

ST HELENA ELEMENTARY

1025 Sea Island Parkway
St. Helena Island, South

Grades	PK-5 Elementary School	
Enrollment	437 Students	
Principal	Kay Keeler	843-838-0300
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	At-Risk	At-Risk
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

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 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://eoc.sc.gov>

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

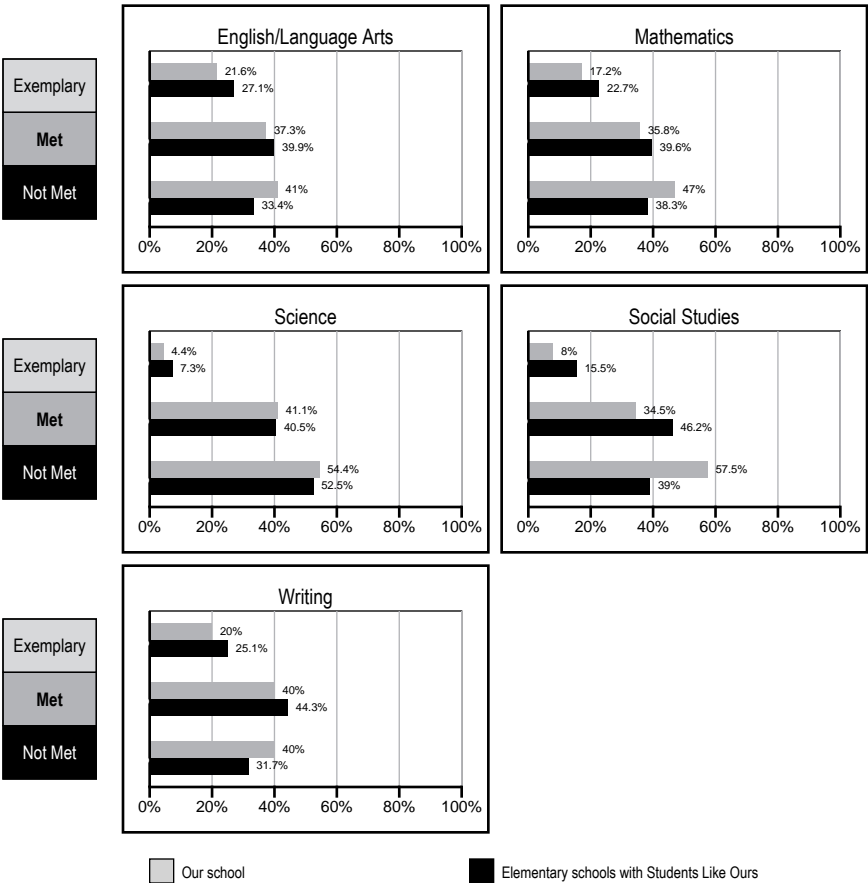
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	99	54	23

* Ratings are calculated with data available by 11/09/2011.

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=437)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 2.8%	1.5%	1.1%
Attendance rate	97.4%	Up from 96.9%	96.1%	96.2%
Served by gifted and talented program	2.6%	Up from 0.0%	5.7%	13.4%
With disabilities other than speech	1.9%	Down from 4.2%	4.3%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 69.2%	61.7%	62.5%
Continuing contract teachers	77.8%	Down from 84.6%	82.8%	88.2%
Teachers returning from previous year	74.2%	Up from 73.9%	84.9%	87.8%
Teacher attendance rate	93.8%	Down from 95.2%	95.1%	95.2%
Average teacher salary*	\$57,682	Up 0.0%	\$45,027	\$46,773
Professional development days/teacher	16.1 days	Down from 17.9 days	10.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 16.6 to 1	17.6 to 1	19.9 to 1
Prime instructional time	89.0%	Up from 88.2%	90.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$14,359	Up 16.1%	\$8,344	\$7,447
Percent of expenditures for instruction**	67.8%	Down from 70.7%	67.8%	68.4%
Percent of expenditures for teacher salaries**	64.2%	Down from 65.2%	64.2%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

St. Helena Elementary School has completed its second year as an Accelerated Learning School. The teachers and students attended the 200 days and also extended the day of learning by twenty-five minutes. Science, Technology, Engineering, Mathematics(STEM) continued in grades two through five with an emphasis on science thematic units in Kindergarten and first grades. Habits of Mind intertwined with Positive Behavior Intervention and Supports(PBIS) guided the way for a common language and character building.

The focus of the year was reading and math with an increase of time on task in both areas. Time for extra work was provided during SAIL which allowed teachers time to work with students on specific areas in math and writing. Reading schedules were lengthened and conferencing with individual students became a regular part of the literacy program. "Building a School of Readers" continued with children keeping track of the number of books read. Math periods were extended to ninety minutes and beyond. A "Watch us Grow" program was initiated and students received a watch after mastering appropriate basic math skills for his or her grade level. This involved the community as well as the school with donations of watches coming to our school from as far away as Texas. An after school program partnered with United Way focused on math skills and early morning programs gave children extra time on computers with Compass Learning and Every Day Math on line.

Our school received three grants this year to enhance inside and outside learning classrooms. These grants totaled \$12,000 and dealt with gardening, the environment, and enhancing the science lab to make it a more hands on exploratory area including a green house that will be built in the coming months.

The arts were a huge part of the instruction with three showcases throughout the year with music and visual arts. Teachers used the "Actor's Tool Box" as a form of classroom management and included art lessons within the STEM units. Artists in residence offered their expertise and modeled for teachers, as well as led students in incorporating the arts with the curriculum. Two showcases at local middle schools for our fifth graders, and two in our school for second through fourth graders, provided the opportunity for students to share what they had learned in STEM units through technology, drama, poetry, and displays.

