



## St. James-Santee Elementary

8900 North Highway 17

McClellanville, SC 29458

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	242 Students	
<b>Principal</b>	Joe Sampson, III	843-723-0863
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Below Average</b>	<b>Average</b>
2011	Below Average	Average
2010	Below Average	Below Average
2009	Average	Average
2008	Below 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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

96.3%

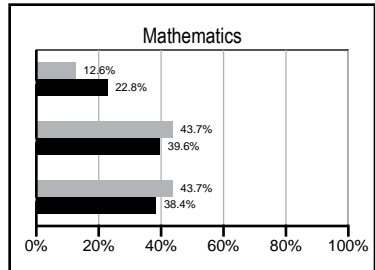
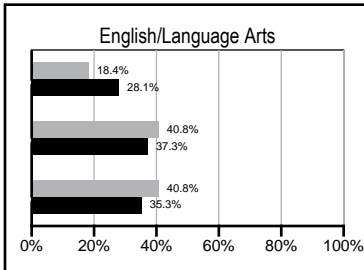
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	13	105	51	20

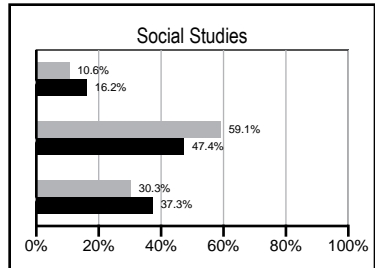
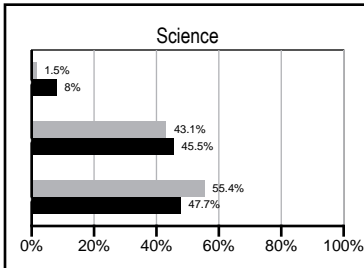
\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)

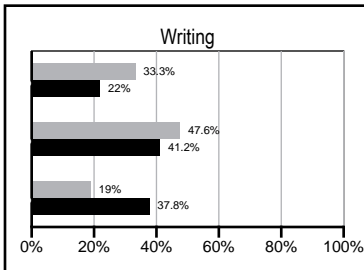
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school



Elementary schools with Students Like Ours

\* 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
<b>Students (n=242)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.3%	1.0%
Attendance rate	96.1%	Down from 96.2%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Down from 2.0%	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	47.4%	Down from 61.9%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	74.0%	Down from 78.5%	85.7%	88.7%
Teacher attendance rate	97.8%	Up from 97.2%	95.1%	95.1%
Average teacher salary*	\$39,844	Down 7.0%	\$45,212	\$47,210
Professional development days/teacher	12.9 days	Up from 9.1 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 12.2 to 1	18.3 to 1	20.0 to 1
Prime instructional time	93.1%	Down from 93.3%	90.5%	90.5%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	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**	\$12,190	Up 8.9%	\$8,198	\$7,247
Percent of expenditures for instruction**	51.7%	Down from 56.6%	66.4%	68.2%
Percent of expenditures for teacher salaries**	50.0%	Down from 55.3%	63.3%	65.7%

\* 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**

The faculty, students, and staff of St. James-Santee Elementary School have consistently strived for excellence in all areas of school culture, from academics to extracurricular activities and clubs. Despite our academic growth and successes, St. James-Santee Elementary students, parents, teachers, and administration still maintain a pursuit of excellence in all areas of education.

St. James-Santee Elementary School is a rural school on the northern boundary of Charleston County. We are located in beautiful McClellanville, South Carolina, and we are surrounded by the Francis Marion National Forrest. Our school is known for its high quality teachers, small class sizes, and ability to personalize learning to meet the needs of each individual student.

St. James-Santee Elementary School focuses on maintaining a professional collaborative culture and making data-based decisions to improve student achievement. Our commitment to the needs of individual students has allowed our faculty to make informed decisions regarding student learning.

