



St James-Santee Elementary

8900 Highway 17 North
McClellanville, SC 29458

Grades	PK-5 Elementary School	
Enrollment	199 Students	
Principal	Lerah Lee	843-723-0863
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

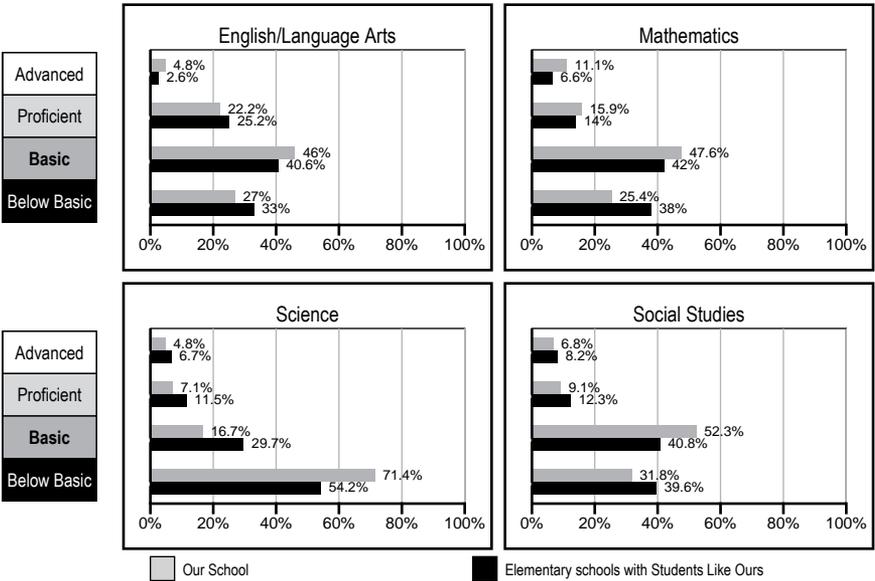
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	7	53	60

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=199)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 3.0%	3.1%	2.3%
Attendance rate	95.7%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	4.5%	Down from 5.6%	3.4%	10.4%
With disabilities other than speech	1.9%	Down from 3.1%	7.8%	7.5%
Older than usual for grade	0.0%	No Change	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	55.0%	Down from 56.5%	54.4%	56.7%
Continuing contract teachers	75.0%	Up from 56.5%	69.6%	77.3%
Teachers with emergency or provisional certificates	5.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	75.7%	Up from 71.1%	83.2%	86.4%
Teacher attendance rate	94.6%	Down from 96.9%	95.0%	94.9%
Average teacher salary	\$45,373	Up 6.2%	\$43,916	\$45,345
Professional development days/teacher	14.6 days	Down from 15.4 days	13.5 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	14.0 to 1	Up from 9.5 to 1	16.7 to 1	18.5 to 1
Prime instructional time	88.1%	Down from 91.0%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$12,751	Up 25.6%	\$8,115	\$7,052
Percent of expenditures for instruction*	60.8%	Up from 60.5%	68.9%	69.1%
Percent of expenditures for teacher salaries*	55.9%	Up from 54.8%	62.2%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

St. James-Santee Elementary is a small rural school in the town of McClellanville, South Carolina. We believe that all children can learn, and we accept no excuses for failures. Our school and community realize that it takes an entire village to raise a child, and we are blessed to have a village that consists of our local churches, pastors, and business partners that ensure the success of our students.

Over the past four years, we have implemented many best practices that have proven to be successful. Teacher curriculum teams, data-driven instruction, computer-assisted instruction, common assessments, and frequent administrative observations have increased student achievement and reduced the amount of students scoring below basic in core academic subjects.

In addition to the best practices that have been implemented, we have also provided extended learning opportunities for our students who are struggling to meet grade-level standards. This year we continued the implementation of our Saturday Academy. Our boys and girls received three hours of intensive instruction from March to May in math, reading, social studies, and science.

We have worked diligently to ensure that our Response to Intervention model is implemented with fidelity. Recent MAP data reveal that we continue to reduce the number of students scoring below basic in reading. We believe that daily small group instruction delivered by our special area teachers has been one of the key factors in reducing the achievement gap in the area of literacy.

