



## Easterling Primary School

600 Northside Avenue  
Marion, SC 29571

<b>Grades</b>	PK-2 Primary School	
<b>Enrollment</b>	698 Students	
<b>Principal</b>	Angie Grice	843-423-8335
<b>Superintendent</b>	Dr. Dan Strickland	843-423-1811
<b>Board Chair</b>	Dr. Shawn Johnson	843-423-8395

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A

## 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>

**ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
12	3	0	0	0

\* Ratings are calculated with data available by 11/15/2013. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

**Performance Rating Criteria**

Prime instructional time	90.6%
Student-teacher ratio in core subjects	20.6 to 1
Teachers with advanced degrees	48.9%
Teachers returning from previous year	88.5%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	13.8 days

**Types Of Accreditation (More Than One May Apply)**

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

**School Profile**

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
<b>Students (n=698)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Down from 3.7%	3.2%	2.3%
Attendance rate	95.3%	Down from 96.4%	95.1%	95.5%
With disabilities	10.1%	N/A	10.9%	10.4%
Older than usual for grade	2.1%	N/A	1.4%	1.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 2.8%	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	48.9%	Down from 62.5%	61.8%	61.3%
Continuing contract teachers	66.0%	Down from 83.3%	82.4%	84.1%
Teachers returning from previous year	88.5%	Down from 93.0%	89.2%	90.0%
Teacher attendance rate	95.6%	Up from 94.6%	95.2%	94.9%
Average teacher salary*	\$42,457	Down 0.0%	\$47,351	\$47,358
Professional development days/teacher	14.4 days	Down from 16.9 days	12.0 days	12.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	6.0	6.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.9 to 1	20.8 to 1	21.3 to 1
Prime instructional time	90.6%	Up from 90.2%	89.3%	89.1%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,503	Down 2.1%	\$7,325	\$6,939
Percent of expenditures for instruction**	71.0%	Up from 67.7%	68.0%	69.0%
Percent of expenditures for teacher salaries**	65.0%	Up from 64.2%	65.0%	66.0%

\* 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

Easterling Primary School, "Where Little People Do BIG Things," is home to approximately 850 students ranging from pre-kindergarten through second grade. With an instructional focus by dedicated staff and strong community support, this school continues to excel and be successful. Easterling has been recognized at the state and national level through awards such as a Palmetto's Finest School, a Red Carpet School, a Flagship School of Promise, a National Blue Ribbon School of Excellence, a National School of Character, and a National Bronze Level Healthy School. Several initiatives have influenced our successes this year including a renewed emphasis on the balanced literacy model for reading, a schoolwide focus on high frequency (sight) word recognition, and the use of achievement data to drive instruction and training needs for all staff.

The Wee Foxes have enjoyed another year of outstanding successes. This year we made great gains in our MAP data in both ELA and Math. We met our schoolwide goals in both first and second grades in both content areas. We credit collaboration among our teachers in planning teams with the new Common Core Standards and an increased focus in writing to these gains. Finally, our students benefited again this year with a healthy fruit or vegetable snack through a Food Service grant the school was awarded for the third year.

One challenge Easterling faced this year was an increase in student enrollment which created an increase in class size in our kindergarten classes. With this, came an increase in the number of discipline referrals due to increased class sizes and an increase in the number of bus referrals. A definite need for next year is to revisit the Positive Behavioral Incentive System (PBIS) to look at ways to reduce the number of discipline referrals both in the classroom and on the bus. Another need will be to continue to address the math needs schoolwide for our staff and students through professional development and curricular changes.

We always appreciate the generous support of our parents and community. It is crucial to the success of our students and school.

Kara Alford, SIC Chairperson  
Angie Grice, Principal

## Evaluations by Teachers

	Teachers
Number of surveys returned	52
Percent satisfied with learning environment	92.3%
Percent satisfied with social and physical environment	94.2%
Percent satisfied with school-home relations	80%

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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.

<b>Overall Weighted Points Total</b>	<b>62.8</b>
<b>Overall Grade Conversion</b>	<b>D</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

Easterling Primary 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	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%*	Yes

\* Or greater than last year

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