



## Hilton Head Island School For The Creative Arts

10 Wilborn Road  
Hilton Head Island, SC

<b>Grades</b>	1-5 Elementary School	
<b>Enrollment</b>	705 Students	
<b>Principal</b>	Gretchen Keefner	843-342-4380
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good</b>
2008	Average	Good
2007	Below Average	Good
2006	Below Average	Below Average
2005	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.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

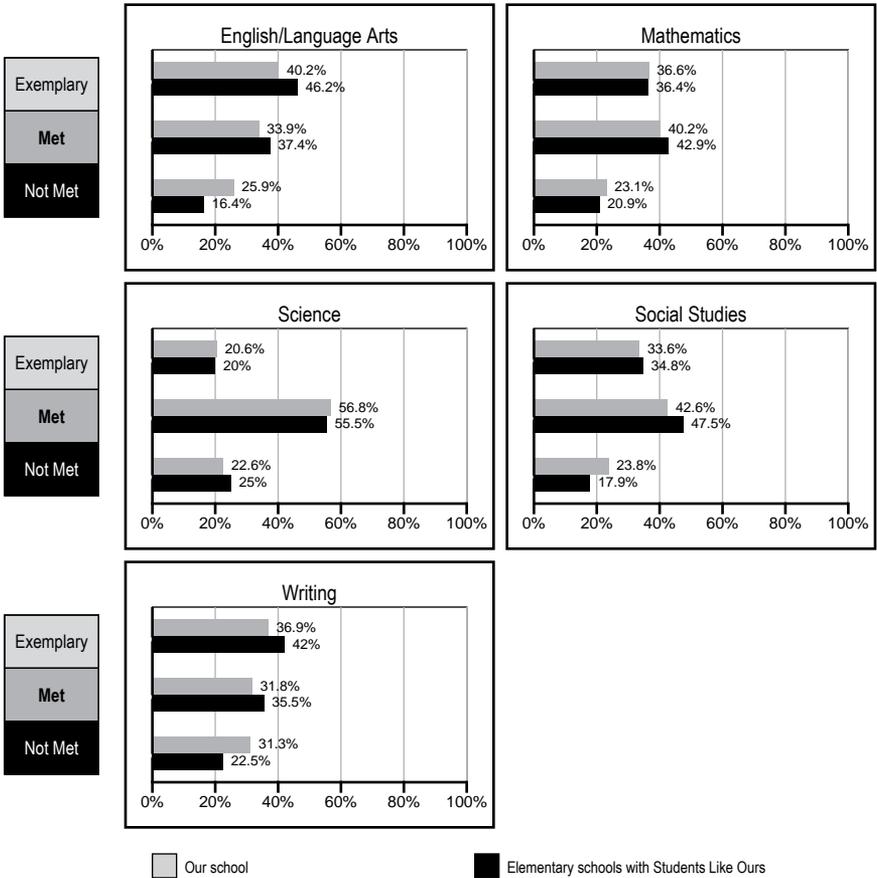
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.5%

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

Excellent	Good	Average	Below Average	At-Risk
20	35	28	0	0

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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
<b>Students (n=705)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 2.5%	1.5%	1.9%
Attendance rate	96.6%	Down from 96.8%	96.5%	96.3%
Eligible for gifted and talented	13.9%	Up from 13.8%	15.7%	10.0%
With disabilities other than speech	7.4%	Up from 6.3%	7.0%	7.7%
Older than usual for grade	0.3%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	55.6%	Down from 56.9%	62.2%	59.4%
Continuing contract teachers	72.2%	Up from 66.7%	84.0%	80.0%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	89.2%	N/A	88.3%	85.9%
Teacher attendance rate	95.9%	Up from 95.7%	95.1%	95.1%
Average teacher salary*	\$47,028	Up 0.4%	\$48,286	\$47,149
Professional development days/teacher	12.0 days	Down from 13.4 days	11.5 days	11.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.2 to 1	19.5 to 1	18.8 to 1
Prime instructional time	89.8%	Down from 90.6%	90.4%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,327	Up 17.7%	\$6,985	\$7,458
Percent of expenditures for instruction**	74.3%	Down from 74.8%	68.5%	68.8%
Percent of expenditures for teacher salaries**	58.5%	Down from 70.8%	60.3%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Hilton Head Island School for the Creative Arts (HHISCA) is an arts focused school of choice. In the fourth year of operation, and growing in popularity each year, the school had an all time high enrollment of 705 students for the 2008-09 school year. The school was recognized at the state level this year for its academic achievements and its accomplishments as an arts focused school. Continued parent involvement and support help make our school a leader in the district.

For the second year, HHISCA received the Palmetto Silver Award. Our report card rating improved to average and we maintained an improvement rating of good. In addition, students performed extremely well, as compared to district averages, on the Measure of Academic Performance (MAP) tests. HHISCA fifth graders in math, and fourth graders in reading, scored the highest in the district.

The South Carolina Alliance for Arts Education notified us that HHISCA was selected as one of three schools in the state to be awarded the John F. Kennedy Center for the Performing Arts Schools of Excellence in Arts Education Award and will be forwarded to the national competition in Washington D.C. This award recognizes schools that have done an outstanding job of making the arts an essential part of the education of students. HHISCA was able to provide weekly arts education classes to all students in Visual Art, Music, Dance and Theatre. All students worked with at least one artist in residence during the year and attended a field trip in the arts. Grade level productions in full costume at the High School Theatre and art and music exhibitions for the community in local galleries gave all students excellent opportunities in the arts.

