



Shell Point Elementary

81 Savannah Highway
Beaufort, South Carolina

Grades	PK-5 Elementary School	
Enrollment	436 Students	
Principal	Mary Ellen Parks	843-322-2800
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Good
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

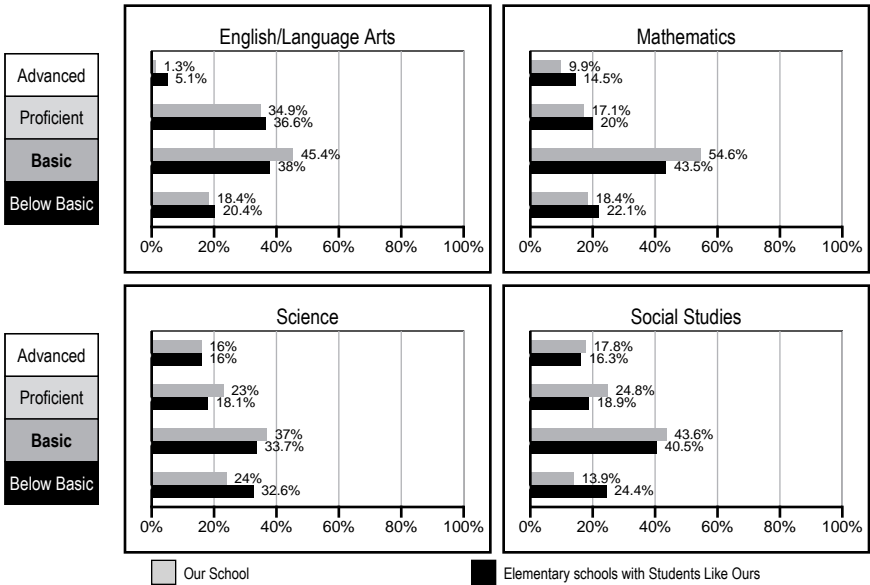
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	57	27	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=436)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 2.9%	2.4%	2.3%
Attendance rate	96.2%	Up from 95.7%	96.3%	96.3%
Eligible for gifted and talented	8.4%	Down from 10.4%	10.6%	10.4%
With disabilities other than speech	3.6%	Down from 4.6%	8.4%	7.5%
Older than usual for grade	1.0%	Up from 0.3%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 1.3%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	55.9%	Up from 48.6%	56.7%	56.7%
Continuing contract teachers	70.6%	Down from 81.1%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 88.0%	87.7%	86.4%
Teacher attendance rate	94.4%	Down from 94.6%	95.0%	94.9%
Average teacher salary	\$46,957	Up 3.7%	\$45,126	\$45,345
Professional development days/teacher	8.4 days	Down from 12.7 days	12.9 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 17.1 to 1	18.6 to 1	18.5 to 1
Prime instructional time	89.3%	Up from 88.7%	89.8%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$7,685	Up 2.5%	\$6,768	\$7,052
Percent of expenditures for instruction*	69.1%	Down from 70.2%	68.9%	69.1%
Percent of expenditures for teacher salaries*	66.5%	Down from 68.2%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Shell Point Elementary School had a banner year! Several awards were earned by the students and faculty; The Palmetto Silver Award for improving academic achievement; Adequate Yearly Progress, and recognition for Closing the Achievement Gap for the fourth year in a row! We were able to use the award money to improve technology in the classrooms. We are especially pleased because we were able to achieve even though the poverty and transient rates are over 60%.

Parent involvement grew tremendously! The School Improvement Council addressed the school's involvement with the SC 2005 Health and Fitness Act, promoting physical activity during the school day. They also explored after school clubs for students and successfully completed a Spanish Language Club. The Parent Teacher Organization also expanded its membership and initiatives. Fund raisers became "Fun" raisers, as students collected pledges from family and friends for a Fun Run named the "Seahorse Swim."

Partnerships with community agencies expanded to include reading buddies with Marines stationed at Parris Island; a lunch bunch program, Healthy Kids, sponsored by the local hospital; and a Wellness Committee, comprised of school and health personnel.

Students became more involved in school governance, with the reinstatement of a Student Council. This was a huge learning experience for the officers, who quickly learned that holding office was not a popularity contest but an important responsibility. The council met regularly and discussed ideas such as parliamentary procedures, leadership skills, community service and non-uniform days.

Our new superintendent, Valerie Truesdale, brought many initiatives to our district and school. We piloted a writing method called 6 + 1 Traits of Writing. We were reintroduced to Curriculum Mapping, with the expectation of developing maps during the upcoming year. We continued with professional development in Differentiated Instruction, using the train the trainer model. We look forward to implementing a new math program called Everyday Math.

Technology improvements in the schools have been amazing. Four interactive white boards were installed in classrooms and the computer lab. The excitement for the teaching capacity grew as the students' thirst for knowledge grew with the use of the boards. We look forward to receiving more during the next year, one of the results of our district passing a major bond referendum.

We continue to be proud to be part of the Shell Point Community, the Battery Creek Cluster, and the Beaufort County School District. We look forward to serving our students and their families.

