



HILTON HEAD INTERNATIONAL BACCALAUREATE E

30 School Road
Hilton Head Island, South

Grades	1-5 Elementary School	
Enrollment	779 Students	
Principal	Jill McAden	843-342-4206
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	Good	Excellent
2010	Average	Good
2009	Average	Good
2008	Average	Below Average
2007	Average	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 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

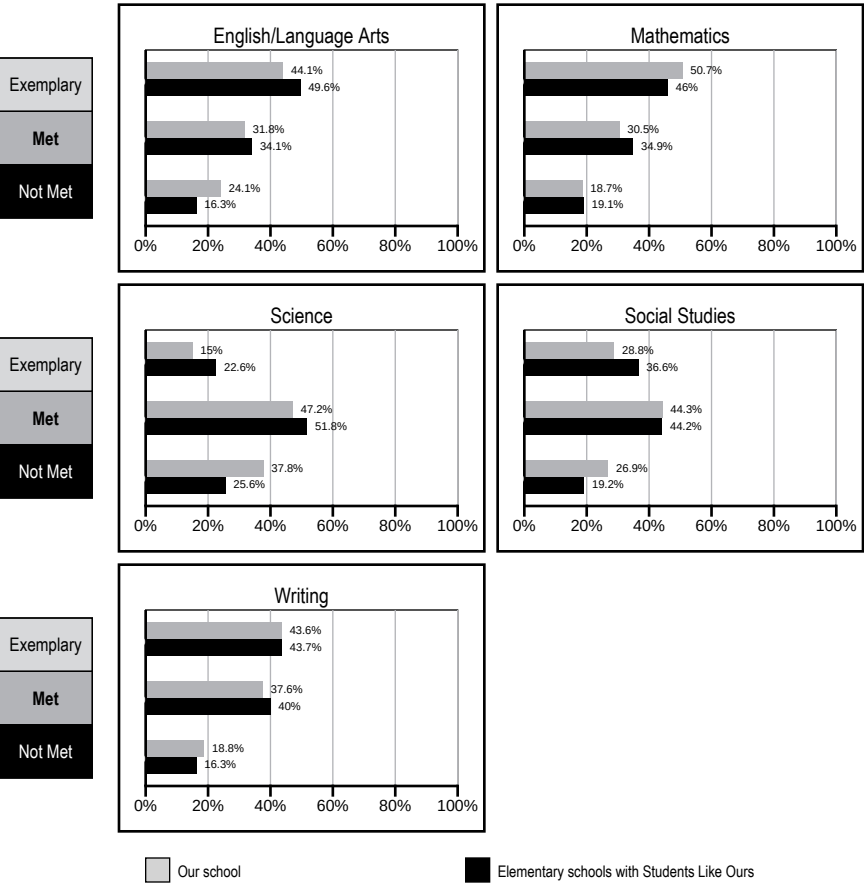
91.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	35	12	0	0