The community came together at the beginning of the year with a back to school opening day followed with several evenings of specific grade level meetings at the school. Interactive parenting nights on literacy, math, technology, and science were well attended. Eight weeks of special classes were conducted for parents including a tax night, how to discipline children, helping with homework, and understanding the Every Day Math Program. SIC and PTO met monthly to enhance the school and to guide decisions. Volunteers exceeded numbers from the previous year with Alphabet Junction, tutoring, and mentoring and their time extended into the before and after school programs.

The theme "Exploration . . . Me and Beyond" has guided the learning for two years. We move onto a new theme for the upcoming year titled "Circle Unbroken" which will focus on the community and world at large. A strong foundation has been laid for communication and now we join with the community in an even more dynamic way to promote learning for all.

KayKeeler,Principal
Chairperson

TomekaWatson,SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	43	25
Percent satisfied with learning environment	71.4%	76.2%	80.0%
Percent satisfied with social and physical environment	88.6%	72.1%	70.8%
Percent satisfied with school-home relations	62.9%	93.0%	84.0%

* 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

NO

This school met 9 out of 13 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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	151	100	41	37.3	21.6	70.9	83.3	82.4	No	Yes
Gender										
Male	80	100	44.8	31.3	23.9	64.2	80.1	78.7	N/A	N/A
Female	71	100	37.3	43.3	19.4	77.6	86.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	93.3	88.9	I/S	I/S
African American	129	100	41.5	39	19.5	69.5	72.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.7	93	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	78.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.2	83	I/S	I/S
Disability Status										
Disabled	24	100	N/AV	N/AV	N/AV	22.2	44.1	48.1	I/S	I/S
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	75	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	136	100	41.1	37.1	21.8	71.8	75.6	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	151	100	47	35.8	17.2	62.7	83.2	81.9	Yes	Yes
Gender										
Male	80	100	47.8	37.3	14.9	65.7	81.6	79.9	N/A	N/A
Female	71	100	46.3	34.3	19.4	59.7	84.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	93.2	88.9	I/S	I/S
African American	129	100	48.3	33.9	17.8	61	70.6	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.3	94.6	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	81.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.5	84.4	I/S	I/S
Disability Status										
Disabled	24	100	N/AV	N/AV	N/AV	16.7	46.7	47.3	I/S	I/S
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	75	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	80	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	136	100	46	35.5	18.5	63.7	75.6	74.9	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	102	100	54.4	41.1	4.4	45.6	67.8	68.6
Gender								
Male	55	100	50	43.5	6.5	50	68.4	68.3
Female	47	100	59.1	38.6	2.3	40.9	67.3	68.9
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	85.5	80.7
African American	86	100	55.1	41	3.8	44.9	49.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	56.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	9.1	31.8	35.7
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	53.8	60.7
Socio-Economic Status								
Subsidized meals	92	100	53.6	41.7	4.8	46.4	55.2	57.3
Social Studies								
All Students	98	100	57.5	34.5	8	42.5	71.9	72.5
Gender								
Male	48	100	53.7	39	7.3	46.3	72	72
Female	50	100	60.9	30.4	8.7	39.1	71.8	73.1
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	85	81
African American	87	100	59.5	35.4	5.1	40.5	57.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	73.5
Disability Status								
Disabled	12	100	N/AV	N/AV	N/AV	N/AV	37.1	40.5
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	30.8	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	62.4	69.7
Socio-Economic Status								
Subsidized meals	89	100	58	34.6	7.4	42	61.7	62.9

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	49	100	40	40	20	60	73.8	73.2	97.4	96.5
Gender										
Male	25	100	50	36.4	13.6	50	67.9	67.2	97.6	96.5
Female	24	100	30.4	43.5	26.1	69.6	79.9	79.4	97.2	96.6
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	87.4	81.5	94.6	96.3
African American	43	100	40	40	20	60	59.1	61.3	97.7	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	87	N/A	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65	66.7	96.3	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.6
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	23.5	26	97.9	96
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	97.6	97.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.1	65.7	97.2	96.7
Socio-Economic Status										
Subsidized meals	44	100	37.5	42.5	20	62.5	62.7	63.2	97.4	96.4

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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							
2010	3	52	100	61.2	18.4	20.4	38.8
	4	56	100	48	46	6	52
	5	51	100	37.8	53.3	8.9	62.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	54	100	41.3	15.2	43.5	58.7
	4	49	100	48.8	41.9	9.3	51.2
	5	48	100	33.3	55.6	11.1	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	52	100	61.2	32.7	6.1	38.8
	4	56	100	54	44	2	46
	5	51	100	48.9	40	11.1	51.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	54	100	43.5	28.3	28.3	56.5
	4	49	100	48.8	41.9	9.3	51.2
	5	48	100	48.9	37.8	13.3	51.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	26	100	79.2	12.5	8.3	20.8
	4	56	100	N/A	N/A	N/A	24
	5	26	96.2	73.9	21.7	4.3	26.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	28	100	54.2	37.5	8.3	45.8
	4	49	100	62.8	34.9	2.3	37.2
	5	25	100	39.1	56.5	4.3	60.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	26	100	N/A	N/A	N/A	28
	4	56	100	N/A	N/A	N/A	26
	5	26	100	72.7	22.7	4.5	27.3
	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
2011	3	26	100	36.4	36.4	27.3	63.6
	4	49	100	N/AV	N/AV	N/AV	32.6
	5	23	100	59.1	36.4	4.5	40.9
	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
Writing							
2010	3	53	98.1	63.3	30.6	6.1	36.7
	4	55	100	54	40	6	46
	5	50	100	40	46.7	13.3	60
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	49	100	40	40	20	60
	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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