St. James-Santee Elementary is proud of our success, but will continue to work with all stakeholders to ensure excellence for all. We appreciate your support and believe that we are stronger collectively than we can ever be individually.

Lerah Lee, Principal
 Demetrice George, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	18	11
Percent satisfied with learning environment	86.7%	83.3%	90.9%
Percent satisfied with social and physical environment	93.3%	83.3%	81.8%
Percent satisfied with school-home relations	46.7%	94.4%	81.8%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 8 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* 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.

School Improvement Status

Continuing School Improvement

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	64	100	27	46	22.2	4.8	36.5	53.5	48.2	Yes	Yes
Gender											
Male	41	100	27.5	45	25	2.5	35	47.3	41.7	N/A	N/A
Female	23	100	26.1	47.8	17.4	8.7	39.1	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	59	100	27.1	45.8	22	5.1	33.9	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	58	100	28.1	47.4	21.1	3.5	33.3	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	64	100	25.4	47.6	15.9	11.1	38.1	49.7	45.8	No	Yes
Gender											
Male	41	100	30	45	10	15	30	49.5	45.6	N/A	N/A
Female	23	100	17.4	52.2	26.1	4.3	52.2	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	59	100	25.4	49.2	13.6	11.9	37.3	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	58	100	28.1	49.1	14	8.8	35.1	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	43	100	71.4	16.7	7.1	4.8	11.9	39.2	35.7	95.7	96
Gender											
Male	27	100	73.1	19.2	3.8	3.8	7.7	40.8	37.4	95.8	95.8
Female	16	100	68.8	12.5	12.5	6.3	18.8	37.6	33.8	95.7	96.1
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	92.6	96.1
African American	41	100	73.2	17.1	4.9	4.9	9.8	15.3	17	95.9	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	98.1	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	95	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	96.7	96.3
Socio-Economic Status											
Subsided meals	40	100	74.4	17.9	7.7	0	7.7	17.1	21.1	95.6	95.5
Social Studies											
All Students	44	100	31.8	52.3	9.1	6.8	15.9	40.2	34	95.7	96
Gender											
Male	29	100	31	51.7	6.9	10.3	17.2	42	36.6	95.8	95.8
Female	15	100	33.3	53.3	13.3	0	13.3	38.3	31.3	95.7	96.1
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	92.6	96.1
African American	41	100	31.7	51.2	9.8	7.3	17.1	19.1	19.1	95.9	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	98.1	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	95	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	96.7	96.3
Socio-Economic Status											
Subsided meals	40	100	35	52.5	7.5	5	12.5	20.1	21	95.6	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	24	100	36.4	45.5	18.2	0	18.2	
	4	24	100	27.3	40.9	31.8	0	31.8	
	5	23	100	27.3	63.6	9.1	0	9.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	21	100	19	38.1	33.3	9.5	42.9	
	4	23	100	43.5	39.1	13	4.3	17.4	
	5	20	100	15.8	63.2	21.1	0	21.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	24	100	40.9	50	4.5	4.5	9.1	
	4	24	100	27.3	31.8	31.8	9.1	40.9	
	5	23	100	27.3	59.1	4.5	9.1	13.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	21	100	38.1	38.1	23.8	0	23.8	
	4	23	100	30.4	52.2	4.3	13	17.4	
	5	20	100	5.3	52.6	21.1	21.1	42.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	13	100	46.2	46.2	7.7	0	7.7	
	4	24	100	68.2	18.2	9.1	4.5	13.6	
	5	11	100	63.6	18.2	18.2	0	18.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	9	I/S	I/S	I/S	I/S	I/S	I/S	
	4	23	100	78.3	17.4	0	4.3	4.3	
	5	11	100	60	20	10	10	20	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	11	100	33.3	66.7	0	0	0	
	4	24	100	31.8	45.5	9.1	13.6	22.7	
	5	12	100	54.5	36.4	9.1	0	9.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	12	100	25	58.3	16.7	0	16.7	
	4	23	100	39.1	47.8	8.7	4.3	13	
	5	9	I/S	I/S	I/S	I/S	I/S	I/S	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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