

## EBINPORT ELEMENTARY

2142 India Hook Rd.  
Rock Hill, SC 29732

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	506 Students	
<b>Principal</b>	Shane Goodwin	803-981-1550
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Average	Average
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below 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 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

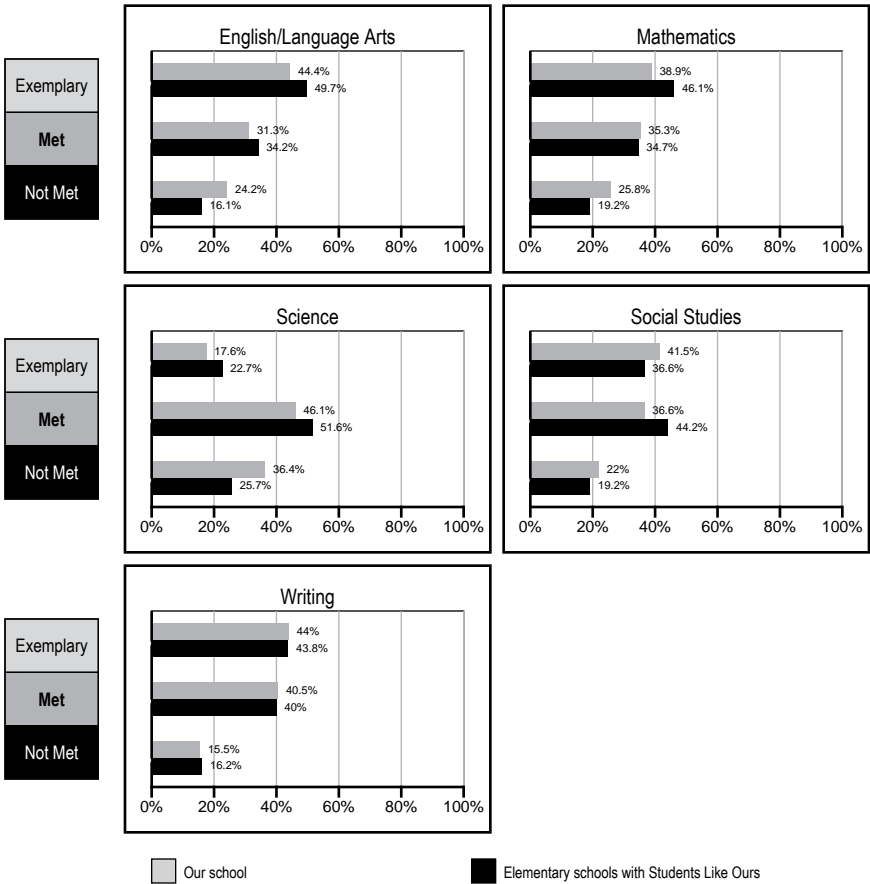
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
31	33	12	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
<b>Students (n=506)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.1%	0.9%	1.1%
Attendance rate	96.1%	Down from 96.4%	96.3%	96.2%
Served by gifted and talented program	13.2%	Up from 12.4%	20.1%	13.4%
With disabilities other than speech	6.2%	Down from 10.2%	3.5%	4.1%
Older than usual for grade	0.6%	Down from 0.7%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	71.9%	Up from 61.1%	65.9%	62.5%
Continuing contract teachers	90.6%	Up from 86.1%	91.0%	88.2%
Teachers returning from previous year	90.6%	Down from 92.4%	90.2%	87.8%
Teacher attendance rate	96.6%	Down from 97.4%	95.0%	95.2%
Average teacher salary*	\$51,611	Down 2.5%	\$48,108	\$46,773
Professional development days/teacher	11.2 days	Up from 7.0 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 20.7 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.4%	Down from 93.5%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,325	Down 6.8%	\$7,159	\$7,447
Percent of expenditures for instruction**	74.2%	Down from 76.8%	68.8%	68.4%
Percent of expenditures for teacher salaries**	73.1%	Down from 74.1%	66.6%	65.8%

\* 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

Since 1949, Ebinport Elementary School has provided a high-quality education to the children of Rock Hill, South Carolina. Ebinport Elementary is located within the city limits and has a diverse student and staff population. Ebinport currently serves 530 students in kindergarten through grade five. The 2010-2011 school year marks the principal's fourth year at Ebinport. Using MAPS, PASS, and other data points, the school staff, PTO, and School Improvement Council worked together at the beginning of the academic year to create an ambitious improvement plan.

