



## ST ANDREWS SCHOOL OF MATH & SCIENCE

30 Chadwick Drive  
Charleston, SC 29407

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	743 Students	
<b>Principal</b>	Mark D. Shea	843-763-1503
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	Good
2006	Excellent	Excellent

## 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

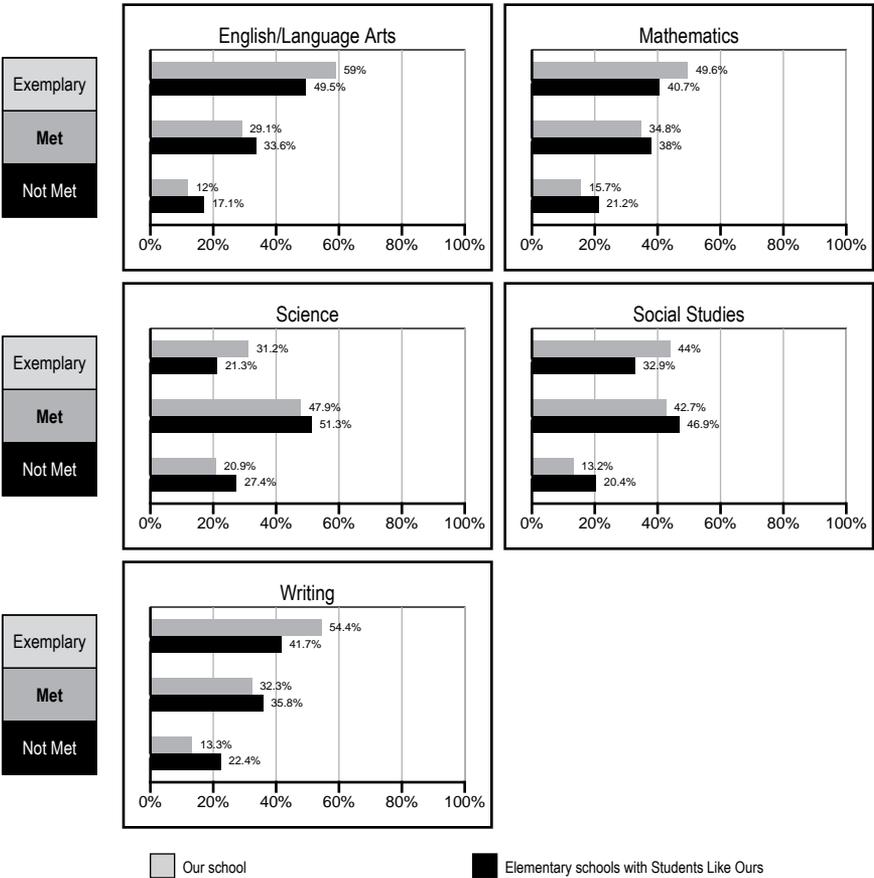
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
31	32	25	0	0

\* Ratings are calculated with data available by 03/09/2011.

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=743)</b>				
First graders who attended full-day kindergarten	97.6%	Down from 97.7%	100.0%	100.0%
Retention rate	1.1%	Down from 2.0%	1.0%	1.2%
Attendance rate	96.6%	No Change	96.5%	96.1%
Eligible for gifted and talented	24.7%	Up from 24.5%	17.0%	11.7%
With disabilities other than speech	1.7%	Down from 2.6%	7.1%	8.0%
Older than usual for grade	0.0%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	58.7%	Down from 60.4%	62.7%	60.5%
Continuing contract teachers	93.5%	Up from 89.6%	86.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.3%	Up from 86.0%	90.2%	87.0%
Teacher attendance rate	96.9%	Up from 93.7%	95.7%	95.4%
Average teacher salary*	\$46,988	Up 0.9%	\$48,552	\$47,288
Professional development days/teacher	7.3 days	Down from 8.3 days	11.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.3	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 20.5 to 1	20.0 to 1	19.2 to 1
Prime instructional time	93.0%	Up from 89.1%	91.8%	90.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,968	Down 1.5%	\$7,225	\$7,548
Percent of expenditures for instruction**	73.2%	Up from 71.6%	69.2%	68.7%
Percent of expenditures for teacher salaries**	69.5%	Up from 67.4%	66.2%	65.1%

