



EAGLE NEST ELEMENTARY

8640 River Oaks Drive
N. Charleston, SC 29420

Grades	PK-5 Elementary School	
Enrollment	809 Students	
Principal	Karen R. Spillane	843-695-2460
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Average
2008	Average	At-Risk
2007	N/A	N/A
2006	N/A	N/A

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

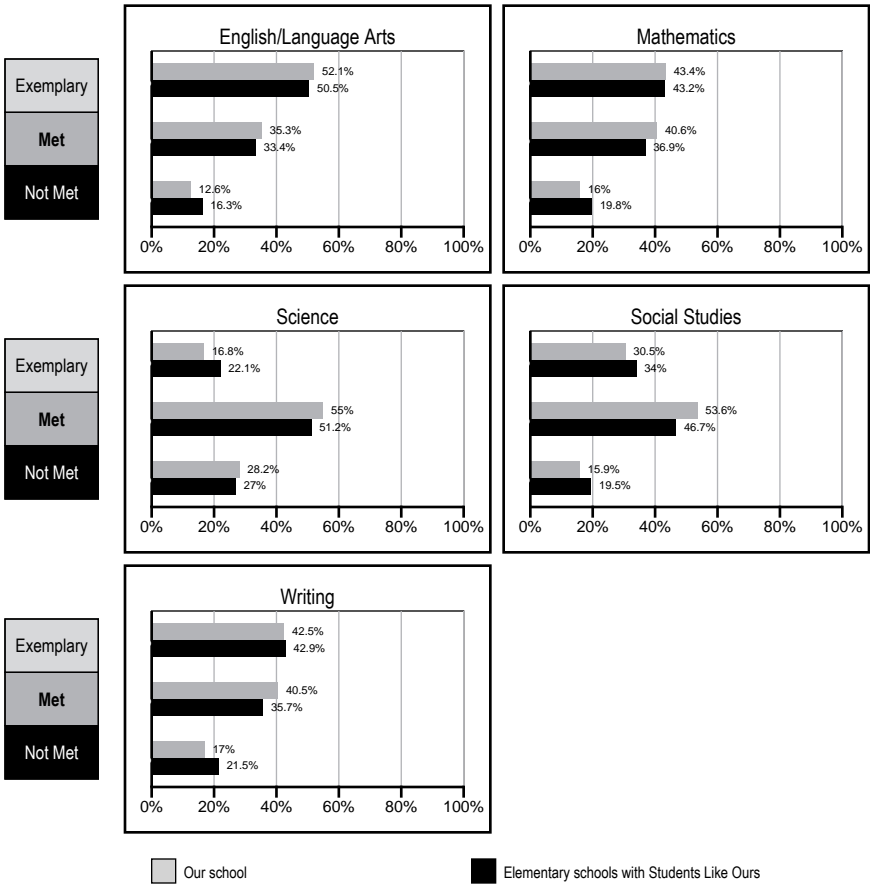
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	29	16	0	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=809)				
First graders who attended full-day kindergarten	99.3%	Up from 99.0%	100.0%	100.0%
Retention rate	2.2%	Up from 1.4%	0.8%	1.2%
Attendance rate	96.3%	Down from 96.6%	96.6%	96.1%
Eligible for gifted and talented	19.9%	Down from 21.0%	17.0%	11.7%
With disabilities other than speech	5.3%	Up from 4.9%	6.8%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.4%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	47.1%	Up from 46.2%	62.5%	60.5%
Continuing contract teachers	76.5%	Up from 57.7%	86.1%	84.6%
Teachers with emergency or provisional certificates	2.4%	Up from 2.3%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.3%	87.0%
Teacher attendance rate	94.7%	Down from 95.7%	95.7%	95.4%
Average teacher salary*	\$41,915	Down 0.7%	\$48,456	\$47,288
Professional development days/teacher	11.7 days	Down from 12.8 days	11.4 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 17.9 to 1	19.8 to 1	19.2 to 1
Prime instructional time	90.1%	Down from 91.3%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,104	Up 6.6%	\$7,225	\$7,548
Percent of expenditures for instruction**	60.1%	Up from 59.0%	69.4%	68.7%
Percent of expenditures for teacher salaries**	57.6%	Up from 56.7%	66.3%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Eagle Nest Elementary School is three years old and houses 816 students in grades 4K-5. As you enter the elementary school campus, you drive through an avenue of Palmetto trees to the beautiful setting bordering the wetlands of the Ashley River. We are a Red Carpet and Positive Behavior Interventions and Supports (PBIS) Banner school located in the Coosaw Pointe area of Dorchester County. We house a diverse group of students in a positive, nurturing, and safe environment. Throughout the year, we celebrate the successes of our students and teachers. Our staff is dedicated to providing students with a rigorous academic environment in which "Failure is Not an Option."