Respectfully,
 Adea Humphries, School Improvement Chairperson
 Mary Ellen Parks, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	50	54
Percent satisfied with learning environment	81.6%	84.0%	96.3%
Percent satisfied with social and physical environment	78.9%	66.0%	98.1%
Percent satisfied with school-home relations	70.3%	86.0%	90.7%

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

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School Adequate Yearly Progress

NO

This school met 15 out of 17 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. Sanction: Implement the restructuring plan.
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	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	165	100	18.4	45.4	34.9	1.3	49.3	47.3	48.2	Yes	Yes
Gender											
Male	78	100	25	44.7	28.9	1.3	47.4	40.8	41.7	N/A	N/A
Female	87	100	11.8	46.1	40.8	1.3	51.3	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	74	100	19.1	42.6	38.2	0	50	65.1	60	Yes	Yes
African American	64	100	22.4	46.6	29.3	1.7	46.6	30.2	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	22	100	9.5	57.1	33.3	0	47.6	34.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	14	100	71.4	21.4	7.1	0	7.1	12.9	16	I/S	I/S
Migrant Status											
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	14	100	14.3	57.1	28.6	0	50	30.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	87	100	23.1	51.3	25.6	0	39.7	32.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	165	100	18.4	54.6	17.1	9.9	42.1	41.7	45.8	Yes	Yes
Gender											
Male	78	100	15.8	56.6	18.4	9.2	48.7	42.3	45.6	N/A	N/A
Female	87	100	21.1	52.6	15.8	10.5	35.5	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	74	100	10.3	55.9	20.6	13.2	51.5	60.6	59	Yes	Yes
African American	64	100	29.3	53.4	13.8	3.4	34.5	22.7	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	22	100	19	61.9	14.3	4.8	23.8	30	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	14	100	57.1	35.7	0	7.1	14.3	14.1	17.1	I/S	I/S
Migrant Status											
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	14	100	21.4	64.3	14.3	0	21.4	26.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	87	100	24.4	53.8	14.1	7.7	32.1	26.1	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	110	100	24	37	23	16	39	30.8	35.7	96.2	96.3
Gender											
Male	48	100	19.1	36.2	25.5	19.1	44.7	32.8	37.4	96.3	96.2
Female	62	100	28.3	37.7	20.8	13.2	34	28.7	33.8	96	96.4
Racial/Ethnic Group											
White	48	100	22.7	25	22.7	29.5	52.3	49.4	49.2	95.8	96.2
African American	38	100	30.3	45.5	24.2	0	24.2	12.7	17	96.5	96.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	97.3	96.7
Hispanic	19	100	22.2	55.6	22.2	0	22.2	17.4	24.9	96.2	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	99.4	96.1
Disability Status											
Disabled	11	100	54.5	36.4	9.1	0	9.1	11.7	14	96.2	95.6
Migrant Status											
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	96.8	97.4
English Proficiency											
Limited English Proficient	12	100	16.7	58.3	25	0	25	14.5	24.4	96.2	96.7
Socio-Economic Status											
Subsided meals	57	100	28.6	42.9	18.4	10.2	28.6	15.9	21.1	95.6	96.1
Social Studies											
All Students	110	100	13.9	43.6	24.8	17.8	42.6	28	34	96.2	96.3
Gender											
Male	54	100	11.5	38.5	26.9	23.1	50	30	36.6	96.3	96.2
Female	56	100	16.3	49	22.4	12.2	34.7	25.8	31.3	96	96.4
Racial/Ethnic Group											
White	48	100	13.6	29.5	31.8	25	56.8	42.3	44.5	95.8	96.2
African American	47	100	9.5	59.5	21.4	9.5	31	13.4	19.1	96.5	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	97.3	96.7
Hispanic	13	100	30.8	38.5	15.4	15.4	30.8	19.4	27.5	96.2	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.4	96.1
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	10	14.4	96.2	95.6
Migrant Status											
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	96.8	97.4
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	96.2	96.7
Socio-Economic Status											
Subsided meals	61	100	18.2	45.5	20	16.4	36.4	14.9	21	95.6	96.1

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	62	100	28.1	28.1	43.9	0	43.9
	4	68	98.5	10.2	52.5	37.3	0	37.3
	5	71	100	10.4	58.2	28.4	3	31.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	14.6	39.6	43.8	2.1	45.8
	4	55	100	26.5	40.8	30.6	2	32.7
	5	59	100	14.5	54.5	30.9	0	30.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	62	100	24.6	49.1	19.3	7	26.3
	4	68	98.5	11.9	35.6	33.9	18.6	52.5
	5	71	100	9	49.3	25.4	16.4	41.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	27.1	60.4	10.4	2.1	12.5
	4	55	100	22.4	46.9	16.3	14.3	30.6
	5	59	100	7.3	56.4	23.6	12.7	36.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	32	100	32.1	50	14.3	3.6	17.9
	4	68	98.5	6.8	39	28.8	25.4	54.2
	5	35	100	31.4	34.3	14.3	20	34.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	24	100	22.7	45.5	31.8	0	31.8
	4	55	100	24.5	32.7	26.5	16.3	42.9
	5	31	100	24.1	37.9	10.3	27.6	37.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	30	100	20.7	55.2	24.1	0	24.1
	4	68	98.5	15.3	44.1	27.1	13.6	40.7
	5	36	100	31.3	40.6	6.3	21.9	28.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	7.7	57.7	19.2	15.4	34.6
	4	55	100	16.3	44.9	18.4	20.4	38.8
	5	28	100	15.4	26.9	42.3	15.4	57.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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