The school environment at Ebinport Elementary School welcomes, promotes, and encourages respect for diversity. Ebinport is a School of Choice for World

Language and Global Studies. To ensure academic gains for struggling students, classroom teachers implement Response to Intervention (RTI) plans to pinpoint and direct instruction. For students working ahead of grade level curriculum, challenge opportunities abound in every classroom to take children to the next academic level and to match their interests. Weekly clubs are offered to promote and enrich students' talents and gifts, and every child currently receives Spanish instruction five days per week.

The PTO held several fundraisers this year to continue our collective goal, which is to purchase needed classroom materials and non-fiction literacy resources. The SIC sponsored a successful event this year to increase literacy knowledge and encourage summer reading by collecting over 1,000 books and distributing them to children. One of our business partners provided each receiving child with ice cream.. giving the event the title "Take a Lick for Literacy."

MAPS data collected throughout the year displayed marked improvement in achievement for students in all subgroups in math and reading. The staff and school administration expect even more growth in all academic areas as instruction continues to be more fine-tuned with the use of data notebooks and common grade level assessments. Teachers refined work on curriculum maps throughout the year and improved instruction through mastery of the Fountas and Pinnell kits, running record training, and use of the workshop approach in math. These efforts assisted with meeting growth goals for all students. All classrooms utilized Promethean board technology to present more interactive lessons, and we will begin to utilize I-Pad2 applications in many classrooms next year to maximize student interest and academic growth through academic technology applications. The Reading intervention specialist assisted with mastery skills for readers throughout the school.

Ebinport Elementary continues to strive to create the best learning environment for our students. By working together with all who have an interest in our school and in our students, we will do whatever it takes to provide for the academic, physical, social, and emotional needs of our students and their families.

Shane Goodwin, Principal  
Laura Ashley, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	62	45
Percent satisfied with learning environment	94.4%	90.3%	93.2%
Percent satisfied with social and physical environment	94.4%	95.2%	93.0%
Percent satisfied with school-home relations	100.0%	95.2%	93.2%

\* 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 15 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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	264	95.8	21.4	32.5	46.1	87.2	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	150	92.7	27.9	33.1	39	82.4	79.5	78.7	N/A	N/A
Female	114	100	13.1	31.8	55.1	93.5	86.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	135	94.8	10.5	29.8	59.7	93.5	91.2	88.9	Yes	Yes
African American	86	95.4	35.4	36.7	27.8	79.7	72.4	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.7	93	I/S	I/S
Hispanic	36	100	33.3	36.4	30.3	78.8	77.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	32	75	52.2	30.4	17.4	65.2	54.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	96.9	36.7	33.3	30	76.7	74.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	143	94.4	31.8	35.7	32.6	80.6	75	75.4	Yes	Yes

