



St Helena Elementary

1025 Sea Island Parkway
St. Helena Island, South

Grades	PK-5 Elementary School	
Enrollment	532 Students	
Principal	Priscilla Drake	843-838-0300
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	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Good	Below Average

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

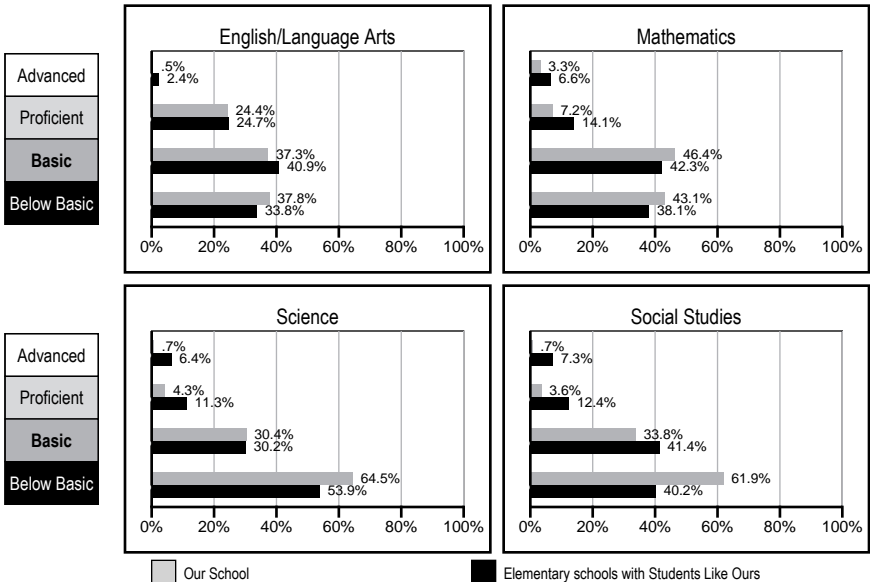
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	10	56	60

* 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=532)				
First graders who attended full-day kindergarten	82.4%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Up from 0.6%	3.1%	2.3%
Attendance rate	98.3%	Up from 97.2%	96.0%	96.3%
Eligible for gifted and talented	7.2%	Down from 14.2%	3.4%	10.4%
With disabilities other than speech	4.8%	Up from 4.6%	7.8%	7.5%
Older than usual for grade	0.3%	Down from 0.5%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	69.2%	Down from 70.5%	54.5%	56.7%
Continuing contract teachers	71.8%	Down from 75.0%	69.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.3%	Down from 86.5%	83.1%	86.4%
Teacher attendance rate	93.3%	Up from 91.7%	95.0%	94.9%
Average teacher salary	\$50,494	Up 4.4%	\$43,988	\$45,345
Professional development days/teacher	17.8 days	Down from 21.0 days	13.4 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 13.3 to 1	16.7 to 1	18.5 to 1
Prime instructional time	89.4%	Up from 85.8%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$8,278	Up 12.0%	\$8,115	\$7,052
Percent of expenditures for instruction*	68.0%	Down from 73.8%	68.8%	69.1%
Percent of expenditures for teacher salaries*	64.1%	Down from 72.7%	62.2%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At St. Helena Elementary School and Early Learning Center, we continue to encourage a quality education for all students in a safe and caring environment.

We promote academic success through advancement in a balanced literacy program through the Reading First Grant. The use of Dominion Assessments in grades K-3 enabled teachers to measure students' growth in literacy develop, identify areas for instruction, and foster collaborative planning for strategic intervention. This grant has also helped to provide more nonfiction books for our Media Center and an increase in the number of books available in classroom libraries. MAP has empowered instructional decisions and served as a means to support various interventions.

Teachers work hard to continually learn and improve their teaching practices. The faculty and staff participate in a variety of learning experiences, such as weekly grade-level meetings, site visits to other schools, staff developments, professional developments, study groups, and on-line activities. In order to help improve collaboration, our school has common planning times.

Some of the activities and events that involved our parents and community include Community Arts Nights, parent conferences, Back to School Bash, Grandparents Day, Field Day, National Education Week, grade level performances/activities, SIC, PTO, and Kids Club.

Our school is the recipient of a United States Department of Education Arts Grant to help strengthen academic achievement and artistic achievement by providing teachers with the skills to utilize the arts as an effective method of instruction in non-arts classrooms. Our school is also the recipient of the State Office of Food Services & Nutrition Fresh Fruits and Vegetable Program grant.

One of our fifth grade students was the winner of the "My Dad Is A Hero" contest, which is sponsored through the University of South Carolina. Ten of our fourth grade students' poems were published in the anthology Celebration of Young Authors.

SIC has worked very hard at meeting its goals for the year. Through their efforts, our students will be adorned in academic school uniforms next year. Our SIC and PTO have worked with our school to help increase parent/community involvement and to improve student achievement and student behavior. We have also been supported by our school's Business Partners, Blaw Construction Company and Midnight Cruisers Social Club.

We will continue our efforts of fostering a strong commitment to enhancing each students' education through research-based programs and innovative teaching techniques as we cultivate an environment of success as we move toward excellence.

