

SHELL POINT ELEMENTARY

81 Savannah Highway
Beaufort, South Carolina

Grades	PK-5 Elementary School	
Enrollment	411 Students	
Principal	Mary Ellen Parks	843-322-2800
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**Average**
2009	Average	Average
2008	Average	Average
2007	Average	Good
2006	Good	Below Average

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.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

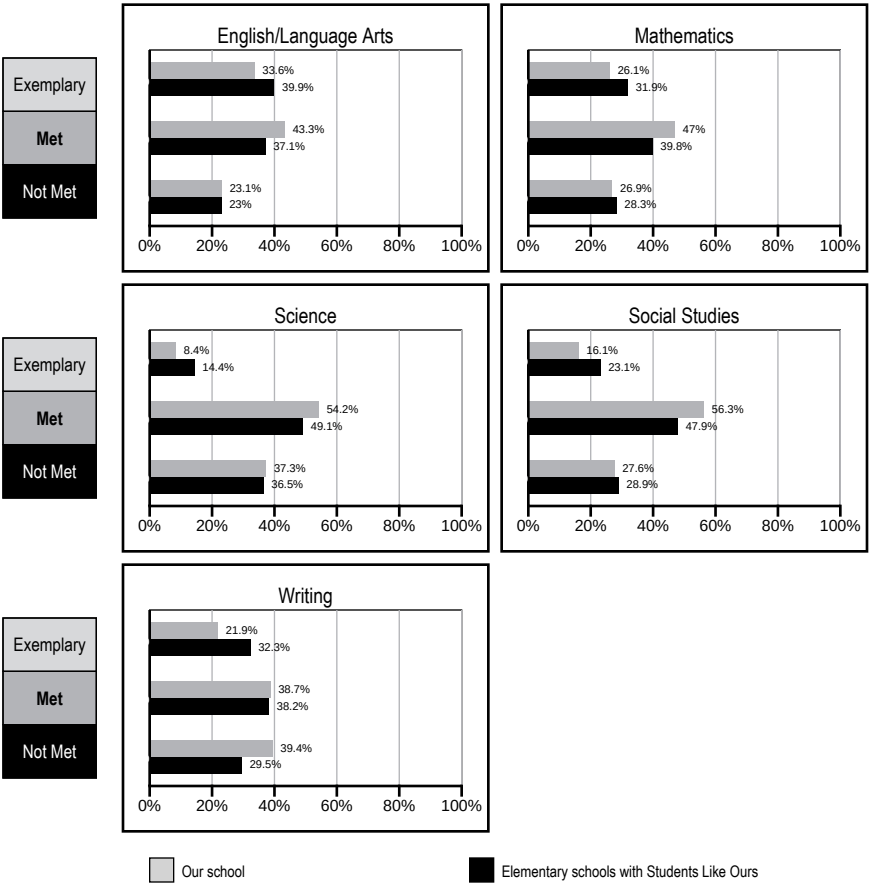
Percent of students tested in 2009-10 whose 2008-09 test scores were located	95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	24	88	3	0

* Ratings are calculated with data available by 03/09/2011.

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=411)				
First graders who attended full-day kindergarten	100.0%	Up from 87.3%	100.0%	100.0%
Retention rate	0.9%	Down from 2.0%	1.2%	1.2%
Attendance rate	95.8%	Down from 96.0%	95.9%	96.1%
Eligible for gifted and talented	6.8%	Up from 6.5%	11.7%	11.7%
With disabilities other than speech	3.0%	Down from 4.9%	8.7%	8.0%
Older than usual for grade	0.0%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	62.5%	Up from 54.8%	60.2%	60.5%
Continuing contract teachers	78.1%	Up from 74.2%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.4%	Down from 87.1%	88.8%	87.0%
Teacher attendance rate	95.1%	Up from 94.9%	95.4%	95.4%
Average teacher salary*	$49,585	Up 0.1%	$47,269	$47,288
Professional development days/teacher	7.4 days	Up from 5.8 days	10.4 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 18.5 to 1	19.1 to 1	19.2 to 1
Prime instructional time	89.4%	Down from 90.1%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	97.0%	Down from 98.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$8,346	Down 3.8%	$7,524	$7,548
Percent of expenditures for instruction**	66.3%	No Change	67.4%	68.7%
Percent of expenditures for teacher salaries**	65.1%	Up from 53.7%	63.8%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

