

## Sullivan's Island Elementary

1120 Rifle Range Road  
Mt. Pleasant, SC 29464

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 400 Students           |              |
| <b>Principal</b>      | Susan R. King          | 843-883-3118 |
| <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>Excellent</b> | <b>Excellent</b> |
| 2011        | Excellent        | Excellent        |
| 2010        | Excellent        | Excellent        |
| 2009        | Excellent        | Excellent        |
| 2008        | Excellent        | Excellent        |

### 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

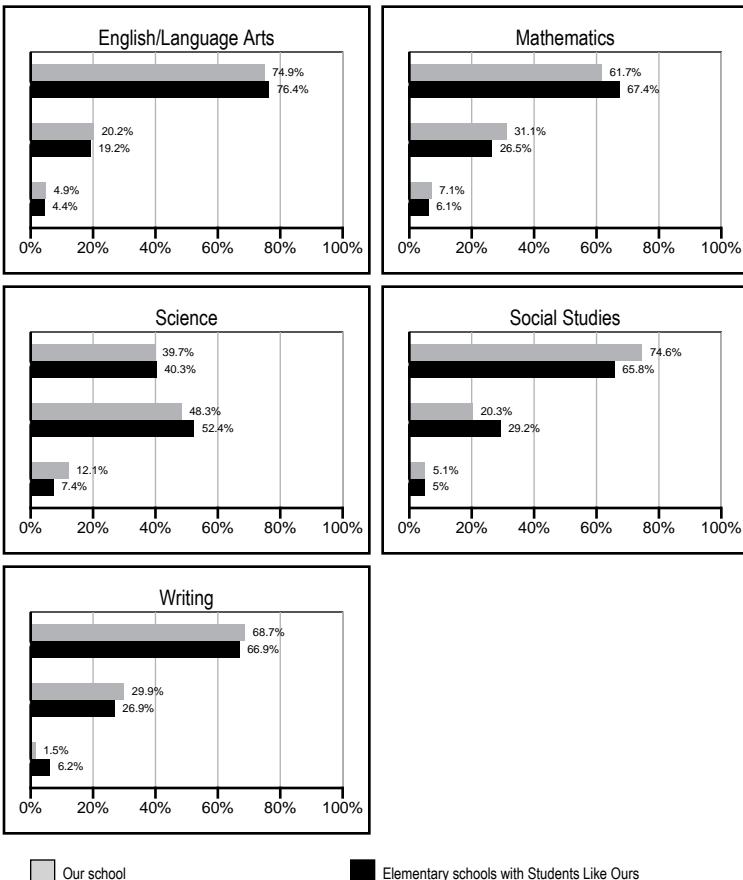
91.5%

## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 10        | 0    | 0       | 0             | 0       |

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

## 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 |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=400)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.5%       | Down from 0.6%        | 0.5%                                       | 1.0%                     |
| Attendance rate  | 96.4%      | Up from 95.9%         | 97.3%                                      | 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 | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=27)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 66.7%      | Up from 62.5%         | 69.5%                                      | 63.0%                    |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year  | 93.7%      | Down from 95.4%       | 91.4%                                      | 88.7%                    |
| Teacher attendance rate  | 98.6%      | Up from 96.7%         | 95.5%                                      | 95.1%                    |
| Average teacher salary*  | \$45,833   | Down 6.4%             | \$48,193                                   | \$47,210                 |
| Professional development days/teacher  | 10.4 days  | Down from 15.0 days   | 9.5 days                                   | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 8.0        | Up from 7.0           | 8.5  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 21.8 to 1  | Up from 21.5 to 1     | 21.8 to 1                                  | 20.0 to 1                |
| Prime instructional time   | 94.7%      | Up from 92.5%         | 91.4%                                      | 90.5%                    |
| Opportunities in the arts  | Fair       | No Change             | Good                                       | Good                     |
| SACS accreditation   | No         | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 97.9%      | Up from 52.3%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$4,190    | Down 50.2%            | \$6,308                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 65.5%      | Up from 63.3%         | 69.1%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 64.7%      | Up from 62.0%         | 68.9%                                      | 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**

This narrative has been prepared to share information from the 2011-2012 school year and to project ahead toward the current school year, 2012-2013.

Sullivan's Island Elementary School is now embarking upon its second year as a partial magnet school, providing school choice to students outside of the customary attendance zone. As we continue our time-honored tradition of academic achievement; we now place an instructional emphasis on mathematics, science and the coastal environment.

During the introductory year of the partial magnet we successfully provided access to an elementary appropriate math/science lab, obtained science/math materials and implemented science/math field trips and projects. This year the science and math lab will be staffed by a full time teacher. Our fundamental goal is to steadily improve student learning in all areas, with significant increases in math and science.

I am pleased to report that for the 2011 school year our school received an Excellent/Excellent State rating. We also met our Annual Yearly Progress Goals (AYP) and were named a Palmetto Gold School.

