



Hilton Head Island School For The Creative Arts

10 Wilborn Road
Hilton Head Island, SC

Grades	1-5 Elementary School	
Enrollment	664 Students	
Principal	Gretchen Keefner	843-342-4380
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Below Average	Good
2006	Below Average	Below Average
2005	N/A	N/A
2004	N/A	N/A

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

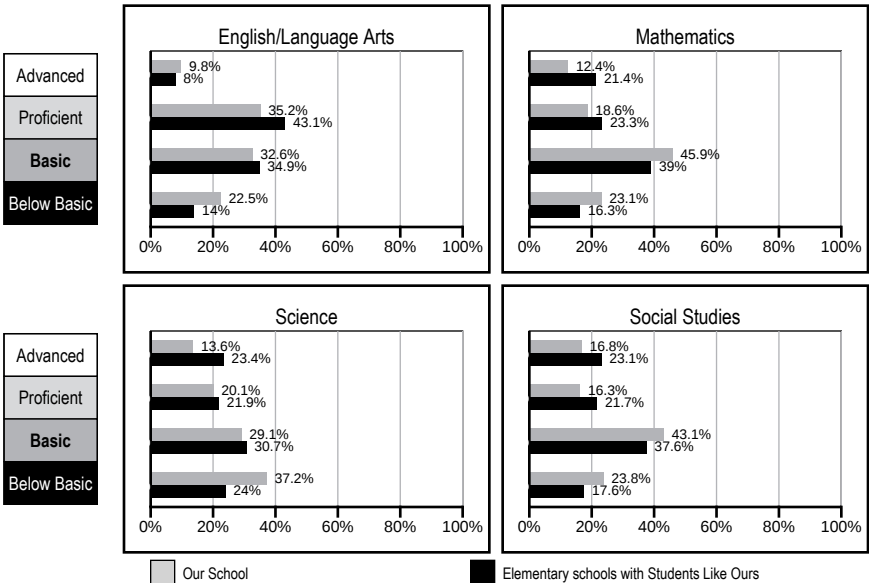
Percent of students tested in 2007-08 whose 2006-07 test scores were located 90.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	33	55	3	0

* 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=664)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 0.7%	1.8%	2.3%
Attendance rate	96.8%	Up from 96.6%	96.5%	96.3%
Eligible for gifted and talented	13.8%	Up from 9.9%	16.9%	10.4%
With disabilities other than speech	6.3%	Up from 5.7%	6.6%	7.5%
Older than usual for grade	0.3%	Down from 0.5%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	56.9%	Up from 52.1%	61.0%	56.7%
Continuing contract teachers	66.7%	Down from 68.8%	80.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 5.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.5%	86.4%
Teacher attendance rate	95.7%	Down from 96.3%	94.8%	94.9%
Average teacher salary	\$46,845	Up 1.2%	\$46,845	\$45,345
Professional development days/teacher	13.4 days	Up from 12.5 days	13.2 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.5	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 20.2 to 1	19.5 to 1	18.5 to 1
Prime instructional time	90.6%	Down from 90.8%	90.0%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,226	Up 9.7%	\$6,547	\$7,052
Percent of expenditures for instruction*	74.8%	Down from 76.3%	69.8%	69.1%
Percent of expenditures for teacher salaries*	70.8%	Down from 74.5%	66.6%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Excellence in academics and the arts for our 665 students is the focus of Hilton Head Island School for the Creative Arts. We are proud that HHISCA received the Palmetto Silver Award from the State Board of Education and the SC Dept. of Ed. for "outstanding student academic performance." We received this award as our Improvement Rating was raised, not one but two levels, to "Good" on our state report card.

The addition of a teacher dedicated to HHISCA Gifted and Talented students ensured that high achieving students' needs were being met in the classroom. Our academic accomplishments were matched by a strong arts program enabling all students to receive visual art, dance, music, and multimedia instruction taught by certified teachers on a weekly basis. In addition, all students had the opportunity to work with at least two Artists in Residence and to perform in a full stage production.

An initiated Community Outreach program gave parents an opportunity to meet with administration and staff to discuss issues. Participation in the school-wide Family Education Programs including our Fall Reading Festival, Saturday School House, Helping Your Child Read, PTA Reflections Program (which 736 parents attended), and BRAVO Spring Arts and Science Expo and Community Festival with attendance figures of over 600 brings attendance at our after-hours parent involvement programs to over 1336 for our English-speaking parents. Four evening parent programs, including a Family Fiesta, with community resource information booths, brought over 577 second language learners' families into our school. Over \$50,000.00 in grants, the support of The Arts Center of Coastal Carolina Adopt-A-School Program, and the Hilton Head Public Library and Orchestra increased our involvement in the community.

We are proud of our accomplishments. You are invited to become involved. It is collaboration which will strengthen our school and its future.

