



St. Andrews School of Math & Science

30 Chadwick Drive
Charleston, SC 29407

Grades	K-5 Elementary School	
Enrollment	739 Students	
Principal	Mark Shea	843-763-1503
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	Good
2006	Excellent	Excellent
2005	Excellent	Excellent

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

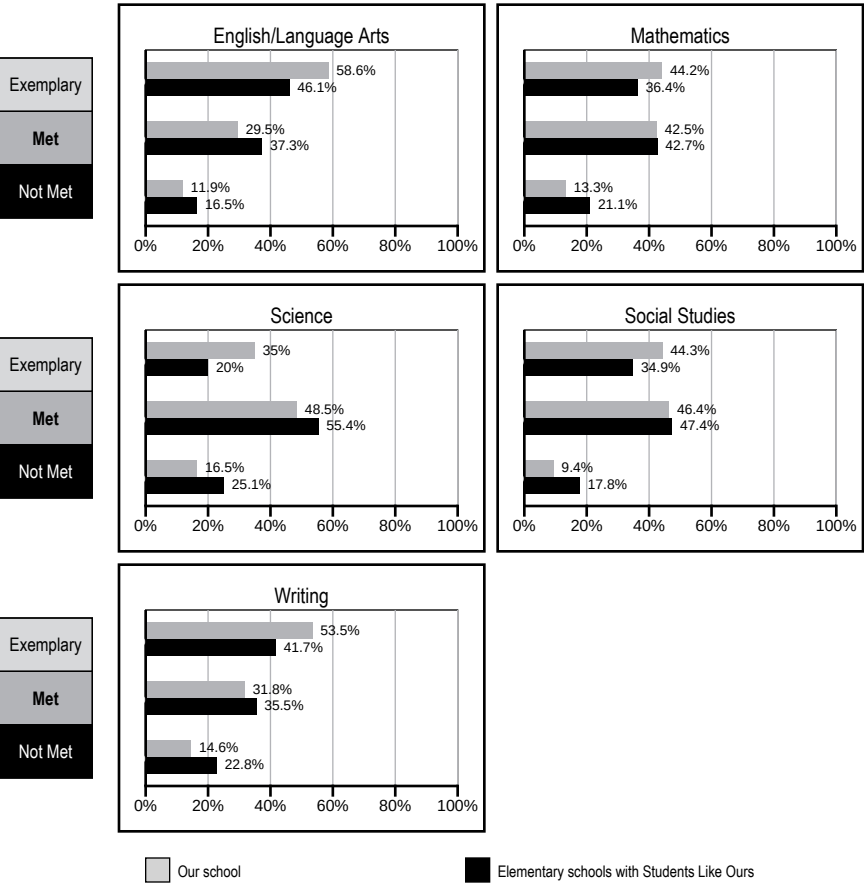
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	39	28	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=739)				
First graders who attended full-day kindergarten	97.7%	Down from 98.5%	100.0%	100.0%
Retention rate	2.0%	Down from 2.3%	1.5%	1.9%
Attendance rate	96.6%	No Change	96.6%	96.3%
Eligible for gifted and talented	24.5%	Down from 25.1%	15.6%	10.0%
With disabilities other than speech	2.6%	Down from 3.2%	7.0%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	60.4%	Up from 55.1%	61.4%	59.4%
Continuing contract teachers	89.6%	Up from 83.7%	83.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.0%	Up from 84.7%	87.9%	85.9%
Teacher attendance rate	93.7%	Up from 93.5%	95.1%	95.1%
Average teacher salary*	\$46,582	Up 2.7%	\$48,178	\$47,149
Professional development days/teacher	8.3 days	Up from 6.2 days	11.3 days	11.1 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 20.9 to 1	19.5 to 1	18.8 to 1
Prime instructional time	89.1%	Up from 88.8%	90.4%	90.4%
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**	\$6,056	Up 8.0%	\$6,978	\$7,458
Percent of expenditures for instruction**	71.6%	Down from 73.4%	68.6%	68.8%
Percent of expenditures for teacher salaries**	67.4%	Down from 68.7%	60.5%	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

At St. Andrew's School of Math and Science, we are creating an environment of performance excellence. We are a partial magnet school, where approximately 30% of our magnet students come from within Charleston County. The remaining students are from within our attendance zone. Our school is a diverse learning community, where math and science are integrated daily into reading, writing, social studies, as well as our special areas (art, music, technology, and physical education). Children attending St. Andrew's enjoy a variety of hands-on inquiry based activities that allow them to be facilitators and leaders in a child-centered program.

Two groundbreaking initiatives were implemented this year. The first is the addition of 6,000 leveled book sets to help increase student achievement, increase fluency, and increase comprehension. This addition also helps support our district initiative of increasing fluency. The other initiative we are excited about is the addition of a Science Extension Teacher. This addition will help take the learning of inquiry from the "I wonder" question. Our teachers will plan and team-teach in our fully equipped Inquiry Lab.

Teams of teachers and staff met for countless hours during Curriculum Team Planning to map the curriculum and analyze common assessments used to drive instructional decisions. Teachers, staff, and parents took a closer look at data from the classroom, grade level, and school perspectives to guide instruction to better meet the needs of all of our students.

Fall to Spring MAP (Measures of Academic Progress) scores indicated a large amount of growth for our school in Reading and Math. Administration met and will continue to goal set with students in order for them to achieve and beat their goals. Additional reading assessments in grades Kindergarten-2nd indicated dramatic growth as well.