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

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

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Welcome to the Palmetto Gold award-winning St. Andrew's School of Math and Science, where we continue to create an environment of performance excellence. We are a partial magnet school, where approximately 30% of our students come from within Charleston County. The remaining students are from our attendance zone. Our school is a very diverse learning community, where math and science are integrated daily into reading, writing, social studies, and our special areas (Art, Music, Technology, Media Center, and Physical Education). Our school continues to focus on meeting the unique physical, emotional, social, and academic needs of every child.

This year's continued implementation of the Leveled Bookroom has encouraged gains in reading achievement, as well as more independent reading by students at school and at home, building success for all students. The district's focus continues to be literacy, and this year, we will have a First Grade Academy. Incoming first graders who are eligible will remain in a first grade class but receive extra reading support while working with our Master Teacher trained in helping children build literacy skills.

Teams of teachers and staff continue to meet to map curriculum as well as to analyze school data. Fall to Spring MAP (Measures of Academic Growth) continue to demonstrate large amounts of growth for our school in Reading and Math. Teachers met with students in order for them to meet or beat their goals. Reading assessments administered in Kindergarten through 1st grade indicated growth.

With every great school, there is a great School Improvement Council (SIC) and Parent Teacher Association (PTA). They continue to work together to help our school be successful. This year we are fortunate to receive a one-day-a-week counselor from the Mental Health Department. This counselor will be an asset to our children and staff. Significant increases in student achievement are expected as we continue to strengthen the many partnerships that exist within our school and community.

Our school is growing more technologically advanced. The district has provided SMARTboards in every classroom and provided every teacher with a laptop to use with their SMARTboards. Teachers have been so receptive to this essential technology that their professional growth has been in the field of educational technology. Our most proficient teachers have served as instructors of these courses as well.

Given the appropriate supports, all children can and will reach high levels of achievement. Our mission continues to be to locate, design, and provide appropriate supports to cultivate the growth of all students at St. Andrew's School of Math and Science.

Helen Britton, School Improvement Council Co-Chair  
 Alex Corder, School Improvement Council Co-Chair  
 Mark Shea, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	104	77
Percent satisfied with learning environment	95.5%	84.3%	87.0%
Percent satisfied with social and physical environment	95.6%	84.6%	92.2%
Percent satisfied with school-home relations	88.6%	90.4%	85.7%

\* 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

YES

This school met 17 out of 17 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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

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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	365	100	12	29.1	59	94.9	85	83.5	Yes	Yes
<b>Gender</b>										
Male	182	100	12.5	29	58.5	94.9	81.6	80.1	N/A	N/A
Female	183	100	11.4	29.1	59.4	94.9	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	170	100	3	17.9	79.2	98.2	95.3	89.6	Yes	Yes
African American	164	100	21.7	43.4	34.9	91.4	75.2	74.6	Yes	Yes
Asian/Pacific Islander	11	100	9.1	18.2	72.7	100	96.1	92.7	I/S	I/S
Hispanic	13	100	23.1	30.8	46.2	84.6	80.1	79.6	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	13	100	69.2	15.4	15.4	53.8	49	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	20	15	65	90	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	190	100	21.5	38.4	40.1	91	76.4	76.9	Yes	Yes