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

All Students	264	98.5	25.2	35.6	39.2	80.8	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	150	98	28.5	38.9	32.6	78.5	80.9	79.9	N/A	N/A
Female	114	99.1	20.8	31.1	48.1	84	85.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	135	97.8	12.5	32	55.5	92.2	91	88.9	Yes	Yes
African American	86	98.8	42.7	37.8	19.5	64.6	72.6	71.4	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.4	94.6	I/S	I/S
Hispanic	36	100	36.4	42.4	21.2	72.7	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	32	96.9	60	23.3	16.7	46.7	51.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	41.9	38.7	19.4	67.7	78	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	143	97.9	41	38.8	20.1	68.7	75.4	74.9	No	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
<b>Science</b>								
All Students	174	98.9	36	46.3	17.7	64	72.1	68.6
<b>Gender</b>								
Male	108	98.2	38.1	44.8	17.1	61.9	71.1	68.3
Female	66	100	32.2	49.2	18.6	67.8	73.2	68.9
<b>Racial/Ethnic Group</b>								
White	88	97.7	18.1	50.6	31.3	81.9	84.8	80.7
African American	59	100	60.7	37.5	1.8	39.3	54.6	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	23	100	47.6	47.6	4.8	52.4	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	61.7	70.8
<b>Disability Status</b>								
Disabled	26	100	N/AV	N/AV	N/AV	36	43.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	20	100	52.6	42.1	5.3	47.4	63.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	97	97.9	52.2	42.2	5.6	47.8	60.3	57.3
<b>Social Studies</b>								
All Students	172	98.3	21.5	36.8	41.7	78.5	75.9	72.5
<b>Gender</b>								
Male	92	96.7	27.6	34.5	37.9	72.4	75.8	72
Female	80	100	14.5	39.5	46.1	85.5	76	73.1
<b>Racial/Ethnic Group</b>								
White	85	97.7	8.5	32.9	58.5	91.5	85.6	81
African American	58	100	40	40	20	60	63.2	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	25	96	27.3	45.5	27.3	72.7	66.9	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	65.8	73.5
<b>Disability Status</b>								
Disabled	18	100	61.1	27.8	11.1	38.9	45.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	21	100	35	35	30	65	67.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	95	97.9	32.6	46.1	21.3	67.4	65.4	62.9

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
<b>Writing</b>										
All Students	87	97.7	15.5	40.5	44	84.5	75.7	73.2	96.1	96.2
<b>Gender</b>										
Male	48	97.9	21.7	39.1	39.1	78.3	71	67.2	96.1	96.1
Female	39	97.4	7.9	42.1	50	92.1	80.6	79.4	96.2	96.3
<b>Racial/Ethnic Group</b>										
White	47	97.9	11.1	26.7	62.2	88.9	87.4	81.5	96	96.1
African American	27	100	22.2	63	14.8	77.8	60.2	61.3	96.4	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.5	87	97	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.3	66.7	95.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	72.2	97	94.6
<b>Disability Status</b>										
Disabled	13	92.3	75	8.3	16.7	25	36.4	26	96.1	95.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	61.7	65.7	96.1	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	48	97.9	26.1	45.7	28.3	73.9	64.6	63.2	95.8	95.7

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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>2010</b>	3	86	98.8	20	28.8	51.3	80
	4	89	85.4	26.3	28.8	45	73.8
	5	104	100	23.2	42.4	34.3	76.8
	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
<b>2011</b>	3	95	97.9	20.9	22	57.1	79.1
	4	83	89.2	27.5	43.5	29	72.5
	5	86	100	16.9	34.9	48.2	83.1
	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
<b>Mathematics</b>							
<b>2010</b>	3	86	100	26.3	31.3	42.5	73.8
	4	89	100	23.5	38.3	38.3	76.5
	5	104	100	30.3	34.3	35.4	69.7
	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
<b>2011</b>	3	95	99	22.8	31.5	45.7	77.2
	4	83	96.4	30.7	42.7	26.7	69.3
	5	86	100	22.9	33.7	43.4	77.1
	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
<b>Science</b>							
<b>2010</b>	3	43	100	36.6	36.6	26.8	63.4
	4	89	100	29.6	51.9	18.5	70.4
	5	54	100	48.1	38.5	13.5	51.9
	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
<b>2011</b>	3	49	100	34	46.8	19.1	66
	4	83	97.6	36.8	52.6	10.5	63.2
	5	42	100	36.6	34.1	29.3	63.4
	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

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
<b>Social Studies</b>							
<b>2010</b>	3	43	97.7	17.9	38.5	43.6	82.1
	4	89	100	17.3	43.2	39.5	82.7
	5	50	100	29.8	42.6	27.7	70.2
	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
<b>2011</b>	3	45	100	22.2	33.3	44.4	77.8
	4	83	97.6	22.4	47.4	30.3	77.6
	5	44	97.7	19	21.4	59.5	81
	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>2010</b>	3	84	100	40	22.5	37.5	60
	4	86	98.8	20	32.5	47.5	80
	5	104	100	25.3	33.3	41.4	74.7
	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>2011</b>	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	87	97.7	15.5	40.5	44	84.5
	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

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