



Hilton Head Island International Baccalaureate Elementary

30 School Road
Hilton Head Island, South

Grades	1-5 Elementary School	
Enrollment	746 Students	
Principal	Jill McAden	843-342-4206
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	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
2009	Average	Good
2008	Average	Below Average
2007	Average	Below Average
2006	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

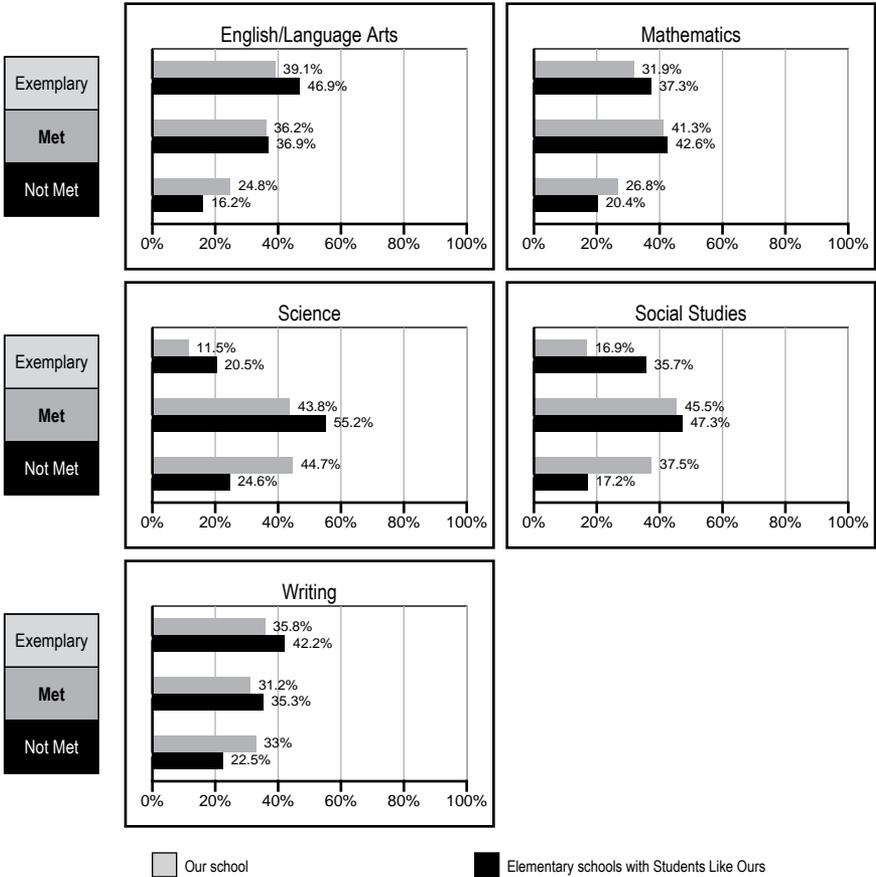
95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	38	20	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
Students (n=746)				
First graders who attended full-day kindergarten	98.6%	Up from 93.2%	100.0%	100.0%
Retention rate	1.5%	Down from 1.6%	1.5%	1.9%
Attendance rate	96.9%	Up from 96.8%	96.6%	96.3%
Eligible for gifted and talented	15.8%	Down from 16.3%	15.8%	10.0%
With disabilities other than speech	7.5%	Up from 7.2%	6.9%	7.7%
Older than usual for grade	0.0%	Down from 0.1%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	64.5%	Up from 62.2%	61.8%	59.4%
Continuing contract teachers	83.9%	Up from 74.3%	84.7%	80.0%
Teachers with emergency or provisional certificates	3.4%	Up from 1.5%	0.0%	0.0%
Teachers returning from previous year	82.5%	N/A	86.0%	85.9%
Teacher attendance rate	95.0%	Up from 94.1%	95.1%	95.1%
Average teacher salary*	\$51,954	Up 2.3%	\$48,430	\$47,149
Professional development days/teacher	11.5 days	Up from 11.2 days	11.4 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	12.6 to 1	Down from 14.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.8%	Up from 90.2%	90.5%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	99.1%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,698	Up 11.0%	\$6,898	\$7,458
Percent of expenditures for instruction**	68.6%	Down from 70.6%	69.9%	68.8%
Percent of expenditures for teacher salaries**	55.1%	Down from 68.8%	61.3%	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

Educating our children effectively has never been more important, and we at Hilton Head Island International Baccalaureate Elementary School are passionate about creating the best environment possible for learning.

All that we do is animated by the stated mission of the Beaufort County School District: "To ensure excellence in education for each learner that prepares each with the knowledge, skills and personal responsibility to succeed in a rapidly changing global society."

We're in our eleventh year of offering International Baccalaureate's Primary Years Program. This inquiry-based approach to learning challenges students to think for themselves about the questions they should be asking themselves about a subject, not just the correct answers.

Within the framework of the IB discipline, we offer innovative approaches for learning math and language skills — Everyday Math and 6+1 writing traits, for example — and each has had a profound impact. Our focus on technology is tremendous. Promethean Boards, now in a majority of our classrooms, will be in all of them next year. Teachers are equipped with laptop computers to support classroom use of technology and to facilitate easy communication with parents via e-mail. A new staff position — an Instructional Technology Coach—is helping usher students into the exciting world of technology. We're also looking forward to a math coach next year to enhance students' performance in that subject area.