Our School Improvement Council (SIC) and Parent Teacher Association (PTA) worked cooperatively to help St. Andrew's become more technologically advanced. We celebrate the addition of six SMARTboards to our school. Between the efforts of our teachers and PTA, we now have ten SMARTboards in our school. This is a great accomplishment as there was only one in the school previously. Significant increases in student achievement are expected as we continue to strengthen the many partnerships that exist within our school and community.

Given the appropriate supports, ALL children can and will reach high levels of achievement. Our mission at St. Andrew's School of Math and Science is to locate, design, and provide appropriate supports to cultivate the growth of ALL students.

Barbara Eager, School Improvement Council Chair
Mark Shea, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	118	87
Percent satisfied with learning environment	94.0%	85.6%	95.4%
Percent satisfied with social and physical environment	92.0%	84.7%	92.0%
Percent satisfied with school-home relations	93.9%	90.7%	91.9%

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

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School Adequate Yearly Progress

YES

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

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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	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

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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	368	100	11.6	29.5	58.8	92.9	84.9	82.8	Yes	Yes
Gender										
Male	182	100	13.9	32.4	53.8	89.6	81.8	79.3	N/A	N/A
Female	186	100	9.5	26.8	63.7	96.1	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	192	100	2.1	21.9	75.9	98.9	95.8	89.5	Yes	Yes
African American	146	100	24.4	40.7	34.8	84.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	12	100	25	25	50	91.7	96.4	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	19	100	62.5	25	12.5	50	53.5	52	I/S	I/S
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	19	100	16.7	44.4	38.9	94.4	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	152	100	25.2	38.5	36.4	83.9	74.9	75.5	Yes	Yes

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

All Students	368	100	13.1	42.6	44.3	92	81	78.9	Yes	Yes
Gender										
Male	182	100	13.9	40.5	45.7	91.9	79.3	77	N/A	N/A
Female	186	100	12.3	44.7	43	92.2	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	192	100	3.7	35.8	60.4	98.4	94.6	87.2	Yes	Yes
African American	146	100	26.7	56.3	17	82.2	67.9	66.7	Yes	Yes
Asian/Pacific Islander	12	100	8.3	25	66.7	91.7	94.6	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	19	100	56.3	31.3	12.5	62.5	46.9	45.5	I/S	I/S
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	19	100	16.7	27.8	55.6	94.4	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	152	100	25.9	50.3	23.8	86	69.2	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	246	100	16.1	48.7	35.2	83.9	68.9	67.5
Gender								
Male	129	100	15.4	45.5	39	84.6	68.2	67
Female	117	100	16.8	52.2	31	83.2	69.6	68
Racial/Ethnic Group								
White	136	100	6	42.9	51.1	94	90.4	79.5
African American	93	100	31.4	59.3	9.3	68.6	48.1	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.4	71.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	36.6	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	11	100	18.2	45.5	36.4	81.8	58.3	59.6
Socio-Economic Status								
Subsided meals	101	100	28.4	57.9	13.7	71.6	50.2	55.1

Social Studies								
All Students	245	100	9.4	46.4	44.3	90.6	76.8	72.3
Gender								
Male	117	100	11.6	42	46.4	88.4	75.3	71.5
Female	128	100	7.3	50.4	42.3	92.7	78.4	73.2
Racial/Ethnic Group								
White	119	100	0.9	38.5	60.7	99.1	91.5	80.7
African American	104	100	21.9	57.3	20.8	78.1	62.7	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	90.9	72.2
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	36.4	46.6	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	13	100	N/AV	N/AV	N/AV	100	71.6	67.9
Socio-Economic Status								
Subsided meals	104	100	20.2	57.6	22.2	79.8	64	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	370	100	14.6	31.8	53.5	85.4	74.1	70.2	96.6	96
Gender										
Male	183	100	22.3	34.9	42.9	77.7	67.8	63.2	96.6	95.9
Female	187	100	7.2	28.9	63.9	92.8	80.6	77.5	96.5	96.1
Racial/Ethnic Group										
White	192	100	6.4	25.7	67.9	93.6	90.4	79.1	96.2	95.9
African American	148	100	27.5	40.6	31.9	72.5	59.2	57.6	96.9	96
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	89.9	86.2	97.6	97
Hispanic	10	I/S	I/S	I/S	I/S	I/S	61.1	62.6	96.3	96.3
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	84	68.7	97.3	95.8
Disability Status										
Disabled	24	100	71.4	9.5	19	28.6	29.6	26.1	96.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	19	100	5.6	50	44.4	94.4	60.2	61.2	96.8	96.5
Socio-Economic Status										
Subsidized meals	157	100	26.7	43.2	30.1	73.3	59.1	58.9	96.4	95.7

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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	118	100	8	23	69	92
	4	123	100	15.1	33.6	51.3	84.9
	5	127	100	11.7	31.7	56.7	88.3
	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
Mathematics							
2009	3	118	100	16.8	28.3	54.9	83.2
	4	123	100	11.8	47.1	41.2	88.2
	5	127	100	10.8	51.7	37.5	89.2
	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
Science							
2009	3	60	100	12.3	49.1	38.6	87.7
	4	123	100	17.6	47.1	35.3	82.4
	5	63	100	16.7	51.7	31.7	83.3
	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
Social Studies							
2009	3	58	100	10.7	35.7	53.6	89.3
	4	123	100	5	52.1	42.9	95
	5	64	100	16.7	45	38.3	83.3
	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							
2009	3	118	100	17.5	24.6	57.9	82.5
	4	125	100	13.3	42.5	44.2	86.7
	5	127	100	13.2	28.1	58.7	86.8
	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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