

St Andrew's School of Math & Science

30 Chadwick Drive
Charleston, SC 29407

Grades	PK-5 Elementary School	
Enrollment	787 Students	
Principal	Mark Shea (Interim)	843-763-1503
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	At-Risk
2007	Good	Good
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Good

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

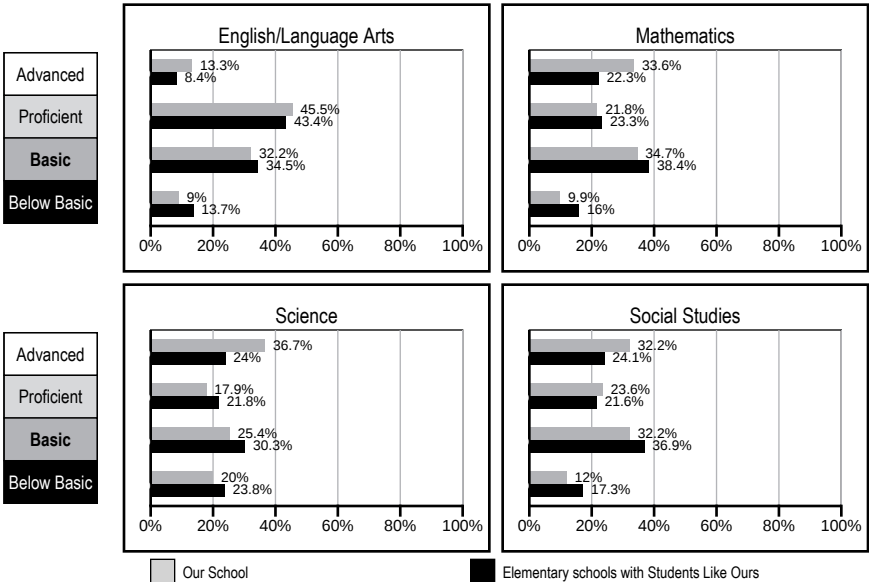
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	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=787)				
First graders who attended full-day kindergarten	98.5%	Up from 97.4%	100.0%	100.0%
Retention rate	2.3%	Down from 3.3%	1.8%	2.3%
Attendance rate	96.6%	Up from 96.2%	96.5%	96.3%
Eligible for gifted and talented	25.1%	Down from 26.4%	16.9%	10.4%
With disabilities other than speech	3.2%	Up from 2.2%	6.6%	7.5%
Older than usual for grade	0.3%	Down from 0.9%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	55.1%	Up from 54.2%	60.7%	56.7%
Continuing contract teachers	83.7%	Down from 87.5%	81.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.7%	Up from 84.5%	89.2%	86.4%
Teacher attendance rate	93.5%	Up from 92.8%	94.7%	94.9%
Average teacher salary	\$45,343	Up 5.1%	\$46,773	\$45,345
Professional development days/teacher	6.2 days	Down from 8.0 days	13.4 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.2 to 1	19.5 to 1	18.5 to 1
Prime instructional time	88.8%	Up from 87.3%	89.8%	89.8%
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*	\$5,610	Up 2.4%	\$6,587	\$7,052
Percent of expenditures for instruction*	73.4%	Up from 72.1%	69.5%	69.1%
Percent of expenditures for teacher salaries*	68.7%	Up from 67.6%	66.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

St. Andrew's School of Math & Science (SASMS) is a diverse place to learn. As a partial (approximately 25%) math and science magnet school, our teachers integrate math and science every day into the core disciplines of reading, writing, and social studies, as well as special areas (art, music, media, computer and physical education). Children at SASMS enjoy a variety of hands-on, inquiry-based activities that allow them to become facilitators and leaders in a child-centered educational program.

The mission of this elementary school, working in partnership with students, families, and the community, is to strive for excellence by developing confident, lifelong learners. Our success in fulfilling this mission is evidenced by SASMS being ranked as a Palmetto Gold Award Winning school 2001-2006. The Palmetto Silver Award was received in 2007, in addition to State Department of Education recognition for Achievement in Historically Underachieving Groups (HUGs). Adequate Yearly Progress (AYP) requirements of the No Child Left Behind Act have been met all five years that this requirement has been in place. Beyond these ratings, SASMS has proven to be a positive environment for students, families, teachers, community members, and business partners. This is exemplified by SASMS being a two-time winner of the Red Carpet Award, spanning 2002-2008 for providing a family-friendly atmosphere. Our campus is beautiful; our 58 year-old building remains welcoming, and our teachers and staff ensure SASMS is the best place to be for all of our students by providing a safe, positive, and challenging environment.

The Parent Teacher Association and School Improvement Council greatly complement SASMS by working to support the efforts of teachers and administrators. These organizations are vital to our continued success, where parent and community involvement is continually stressed. They take on the difficult issues that are beyond the scope of the district and work to resolve them to the benefit of our students.

SASMS believes in establishing high expectations for all of its students and their families. In order to continually improve, we must challenge our students, ourselves, and our parents and community members to make greater strides in education. To achieve these goals for all students, SASMS will maintain its efforts to overcome barriers that prohibit this process, including space allocations and class size constraints. We continue to provide students with additional materials, such as new library books, technology updates, labs, and related arts programs. Staff development programs are provided to help our teachers integrate curriculum standards, access new technology, address a variety of learning styles and abilities, and implement an inclusion program. SASMS will continue to update its facilities and programs to accommodate enrollment changes and growth. Both the administration and the SIC are proud of the advances SASMS has made in the past decade.