HHIIBE's School Improvement Council is a partner in making decisions for the school as well as the district as a whole. Beaufort County School Superintendent Dr. Valerie Truesdale regularly meets with SIC, PTO and PTA leaders. This collaborative approach was employed most recently to formulate a policy for uniforms that will be in effect beginning in the 2009-10 school year. School administrators, teachers and parents worked together to develop our policy. The effort highlighted one of our HHIIBE's greatest assets: The willingness of stakeholders inside and outside the school to work as a team to accomplish great things.

Jill McAden, Principal

Todd Rhine, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	156	59
Percent satisfied with learning environment	94.4%	83.2%	84.7%
Percent satisfied with social and physical environment	96.1%	90.2%	86.4%
Percent satisfied with school-home relations	92.7%	93.6%	83.1%

* 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

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	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	1.6%	0.0%	No
Student attendance rate	96.9%	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	464	100	24.8	36.2	39.1	84.6	81.8	82.8	Yes	Yes
Gender										
Male	249	100	26.7	40	33.3	81.3	78.2	79.3	N/A	N/A
Female	215	100	22.6	31.7	45.7	88.5	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	234	100	7.9	33.2	59	95.6	92.4	89.5	Yes	Yes
African American	83	100	46.2	39.7	14.1	71.8	71.8	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	143	100	41.6	38	20.4	73	72.4	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
Disability Status										
Disabled	48	100	77.8	15.6	6.7	35.6	41.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	136	100	43.1	38.5	18.5	71.5	68.1	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	191	100	42.5	34.8	22.7	72.4	73.3	75.5	Yes	Yes

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

All Students	464	100	26.8	41.3	31.9	80.8	77.3	78.9	Yes	Yes
Gender										
Male	249	100	27.5	40.4	32.1	81.3	75.8	77	N/A	N/A
Female	215	100	26	42.3	31.7	80.3	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	234	100	9.2	41.9	48.9	94.3	89.8	87.2	Yes	Yes
African American	83	100	53.8	37.2	9	59	62.7	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	143	100	40.9	42.3	16.8	70.1	71	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
Disability Status										
Disabled	48	100	62.2	33.3	4.4	51.1	37.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	136	100	41.5	43.8	14.6	70	69.1	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	191	100	45.3	40.9	13.8	66.9	66.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	315	87.3	36.8	50	13.2	63.2	66.1	67.5
Gender								
Male	164	90.2	32.4	51.4	16.2	67.6	66.1	67
Female	151	84.1	41.9	48.4	9.7	58.1	66.1	68
Racial/Ethnic Group								
White	152	84.2	10.2	65.4	24.4	89.8	82.9	79.5
African American	59	88.1	64.6	31.3	4.2	35.4	48.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	102	92.2	60	37.8	2.2	40	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
Disability Status								
Disabled	40	87.5	54.5	42.4	3	45.5	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	99	92.9	61.4	36.4	2.3	38.6	49.9	59.6
Socio-Economic Status								
Subsided meals	133	91.7	60.7	35.9	3.4	39.3	51.8	55.1
Social Studies								
All Students	311	88.1	29.1	51.7	19.2	70.9	70.3	72.3
Gender								
Male	171	87.1	31.9	42.4	25.7	68.1	70	71.5
Female	140	89.3	25.6	62.8	11.6	74.4	70.6	73.2
Racial/Ethnic Group								
White	154	85.1	11.7	55.5	32.8	88.3	82.6	80.7
African American	56	89.3	47.9	45.8	6.3	52.1	58.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	99	91.9	44.8	48.3	6.9	55.2	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	32	96.9	62.1	31	6.9	37.9	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	95	92.6	44	48.8	7.1	56	56.2	67.9
Socio-Economic Status								
Subsided meals	133	93.2	44.9	47.5	7.6	55.1	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
Writing										
All Students	467	99.8	32.8	31.3	35.9	67.2	68.6	70.2	96.9	96.4
Gender										
Male	252	99.6	41.7	29.8	28.5	58.3	61.3	63.2	96.8	96.3
Female	215	100	22.5	33	44.5	77.5	76.2	77.5	96.9	96.6
Racial/Ethnic Group										
White	237	99.6	17.4	26.1	56.5	82.6	82.7	79.1	96.9	96.4
African American	83	100	50.6	36.7	12.7	49.4	54.5	57.6	96.7	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.1	86.2	92.1	97.1
Hispanic	143	100	49.3	34.8	15.9	50.7	57.4	62.6	97.1	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	N/A	96.3
Disability Status										
Disabled	50	100	82.6	15.2	2.2	17.4	23.8	26.1	96	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	136	100	51.1	35.1	13.7	48.9	53.1	61.2	97.1	96.6
Socio-Economic Status										
Subsided meals	186	100	49.4	35.8	14.8	50.6	55.9	58.9	96.6	96.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	135	100	32.1	27.5	40.5	67.9
	4	162	100	29.5	36.5	34	70.5
	5	167	100	14.3	42.9	42.9	85.7
	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
Mathematics							
2009	3	135	100	42.7	33.6	23.7	57.3
	4	162	100	22.4	41	36.5	77.6
	5	167	100	18	47.8	34.2	82
	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
Science							
2009	3	68	100	35.4	55.4	9.2	64.6
	4	162	100	36.3	47.1	16.6	63.7
	5	85	52.9	40.9	52.3	6.8	59.1
	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
Social Studies							
2009	3	67	100	45.5	30.3	24.2	54.5
	4	162	100	22.9	59.9	17.2	77.1
	5	82	54.9	26.2	54.8	19	73.8
	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
Writing							
2009	3	136	100	45.1	27.8	27.1	54.9
	4	163	100	33.3	29.5	37.2	66.7
	5	168	99.4	22.2	35.8	42	77.8
	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

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