



Sullivans Island Elementary

2015 I'on Avenue

Sullivan's Island, SC 29482

Grades	K-5 Elementary School	
Enrollment	311 Students	
Principal	Susan R. King	843-883-3118
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	Excellent
2008	Excellent	Excellent
2007	Excellent	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

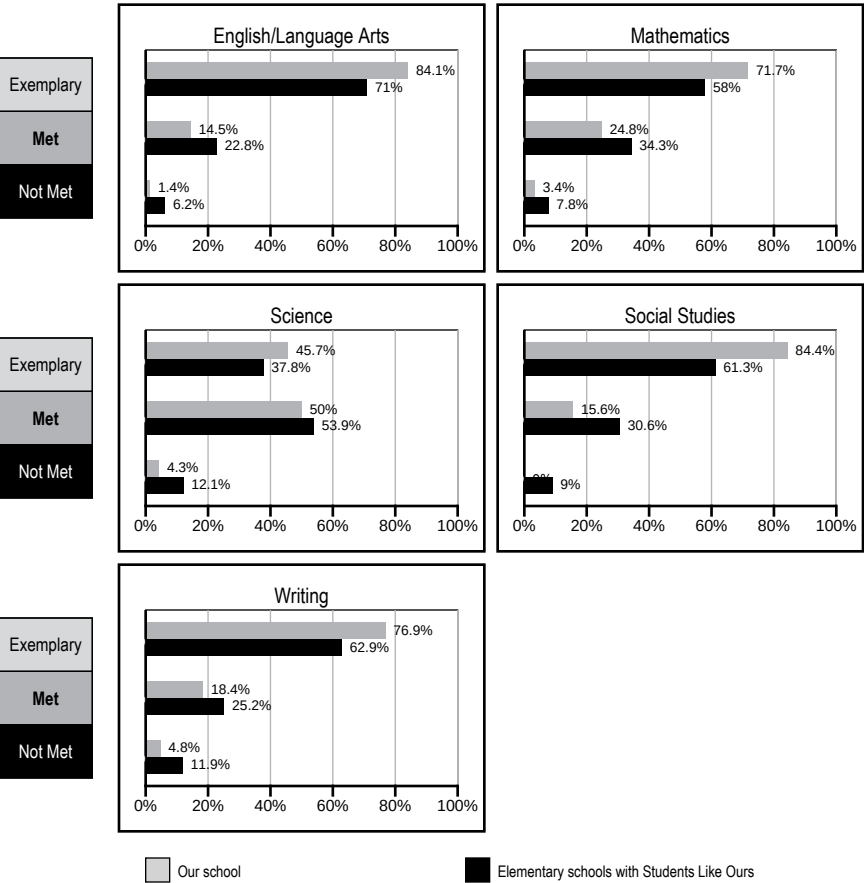
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	1	0	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=311)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.0%	0.6%	1.9%
Attendance rate	95.6%	Down from 96.3%	97.2%	96.3%
Eligible for gifted and talented	43.5%	Up from 39.5%	35.6%	10.0%
With disabilities other than speech	3.2%	No Change	4.1%	7.7%
Older than usual for grade	0.4%	No Change	0.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	59.1%	Up from 58.3%	67.3%	59.4%
Continuing contract teachers	90.9%	Down from 91.7%	85.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.0%	Down from 88.1%	89.2%	85.9%
Teacher attendance rate	95.5%	Up from 92.1%	95.5%	95.1%
Average teacher salary*	\$48,355	Up 2.9%	\$48,355	\$47,149
Professional development days/teacher	11.1 days	Up from 9.5 days	9.6 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	6.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.0 to 1	20.6 to 1	18.8 to 1
Prime instructional time	90.7%	Up from 87.5%	91.9%	90.4%
Opportunities in the arts	Fair	Down from Good	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**	\$8,062	Down 0.2%	\$7,436	\$7,458
Percent of expenditures for instruction**	67.4%	Down from 72.5%	67.4%	68.8%
Percent of expenditures for teacher salaries**	63.2%	Up from 52.3%	64.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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N/R–Not Reported

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Report of Principal and School Improvement Council

This narrative has been prepared to share some of the many goals and achievements made possible through the powerful synergy of the teachers, parents, students, and community members of the Sullivan's Island Elementary School Family. Together, we continue to work diligently toward a single vision: To create a community of learning that inspires students to reach their full potential.

I am pleased to report that for the 2007/2008 School Year our school received an Excellent-Excellent rating on the school report card. Not only did we significantly outperform elementary schools statewide, but we also outperformed schools like ours in all 4 areas of the PACT test. Additionally, students made significant gains on Measures in Academic Progress (MAP). Fourth grade teacher, Judith Callan was honored with 16 other CCSD teachers as a Platinum Top Achieving Teacher for MAP. With such outstanding teacher leadership and continuing faculty professional development in differentiated instruction, technology, and students' social emotional needs, Sullivan's Island Elementary remains on a steady track of both improvement and excellence.

Other accolades received this year have included being named a School Improvement Riley Honor School. Thanks to our Wellness, Technology and Spanish Committee initiatives, the SIES School Improvement Council was recognized as one of the top 16 SICs (Riley Award) in the State of South Carolina. The Spanish Language program is now in its 5th year and has just expanded to include all grade levels. The School Improvement Council also worked with the Teacher Leadership team to prioritize spending efforts to insure that Smartboards and Airliner Slates (handheld Smartboards) are available in all classrooms. Our school foundation, Friends of Sullivan's Island School, and School PTA worked together raising over \$100,000 to supplement funding for technology, music, art and Spanish instructors, as well as, instructional supplies, cultural performances, and library and technological improvements.

The Parent Teacher Association (PTA) and office staff collaborated to continue our "green" efforts by switching from paper versions of office communications to an electronic newsletter, email news blasts, and parentlink phone messages. Our Student Council Association also championed a school-wide recycling program, as well as, a clothing and school supply drive supporting Mary Ford Elementary School.

These are just a few of the highlights of the past school year. Thank you for your continued support of both our school and of public education. Without you, the community, we would not have been able to accomplish the achievements that we have.

Please stop by and experience what makes Sullivan's Island Elementary so special, or visit us on our website at <http://sullivan'sisland.ccsdschools.com>.

Susan R. King, Principal
Margaret Meek, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	60	56
Percent satisfied with learning environment	93.3%	86.4%	87.3%
Percent satisfied with social and physical environment	93.3%	78.3%	91.1%
Percent satisfied with school-home relations	100.0%	85.0%	89.3%

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

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 9 out of 9 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. 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	9.2%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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	154	99.4	1.4	14.5	84.1	100	84.9	82.8	Yes	Yes
Gender										
Male	85	100	2.5	16.3	81.3	100	81.8	79.3	N/A	N/A
Female	69	98.6	N/AV	N/AV	N/AV	100	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	149	99.3	1.4	14.7	83.9	100	95.8	89.5	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	74.8	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	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	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	9	I/S	I/S	I/S	I/S	I/S	74.9	75.5	I/S	I/S

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

All Students	154	99.4	3.4	24.8	71.7	97.2	81	78.9	Yes	Yes
Gender										
Male	85	100	5	26.3	68.8	96.3	79.3	77	N/A	N/A
Female	69	98.6	1.5	23.1	75.4	98.5	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	149	99.3	3.5	25.2	71.3	97.2	94.6	87.2	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	67.9	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	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	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	9	I/S	I/S	I/S	I/S	I/S	69.2	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

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	101	99	4.3	50	45.7	95.7	68.9	67.5
Gender								
Male	55	100	3.9	45.1	51	96.1	68.2	67
Female	46	97.8	4.7	55.8	39.5	95.3	69.6	68
Racial/Ethnic Group								
White	97	99	4.3	48.9	46.7	95.7	90.4	79.5
African American	2	I/S	I/S	I/S	I/S	I/S	48.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	3	I/S	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	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
Socio-Economic Status								
Subsided meals	3	I/S	I/S	I/S	I/S	I/S	50.2	55.1

Social Studies

All Students	102	99	N/AV	N/AV	N/AV	100	76.8	72.3
Gender								
Male	54	100	N/AV	N/AV	N/AV	100	75.3	71.5
Female	48	97.9	N/AV	N/AV	N/AV	100	78.4	73.2
Racial/Ethnic Group								
White	100	99	N/AV	N/AV	N/AV	100	91.5	80.7
African American	1	I/S	N/A	N/A	N/A	N/A	62.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	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	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
Socio-Economic Status								
Subsided meals	7	I/S	I/S	I/S	I/S	I/S	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	152	99.3	4.8	18.4	76.9	95.2	74.1	70.2	95.6	96
Gender										
Male	84	98.8	7.4	21	71.6	92.6	67.8	63.2	95.3	95.9
Female	68	100	1.5	15.2	83.3	98.5	80.6	77.5	96	96.1
Racial/Ethnic Group										
White	147	99.3	4.8	18.6	76.6	95.2	90.4	79.1	95.6	95.9
African American	3	I/S	I/S	I/S	I/S	I/S	59.2	57.6	94.1	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.9	86.2	97.1	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	62.6	96.4	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	29.6	26.1	95	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	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	N/A	96.5
Socio-Economic Status										
Subsidized meals	7	I/S	I/S	I/S	I/S	I/S	59.1	58.9	95.5	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	44	100	4.9	14.6	80.5	95.1
	4	49	98	N/AV	N/AV	N/AV	100
	5	61	100	N/AV	N/AV	N/AV	100
	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	44	100	7.3	29.3	63.4	92.7
	4	49	98	2.2	22.2	75.6	97.8
	5	61	100	1.7	23.7	74.6	98.3
	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
Science							
2009	3	22	100	10	60	30	90
	4	49	98	2.2	53.3	44.4	97.8
	5	30	100	3.4	37.9	58.6	96.6
	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
Social Studies							
2009	3	22	100	N/AV	N/AV	N/AV	100
	4	49	98	N/AV	N/AV	N/AV	100
	5	31	100	N/AV	N/AV	N/AV	100
	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	44	100	9.8	17.1	73.2	90.2
	4	48	97.9	2.2	21.7	76.1	97.8
	5	60	100	3.3	16.7	80	96.7
	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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