



St Andrew's School of Math and Science

505-B Arlington Drive
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	689 Students	
Principal	Amy Cario	(843) 763-1503
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Cindy Bohn Coats	843-529-2457

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good

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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

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

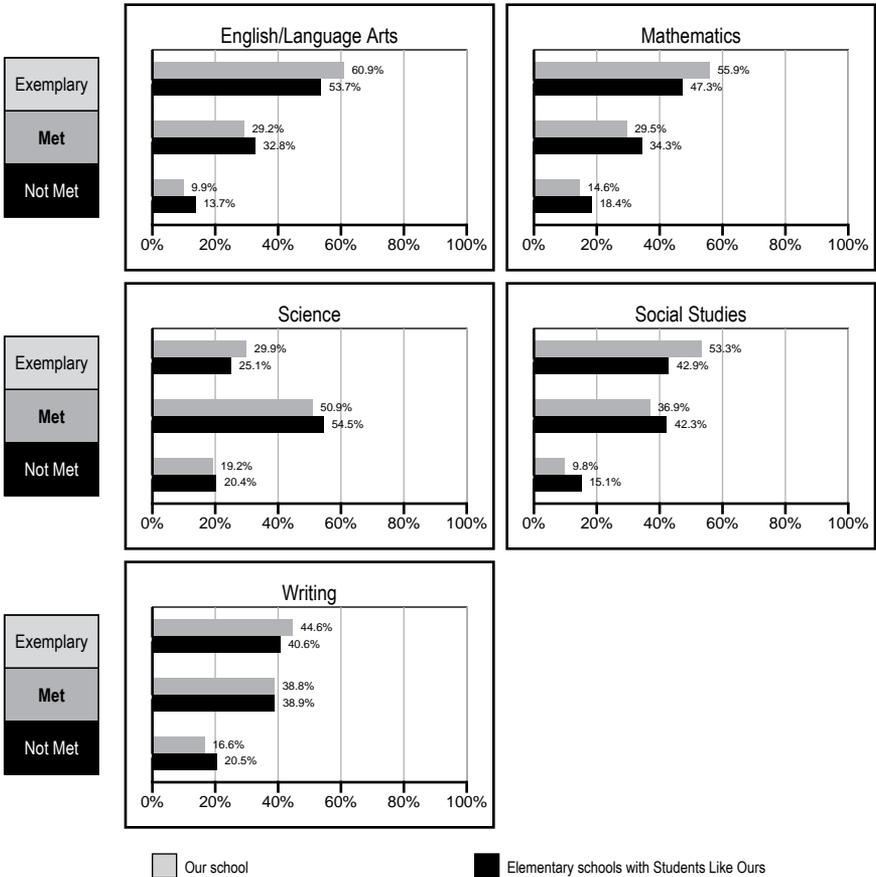
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
40	19	4	1	0

* Ratings are calculated with data available by 12/14/2013.

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=689)				
First graders who attended full-day kindergarten	100.0%	Up from 97.4%	100.0%	100.0%
Retention rate	0.9%	Up from 0.5%	0.8%	0.9%
Attendance rate	96.7%	Down from 96.8%	96.7%	96.3%
Served by gifted and talented program	12.8%	N/A	10.7%	7.2%
With disabilities	4.4%	N/A	11.3%	12.4%
Older than usual for grade	0.7%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.3%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	64.4%	Up from 60.9%	64.7%	62.5%
Continuing contract teachers	93.3%	Down from 93.5%	82.4%	83.3%
Teachers returning from previous year	86.4%	Down from 90.5%	89.7%	88.3%
Teacher attendance rate	93.1%	Down from 97.6%	95.3%	95.0%
Average teacher salary*	\$47,081	Up 4.5%	\$49,451	\$48,193
Professional development days/teacher	11.9 days	Up from 7.5 days	10.5 days	11.0 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 23.1 to 1	20.9 to 1	20.1 to 1
Prime instructional time	89.2%	Down from 94.0%	90.8%	90.0%
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**	\$6,339	Up 3.3%	\$6,888	\$7,364
Percent of expenditures for instruction**	69.0%	Down from 69.2%	69.0%	68.0%
Percent of expenditures for teacher salaries**	68.0%	Up from 67.9%	67.0%	66.0%

* 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

St. Andrew's School of Math and Science (SASMS) is a partial magnet school specializing in math and science. The school is situated in a residential neighborhood in the West Ashley area of Charleston. In addition to serving students in the neighborhood, we serve students who come to us from all over Charleston County. We serve a total of 720 students who make up a very diverse student body. This year and the following year, we will be located at a temporary campus while a new state of the art facility is built at our current location.

