



## E.B. Ellington Elementary

5540 Old Jacksonboro  
Ravenel, SC 29470

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	324 Students	
<b>Principal</b>	Karen M. Hollinshead-	843-889-9411
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Average</b>
2011	Below Average	Average
2010	Average	Average
2009	Average	Below Average
2008	Below 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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

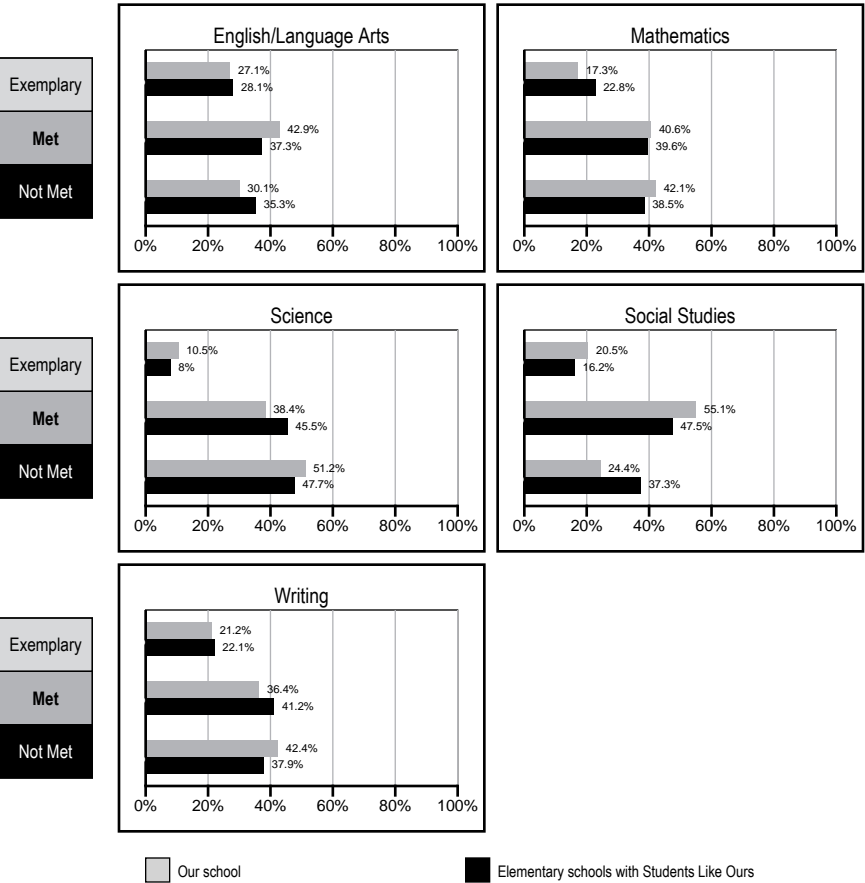
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	13	104	51	20

\* Ratings are calculated with data available by 11/07/2012.

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=324)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 1.6%	1.3%	1.0%
Attendance rate	96.1%	Up from 95.8%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Up from 1.4%	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	55.6%	Down from 61.9%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	84.9%	Up from 82.4%	85.7%	88.7%
Teacher attendance rate	97.3%	Down from 97.6%	95.1%	95.1%
Average teacher salary*	\$41,975	Up 0.5%	\$45,241	\$47,210
Professional development days/teacher	7.0 days	Down from 15.0 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	19.0	Up from 18.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 16.9 to 1	18.3 to 1	20.0 to 1
Prime instructional time	93.3%	No Change	90.5%	90.5%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	92.2%	Down from 95.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,045	Down 2.1%	\$8,198	\$7,247
Percent of expenditures for instruction**	61.3%	Down from 63.8%	66.4%	68.2%
Percent of expenditures for teacher salaries**	57.4%	Down from 59.6%	63.3%	65.7%

\* 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

With the valuable assistance from the staff and the School Improvement Council, this report has been developed to share with you our challenges and our successes. To address our concerns in the area of reading, we implemented the coherent curriculum and provided trade books for all students throughout the year and during the summer in order to help build home libraries and promote reading. During the school year, we continued the implementation of the Voyager Reading Program, students participated in the First Grade and Second Grade Academy, and teachers used Scholastic Leveled Readers to strengthen basic reading skills. Primary teachers were trained in Wilson’s Foundations, Fountas and Pinnell Leveled Literacy Interventions, and the district’s Literacy Pathways Guide which is a companion to coherent curriculum for effective balanced literacy strategies. We also continued to utilize Reading Soul Mates and home reading programs as school wide initiatives. In order to close the achievement gap in math, our teachers received continuous training in Everyday Math which aligns the state standards to our curriculum. Teachers also participated in four math trainings, “Beyond the Classroom”. Teachers were trained to strengthen their students’ mental math abilities and how to use math manipulatives. To help our students improve their writing skills, teachers received training in the Write Traits + 1 Model, which is implemented across the curriculum.

