	10.9 days	10.5 days
School				
Principal's years at school	1.0	Down from 5.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 22.0 to 1	20.7 to 1	19.9 to 1
Prime instructional time	89.4%	Down from 91.7%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 98.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,659	Down 9.1%	\$6,922	\$7,447
Percent of expenditures for instruction**	67.9%	Up from 65.8%	68.4%	68.4%
Percent of expenditures for teacher salaries**	65.0%	Up from 63.5%	66.0%	65.8%

* 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 School is continually striving for excellence amongst all of its students, faculty and staff. As a recognized 2011 PBIS ribbon school, in our first year of implementation, we strive to provide an environment that is conducive to academic and behavioral excellence. This is one of the first items that our guests notice when they visit our school. They immediately comment on the positive and focused environment throughout the building. Our focus this year was on implementing consistent expectations throughout the school. We developed these expectations and based them around the word "SHINE." "SHINE" stands for self control, honesty, independence, neatness, and engagement.

Our teachers are determined and motivated to meet the individual needs of all students. During this year, Mrs. Terri Allen was selected as our Teacher of the Year and Mrs. Kelly Rhodes was selected as both our school and district Piedmont Reading Council Teacher of the Year. Springfield was also recognized as a Palmetto Silver Award winner this year.

Technology is an ever-changing part of the curriculum. This year SMART boards were installed in all of our classrooms in order to enhance our instruction. We will continue to add new technology to our school each year as well as participate in ongoing professional development in this area. The use of technology is a great way to keep our students focused and engaged in their daily learning.

Parent and community involvement are important components that enhance our school. We hope to continue to foster this through Academic Nights, PTO, SIC, Fall Carnival, Reading Celebration, Birthday Lunches, classroom visits, and more. Our student council raised money this year for the Make a Wish Foundation through hosting a talent show and selling heart necklaces.

Our focus is always on the student. Within our Professional Learning Communities (PLC's), we continuously monitor and adjust instruction based on informal and formal assessments. These communities help us to grow as professionals and learn from one another. We will continue to strengthen these communities so that we can meet the needs of each of our students.

Courtney Lewis, School Improvement Council Chair
 Alyson C. Perrin, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	87	58
Percent satisfied with learning environment	100.0%	96.6%	87.9%
Percent satisfied with social and physical environment	100.0%	97.7%	96.5%
Percent satisfied with school-home relations	100.0%	96.6%	91.1%

* 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

NO

This school met 14 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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 = 79.4% (Met or Exemplary)

All Students	282	100	22.4	36.9	40.7	86.6	81.4	82.4	Yes	Yes
Gender										
Male	143	100	28.4	38.1	33.6	81.3	78.3	78.7	N/A	N/A
Female	139	100	16.4	35.8	47.8	91.8	84.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	133	100	7.6	33.6	58.8	95.4	91.1	88.9	Yes	Yes
African American	118	100	37.6	39.4	22.9	78.9	72	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	28	100	36	44	20	72	70.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	28	100	61.5	23.1	15.4	57.7	42.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	34.6	46.2	19.2	73.1	71.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	167	100	32.5	40.9	26.6	79.9	73.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	282	100	20.9	32.5	46.6	85.4	81.6	81.9	Yes	Yes
Gender										
Male	143	100	27.6	28.4	44	80.6	79.6	79.9	N/A	N/A
Female	139	100	14.2	36.6	49.3	90.3	83.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	133	100	4.6	30.5	64.9	97.7	92.1	88.9	Yes	Yes
African American	118	100	34.9	36.7	28.4	74.3	70.8	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	98.1	94.6	I/S	I/S
Hispanic	28	100	48	24	28	68	73.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	28	100	61.5	23.1	15.4	46.2	41.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	46.2	26.9	26.9	69.2	74.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	167	100	31.2	37.7	31.2	77.9	73.5	74.9	No	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	191	100	33.1	49.2	17.7	66.9	63.2	68.6
Gender								
Male	104	100	38.1	43.3	18.6	61.9	63.9	68.3
Female	87	100	27.4	56	16.7	72.6	62.5	68.9
Racial/Ethnic Group								
White	90	100	13.5	58.4	28.1	86.5	81.3	80.7
African American	77	100	53.5	38	8.5	46.5	46.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	22	100	N/AV	N/AV	N/AV	47.4	43	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	40	29.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	20	100	N/AV	N/AV	N/AV	50	43.5	60.7
Socio-Economic Status								
Subsidized meals	111	100	44.1	50	5.9	55.9	49.5	57.3
Social Studies								
All Students	193	100	29	48.6	22.4	71	69.2	72.5
Gender								
Male	90	100	29.8	46.4	23.8	70.2	71.2	72
Female	103	100	28.3	50.5	21.2	71.7	67	73.1
Racial/Ethnic Group								
White	94	100	19.4	44.1	36.6	80.6	83	81
African American	78	100	36.6	56.3	7	63.4	55.5	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.9	89
Hispanic	18	100	N/AV	N/AV	N/AV	43.8	57.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	28.6	35.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	18	100	N/AV	N/AV	N/AV	47.1	57.4	69.7
Socio-Economic Status								
Subsidized meals	113	100	38.8	50.5	10.7	61.2	58.6	62.9

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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	92	100	16.3	44.2	39.5	83.7	72.9	73.2	96.4	96
Gender										
Male	49	100	23.9	43.5	32.6	76.1	67.7	67.2	96.6	96
Female	43	100	7.5	45	47.5	92.5	78.4	79.4	96.2	96.1
Racial/Ethnic Group										
White	35	100	3	30.3	66.7	97	84.5	81.5	96.2	96.1
African American	47	100	25.6	46.5	27.9	74.4	61.2	61.3	96.4	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.2	87	96.8	98.2
Hispanic	10	I/S	I/S	I/S	I/S	I/S	64.2	66.7	97	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.8
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	26.3	26	96	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	95.8
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	64.4	65.7	97	96.6
Socio-Economic Status										
Subsidized meals	62	100	17.5	50.9	31.6	82.5	64.2	63.2	96	95.5

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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							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	89	100	15.1	24.4	60.5	84.9
	4	102	100	22.9	39.6	37.5	77.1
	5	91	100	29.1	46.5	24.4	70.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	89	100	20.9	18.6	60.5	79.1
	4	102	100	25	33.3	41.7	75
	5	91	100	16.3	45.3	38.4	83.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	45	100	38.6	40.9	20.5	61.4
	4	102	100	29.2	54.2	16.7	70.8
	5	44	100	36.6	46.3	17.1	63.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	44	100	26.2	31	42.9	73.8
	4	102	100	33.3	52.1	14.6	66.7
	5	47	100	22.2	57.8	20	77.8
	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
Writing							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	92	100	16.3	44.2	39.5	83.7
	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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