Through continued shared decision making, a positive learning environment, and high expectations, SASMS continues to be an award-winning school. Based on the 2012 state report card, we have maintained a rating of Excellent or Good on the South Carolina Report Card. Under the new Elementary and Secondary Education Act (ESEA) Federal Accountability Act we scored a 98.3 "A" rating in 2012. We also maintained our Palmetto Gold for Performance. We are excited to report that we received a Palmetto Gold Award for Closing the Achievement Gap. This is a result of top-notch instruction from highly-qualified teachers on a daily basis.

Our academic success continues to be based on how data is used to drive the instruction in the classroom. The Measures of Academic Progress assessment continues to give teachers data on their students and how instructional needs can be addressed. Literacy continues to be a district initiative and since we are a math and science school, our teachers utilize math and science in their various literacy programs. This year we have adopted the Science Technology Engineering and Math (STEM) practices into our instruction to provide opportunities for personalized learning and problem solving. iPad class sets were introduced this year and have proven to be a strategic tool to guiding the development of our students. Our Primary Grades Academy (PGA) has extended its scope to include first, second, and third grade students. Our students who attend this intense intervention program show incredible growth from Fall to Spring. Our interventions are not limited to PGA. Our third through fifth grade students who need intervention in reading and/or math receive additional instruction during the school day. Students involved in these interventions have demonstrated positive gains as well.

Students at SASMS have an opportunity to participate in events that reinforce learning in the classroom. Our chorus has been asked to perform at several public events throughout Charleston. Our SASMS News team, Recycling Team, Safety Patrol, Goals Club and Student Government provide weekly opportunities to work in groups and develop 21st Century skills that will support higher levels of learning.

Our School Improvement Council (SIC) and Parent Teacher Association (PTA) work together collaboratively to provide ongoing support to our children, teachers, and staff. Various functions are held throughout the year to help benefit our school.

St. Andrew's School of Math and Science is excited about our future success!

Amy Cario, Principal

Caroline Brown and Tracy Thompson, SIC Co-Chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	100	54
Percent satisfied with learning environment	100%	91%	96.2%
Percent satisfied with social and physical environment	100%	86.3%	94.4%
Percent satisfied with school-home relations	100%	89.2%	92.6%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	98.7
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

St Andrew's School of Math and Science school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	679.9	673.3	643.9	670.7	100.0	100.0
Male	678.5	675.4	647.7	679.3	100.0	100.0
Female	681.2	671.3	640.3	662.4	100.0	100.0
White	698.9	692.9	665.9	690.6	100.0	100.0
African American	655.6	646.8	620.9	643.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	656.1	647.7	621.5	642.4	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	114	100	0.9	18.7	80.4	99.1
	4	113	100	11.2	32.7	56.1	88.8
	5	120	100	14.7	43.1	42.2	85.3
	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
2013	3	120	100	8	19.5	72.6	92
	4	110	100	8.5	34.9	56.6	91.5
	5	110	100	13.6	34	52.4	86.4
	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
Mathematics							
2012	3	114	100	15	26.2	58.9	85
	4	113	100	8.4	31.8	59.8	91.6
	5	120	100	13.8	36.2	50	86.2
	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
2013	3	120	100	16.8	16.8	66.4	83.2
	4	110	100	7.5	38.7	53.8	92.5
	5	110	100	19.4	34	46.6	80.6
	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
Science							
2012	3	57	100	26.9	36.5	36.5	73.1
	4	113	100	17.8	54.2	28	82.2
	5	59	100	14.3	64.3	21.4	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
2013	3	60	100	20	40	40	80
	4	110	100	16	57.5	26.4	84
	5	55	100	24.5	49.1	26.4	75.5
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	57	100	5.5	30.9	63.6	94.5
	4	113	100	9.3	38.3	52.3	90.7
	5	61	100	21.7	53.3	25	78.3
	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
2013	3	60	100	13.8	37.9	48.3	86.2
	4	110	100	6.6	39.6	53.8	93.4
	5	55	100	13.7	29.4	56.9	86.3
	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
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	120	100	20.7	37.9	41.4	79.3
	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
2013	3	119	100	13.2	33.3	53.5	86.8
	4	110	99.1	14	42.1	43.9	86
	5	108	100	22.3	41.7	35.9	77.7
	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

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