



SC Annual School Report Card Summary

St Andrew's School of Math & Science
Charleston

Grades: PK-5

Enrollment: 787

Principal: Mark Shea (Interim)

Superintendent: Dr. Nancy J. McGinley

Board Chair: Mr. Hillery Douglas

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Good	At-Risk	TBD	Met	N/A
2007	Good	Good	Gold	Met	N/A
2006	Excellent	Excellent	Gold	Met	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT

4

GOOD

33

AVERAGE

55

BELOW AVERAGE

3

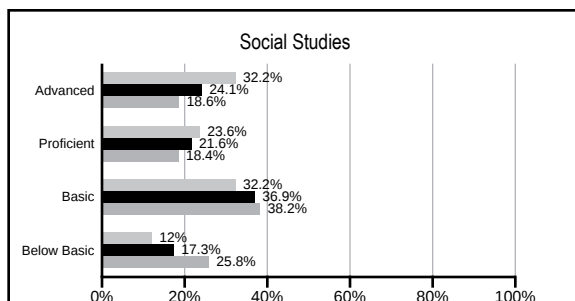
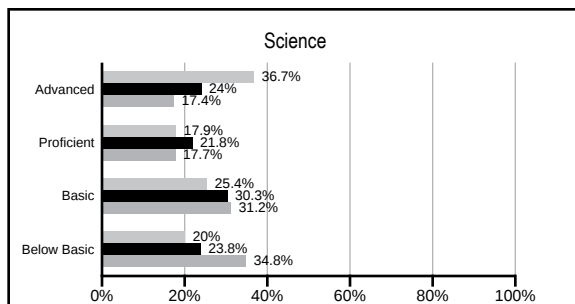
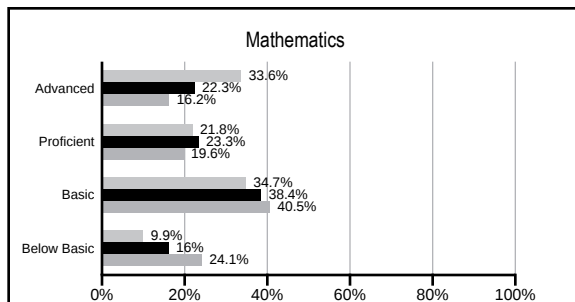
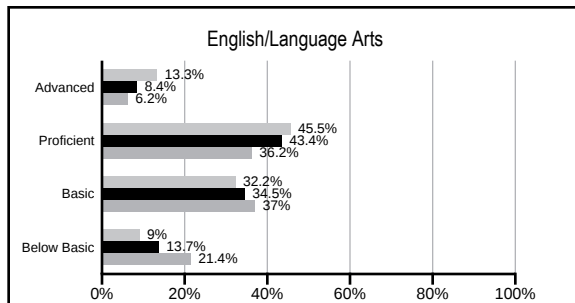
AT-RISK

0

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

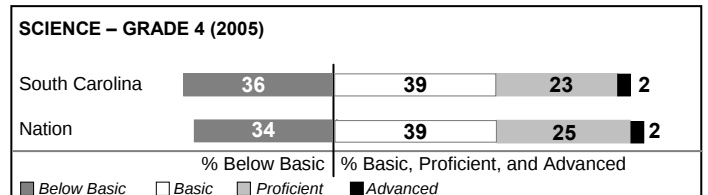
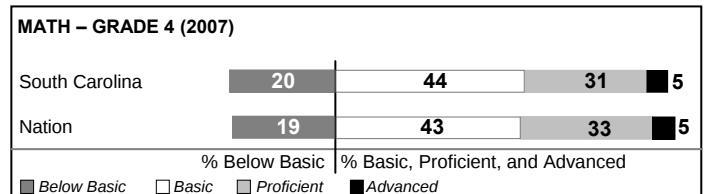
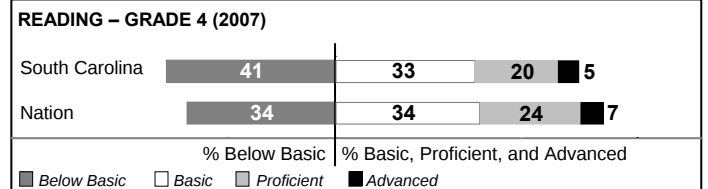
PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

St Andrew's School of Math & Science [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=787)				
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%
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
Classes not taught by highly qualified teachers	0.0%	Down from 0.4%	0.0%	0.0%
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
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%
% of AYP objectives met	100.0%		92.3%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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