Kevin Conklin, Principal
Barbara Eager, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	114	70
Percent satisfied with learning environment	98.0%	84.8%	97.0%
Percent satisfied with social and physical environment	96.0%	85.1%	87.1%
Percent satisfied with school-home relations	98.0%	84.1%	92.9%

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

School Adequate Yearly Progress	YES
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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	
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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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	366	100	9	32.2	45.5	13.3	68.6	53.5	48.2	Yes	Yes
Gender											
Male	182	100	7.6	39	44.2	9.3	64	47.3	41.7	N/A	N/A
Female	184	100	10.4	25.8	46.7	17	73.1	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	191	100	2.7	22.5	55.6	19.3	83.4	77.6	60	Yes	Yes
African American	149	100	17.7	46.1	31.2	5	46.8	32.1	31.7	Yes	Yes
Asian/Pacific Islander	13	100	15.4	23.1	38.5	23.1	61.5	75.1	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	27	100	40	36	20	4	32	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	12.5	12.5	68.8	6.3	81.3	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	141	100	17.4	43.9	33.3	5.3	50	33	34	Yes	Yes

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

All Students	366	100	9.9	34.7	21.8	33.6	67.5	49.7	45.8	Yes	Yes
Gender											
Male	182	100	8.1	36.6	21.5	33.7	68.6	49.5	45.6	N/A	N/A
Female	184	100	11.5	33	22	33.5	66.5	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	191	100	2.7	23.5	25.7	48.1	86.6	75.6	59	Yes	Yes
African American	149	100	20.6	51.1	16.3	12.1	41.1	26.2	26.9	Yes	Yes
Asian/Pacific Islander	13	100	7.7	23.1	7.7	61.5	69.2	78.9	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	27	100	36	44	12	8	40	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	6.3	31.3	12.5	50	68.8	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	141	100	18.9	53	15.2	12.9	44.7	28.3	31.4	Yes	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	248	100	20	25.4	17.9	36.7	54.6	39.2	35.7	96.6	96
Gender											
Male	119	100	16.8	23	16.8	43.4	60.2	40.8	37.4	96.5	95.8
Female	129	100	22.8	27.6	18.9	30.7	49.6	37.6	33.8	96.6	96.1
Racial/Ethnic Group											
White	138	100	5.2	17.2	23.1	54.5	77.6	66.4	49.2	96.4	96.1
African American	96	100	40.2	35.9	13	10.9	23.9	15.3	17	96.9	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	97.7	97.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	94.3	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	94.8	95.7
Disability Status											
Disabled	20	100	44.4	22.2	5.6	27.8	33.3	16.6	14	96.1	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	11	100	27.3	27.3	18.2	27.3	45.5	26.5	24.4	95.9	96.3
Socio-Economic Status											
Subsidized meals	91	100	36	39.5	11.6	12.8	24.4	17.1	21.1	96.2	95.5

Social Studies

All Students	248	100	12	32.2	23.6	32.2	55.8	40.2	34	96.6	96
Gender											
Male	122	100	10.3	34.2	23.1	32.5	55.6	42	36.6	96.5	95.8
Female	126	100	13.6	30.4	24	32	56	38.3	31.3	96.6	96.1
Racial/Ethnic Group											
White	127	100	3.2	24.6	27	45.2	72.2	63.3	44.5	96.4	96.1
African American	102	100	23.7	45.4	15.5	15.5	30.9	19.1	19.1	96.9	95.8
Asian/Pacific Islander	11	100	18.2	9.1	27.3	45.5	72.7	74.3	58.9	97.7	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	94.3	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	94.8	95.7
Disability Status											
Disabled	18	100	27.8	61.1	5.6	5.6	11.1	18.2	14.4	96.1	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	95.9	96.3
Socio-Economic Status											
Subsidized meals	95	100	23.3	45.6	17.8	13.3	31.1	20.1	21	96.2	95.5

* 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	129	100	5.8	22.5	54.2	17.5	71.7
	4	121	100	9.7	27.4	56.6	6.2	62.8
	5	98	100	6.5	45.7	47.8	0	47.8
	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	119	100	2.6	23.7	50.9	22.8	73.7
	4	130	100	11.7	28.1	49.2	10.9	60.2
	5	117	100	12.5	45.5	35.7	6.3	42
	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	129	100	13.3	31.7	26.7	28.3	55
	4	121	100	8.8	30.1	22.1	38.9	61.1
	5	98	100	7.6	39.1	26.1	27.2	53.3
	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	119	100	8.8	35.1	21.1	35.1	56.1
	4	130	100	9.4	32.8	22.7	35.2	57.8
	5	117	100	11.6	36.6	21.4	30.4	51.8
	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	66	100	16.4	34.4	29.5	19.7	49.2
	4	121	100	15	21.2	22.1	41.6	63.7
	5	50	100	21.7	21.7	21.7	34.8	56.5
	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	59	100	14.3	23.2	25	37.5	62.5
	4	130	100	18.8	27.3	16.4	37.5	53.9
	5	59	100	28.6	23.2	14.3	33.9	48.2
	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	63	100	0	28.8	39	32.2	71.2
	4	121	100	13.3	29.2	24.8	32.7	57.5
	5	48	100	17.4	39.1	15.2	28.3	43.5
	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	60	100	10.3	31	31	27.6	58.6
	4	130	100	9.4	32.8	21.1	36.7	57.8
	5	58	100	19.6	32.1	21.4	26.8	48.2
	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

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