During the 2009-2010 school year, Eagle Nest received the Red Carpet award from the State Department of Education for having a family-friendly environment. We participated in Trident United Way's Day of Caring by constructing "Eddie's Nest," our covered area on the playground. We were awarded a Lowe's grant to create a parent center and a Waffle House grant that provided educational materials for students to use at home. In addition, we received the Distinguished Arts Program (DAP) grant which provided students with a variety of cultural arts experiences such as storytelling, chimes, field trips, and performance assemblies.

As a school-wide Title One school, we are challenged with providing students a rigorous instructional program that meets the needs of all children. Teachers in grades 2 - 5 participated in the district Language Arts initiative, which provides teachers with a pacing guide, common assessments, and planning to help increase the rigor within our academic program. In 4th and 5th grade math, we provided an additional teacher to reduce math class size and provide students with more hands-on instruction. Our school staff development will continue to focus on differentiated instruction and Explicit Direct Instruction, along with a book study on Frameworks of Poverty.

Another barrier we strive to overcome is involving parents in their children's education. The School Improvement Council is focusing on getting all parents involved in school events, conferences, and attending workshops on how to help their children at home. We have varied our meeting times to accommodate diverse parent schedules, increased student performances, and provided workshops and written communication in both English and Spanish.

Every day our students and staff "Fly like Eagles," as we pursue freedom, spirit, and excellence through rigor, relevance, and relationships.

Karen Spillane, Principal
Joyce Becwar, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	129	51
Percent satisfied with learning environment	87.5%	84.4%	86.3%
Percent satisfied with social and physical environment	92.9%	75.2%	76.0%
Percent satisfied with school-home relations	87.5%	92.2%	83.3%

* 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

This school met 23 out of 23 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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	396	100	12.7	35.6	51.7	94.8	89.1	83.5	Yes	Yes
Gender										
Male	208	100	10.4	46.6	43	93.8	86.1	80.1	N/A	N/A
Female	188	100	15.4	23.1	61.5	95.9	92.1	87	N/A	N/A
Racial/Ethnic Group										
White	188	100	8.5	28.4	63.1	97.2	93	89.6	Yes	Yes
African American	146	100	14.1	44.5	41.4	96.1	81.6	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.5	92.7	I/S	I/S
Hispanic	49	100	26.7	37.8	35.6	80	84.1	79.6	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
Disability Status										
Disabled	31	100	46.2	30.8	23.1	73.1	57.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	40	100	27	37.8	35.1	81.1	82.1	79	I/S	Yes
Socio-Economic Status										
Subsidized meals	183	100	18.5	40.1	41.4	90.1	83.1	76.9	Yes	Yes

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

All Students	396	100	16.3	40.6	43.1	90.9	87.2	80.4	Yes	Yes
Gender										
Male	208	100	15	43	42	90.2	85.5	78.4	N/A	N/A
Female	188	100	17.8	37.9	44.4	91.7	88.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	188	100	6.8	37.5	55.7	95.5	92	87.8	Yes	Yes
African American	146	100	27.3	48.4	24.2	85.2	77.5	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.5	93.5	I/S	I/S
Hispanic	49	100	26.7	35.6	37.8	86.7	86.1	78.3	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
Disability Status										
Disabled	31	100	61.5	26.9	11.5	65.4	55	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	40	100	24.3	32.4	43.2	89.2	86.8	78.9	I/S	Yes
Socio-Economic Status										
Subsidized meals	183	100	30.2	38.3	31.5	82.7	80.3	72.8	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	265	99.6	28.2	54.8	17	71.8	74.7	67.3
Gender								
Male	138	99.3	25.2	54.3	20.5	74.8	74.2	66.9
Female	127	100	31.6	55.3	13.2	68.4	75.3	67.7
Racial/Ethnic Group								
White	132	100	11.3	61.3	27.4	88.7	84.1	79.6
African American	101	99	44.3	50	5.7	55.7	56.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	29	100	53.8	42.3	3.8	46.2	69	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80.8	69.5
Disability Status								
Disabled	23	95.7	57.9	26.3	15.8	42.1	39.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	24	100	52.4	42.9	4.8	47.6	58.5	58.6
Socio-Economic Status								
Subsidized meals	121	99.2	45.2	46.2	8.7	54.8	61.8	55.4
Social Studies								
All Students	262	99.6	16.6	53.1	30.3	83.4	78.8	70.9
Gender								
Male	140	99.3	16.8	57.3	26	83.2	77.8	70.1
Female	122	100	16.4	48.2	35.5	83.6	79.8	71.7
Racial/Ethnic Group								
White	121	100	11.4	51.8	36.8	88.6	84.6	79.2
African American	95	99	22.9	54.2	22.9	77.1	67.5	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	90.1	86.8
Hispanic	34	100	21.9	50	28.1	78.1	74.4	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.5	71.2
Disability Status								
Disabled	21	95.2	N/A	N/A	N/A	43.8	44.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	27	100	26.9	46.2	26.9	73.1	69.1	68
Socio-Economic Status								
Subsidized meals	114	99.1	26.5	51	22.5	73.5	69.2	60.8

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	399	98	16.5	40.8	42.7	83.5	82.9	72.1	96.3	96
Gender										
Male	212	97.2	20.4	44.5	35.1	79.6	77.4	65.2	96.1	96
Female	187	98.9	12.2	36.6	51.2	87.8	88.6	79.2	96.4	96.1
Racial/Ethnic Group										
White	185	98.4	8	36.4	55.7	92	88.2	80.8	96.2	95.8
African American	147	96.6	25.4	44.4	30.2	74.6	73.1	59.7	96.1	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.5	87	97.3	97
Hispanic	53	100	27.7	44.7	27.7	72.3	75.2	64.6	96.5	96.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	90.1	73.4	98	95.5
Disability Status										
Disabled	33	81.8	62.5	25	12.5	37.5	37.7	27.7	95	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	26.3	39.5	34.2	73.7	71.4	63.7	96.8	96.5
Socio-Economic Status										
Subsidized meals	185	96.8	26.5	43.8	29.6	73.5	74.1	61.9	95.8	95.5

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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	128	100	13	28.7	58.3	87
	4	125	100	17.4	35.7	47	82.6
	5	122	100	17.4	43.5	39.1	82.6
	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	135	100	7.7	22.2	70.1	92.3
	4	130	100	16.4	40.2	43.4	83.6
	5	131	100	13.8	43.9	42.3	86.2
	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	128	100	18.3	46.1	35.7	81.7
	4	125	100	15.7	47.8	36.5	84.3
	5	122	100	21.7	48.7	29.6	78.3
	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
2010	3	135	100	17.1	24.8	58.1	82.9
	4	130	100	10.7	50.8	38.5	89.3
	5	131	100	21.1	45.5	33.3	78.9
	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	65	100	26.2	55.7	18	73.8
	4	125	100	33.9	58.3	7.8	66.1
	5	61	100	34.5	58.6	6.9	65.5
	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	71	98.6	28.8	35.6	35.6	71.2
	4	130	100	27	63.1	9.8	73
	5	64	100	30	56.7	13.3	70
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	63	100	7.1	42.9	50	92.9
	4	125	100	10.4	65.2	24.3	89.6
	5	61	100	26.3	47.4	26.3	73.7
	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
2010	3	65	100	3.5	47.4	49.1	96.5
	4	130	100	17.2	57.4	25.4	82.8
	5	67	98.5	27.4	50	22.6	72.6
	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
Writing							
2009	3	126	99.2	27.4	38.5	34.2	72.6
	4	124	99.2	13.2	40.4	46.5	86.8
	5	121	99.2	19.1	39.1	41.7	80.9
	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	131	97.7	13	40.9	46.1	87
	4	133	97	15.6	44.3	40.2	84.4
	5	135	99.3	20.6	37.3	42.1	79.4
	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

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