A supportive PTA and an active School Improvement Council worked together to review the uniform policy, support the arts and academic programs, open a fitness trail for wellness on the campus and rewrite the School Renewal Plan. These efforts support and mirror the school's and district's vision and mission statements, and the improvement efforts at the school. A school wide parent survey and implementation of "Calypso's Mailbox" for improvement ideas will guide us next year in our efforts. In addition, both organizations worked with the school staff to write and implement over \$700,000.00 in grants.

We are proud of the many accomplishments and remain committed to making our school one of the best in the country.

Respectfully Submitted,

Gretchen Keefner - Principal  
 Kim Molloy - SIC Chair  
 Charlyn Page and Kathy Hussong - PTA Co-Presidents

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	41	92	61
Percent satisfied with learning environment	90.2%	85.9%	89.5%
Percent satisfied with social and physical environment	97.6%	76.9%	82.8%
Percent satisfied with school-home relations	95.1%	93.4%	86.7%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 27 out of 29 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	385	100	25.9	33.9	40.2	84.3	81.8	82.8	Yes	Yes
<b>Gender</b>										
Male	187	100	28.3	36.1	35.6	80.6	78.2	79.3	N/A	N/A
Female	198	100	23.5	31.7	44.8	88	85.6	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	188	100	6.8	29.9	63.3	96.6	92.4	89.5	Yes	Yes
African American	56	100	38.2	41.8	20	87.3	71.8	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	135	100	48	35.4	16.5	65.4	72.4	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	64.3	26.2	9.5	50	41.7	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	125	100	51.3	32.8	16	63	68.1	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	162	100	45.1	37.3	17.6	71.2	73.3	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	385	100	23.1	40.2	36.6	84	77.3	78.9	Yes	Yes
<b>Gender</b>										
Male	187	100	22.2	43.9	33.9	84.4	75.8	77	N/A	N/A
Female	198	100	24	36.6	39.3	83.6	79	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	188	100	7.3	37.3	55.4	96.6	89.8	87.2	Yes	Yes
African American	56	100	52.7	36.4	10.9	63.6	62.7	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	135	100	33.1	45.7	21.3	74.8	71	76	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	64.3	26.2	9.5	54.8	37.5	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	125	100	35.3	42.9	21.8	73.1	69.1	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	162	100	40.5	41.2	18.3	69.9	66.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	258	98.8	21.6	57.7	20.7	78.4	66.1	67.5
<b>Gender</b>								
Male	129	99.2	20	62.4	17.6	80	66.1	67
Female	129	98.5	23.3	52.6	24.1	76.7	66.1	68
<b>Racial/Ethnic Group</b>								
White	134	99.3	7.9	58.3	33.9	92.1	82.9	79.5
African American	33	100	45.5	51.5	3	54.5	48.1	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	87	97.7	34.2	58.2	7.6	65.8	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
<b>Disability Status</b>								
Disabled	27	96.3	50	41.7	8.3	50	28.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	80	97.5	36.5	55.4	8.1	63.5	49.9	59.6
<b>Socio-Economic Status</b>								
Subsided meals	104	99	39.8	54.1	6.1	60.2	51.8	55.1
<b>Social Studies</b>								
All Students	257	100	23.8	42.6	33.6	76.2	70.3	72.3
<b>Gender</b>								
Male	126	100	20	40.8	39.2	80	70	71.5
Female	131	100	27.4	44.4	28.2	72.6	70.6	73.2
<b>Racial/Ethnic Group</b>								
White	120	100	8.8	35.4	55.8	91.2	82.6	80.7
African American	36	100	40	51.4	8.6	60	58.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	98	100	36.6	47.3	16.1	63.4	60	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	72.2
<b>Disability Status</b>								
Disabled	37	100	61.8	29.4	8.8	38.2	36.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	90	100	39.1	48.3	12.6	60.9	56.2	67.9
<b>Socio-Economic Status</b>								
Subsided meals	112	100	42.5	45.3	12.3	57.5	58.6	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	386	99.2	30.9	32	37.1	69.1	68.6	70.2	96.6	96.4
<b>Gender</b>										
Male	188	98.4	38.7	34.8	26.5	61.3	61.3	63.2	96.4	96.3
Female	198	100	23.4	29.3	47.3	76.6	76.2	77.5	96.8	96.6
<b>Racial/Ethnic Group</b>										
White	185	99.5	10.7	33.7	55.6	89.3	82.7	79.1	96.7	96.4
African American	57	98.3	53.6	25	21.4	46.4	54.5	57.6	95.8	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.1	86.2	94.5	97.1
Hispanic	138	99.3	48.9	32.8	18.3	51.1	57.4	62.6	96.9	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70	68.7	93.1	96.3
<b>Disability Status</b>										
Disabled	45	95.6	65	30	5	35	23.8	26.1	96	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
<b>English Proficiency</b>										
Limited English Proficient	129	99.2	50.4	32.5	17.1	49.6	53.1	61.2	97	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	165	98.2	50	33.3	16.7	50	55.9	58.9	96.4	96.1

Abbreviations for Missing Data

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	156	100	29.3	26.7	44	70.7
	4	130	100	25.8	34.7	39.5	74.2
	5	99	100	20.2	44.9	34.8	79.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	156	100	26	37.3	36.7	74
	4	130	100	16.9	43.5	39.5	83.1
	5	99	100	27	40.4	32.6	73
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	78	96.2	28.2	50.7	21.1	71.8
	4	130	100	19.4	60.5	20.2	80.6
	5	50	100	17.4	60.9	21.7	82.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	78	100	35.5	31.6	32.9	64.5
	4	130	100	14.5	46	39.5	85.5
	5	49	100	29.5	52.3	18.2	70.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	157	99.4	30.9	27.6	41.4	69.1
	4	129	100	35.2	32.8	32	64.8
	5	100	98	25	38	37	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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