Priscilla Drake, Principal SHES
 Christena Porter, Principal SHEL
 Michael Mouton, SIC Chairperson
 Wendy Spears, PTO President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	66	20
Percent satisfied with learning environment	63.3%	73.4%	75.0%
Percent satisfied with social and physical environment	64.5%	68.2%	68.4%
Percent satisfied with school-home relations	56.7%	73.8%	68.4%

* 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 7 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

Newly Identified

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	24.2%	0.0%	No
Student attendance rate	98.3%	94.0%	Yes

* Or greater than last year

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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	229	99.1	37.8	37.3	24.4	0.5	35.4	47.3	48.2	No	Yes
Gender											
Male	117	100	46.7	30.8	22.4	0	28	40.8	41.7	N/A	N/A
Female	112	98.2	28.4	44.1	26.5	1	43.1	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	65.1	60	I/S	I/S
African American	210	99.1	39.9	36.8	22.8	0.5	33.7	30.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	12	100	10	50	40	0	60	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	28	96.4	69.2	26.9	3.8	0	7.7	12.9	16	I/S	I/S
Migrant Status											
Migrant	1	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	7	I/S	I/S	I/S	I/S	I/S	I/S	30.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	218	99.5	38.8	36.8	24.4	0	34.3	32.3	34	No	Yes

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

All Students	229	100	43.1	46.4	7.2	3.3	21.5	41.7	45.8	No	Yes
Gender											
Male	117	100	43	43.9	8.4	4.7	21.5	42.3	45.6	N/A	N/A
Female	112	100	43.1	49	5.9	2	21.6	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	60.6	59	I/S	I/S
African American	210	100	45.1	45.6	6.2	3.1	20.7	22.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	12	100	20	70	0	10	20	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	28	100	73.1	23.1	3.8	0	3.8	14.1	17.1	I/S	I/S
Migrant Status											
Migrant	1	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	7	I/S	I/S	I/S	I/S	I/S	I/S	26.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	218	100	43.3	46.8	7	3	20.4	26.1	31.4	No	Yes

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

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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	152	100	64.5	30.4	4.3	0.7	5.1	30.8	35.7	98.3	96.3
Gender											
Male	78	100	70	24.3	5.7	0	5.7	32.8	37.4	98.2	96.2
Female	74	100	58.8	36.8	2.9	1.5	4.4	28.7	33.8	98.4	96.4
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	49.4	49.2	97	96.2
African American	140	100	64.6	30.7	3.9	0.8	4.7	12.7	17	98.4	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	N/A	96.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	17.4	24.9	98.3	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	N/A	96.1
Disability Status											
Disabled	20	100	78.9	15.8	5.3	0	5.3	11.7	14	97.9	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	97.8	97.4
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	98.7	96.7
Socio-Economic Status											
Subsided meals	144	100	65.9	29.5	4.5	0	4.5	15.9	21.1	98.3	96.1
Social Studies											
All Students	153	100	61.9	33.8	3.6	0.7	4.3	28	34	98.3	96.3
Gender											
Male	84	100	63.2	30.3	5.3	1.3	6.6	30	36.6	98.2	96.2
Female	69	100	60.3	38.1	1.6	0	1.6	25.8	31.3	98.4	96.4
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	42.3	44.5	97	96.2
African American	138	100	64.6	31.5	3.1	0.8	3.9	13.4	19.1	98.4	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	N/A	96.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	19.4	27.5	98.3	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.1
Disability Status											
Disabled	17	100	87.5	6.3	6.3	0	6.3	10	14.4	97.9	95.6
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	97.8	97.4
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	98.7	96.7
Socio-Economic Status											
Subsided meals	146	100	61.9	34.3	3	0.7	3.7	14.9	21	98.3	96.1

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

Abbreviations for Missing Data

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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	81	98.8	24.3	35.1	40.5	0	40.5
	4	77	100	35.7	52.9	11.4	0	11.4
	5	70	100	51.6	31.3	17.2	0	17.2
	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	81	98.8	28.8	30.1	41.1	0	41.1
	4	76	100	30.9	44.1	23.5	1.5	25
	5	72	98.6	54.4	38.2	7.4	0	7.4
	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
Mathematics								
2007	3	81	98.8	36.5	59.5	1.4	2.7	4.1
	4	77	100	57.1	30	8.6	4.3	12.9
	5	70	100	45.3	37.5	14.1	3.1	17.2
	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	81	100	32.9	49.3	13.7	4.1	17.8
	4	76	100	44.1	47.1	4.4	4.4	8.8
	5	72	100	52.9	42.6	2.9	1.5	4.4
	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	39	97.4	47.2	47.2	5.6	0	5.6
	4	77	100	75.7	15.7	7.1	1.4	8.6
	5	36	100	75.8	9.1	12.1	3	15.2
	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	40	100	52.8	44.4	2.8	0	2.8
	4	76	100	75	20.6	2.9	1.5	4.4
	5	36	100	55.9	35.3	8.8	0	8.8
	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	42	100	21.1	65.8	13.2	0	13.2
	4	77	100	64.3	34.3	1.4	0	1.4
	5	34	100	67.7	19.4	9.7	3.2	12.9
	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	41	100	43.2	51.4	5.4	0	5.4
	4	76	100	66.2	30.9	2.9	0	2.9
	5	36	100	73.5	20.6	2.9	2.9	5.9
	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

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