This has been an exciting year for all of us at Shell Point Elementary School. Our students performed well on the 2009 PASS tests and not only made Adequate Yearly Progress (AYP) but were awarded the Palmetto Silver Award for continuous academic improvement. This means that, based on the No Child Left Behind initiative, all students at Shell Point, no matter their background, family income, or race, are making adequate yearly progress. It is wonderful to know that we are reaching all of our students. After all, that is why we are here. We have celebrated the students' gains on the MAP tests and are anxious to get back the 2010 PASS results. The students and teachers have worked extremely hard in reading, math, science, and social studies.

The Beaufort County Schools became accredited district wide, through ADVANCE ED, a combination of the North Central Association Commission of Accreditation and School Improvement, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. Shell Point Elementary School also became accredited as a result of this effort. We are very proud of our school and school system for this achievement.

Congratulations to our new Teacher of the Year, Mr. Rod Williams, our music teacher. He was selected by his colleagues to represent Shell Point Elementary School this coming year. We would also like to congratulate Mrs. Sulatha Shetty, our media center assistant. She will represent the school as the Support Staff of the Year. Both of these fine people are most deserving of this recognition.

Earlier this year, we celebrated Read Across America Day, in honor of Dr. Seuss and his birthday, March 2. The day was filled with wonderful reading activities, including many guest readers from outside the school. Even our superintendent, Dr. Truesdale, popped in to read her favorite Dr. Seuss book, Hooray for Diffendoofer Day! The students enjoyed the story and Dr. Truesdale's gift for making a story come alive. We were very excited to offer a Family Math night for all of our parents on May 5th. Students and parents came to play Everyday Math games together. Our guest speaker, Jane White, explained the benefits of the spiraling program and how to help children with homework.

Our School Improvement Council continues to support the school's wellness initiative by monitoring the cafeteria menus for healthy and nutritious food. They also supported the school's "Seahorse Swim" or walk-a-thon, which encouraged children to walk for good health.

Thank you for entrusting us with your precious resource, your children. It is our privilege to have them in our school, teaching them to be well-prepared for their future role in our society.

Respectfully,
Mary Ellen Parks, Principal
Lisa Kindwall, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	55	40
Percent satisfied with learning environment	92.0%	89.1%	82.5%
Percent satisfied with social and physical environment	96.0%	83.0%	82.5%
Percent satisfied with school-home relations	84.0%	86.5%	87.5%

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

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 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	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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

SHELL POINT ELEMENTARY										03/09/11-0701018
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	150	98.7	23.1	43.3	33.6	88.8	83.6	83.5	Yes	Yes
Gender										
Male	74	98.7	34.8	47.8	17.4	81.2	80.3	80.1	N/A	N/A
Female	76	98.7	10.8	38.5	50.8	96.9	87	87	N/A	N/A
Racial/Ethnic Group										
White	54	98.2	5.9	49	45.1	98	92.8	89.6	Yes	Yes
African American	72	98.6	39.1	39.1	21.9	79.7	73.5	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	92.7	I/S	I/S
Hispanic	22	100	11.8	41.2	47.1	100	78.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.9	85.1	I/S	I/S
Disability Status										
Disabled	17	88.2	N/A	N/A	N/A	57.1	44.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	54.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	27.3	45.5	27.3	90.9	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	105	98.1	29.3	41.3	29.3	84.8	76.5	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	150	100	26.9	47	26.1	87.3	80.4	80.4	Yes	Yes
Gender										
Male	74	100	27.5	53.6	18.8	84.1	78.9	78.4	N/A	N/A
Female	76	100	26.2	40	33.8	90.8	82	82.5	N/A	N/A
Racial/Ethnic Group										
White	54	100	21.6	41.2	37.3	90.2	91.4	87.8	Yes	Yes
African American	72	100	34.4	51.6	14.1	82.8	66.5	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90	93.5	I/S	I/S
Hispanic	22	100	17.6	47.1	35.3	94.1	77.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	77.8	83.2	I/S	I/S
Disability Status										
Disabled	17	100	N/A	N/A	N/A	50	41.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	63.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	18.2	63.6	18.2	90.9	75.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	105	100	31.5	44.6	23.9	84.8	72.4	72.8	Yes	Yes