* 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=779)				
First graders who attended full-day kindergarten	100.0%	Up from 99.4%	100.0%	100.0%
Retention rate	0.5%	No Change	0.9%	1.1%
Attendance rate	96.1%	Down from 96.9%	96.3%	96.2%
Served by gifted and talented program	21.8%	Down from 23.7%	20.1%	13.4%
With disabilities other than speech	3.1%	Down from 7.6%	3.5%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	68.3%	Down from 69.1%	65.9%	62.5%
Continuing contract teachers	73.3%	Down from 87.3%	91.0%	88.2%
Teachers returning from previous year	82.5%	Up from 80.7%	90.3%	87.8%
Teacher attendance rate	94.9%	Down from 95.8%	95.0%	95.2%
Average teacher salary*	\$51,978	Up 0.9%	\$48,080	\$46,773
Professional development days/teacher	11.6 days	Down from 11.7 days	11.0 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 16.8 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.8%	Down from 91.8%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,802	Down 1.7%	\$7,159	\$7,447
Percent of expenditures for instruction**	68.8%	Down from 70.4%	68.8%	68.4%
Percent of expenditures for teacher salaries**	67.4%	Down from 68.9%	66.6%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Hilton Head Island Elementary School is an authorized International Baccalaureate School. The Primary Years Program guides our students to become inquiring, knowledgeable and caring young people who create a better world through intercultural respect and understanding. We are making solid growth in student achievement using data to guide our instruction which has become routine practice. We are continuing International Baccalaureate training for all teachers. Our students receive second language instruction with our third, fourth and fifth grade students receiving second language instruction five days a week. Our school year has been filled with achievement and success. These milestones were accomplished by our students, teachers, administrators & volunteers. Academic Highlights include: increased PASS improvement score to "Good", recipient of the Palmetto Silver Award for Academic Excellence, achieved 96.9% student attendance rate ,enrolled six single gender classes, qualified 15.6%of our student body for the Gifted & Talented program, outperformed & exceeded exemplary state averages in Math, ELA, & Writing. We were the recipient of a 3.2 million dollar grant to implement CLIMB. (Critical Language Initiative in Mandarin in Beaufort). This immersion classroom had 27 first grade students who learned Mandarin Chinese. These students will continue with their language immersion in the second grade. Teacher Highlights: 72% of our teaching staff has advanced degrees. With the exception of our retirees, we retained our existing, trained Primary Years Program teaching staff. We implemented Power School, a grading & attendance program to help better communicate with parents/guardians. We increased security with the installation of a secure front door & Lobby Guard system. We implemented Saturday School prior to the PASS exam. We achieved 99% student participation during the Extended Learning Days program. It was a fine school year!

Jill M. McAden, Principal
Kim Boyce, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	130	85
Percent satisfied with learning environment	98.3%	93.8%	94.0%
Percent satisfied with social and physical environment	98.3%	93.8%	86.7%
Percent satisfied with school-home relations	94.7%	94.6%	91.5%

* 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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 24 out of 27 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	
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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	1.7%	0.0%	No
Student attendance rate	96.1%	94.0%**	Yes

* Or greater than last year

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 = 79.4% (Met or Exemplary)

All Students	425	100	24.2	32	43.8	84.8	83.3	82.4	Yes	Yes
Gender										
Male	232	100	29	33	37.9	81.7	80.1	78.7	N/A	N/A
Female	193	100	18.4	30.8	50.8	88.6	86.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	200	100	8.3	25.5	66.1	94.8	93.3	88.9	Yes	Yes
African American	62	100	44.8	29.3	25.9	62.1	72.2	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	157	100	36.6	40.5	22.9	80.4	78.4	79.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.2	83	I/S	I/S
Disability Status										
Disabled	41	100	66.7	23.1	10.3	51.3	44.1	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	155	100	38.4	40.4	21.2	78.1	76.2	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	223	100	37.8	35	27.2	76	75.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	425	100	19.3	30.3	50.4	87.8	83.2	81.9	Yes	Yes
Gender										
Male	232	100	21.9	29.9	48.2	85.7	81.6	79.9	N/A	N/A
Female	193	100	16.2	30.8	53	90.3	84.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	200	100	8.9	18.2	72.9	95.3	93.2	88.9	Yes	Yes
African American	62	100	41.4	29.3	29.3	69	70.6	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	157	100	24.2	45.8	30.1	85	81.2	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.5	84.4	I/S	I/S
Disability Status										
Disabled	41	100	59	28.2	12.8	51.3	46.7	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	155	100	25.8	45.7	28.5	84.1	80	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	223	100	27.2	39.2	33.6	81.6	75.6	74.9	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
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Science

