



E. B. Ellington Elementary School

5540 Old Jacksonboro
Ravenel, SC 29470

Grades	PK-6 Elementary School	
Enrollment	312 Students	
Principal	Karen M. Hollinshead-	843-889-9411
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Cindy Bohn Coats	843-529-2457

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Below Average	Average
2010	Average	Average
2009	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

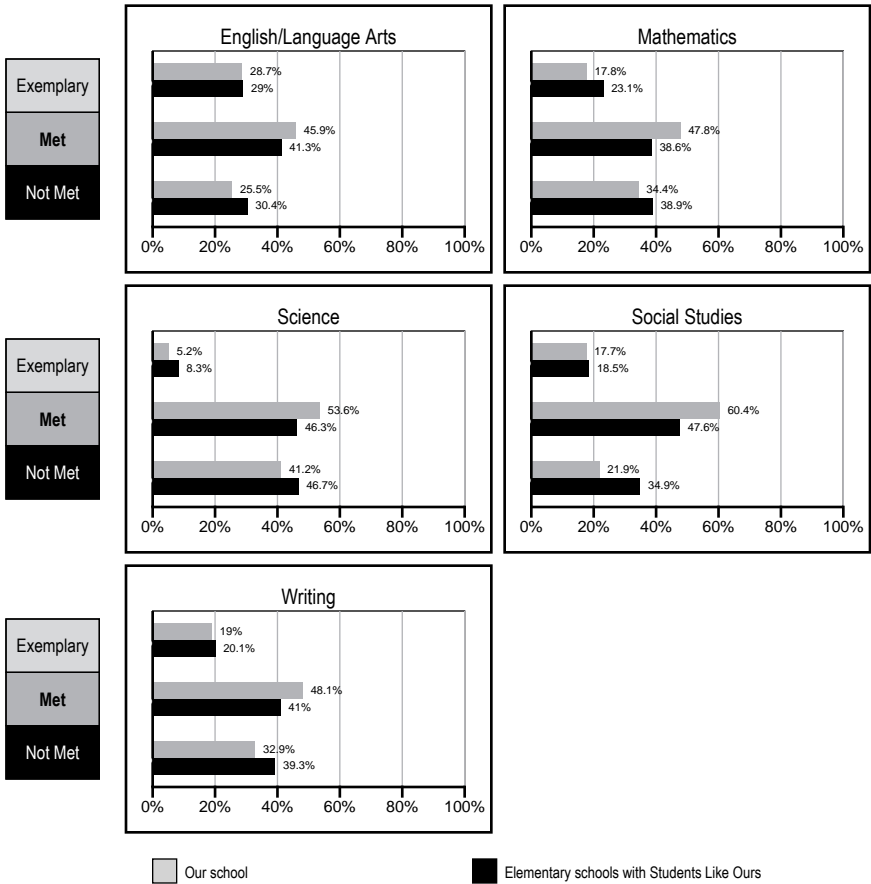
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 93.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	14	114	47	15

* Ratings are calculated with data available by 12/14/2013.

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 /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=312)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	No Change	1.2%	0.9%
Attendance rate	96.1%	No Change	95.9%	96.3%
Served by gifted and talented program	4.5%	N/A	2.8%	7.2%
With disabilities	7.4%	N/A	13.5%	12.4%
Older than usual for grade	3.9%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 2.8%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	48.0%	Down from 55.6%	60.4%	62.5%
Continuing contract teachers	60.0%	Up from 55.6%	76.7%	83.3%
Teachers returning from previous year	85.8%	Up from 84.9%	84.9%	88.3%
Teacher attendance rate	95.1%	Down from 97.3%	94.9%	95.0%
Average teacher salary*	\$43,220	Up 3.0%	\$46,205	\$48,193
Professional development days/teacher	9.2 days	Up from 7.0 days	10.4 days	11.0 days
School				
Principal's years at school	20.0	Up from 19.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 19.9 to 1	18.2 to 1	20.1 to 1
Prime instructional time	90.8%	Down from 93.3%	89.5%	90.0%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 92.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,773	Down 14.1%	\$8,297	\$7,364
Percent of expenditures for instruction**	64.0%	Up from 61.3%	68.0%	68.0%
Percent of expenditures for teacher salaries**	62.0%	Up from 57.4%	64.0%	66.0%

