



# SC Annual School Report Card Summary

E. B. Ellington Elementary School  
 Charleston  
 Grades: PK-6 Enrollment: 312  
 Principal: Karen M. Hollinshead-Brown  
 Superintendent: Dr. Nancy J. McGinley  
 Board Chair: Mrs. Cindy Bohn Coats

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Average	TBD	TBD	B	N/A
2012	Average	Average	N/A	Silver	C	N/A
2011	Below Average	Average	N/A	N/A	Not Met	N/A

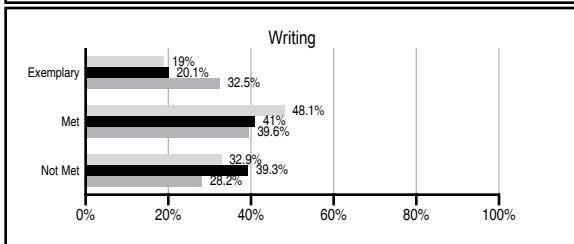
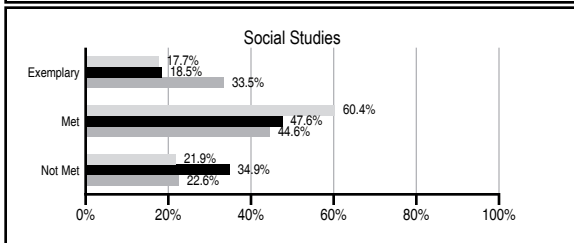
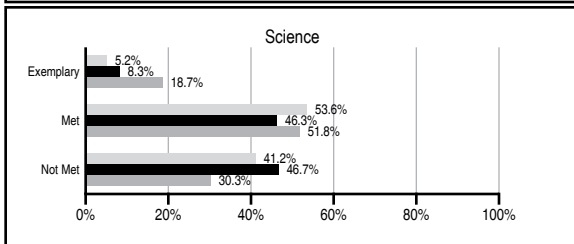
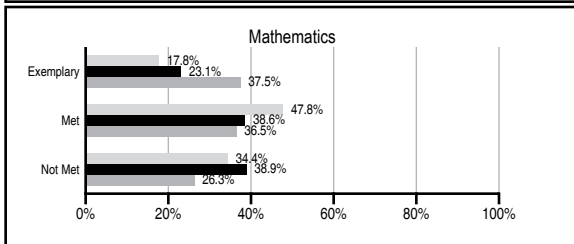
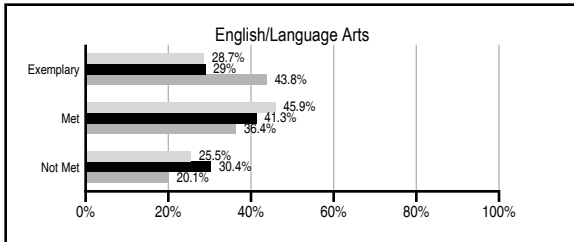
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	14	114	47	15

\* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE

Our School
  Elementary Schools with Students Like Ours
  Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC 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.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

# E. B. Ellington Elementary School [Charleston]

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=312)</b>				
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%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	48.0%	Down from 55.6%	60.2%	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%	84.8%	88.3%
Teacher attendance rate	95.1%	Down from 97.3%	94.9%	95.0%
Average teacher salary*	\$43,220	Up 3.0%	\$46,184	\$48,193
Classes not taught by highly qualified teachers	4.3%	No Change	0.0%	0.0%
Professional development days/teacher	9.2 days	Up from 7.0 days	10.4 days	11.0 days
<b>School</b>				
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%	\$8,293	\$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%
ESEA composite index score	81.2	Up from 73.4	72.7	88.0

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	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%	88.9%	76%

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

## 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

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status