***** 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	93	100	36.9	54.8	8.3	63.1	65.1	67.3
Gender								
Male	46	100	39.5	55.8	4.7	60.5	64.8	66.9
Female	47	100	34.1	53.7	12.2	65.9	65.4	67.7
Racial/Ethnic Group								
White	32	100	20	66.7	13.3	80	83.8	79.6
African American	45	100	51.2	46.3	2.4	48.8	45.5	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	79.5	84.4
Hispanic	14	100	27.3	54.5	18.2	72.7	54	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66.7	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	29.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	49.5	58.6
Socio-Economic Status								
Subsidized meals	68	100	47.5	49.2	3.4	52.5	51.4	55.4
Social Studies								
All Students	95	100	27.6	56.3	16.1	72.4	69.4	70.9
Gender								
Male	49	100	30.4	52.2	17.4	69.6	69.2	70.1
Female	46	100	24.4	61	14.6	75.6	69.5	71.7
Racial/Ethnic Group								
White	35	100	21.2	57.6	21.2	78.8	83.1	79.2
African American	46	100	38.1	52.4	9.5	61.9	53	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.1	86.8
Hispanic	12	100	I/S	I/S	I/S	I/S	62.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	75	71.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	36	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	59.3	68
Socio-Economic Status								
Subsidized meals	65	100	30.5	50.8	18.6	69.5	57.6	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	152	99.3	39.4	38.7	21.9	60.6	70.5	72.1	95.8	96.7
Gender										
Male	75	100	51.4	34.3	14.3	48.6	63.9	65.2	95.9	96.7
Female	77	98.7	26.9	43.3	29.9	73.1	77.1	79.2	95.6	96.8
Racial/Ethnic Group										
White	56	100	34	45.3	20.8	66	84.8	80.8	95.2	96.5
African American	72	98.6	44.4	33.3	22.2	55.6	55.6	59.7	96.2	97.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.3	87	97.4	97.1
Hispanic	22	100	36.8	36.8	26.3	63.2	60.8	64.6	95.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	73.4	98.4	96
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	14.3	22.1	27.7	94.3	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	15	100	46.2	38.5	15.4	53.8	56.2	63.7	95.5	96.8
Socio-Economic Status										
Subsidized meals	106	99.1	44.1	36.6	19.4	55.9	58.7	61.9	95.5	96.6

Abbreviations for Missing Data

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

SHELL POINT ELEMENTARY							03/09/11-0701018
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	52	100	28.3	45.7	26.1	71.7
	4	64	100	30.4	41.1	28.6	69.6
	5	63	100	25	44.6	30.4	75
	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
2010	3	53	96.2	17	23.4	59.6	83
	4	38	100	22.2	61.1	16.7	77.8
	5	59	100	29.4	49	21.6	70.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	52	100	54.3	26.1	19.6	45.7
	4	64	100	26.8	50	23.2	73.2
	5	63	100	28.6	46.4	25	71.4
	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
2010	3	53	100	14.9	42.6	42.6	85.1
	4	38	100	22.2	55.6	22.2	77.8
	5	59	100	41.2	45.1	13.7	58.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	25	100	50	36.4	13.6	50
	4	64	100	17.9	71.4	10.7	82.1
	5	31	100	46.4	46.4	7.1	53.6
	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
2010	3	26	100	25	54.2	20.8	75
	4	38	100	41.7	55.6	2.8	58.3
	5	29	100	41.7	54.2	4.2	58.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	27	100	20.8	50	29.2	79.2
	4	64	100	19.6	58.9	21.4	80.4
	5	32	100	17.9	57.1	25	82.1
	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
2010	3	27	100	29.2	54.2	16.7	70.8
	4	38	100	25	52.8	22.2	75
	5	30	100	29.6	63	7.4	70.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	52	100	44.7	38.3	17	55.3
	4	62	100	35.7	46.4	17.9	64.3
	5	62	100	32.1	35.7	32.1	67.9
	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
2010	3	52	100	43.8	27.1	29.2	56.3
	4	40	100	31.6	52.6	15.8	68.4
	5	60	98.3	41.2	39.2	19.6	58.8
	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

Abbreviations for Missing Data

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