* 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

With valuable assistance from the staff and the School Improvement Council, this report has been developed to share with you our challenges and successes. To address our concerns in the area of reading, we wanted to build home libraries in order to promote reading, improve fluency and comprehension, and enhance reading skills. To achieve this task, we implemented the coherent curriculum and provided trade books for all students throughout the year and during the summer. During the school year, we continued to use the Voyager Reading Program and implemented our new reading series, Literacy By Design. Students also participated in our Primary Grades Academy and teachers used Scholastic Leveled Readers to strengthen basic reading skills. Our primary teachers were trained in Wilson's Foundations and the district's Literacy Pathways Guide which is a companion to the 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 our current math series, "Everyday Math", which aligns the state standards to our curriculum. Teachers also participated in four math trainings entitled "Beyond the Classroom". This training taught teachers how to strengthen their students' mental math abilities and how to use math manipulatives to help them solve problems. Over the summer and in the fall, our teachers will receive professional development for our new math series, "My Math".

In addition to implementing the strategies described above, Ellington was assigned an instructional coordinator to work with staff on a regular basis. 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. Teachers will also be trained in the Common Core State Standards for math and ELA and will begin to implement these strategies in the fall. An instructional resource teacher was also hired to provide instructional support for the staff and small group instruction for targeted students. In the fall, Ellington will participate in the Teacher Incentive Fund Project (TIF). The primary goal of this project, which aligns to the district's Vision 2016 goals, is to improve student achievement by increasing teacher and principal effectiveness. Through this project, an additional professional development coordinator will be hired to work with teachers a daily basis. 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 Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	37	24
Percent satisfied with learning environment	87.5%	81%	70.8%
Percent satisfied with social and physical environment	84.4%	81.1%	68%
Percent satisfied with school-home relations	53.1%	91.9%	76%

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

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ESEA/Federal Accountability Rating System

In July 2013, 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	81.2
Overall Grade Conversion	B

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 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	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	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

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	647.7	634.1	608.8	634.3	100.0	100.0
Male	640.1	632.0	604.3	632.8	100.0	100.0
Female	655.6	636.3	613.8	636.0	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	642.1	628.9	597.2	629.9	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	645.2	632.8	605.8	631.4	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
Grades 6-8						
All Students	635.9	621.4	601.7	619.7	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	N/A	N/A	N/A	N/A	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	631.2	617.1	597.4	620.0	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
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
2013	3	46	100	24.4	28.9	46.7	75.6
	4	39	100	13.9	61.1	25	86.1
	5	40	100	27	54.1	18.9	73
	6	43	100	35.9	43.6	20.5	64.1
	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
Mathematics							
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
2013	3	46	100	40	42.2	17.8	60
	4	39	100	13.9	58.3	27.8	86.1
	5	40	100	40.5	43.2	16.2	59.5
	6	43	100	41	48.7	10.3	59
	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							
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
2013	3	24	100	60.9	34.8	4.3	39.1
	4	39	100	22.2	69.4	8.3	77.8
	5	21	100	47.4	47.4	5.3	52.6
	6	21	100	N/AV	N/AV	N/AV	52.6
	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							
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
2013	3	22	100	27.3	54.5	18.2	72.7
	4	39	100	13.9	61.1	25	86.1
	5	19	100	27.8	50	22.2	72.2
	6	22	100	N/AV	N/AV	N/AV	75
	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							
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
2013	3	46	100	37.8	44.4	17.8	62.2
	4	40	100	21.6	51.4	27	78.4
	5	39	100	29.7	56.8	13.5	70.3
	6	43	97.7	39.5	42.1	18.4	60.5
	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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