



## Hilton Head Island International Baccalaureate Elementa

30 School Road  
Hilton Head Island, South

<b>Grades</b>	1-5 Elementary School	
<b>Enrollment</b>	846 Students	
<b>Principal</b>	Jill McAden	843-342-4206
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	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
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Below Average
2006	Average	Below Average
2005	N/A	N/A
2004	N/A	N/A

## 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**

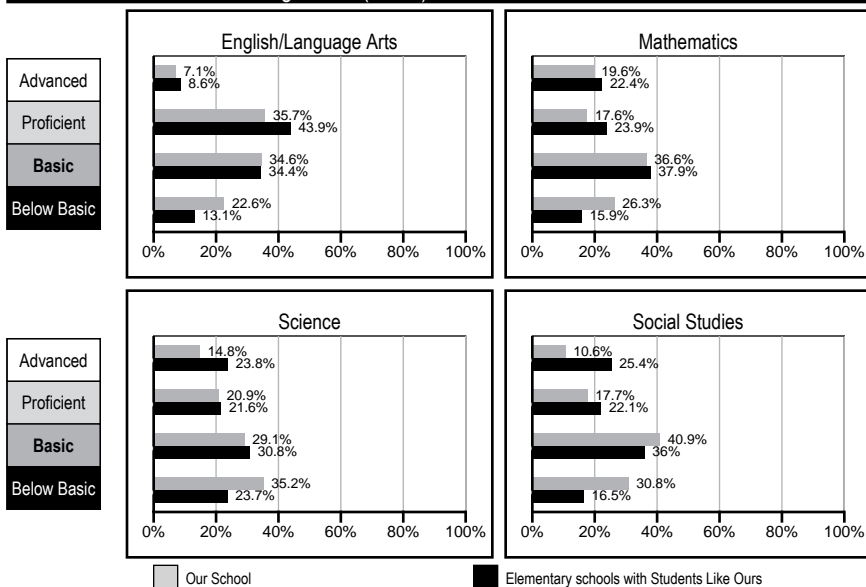
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

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

Excellent	Good	Average	Below Average	At-Risk
4	27	45	1	0

\* 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
<b>Students (n=846)</b>				
First graders who attended full-day kindergarten	93.2%	Down from 99.2%	100.0%	100.0%
Retention rate	1.6%	Up from 0.7%	1.7%	2.3%
Attendance rate	96.8%	Up from 96.7%	96.7%	96.3%
Eligible for gifted and talented	16.3%	Up from 14.6%	17.9%	10.4%
With disabilities other than speech	7.2%	Up from 6.1%	6.4%	7.5%
Older than usual for grade	0.1%	Down from 0.3%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=74)</b>				
Teachers with advanced degrees	62.2%	Down from 63.4%	60.7%	56.7%
Continuing contract teachers	74.3%	Down from 76.8%	78.7%	77.3%
Teachers with emergency or provisional certificates	1.5%	Up from 1.4%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.0%	86.4%
Teacher attendance rate	94.1%	Up from 93.9%	95.0%	94.9%
Average teacher salary	\$50,769	Up 6.2%	\$46,853	\$45,345
Professional development days/teacher	11.2 days	Down from 13.5 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Up from 14.3 to 1	19.8 to 1	18.5 to 1
Prime instructional time	90.2%	Up from 89.0%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,835	Up 4.6%	\$6,549	\$7,052
Percent of expenditures for instruction*	70.6%	Down from 71.1%	70.7%	69.1%
Percent of expenditures for teacher salaries*	68.8%	Down from 69.4%	66.9%	64.2%

\* 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**

Hilton Head International Baccalaureate Elementary school is both large, with over 837 children, and diverse. Thirty percent of our students have limited English proficiency. Forty-eight percent of our students are white, thirty-three percent are Hispanic, and seventeen percent are African American. Forty-three percent of our students are receiving free or reduced-price lunches.

The Primary Years Program guides our students to become inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural respect and understanding. Making solid growth in student achievement using student data to guide our instruction has become routine practice. We are committed to continuing IB training for teachers to positively impact student achievement.

Our school continues to utilize best practices to enhance student achievement and to promote academic support by providing programs such as Reading Recovery, mentoring, tutoring, and before-school computer labs for our students. In addition, the staff analyzes tests and Measurements of Academic Progress (MAP) data to determine the academic needs of each student.

The 2007-2008 school year was a great year! This year we initiated single-gender boys' and girls' classes in our fifth grade and they were very successful. Plans are underway for 3rd and 4th grade single-gender classes for the 08-09 school year. Our school was very fortunate to have been named as a Red Carpet School by the S.C. Department of Education based upon our positive school and office atmosphere and our attention to the needs of all visitors. We are extremely grateful for the commitment that our staff has made over this year, as well as the PTA, SIC, and community, as we all work together to provide the best educational opportunities for our students and the school.

Jill M. McAden, Principal  
 Colleen Rzezeczycki & Todd Rhine, School Improvement Council Chairmen

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	53	187	140
Percent satisfied with learning environment	79.2%	88.2%	86.1%
Percent satisfied with social and physical environment	86.8%	86.6%	84.8%
Percent satisfied with school-home relations	81.1%	89.3%	80.0%

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 29 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	2.7%	0.0%	No
Student attendance rate	96.8%	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

