

SC Annual School Report Card Summary

E B ELLINGTON ELEMENTARY

Charleston

Grades: PK-6

Enrollment: 287

Principal: Karen M. Hollinshead-Brown

Superintendent: Dr. Nancy J. McGinley

Board Chair: Mr. Chris Fraser

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and 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		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Below Average	Average	TBD	TBD	Not Met	N/A
2010	Average	Average	N/A	N/A	Met	N/A
2009	Average	Below Average	N/A	N/A	Met	N/A

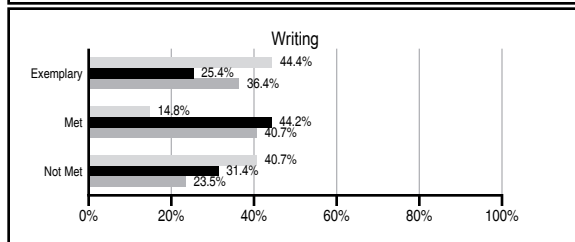
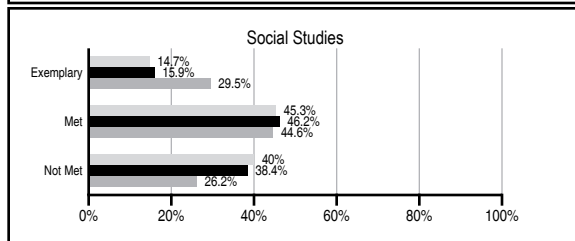
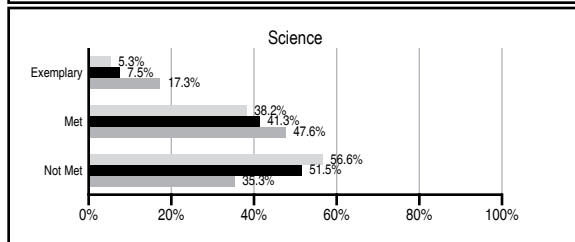
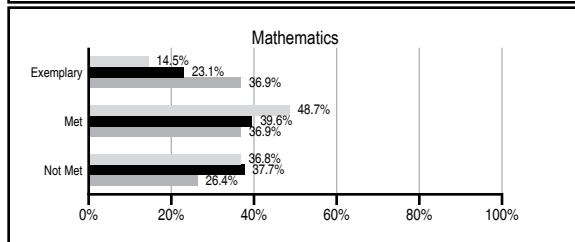
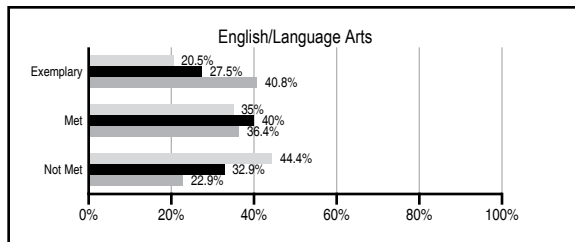
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	9	108	53	22

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

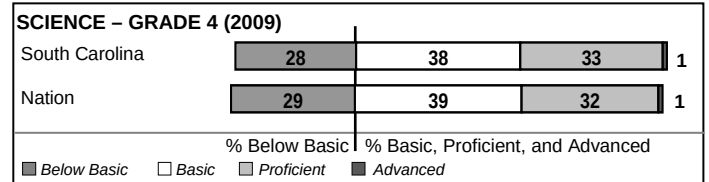
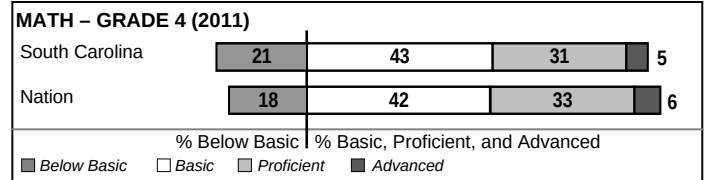
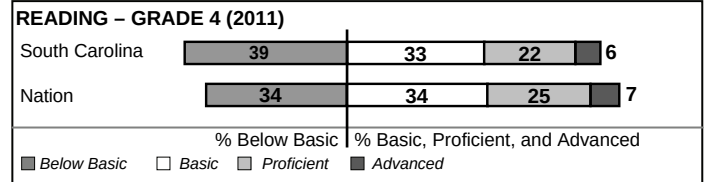
PASS PERFORMANCE

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

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

E B ELLINGTON ELEMENTARY [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=287)				
Retention rate	1.6%	Down from 2.2%	1.5%	1.1%
Attendance rate	95.8%	Up from 95.7%	95.9%	96.2%
Served by gifted and talented program	7.8%	Up from 3.6%	6.0%	13.4%
With disabilities other than speech	2.4%	Down from 5.9%	4.3%	4.1%
Older than usual for grade	0.4%	Down from 1.1%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Down from 2.9%	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	61.9%	Down from 64.7%	61.8%	62.5%
Continuing contract teachers	71.4%	Up from 64.7%	83.3%	88.2%
Teachers returning from previous year	82.4%	Up from 77.0%	85.3%	87.8%
Teacher attendance rate	97.6%	No Change	95.1%	95.2%
Average teacher salary*	\$41,765	Down 3.7%	\$45,250	\$46,773
Classes not taught by highly qualified teachers	4.5%	Up from 1.8%	0.0%	0.0%
Professional development days/teacher	15.0 days	Down from 19.0 days	10.6 days	10.5 days
School				
Principal's years at school	18.0	Up from 17.0	3.3	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 16.7 to 1	17.7 to 1	19.9 to 1
Prime instructional time	93.3%	No Change	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	95.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,239	Up 5.5%	\$8,300	\$7,447
Percent of expenditures for instruction**	63.8%	Down from 65.9%	67.9%	68.4%
Percent of expenditures for teacher salaries**	59.6%	Down from 62.0%	64.5%	65.8%
% of AYP objectives met	61.5%	Down from 100.0%	76.9%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	14	17	20
Percent satisfied with learning environment	92.9%	94.1%	90.0%
Percent satisfied with social and physical environment	92.9%	94.1%	95.0%
Percent satisfied with school-home relations	50.0%	88.2%	78.9%

*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 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 implemented the Voyager Reading Program, students participated in the First Grade Academy, and teachers used Scholastic Leveled Readers to strengthen basic reading skills. Primary teachers were trained in Wilson's Foundations 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 our new math series which aligns the state standards to our curriculum. Teachers also participated in four math trainings, "Beyond the Classroom". Teachers were trained how 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 was assigned an instructional coordinator to work with the staff on a regular basis. An instructional resource teacher was hired 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

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