



RAINS CENTENARY EARLY CHILDHOOD

3549 South Highway 501

Mullins, SC 29574

Grades	PK-K Primary School	
Enrollment	76 Students	
Principal	Angela Huggins	843-362-1974
Superintendent	Everette M. Dean, Jr.	843-423-2891
Board Chair	McKeiver Williamson	843-423-6545

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 03/09/2011. 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	90.7%
Student-teacher ratio in core subjects	18.5 to 1
Teachers with advanced degrees	100.0%
Teachers returning from previous year	N/A
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	. days

Types Of Accreditation (More Than One May Apply)

Not pursuing accreditation
Conducting a self-study
South Carolina Department of Education
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
Students (n=76)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.7%	Up from 1.9%	0.9%	2.8%
Attendance rate	97.1%	Up from 92.8%	95.6%	95.6%
With disabilities other than speech	2.5%	Up from 2.0%	8.4%	4.0%
Older than usual for grade	N/A	N/A	0.2%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=5)				
Teachers with advanced degrees	100.0%	Up from 83.3%	62.5%	62.2%
Continuing contract teachers	100.0%	Up from 83.3%	84.4%	90.9%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	93.4%	89.8%
Teacher attendance rate	95.7%	Down from 97.7%	95.0%	95.1%
Average teacher salary*	\$47,181	Up 11.7%	\$47,181	\$47,006
Professional development days/teacher	20.6 days	Down from 28.2 days	9.7 days	17.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	5.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 18.4 to 1	16.5 to 1	19.3 to 1
Prime instructional time	90.7%	Up from 87.5%	90.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,697	Up 2.0%	\$8,656	\$7,207
Percent of expenditures for instruction**	49.2%	Up from 45.8%	65.1%	68.5%
Percent of expenditures for teacher salaries**	42.9%	Up from 38.9%	62.0%	65.1%

* 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

The mission of Rains Centenary Early Childhood Center is to ensure that all children are successful in school and life by providing quality early learning experiences and support services in a safe and nurturing environment. We believe that children learn by playing...that play is their work. Teachers and assistants work to provide experiences for each child to learn new things while enjoying the learning process. Children spend most of their playing and working with materials or working with other children. Children have access to various activities throughout the day. We use assorted building blocks and other construction materials, props for pretend play, picture books, paints and other art materials, and table top toys such as matching games, and puzzles.

Teachers work with individual children, small groups, and the whole group at different times during the day to meet the many different needs of our children. Classrooms are decorated with children's original artwork, and their own writing with invented spelling. Children learn numbers and the alphabet in the context of their everyday experiences. The natural world of plants and animals and meaningful activities like cooking, taking attendance, or serving snack provide the basis for learning activities. Children work on projects and have long periods of time to play and explore. Teachers read many books to children during the course of the day to encourage a love of reading and to build our children's oral language and vocabulary skills.

The curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognize that children's different background and experiences mean that they do not learn the same things at the same time. Our children and their parents look forward to school. Parents feel secure about sending their child to the program and our children are happy to attend. We welcome you to come visit us at the Center to see for yourself how fun learning can be.

Angela Huggins, Principal
Crystal Johnson, SIC chair

Evaluations by Teachers

	Teachers
Number of surveys returned	6
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	83.3%

School Adequate Yearly Progress	YES
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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.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

* Or greater than last year