**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	570	99.8	22.6	34.6	35.7	7.1	54.8	47.3	48.2	Yes	Yes
<b>Gender</b>											
Male	313	99.7	24.8	36.6	34.3	4.3	52.8	40.8	41.7	N/A	N/A
Female	257	100	19.9	32.1	37.4	10.6	57.3	54.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	304	100	8.5	30.2	49.5	11.9	73.6	65.1	60	Yes	Yes
African American	101	99	44.2	36.8	17.9	1.1	28.4	30.2	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	162	100	35.9	41.7	20.5	1.9	35.3	34.3	38.4	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
<b>Disability Status</b>											
Disabled	67	98.5	62.3	27.9	6.6	3.3	13.1	12.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	153	100	37.4	42.2	19	1.4	34	30.2	36.9	No	Yes
<b>Socio-Economic Status</b>											
Subsidized meals	214	99.5	40.9	40.4	18.2	0.5	28.6	32.3	34	No	Yes

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

All Students	570	100	26.4	36.4	17.6	19.6	50.2	41.7	45.8	Yes	Yes
<b>Gender</b>											
Male	313	100	25	36.8	18.1	20.1	50	42.3	45.6	N/A	N/A
Female	257	100	28	35.8	17.1	19.1	50.4	41	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	304	100	10.5	32.9	24.7	31.9	71.5	60.6	59	Yes	Yes
African American	101	100	52.1	34.4	9.4	4.2	20.8	22.7	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	162	100	40.4	44.9	8.3	6.4	27.6	30	38.1	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	67	100	66.1	29	1.6	3.2	12.9	14.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	153	100	41.5	43.5	8.8	6.1	27.2	26.2	38.7	No	Yes
<b>Socio-Economic Status</b>											
Subsidized meals	214	100	49	39.7	7.4	3.9	21.1	26.1	31.4	No	Yes

\* 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 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
<b>Science</b>											
All Students	374	99.7	35.2	28.8	21.1	15	36	30.8	35.7	96.8	96.3
<b>Gender</b>											
Male	195	99.5	34.7	25.8	22.6	16.8	39.5	32.8	37.4	96.8	96.2
Female	179	100	35.7	32.2	19.3	12.9	32.2	28.7	33.8	96.7	96.4
<b>Racial/Ethnic Group</b>											
White	202	100	15.2	35	27.4	22.3	49.7	49.4	49.2	96.6	96.2
African American	63	98.4	60.3	19	15.5	5.2	20.7	12.7	17	96.7	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	95.8	96.7
Hispanic	107	100	58.7	22.1	12.5	6.7	19.2	17.4	24.9	97	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	97.8	96.1
<b>Disability Status</b>											
Disabled	36	100	75.8	15.2	3	6.1	9.1	11.7	14	95.9	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	100	100	61.9	19.6	10.3	8.2	18.6	14.5	24.4	97	96.7
<b>Socio-Economic Status</b>											
Subsided meals	136	99.3	58.9	25.6	11.6	3.9	15.5	15.9	21.1	96.6	96.1
<b>Social Studies</b>											
All Students	378	99.7	30.8	40.7	17.9	10.7	28.6	28	34	96.8	96.3
<b>Gender</b>											
Male	208	99.5	29.4	36.3	20.9	13.4	34.3	30	36.6	96.8	96.2
Female	170	100	32.5	46	14.1	7.4	21.5	25.8	31.3	96.7	96.4
<b>Racial/Ethnic Group</b>											
White	203	100	16.2	41.1	25.4	17.3	42.6	42.3	44.5	96.6	96.2
African American	68	98.5	50.8	36.9	9.2	3.1	12.3	13.4	19.1	96.7	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	95.8	96.7
Hispanic	105	100	47	42	8	3	11	19.4	27.5	97	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.8	96.1
<b>Disability Status</b>											
Disabled	52	100	66.7	31.3	0	2.1	2.1	10	14.4	95.9	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	98	100	50.5	38.7	7.5	3.2	10.8	16.6	27.3	97	96.7
<b>Socio-Economic Status</b>											
Subsided meals	142	99.3	54.5	38.1	5.2	2.2	7.5	14.9	21	96.6	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*
<b>English/Language Arts</b>								
<b>2007</b>	3	189	100	11.5	31.6	48.9	8	56.9
	4	238	100	18.9	36.4	37.7	7	44.7
	5	205	100	25.9	35.8	34.2	4.1	38.3
	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
<b>2008</b>	3	158	99.4	20.5	33.8	37.7	7.9	45.7
	4	183	100	23.2	29.9	40.7	6.2	46.9
	5	229	100	23.5	38.9	30.3	7.2	37.6
	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
<b>Mathematics</b>								
<b>2007</b>	3	189	99.5	19.7	49.7	25.4	5.2	30.6
	4	238	100	22.4	28.9	25	23.7	48.7
	5	205	100	24.4	38.3	17.6	19.7	37.3
	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
<b>2008</b>	3	158	100	30.3	42.1	17.8	9.9	27.6
	4	183	100	25.4	31.6	21.5	21.5	42.9
	5	229	100	24.4	36.2	14.5	24.9	39.4
	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
<b>Science</b>								
<b>2007</b>	3	96	100	46.6	33	15.9	4.5	20.5
	4	238	100	41	32.8	17.9	8.3	26.2
	5	104	100	48.5	29.3	14.1	8.1	22.2
	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
<b>2008</b>	3	79	100	28.9	31.6	22.4	17.1	39.5
	4	183	99.5	34.7	28.4	23.9	13.1	36.9
	5	112	100	40.4	27.5	15.6	16.5	32.1
	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
<b>Social Studies</b>								
<b>2007</b>	3	93	100	18.6	48.8	20.9	11.6	32.6
	4	238	100	32.8	46.3	16.6	4.4	21
	5	101	100	34	42.6	13.8	9.6	23.4
	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
<b>2008</b>	3	79	100	34.2	48.7	10.5	6.6	17.1
	4	183	99.5	25.6	43.2	20.5	10.8	31.3
	5	116	100	36.6	31.3	18.8	13.4	32.1
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample