

# SC Annual School Report Card Summary

St. Andrews School of Math & Science  
 Charleston  
 Grades: K-5 Enrollment: 739  
 Principal: Mark Shea  
 Superintendent: Dr. Nancy J. McGinley  
 Board Chair: Mrs. Toya Hampton Green

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://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 AND SILVER AWARD |                 | AYP STATUS | NCLB IMPROVEMENT STATUS |
|------|-----------------|---------------|--------------------------------|-----------------|------------|-------------------------|
|      |                 |               | General Performance            | Closing the Gap |            |                         |
| 2009 | Excellent       | Good          | TBD                            | TBD             | Met        | N/A                     |
| 2008 | Good            | At-Risk       | N/A                            | N/A             | Met        | N/A                     |
| 2007 | Good            | Good          | Silver                         | N/A             | Met        | N/A                     |

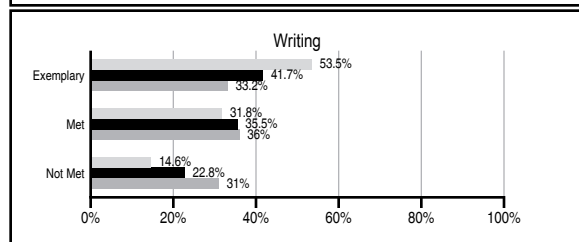
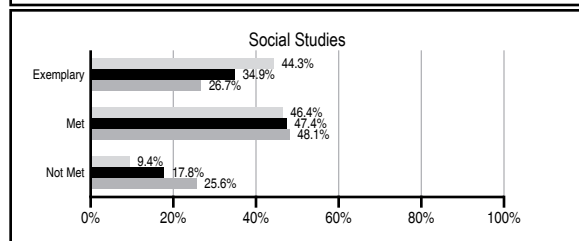
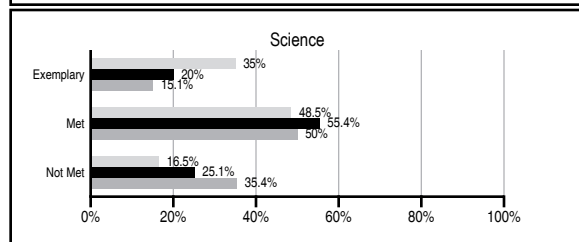
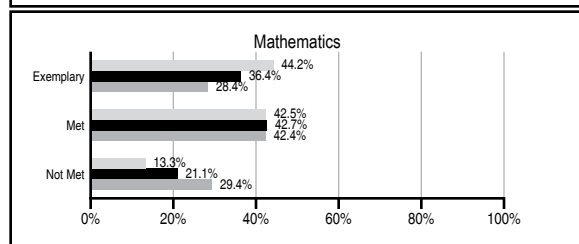
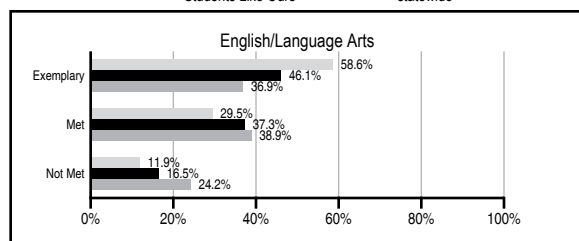
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 20        | 39   | 28      | 0             | 0       |

\* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

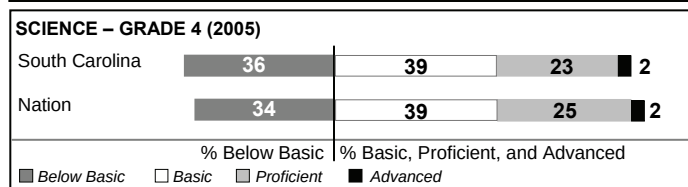
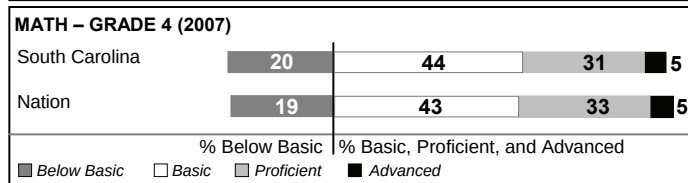
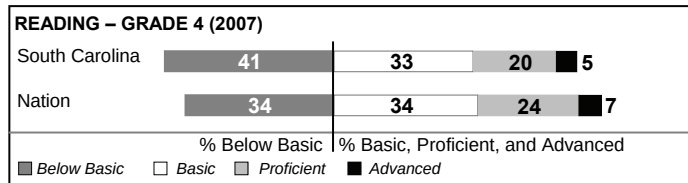
## PASS PERFORMANCE

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 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.

## 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. Andrews School of Math & Science [Charleston]

SCHOOL PROFILE

|                                                                              | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n=739)                                                             |            |                       |                                            |                          |
| 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                 |
| Classes not taught by highly qualified teachers                              | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| 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%                    |
| % of AYP objectives met                                                      | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |

\* Length of contract = 185+ days.  
\*\* Prior year audited financial data available.

EVALUATION RESULTS

|                                                        | 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 at this school and their parents were included.

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

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