All Students	278	98.9	37.2	47.7	15	62.8	67.8	68.6
Gender								
Male	155	98.1	40.5	43.9	15.5	59.5	68.4	68.3
Female	123	100	33.1	52.5	14.4	66.9	67.3	68.9
Racial/Ethnic Group								
White	128	98.4	13.2	58.7	28.1	86.8	85.5	80.7
African American	41	97.6	71.1	23.7	5.3	28.9	49.5	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	104	100	52.9	44.1	2.9	47.1	56.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	70.8
Disability Status								
Disabled	27	100	73.1	23.1	3.8	26.9	31.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	104	100	54.9	42.2	2.9	45.1	53.8	60.7
Socio-Economic Status								
Subsidized meals	144	98.6	54.3	40	5.7	45.7	55.2	57.3

Social Studies

All Students	283	100	27.5	44	28.6	72.5	71.9	72.5
Gender								
Male	149	100	27.8	43.1	29.2	72.2	72	72
Female	134	100	27.1	45	27.9	72.9	71.8	73.1
Racial/Ethnic Group								
White	135	100	14.6	41.5	43.8	85.4	85	81
African American	36	100	39.4	36.4	24.2	60.6	57.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	110	100	39.8	49.1	11.1	60.2	65.7	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.7	73.5
Disability Status								
Disabled	28	100	61.5	34.6	3.8	38.5	37.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
English Proficiency								
Limited English Proficient	107	100	41.5	50	8.5	58.5	62.4	69.7
Socio-Economic Status								
Subsidized meals	153	100	41.6	41.6	16.8	58.4	61.7	62.9

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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	139	100	18.8	37.6	43.6	81.2	73.8	73.2	96.1	96.5
Gender										
Male	75	100	21.9	43.8	34.2	78.1	67.9	67.2	96	96.5
Female	64	100	15	30	55	85	79.9	79.4	96.4	96.6
Racial/Ethnic Group										
White	71	100	5.8	29	65.2	94.2	87.4	81.5	96	96.3
African American	24	100	50	31.8	18.2	50	59.1	61.3	96.2	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.5	87	94.9	96.9
Hispanic	41	100	23.1	59	17.9	76.9	65	66.7	96.4	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	83	95.6
Disability Status										
Disabled	14	100	53.8	38.5	7.7	46.2	23.5	26	95.2	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
English Proficiency										
Limited English Proficient	40	100	23.7	57.9	18.4	76.3	63.1	65.7	96.4	96.7
Socio-Economic Status										
Subsidized meals	72	100	29.4	47.1	23.5	70.6	62.7	63.2	96	96.4

Abbreviations for Missing Data

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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	134	100	28.8	24.6	46.6	71.2
	4	139	100	25.9	41.5	32.6	74.1
	5	164	100	19.7	40.1	40.1	80.3
	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	151	100	28.3	25.5	46.2	71.7
	4	135	100	27.3	33.3	39.4	72.7
	5	138	100	16.8	37.4	45.8	83.2
	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
Mathematics							
2010	3	134	100	44.9	23.7	31.4	55.1
	4	139	100	20.7	35.6	43.7	79.3
	5	164	100	27.4	42.7	29.9	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
2011	3	151	100	31.7	20	48.3	68.3
	4	135	100	12.1	34.1	53.8	87.9
	5	138	100	12.2	38.2	49.6	87.8
	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
Science							
2010	3	67	100	53.3	35	11.7	46.7
	4	139	100	33.3	55.6	11.1	66.7
	5	84	100	40	51.3	8.8	60
	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	76	97.4	50.7	35.2	14.1	49.3
	4	135	100	34.8	55.3	9.8	65.2
	5	67	98.5	27	46	27	73
	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

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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	67	98.5	43.1	34.5	22.4	56.9
	4	139	100	25.9	48.9	25.2	74.1
	5	80	100	40.3	42.9	16.9	59.7
	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	76	100	31.5	35.6	32.9	68.5
	4	135	100	21.2	56.8	22	78.8
	5	71	100	34.3	28.4	37.3	65.7
	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
Writing							
2010	3	128	100	40.3	20.2	39.5	59.7
	4	140	98.6	28.5	34.3	37.2	71.5
	5	167	99.4	26.8	32.5	40.8	73.2
	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	139	100	18.8	37.6	43.6	81.2
	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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