The Parent Teacher Association, Friends of Sullivan's Island School, and the School Improvement Council have each served an integral role in connecting community, faculty and parents to create positive change in education. In 2011/2012 we raised funds to support critical staffing positions and programs, such as, Spanish, guidance, technology and intervention. These programs impact all students on a daily basis and support the Sullivan Island Elementary philosophy of educating the whole child.

We are now entering our third year in the former Whiteside's Elementary facility. This past summer our former building on Sullivan's Island, which was seismically unsafe, was finally demolished. We now await progress on the new state-of-the-art-building, designed for our math and science program and the 21st century student!

In conclusion, we are very proud of our students' accomplishments in the past, present and future. It is an exciting time to be a part of Sullivan's Island Elementary School!

Susan R. King, Principal  
Jim Henshaw, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 18       | 61        | 47       |
| Percent satisfied with learning environment            | 88.9%    | 95.0%     | 95.3%    |
| Percent satisfied with social and physical environment | 100.0%   | 86.9%     | 91.3%    |
| Percent satisfied with school-home relations           | 100.0%   | 86.9%     | 87.0%    |

\* Only students at the highest elementary school grade level and their parents were included.

**Abbreviations for Missing Data**

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## 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 | 100.0 |
| Overall Grade Conversion      | A     |

| 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

Sullivan's Island 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 |
| Classes not taught by highly qualified teachers                         | 14.8%        | 0.0%            |
| Student attendance rate   | 96.4%        | 94.0%*          |

\* Or greater than last year

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## Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 701.3    | 685.1     | 661.6        | 697.6               | 99.5         | 98.9          |
| Male                              | 700.0    | 693.3     | 673.1        | 700.8               | 99.0         | 97.9          |
| Female                            | 702.8    | 676.3     | 649.8        | 694.4               | 100.0        | 100.0         |
| White                             | 701.7    | 685.2     | 660.2        | 698.3               | 99.4         | 98.9          |
| African American                  | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| 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                  | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Annual Measurable Objective (AMO) | 630.0    | 630.0     | 630.0        | 630.0               | 95.0         | 95.0          |

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## PASS Performance By Grade Level

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| 2011                         | 3     | 47                            | 100      | 4.4       | 17.8  | 77.8        | 95.6               |
|                              | 4     | 65                            | 100      | 4.8       | 27    | 68.3        | 95.2               |
|                              | 5     | 53                            | 100      | 8         | 28    | 64          | 92                 |
|                              | 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                |
|                              | 3     | 66                            | 100      | 4.6       | 13.8  | 81.5        | 95.4               |
|                              | 4     | 52                            | 98.1     | 3.9       | 17.6  | 78.4        | 96.1               |
| 2012                         | 5     | 67                            | 100      | 6         | 28.4  | 65.7        | 94                 |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| 2011                         | 3     | 47                            | 100      | 11.1      | 37.8  | 51.1        | 88.9               |
|                              | 4     | 65                            | 100      | 4.8       | 30.2  | 65.1        | 95.2               |
|                              | 5     | 53                            | 100      | 10        | 50    | 40          | 90                 |
|                              | 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                |
|                              | 3     | 66                            | 98.5     | 10.9      | 29.7  | 59.4        | 89.1               |
|                              | 4     | 52                            | 98.1     | 3.9       | 25.5  | 70.6        | 96.1               |
| 2012                         | 5     | 67                            | 100      | 4.5       | 37.3  | 58.2        | 95.5               |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| 2011                         | 3     | 23                            | 100      | 13        | 26.1  | 60.9        | 87                 |
|                              | 4     | 65                            | 100      | 6.3       | 50.8  | 42.9        | 93.7               |
|                              | 5     | 27                            | 100      | 4.2       | 50    | 45.8        | 95.8               |
|                              | 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                |
|                              | 3     | 32                            | 96.9     | 16.7      | 30    | 53.3        | 83.3               |
|                              | 4     | 52                            | 98.1     | 5.9       | 58.8  | 35.3        | 94.1               |
| 2012                         | 5     | 34                            | 100      | 14.7      | 50    | 35.3        | 85.3               |
|                              | 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                |

Abbreviations for Missing Data

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I/S-Insufficient Sample

## PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| 2011                  | 3     | 24                            | 100      | 4.5       | 13.6  | 81.8        | 95.5               |
|                       | 4     | 65                            | 100      | 3.2       | 33.3  | 63.5        | 96.8               |
|                       | 5     | 26                            | 100      | 3.8       | 34.6  | 61.5        | 96.2               |
|                       | 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                |
|                       | 3     | 34                            | 100      | 11.8      | 17.6  | 70.6        | 88.2               |
|                       | 4     | 52                            | 98.1     | N/AV      | N/AV  | N/AV        | 100                |
| 2012                  | 5     | 33                            | 100      | 6.1       | 21.2  | 72.7        | 93.9               |
|                       | 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                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| 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     | 54                            | 98.2     | 14        | 20    | 66          | 86                 |
|                       | 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                |
|                       | 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                |
| 2012                  | 5     | 67                            | 100      | 1.5       | 29.9  | 68.7        | 98.5               |
|                       | 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                |

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