We successfully implemented the Read Well curriculum in our kindergarten, first and second grade classrooms as well as the guided reading model in our other grade levels.

Our school is in its second year of using the PBIS model. Our students are prepared to be Friendly, Impressive, and Trustworthy (FIT). Students also have the opportunity to participate in FIT activities every day during school, along with scheduled, incentive-based events on a monthly basis.

We are confident that our student-centered and data-driven approach to student learning yielded strong results as indicated by this year's MAP testing. We expect to see substantial academic growth based on correlation projections.

Our school has always been committed to the students, families, and the community we serve. With growing and active parent organizations, we hope that all of our stakeholders will continue to be involved in the lives of our students as they reach for new heights in the coming years. The expectation at St. James-Santee Elementary School is to become a model school for academic achievement as well as parental involvement in the next few years.

Joe Sampson III, Principal

Tynice Roundtree, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	15	32	30
Percent satisfied with learning environment	100.0%	83.9%	92.9%
Percent satisfied with social and physical environment	93.3%	75.0%	86.2%
Percent satisfied with school-home relations	66.7%	76.7%	86.2%

\* 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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	61.3
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

St. James-Santee Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.1%	0.0%	No
Student attendance rate	96.1%	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

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
-----------	----------	-----------	--------------	---------------------	--------------	---------------

Grades 3-5

All Students	635.5	615.1	594.8	616.7	100.0	100.0
Male	627.5	611.0	582.4	610.7	100.0	100.0
Female	641.0	617.9	603.1	620.5	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	631.8	613.0	592.7	615.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	630.6	611.2	593.5	611.6	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Grades 6-8

All Students	623.4	632.3	593.0	633.2	100.0	100.0
Male	610.6	634.9	599.1	617.1	100.0	100.0
Female	633.3	630.3	587.6	644.5	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	622.4	632.2	589.9	633.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	623.9	636.2	592.1	632.2	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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
English/Language Arts							
2011	3	25	100	41.7	33.3	25	58.3
	4	18	100	42.9	42.9	14.3	57.1
	5	29	100	24.1	51.7	24.1	75.9
	6	18	100	56.3	18.8	25	43.8
	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
2012	3	24	100	54.5	27.3	18.2	45.5
	4	28	100	39.3	46.4	14.3	60.7
	5	23	100	19	57.1	23.8	81
	6	33	100	46.9	34.4	18.8	53.1
	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							
2011	3	25	100	58.3	29.2	12.5	41.7
	4	18	100	21.4	71.4	7.1	78.6
	5	29	100	27.6	58.6	13.8	72.4
	6	18	100	43.8	37.5	18.8	56.3
	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
2012	3	24	100	72.7	18.2	9.1	27.3
	4	28	100	42.9	46.4	10.7	57.1
	5	23	100	33.3	61.9	4.8	66.7
	6	33	100	31.3	46.9	21.9	68.8
	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							
2011	3	12	100	N/AV	N/AV	N/AV	50
	4	18	100	N/AV	N/AV	N/AV	21.4
	5	14	100	50	42.9	7.1	50
	6	10	I/S	I/S	I/S	I/S	I/S
	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
2012	3	14	100	N/AV	N/AV	N/AV	16.7
	4	28	100	N/AV	N/AV	N/AV	57.1
	5	11	100	I/S	I/S	I/S	I/S
	6	16	100	N/AV	N/AV	N/AV	40
	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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	13	100	50	33.3	16.7	50
	4	18	100	64.3	28.6	7.1	35.7
	5	15	100	20	60	20	80
	6	8	I/S	I/S	I/S	I/S	I/S
	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
2012	3	10	I/S	I/S	I/S	I/S	I/S
	4	28	100	25	67.9	7.1	75
	5	12	100	45.5	45.5	9.1	54.5
	6	17	100	17.6	64.7	17.6	82.4
	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							
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	31	100	20	50	30	80
	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
2012	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	23	100	19	47.6	33.3	81
	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