Respectfully submitted,
Gretchen Keefner, Principal
Bob Rozek, SIC Chair
Phyllis Neville, PTA President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	86	44
Percent satisfied with learning environment	95.1%	81.4%	88.6%
Percent satisfied with social and physical environment	100.0%	72.9%	84.1%
Percent satisfied with school-home relations	97.6%	87.2%	86.0%

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

School Adequate Yearly Progress	NO
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This school met 21 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	
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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		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

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 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	322	99.7	21.5	32.8	35.8	9.9	57.6	47.3	48.2	Yes	Yes
Gender											
Male	155	100	31	30.3	34.5	4.1	48.3	40.8	41.7	N/A	N/A
Female	167	99.4	12.7	35	36.9	15.3	66.2	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	144	100	6.6	22.8	48.5	22.1	80.9	65.1	60	Yes	Yes
African American	48	100	34.8	47.8	17.4	0	30.4	30.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	130	99.2	33.3	38.3	28.3	0	41.7	34.3	38.4	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	47	97.9	53.3	22.2	17.8	6.7	31.1	12.9	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	117	99.2	35.2	40.7	24.1	0	38.9	30.2	36.9	No	Yes
Socio-Economic Status											
Subsided meals	138	100	36.4	37.2	26.4	0	38	32.3	34	No	Yes

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

All Students	322	100	22.4	46.2	18.8	12.5	44.6	41.7	45.8	Yes	Yes
Gender											
Male	155	100	24.8	46.9	14.5	13.8	41.4	42.3	45.6	N/A	N/A
Female	167	100	20.3	45.6	22.8	11.4	47.5	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	144	100	3.7	44.1	27.9	24.3	69.9	60.6	59	Yes	Yes
African American	48	100	52.2	37	10.9	0	19.6	22.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	130	100	32.2	52.1	11.6	4.1	25.6	30	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	47	100	52.2	30.4	6.5	10.9	28.3	14.1	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	117	100	33.9	52.3	10.1	3.7	22	26.2	38.7	No	Yes
Socio-Economic Status											
Subsided meals	138	100	41.1	45.7	8.5	4.7	20.9	26.1	31.4	No	Yes

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

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
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Science

All Students	209	100	35.9	29.7	20.5	13.8	34.4	30.8	35.7	96.8	96.3
Gender											
Male	106	100	36.7	31.6	17.3	14.3	31.6	32.8	37.4	96.8	96.2
Female	103	100	35.1	27.8	23.7	13.4	37.1	28.7	33.8	96.8	96.4
Racial/Ethnic Group											
White	99	100	11.8	33.3	28	26.9	54.8	49.4	49.2	96.8	96.2
African American	27	100	61.5	26.9	11.5	0	11.5	12.7	17	96.4	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	99.2	96.7
Hispanic	83	100	56.6	26.3	14.5	2.6	17.1	17.4	24.9	96.9	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	N/A	96.1
Disability Status											
Disabled	33	100	50	21.9	12.5	15.6	28.1	11.7	14	96.5	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
English Proficiency											
Limited English Proficient	74	100	62.7	20.9	13.4	3	16.4	14.5	24.4	97	96.7
Socio-Economic Status											
Subsidized meals	85	100	59.7	26	11.7	2.6	14.3	15.9	21.1	96.6	96.1

Social Studies

All Students	212	99.5	22.6	43.7	16.6	17.1	33.7	28	34	96.8	96.3
Gender											
Male	103	99	21.9	46.9	13.5	17.7	31.3	30	36.6	96.8	96.2
Female	109	100	23.3	40.8	19.4	16.5	35.9	25.8	31.3	96.8	96.4
Racial/Ethnic Group											
White	87	100	7.3	34.1	26.8	31.7	58.5	42.3	44.5	96.8	96.2
African American	38	100	37.8	48.6	8.1	5.4	13.5	13.4	19.1	96.4	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	99.2	96.7
Hispanic	87	98.9	31.3	51.3	10	7.5	17.5	19.4	27.5	96.9	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.1
Disability Status											
Disabled	31	100	45.2	35.5	9.7	9.7	19.4	10	14.4	96.5	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
English Proficiency											
Limited English Proficient	80	98.8	32.4	52.7	8.1	6.8	14.9	16.6	27.3	97	96.7
Socio-Economic Status											
Subsidized meals	99	99	36.3	48.4	12.1	3.3	15.4	14.9	21	96.6	96.1

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

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	97	82.5	19.4	23.6	47.2	9.7	56.9
	4	90	68.9	9.4	24.5	58.5	7.5	66
	5	83	60.2	10.6	48.9	34	6.4	40.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	136	99.3	20.5	25.2	33.9	20.5	54.3
	4	99	100	22.8	35.9	38	3.3	41.3
	5	87	100	21.7	41	36.1	1.2	37.3
	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	97	100	31.5	57.3	5.6	5.6	11.2
	4	90	100	26.3	36.3	18.8	18.8	37.5
	5	83	100	35	48.8	7.5	8.8	16.3
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	136	100	21.1	52.3	14.8	11.7	26.6
	4	99	100	27.2	39.1	21.7	12	33.7
	5	87	100	19.3	44.6	21.7	14.5	36.1
	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	48	100	57.8	35.6	2.2	4.4	6.7
	4	90	100	45	27.5	18.8	8.8	27.5
	5	40	100	52.6	26.3	7.9	13.2	21.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	67	100	32.8	32.8	19.7	14.8	34.4
	4	99	100	41.3	32.6	19.6	6.5	26.1
	5	43	100	28.6	19	23.8	28.6	52.4
	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	49	100	28.9	51.1	20	0	20
	4	90	100	16.3	38.8	26.3	18.8	45
	5	43	100	42.9	38.1	9.5	9.5	19
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	98.6	21.2	47	15.2	16.7	31.8
	4	99	100	21.7	45.7	16.3	16.3	32.6
	5	44	100	26.8	34.1	19.5	19.5	39
	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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N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample