

HILTON HEAD EARLY CHILDHOOD CENT

165 Pembroke Drive
Hilton Head, South

Grades	PK-K Primary School	
Enrollment	428 Students	
Principal	Adrienne Sutton	843-689-0422
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	**Excellent**	**Good**
2009	Good	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	Excellent	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.

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

HILTON HEAD EARLY CHILDHOOD CENT 03/09/11-0701031

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	0	0	0	0

* Ratings are calculated with data available by 03/09/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructinal time	86.4%
Student-teacher ratio in core subjects	21.4 to 1
Teachers with advanced degrees	42.9%
Teachers returning from previous year	87.1%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with childern less than eight years old	11.7 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
X	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=428)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	3.0%	Up from 2.9%	4.3%	2.8%
Attendance rate	95.8%	Up from 95.7%	95.8%	95.6%
With disabilities other than speech	2.1%	Down from 3.7%	4.5%	4.0%
Older than usual for grade	N/A	N/A	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	42.9%	Down from 44.4%	60.4%	62.2%
Continuing contract teachers	85.7%	Up from 81.5%	81.6%	90.9%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 82.5%	86.8%	89.8%
Teacher attendance rate	94.5%	Up from 93.3%	95.2%	95.1%
Average teacher salary*	$48,173	Up 0.3%	$46,892	$47,006
Professional development days/teacher	21.0 days	Up from 14.7 days	16.4 days	17.1 days
School				
Principal's years at school	6.0	Up from 5.0	6.0	5.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 20.7 to 1	19.5 to 1	19.3 to 1
Prime instructional time	86.4%	Up from 84.9%	90.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	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**	$8,617	Up 6.4%	$7,253	$7,207
Percent of expenditures for instruction**	70.2%	Down from 71.3%	66.6%	68.5%
Percent of expenditures for teacher salaries**	69.2%	Up from 69.0%	65.1%	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

At Hilton Head Island Early Childhood Center (HHIECC) we have the privilege and responsibility of being the first school experience for most of our students. Our school is an arts-infused program that is rooted in the Reggio Emilia philosophy, which promotes individual and group inquiry. The initial vision for this school was created over five years ago when the building was designed. We have developed both the physical and the philosophical components of our environment to be a third teacher to our young children. It is our belief that in today's rapidly changing global society, we must adapt, merge, and infuse new methods of teaching in order to succeed. We ensure our success through data analysis, reflection, teamwork, and adopting research-based practices. We inspire and support one another to be both innovative and effective when working with children. We are a dynamic learning community that strives to develop the gifts of every learner.

Hilton Head Island Early Childhood Center is one of four early-childhood centers in Beaufort County School District. Our school includes 430 students: 33% white, 49% Hispanic,13% black, and 5% other. We have 130 students enrolled in prekindergarten and 300 students enrolled in kindergarten.

Our school met academic goals in both reading and math in 2009 and 2010 on the Measure of Academic Performance (MAP) test. In May 2010, 87% of students met or exceeded their growth targets in reading. The same percentage met or exceeded their growth targets in math. This year, 84% of students scored on or above expected growth targets in reading comprehension, indicating they are reading on an early first grade level.

Teachers and parents indicate a high degree of satisfaction and confidence in our school. 100% of teachers completed the school report card survey and reported satisfaction with the school learning environment, social and physical environment, and school-home relations.

This year, the faculty, staff, and students participated in a Healthy Fruit and Vegetables Grant awarded by the South Carolina State Department of Education. Weekly allotments of healthy fruits and vegetables were served and enjoyed by students and parents. The role of healthy nutritional habits in our life throughout the lifespan begins here! We practiced healthy social emotional growth in our development of a schoolwide behavioral management system. Teachers, staff, and parents participated in the Positive Behavior Intervention Support program (PBIS) to reflect on our current practices and to research needs of our students, faculty, and staff at developing more effective schoolwide systems to support positive behaviors in the school. We developed the B.E.S.T.: Be kind, demonstrate Effort, Show kindness, and build Teamwork system to introduce and practice positive school behaviors. Students received "Gotcha" cards when they were caught demonstrating appropriate behaviors. Schoolwide assemblies were held to teach and celebrate successful behaviors throughout the school. Reteach sessions supported students as they improved behaviors.

Adrienne Sutton, Principal
Enrique Lugo, SIC Chairman

Evaluations by Teachers

	Teachers
Number of surveys returned	N/A
Percent satisfied with learning environment	N/A
Percent satisfied with social and physical environment	N/A
Percent satisfied with school-home relations	N/A

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No Child Left Behind

School Adequate Yearly Progress	NO

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.

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	3.0%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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