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

All Students	365	100	15.7	34.8	49.6	92.6	81	80.4	Yes	Yes
<b>Gender</b>										
Male	182	100	15.9	34.1	50	93.8	78.9	78.4	N/A	N/A
Female	183	100	15.4	35.4	49.1	91.4	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	170	100	8.3	20.8	70.8	97	94.5	87.8	Yes	Yes
African American	164	100	25.7	50	24.3	86.8	68	69.3	Yes	Yes
Asian/Pacific Islander	11	100	N/A	N/A	N/A	100	96.1	93.5	I/S	I/S
Hispanic	13	100	15.4	53.8	30.8	92.3	77.2	78.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	13	100	53.8	30.8	15.4	61.5	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	10	40	50	95	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	190	100	25.4	46.9	27.7	87	70.2	72.8	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	242	100	20.9	47.9	31.2	79.1	67.4	67.3
<b>Gender</b>								
Male	123	100	20.3	44.9	34.7	79.7	66.2	66.9
Female	119	100	21.6	50.9	27.6	78.4	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	112	100	9	37.8	53.2	91	89	79.6
African American	106	100	36.4	57.6	6.1	63.6	46.7	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	11	100	9.1	81.8	9.1	90.9	58.7	59.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.8	69.5
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	16	100	18.8	68.8	12.5	81.3	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	125	100	33.9	54.2	11.9	66.1	49.3	55.4
<b>Social Studies</b>								
All Students	247	100	13.2	42.7	44	86.8	73.8	70.9
<b>Gender</b>								
Male	119	100	14	39.5	46.5	86	72.3	70.1
Female	128	100	12.5	45.8	41.7	87.5	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	110	100	4.6	32.4	63	95.4	90.1	79.2
African American	115	100	21.2	58.7	20.2	78.8	58.4	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	88.6	71.2
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	38.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	15	100	13.3	26.7	60	86.7	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	132	100	21.7	53.3	25	78.3	60.2	60.8

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	367	100	13.3	32.3	54.4	86.7	75	72.1	96.6	95.7
<b>Gender</b>										
Male	183	100	15.2	35.4	49.4	84.8	69.1	65.2	96.3	95.5
Female	184	100	11.4	29.1	59.4	88.6	81	79.2	96.8	95.8
<b>Racial/Ethnic Group</b>										
White	171	100	3.6	25.6	70.8	96.4	91	80.8	96.3	95.8
African American	165	100	23.4	41.6	35.1	76.6	60.2	59.7	96.9	95.5
Asian/Pacific Islander	11	100	18.2	9.1	72.7	81.8	89.2	87	96.4	97
Hispanic	13	100	23.1	46.2	30.8	76.9	63.7	64.6	96.2	96
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	89.1	73.4	97.2	95.6
<b>Disability Status</b>										
Disabled	13	100	N/AV	N/AV	N/AV	15.4	28.4	27.7	95.4	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	20	100	20	30	50	80	63.5	63.7	96.7	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	191	100	24	40.8	35.2	76	61.1	61.9	96.5	95.2

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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	118	100	8	23	69	92
	4	123	100	15.1	33.6	51.3	84.9
	5	127	100	11.7	31.7	56.7	88.3
	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>2010</b>	3	117	100	7	17.5	75.4	93
	4	124	100	19.7	26.5	53.8	80.3
	5	124	100	9.2	42.5	48.3	90.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	118	100	16.8	28.3	54.9	83.2
	4	123	100	11.8	47.1	41.2	88.2
	5	127	100	10.8	51.7	37.5	89.2
	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>2010</b>	3	117	100	14.9	21.1	64	85.1
	4	124	100	12	40.2	47.9	88
	5	124	100	20	42.5	37.5	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	60	100	12.3	49.1	38.6	87.7
	4	123	100	17.6	47.1	35.3	82.4
	5	63	100	16.7	51.7	31.7	83.3
	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>2010</b>	3	58	100	21.1	33.3	45.6	78.9
	4	124	100	20.5	54.7	24.8	79.5
	5	60	100	21.7	48.3	30	78.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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>Social Studies</b>							
<b>2009</b>	3	58	100	10.7	35.7	53.6	89.3
	4	123	100	5	52.1	42.9	95
	5	64	100	16.7	45	38.3	83.3
	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>2010</b>	3	59	100	8.8	36.8	54.4	91.2
	4	124	100	12.8	45.3	41.9	87.2
	5	64	100	18.3	43.3	38.3	81.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	118	100	17.5	24.6	57.9	82.5
	4	125	100	13.3	42.5	44.2	86.7
	5	127	100	13.2	28.1	58.7	86.8
	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>2010</b>	3	116	100	7	30.7	62.3	93
	4	125	100	21.2	34.7	44.1	78.8
	5	126	100	11.6	31.4	57	88.4
	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

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