In addition to implementing the strategies described above, Ellington continued to use an instructional resource teacher to provide instructional support for the staff and small group instruction for targeted students. The primary responsibility of the coordinator is to help teachers analyze data, plan instruction, implement the coherent curriculum, develop common assessments, and provide professional development. Finally, the teachers are provided with methods and strategies that are based on scientific research. We are confident that our students will continue to show gains on the state assessment due to our instructional focus and our rigorous staff development opportunities that are conducted throughout the year.

Karen M. Hollinshead-Brown, Ed.S, Principal  
Karen Y. Butler, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	25	25
Percent satisfied with learning environment	55.6%	72.0%	80.0%
Percent satisfied with social and physical environment	78.9%	80.0%	88.0%
Percent satisfied with school-home relations	21.1%	84.0%	92.0%

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

Abbreviations for Missing Data

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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	73.4
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

E.B. Ellington Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

**Performance By Group**

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
-----------	----------	-----------	--------------	---------------------	--------------	---------------

**Grades 3-5**

All Students	646.7	626.1	607.6	625.1	100.0	100.0
Male	640.7	625.4	608.2	621.3	100.0	100.0
Female	653.1	626.8	607.0	629.4	100.0	100.0
White	666.9	636.4	623.2	640.3	100.0	100.0
African American	637.7	621.3	598.7	620.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	643.9	623.5	606.4	622.1	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

**Grades 6-8**

All Students	616.6	628.5	595.9	639.4	100.0	100.0
Male	601.7	616.6	583.2	614.2	100.0	100.0
Female	635.0	643.2	617.0	661.0	100.0	100.0
White	606.3	670.0	639.0	629.0	100.0	100.0
African American	611.6	613.8	583.9	633.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	607.9	620.9	586.0	632.3	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	37	100	36.4	33.3	30.3	63.6
	4	38	100	41.2	41.2	17.6	58.8
	5	32	100	53.8	30.8	15.4	46.2
	6	26	100	50	33.3	16.7	50
	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
2012	3	42	100	10	50	40	90
	4	34	100	29	38.7	32.3	71
	5	37	100	33.3	48.5	18.2	66.7
	6	32	100	55.2	31	13.8	44.8
	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							
2011	3	37	100	48.5	33.3	18.2	51.5
	4	38	100	35.3	50	14.7	64.7
	5	32	100	42.3	50	7.7	57.7
	6	26	100	16.7	66.7	16.7	83.3
	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
2012	3	42	100	45	40	15	55
	4	34	100	25.8	41.9	32.3	74.2
	5	37	100	N/AV	N/AV	N/AV	42.4
	6	32	100	37.9	37.9	24.1	62.1
	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							
2011	3	19	100	61.1	22.2	16.7	38.9
	4	38	100	50	47.1	2.9	50
	5	16	100	N/AV	N/AV	N/AV	33.3
	6	13	100	N/AV	N/AV	N/AV	41.7
	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
2012	3	24	100	47.8	26.1	26.1	52.2
	4	34	100	32.3	61.3	6.5	67.7
	5	18	100	N/AV	N/AV	N/AV	31.3
	6	17	100	75	18.8	6.3	25
	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

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	18	100	60	33.3	6.7	40
	4	38	100	29.4	61.8	8.8	70.6
	5	16	100	64.3	21.4	14.3	35.7
	6	13	100	16.7	41.7	41.7	83.3
	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
2012	3	18	100	35.3	52.9	11.8	64.7
	4	34	100	19.4	58.1	22.6	80.6
	5	19	100	35.3	41.2	23.5	64.7
	6	15	100	7.7	69.2	23.1	92.3
	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							
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	30	100	40.7	14.8	44.4	59.3
	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
2012	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	37	100	42.4	36.4	21.2	57.6
	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

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