



Shell Point Elementary

81 Savannah Highway
Beaufort, South Carolina

Grades	PK-5 Elementary School	
Enrollment	427 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Average	Good
2006	Good	Below Average
2005	Good	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

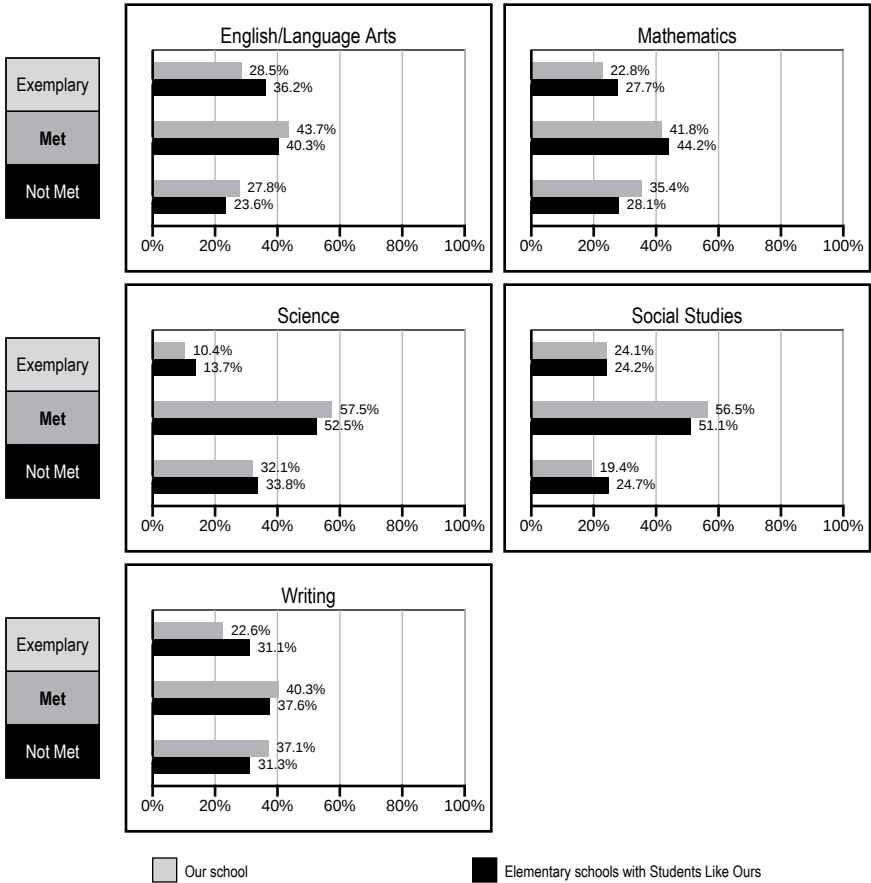
89.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	22	81	5	0

* Ratings are calculated with data available by 06/01/2010.

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
Students (n=427)				
First graders who attended full-day kindergarten	87.3%	Down from 100.0%	100.0%	100.0%
Retention rate	2.0%	Down from 2.1%	2.1%	1.9%
Attendance rate	96.0%	Down from 96.2%	96.2%	96.3%
Eligible for gifted and talented	6.5%	Down from 8.4%	9.6%	10.0%
With disabilities other than speech	4.9%	Up from 3.6%	9.4%	7.7%
Older than usual for grade	0.0%	Down from 1.0%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	54.8%	Down from 55.9%	60.0%	59.4%
Continuing contract teachers	74.2%	Up from 70.6%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 86.3%	88.0%	85.9%
Teacher attendance rate	94.9%	Up from 94.4%	95.1%	95.1%
Average teacher salary*	\$49,554	Up 5.5%	\$47,484	\$47,149
Professional development days/teacher	5.8 days	Down from 8.4 days	11.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 20.1 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 89.3%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,679	Up 12.9%	\$7,357	\$7,458
Percent of expenditures for instruction**	66.3%	Down from 69.1%	68.2%	68.8%
Percent of expenditures for teacher salaries**	53.7%	Down from 66.5%	61.6%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Shell Point Elementary School continued its pursuit of excellence in 2008-2009. Although we did not achieve the status for which we had hoped, we are proud of our many accomplishments. Students and teachers continued to excel amid an atmosphere of renovation. Despite the commotion as a wing was felled, a new entrance was begun, and other changes were announced. Morale remained high, and our students, teachers, and staff continued to be healthy, happy, strong, and exclusive.

Shell Point's unique way of teaching gifted and talented students became the model for the school district. This special class model minimizes disruptions. Instead of pulling students out, they are included in a regular classroom setting with a gifted teacher. The teacher-identified gifted students and high-ability learners are regrouped for math and reading. They work at an above grade level accelerated pace using resources such as Caesar's English, Junior Great Books, Jacob's Ladder, and M3.

Shell Point's Student Council, composed of elected officers in grades 2-5, and is visible in the community. They regularly visited a nursing home and participated in many events honoring servicemen and veterans. On Veteran's Day, the Council invited several active and retired military to speak to our students. We were the only school to participate in National Wreath Day at the National Cemetery in Beaufort in December.

The Science Coach, added through the South Carolina Department of Education's Mathematics and Science coaching Initiative, provides on-site professional development to teachers as well as classroom support. Through this addition, our students are closing the achievement gap in science.

The SIC served as a watchdog to ensure SPES received promised resources. Members expressed concerns to school board members, attended parent advisory council meetings with the superintendent, provided input on the District's 2009-2010 calendar committee, drafted a plan to involve the community in increasing student academic performance, and served on the school strategic planning committees. We are making great strides towards reaching our goals, which include: increasing student achievement, using best practices in instruction, actively engaging the community, provide an appropriate learning environment, and improved technology and communication.

Sandra Davis, School Improvement Council Chairperson
Mary Ellen Parks, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	62	23
Percent satisfied with learning environment	96.2%	86.9%	95.2%
Percent satisfied with social and physical environment	96.2%	90.2%	91.3%
Percent satisfied with school-home relations	73.1%	91.8%	87.0%

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

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 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	
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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	179	100	27.8	43.7	28.5	88.6	81.8	82.8	Yes	Yes
Gender										
Male	95	100	36.6	35.4	28	84.1	78.2	79.3	N/A	N/A
Female	84	100	18.4	52.6	28.9	93.4	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	69	100	18.2	47	34.8	92.4	92.4	89.5	Yes	Yes
African American	83	100	42.4	37.9	19.7	81.8	71.8	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	22	100	14.3	57.1	28.6	95.2	72.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	82.5	I/S	I/S
Disability Status										
Disabled	21	100	61.1	33.3	5.6	66.7	41.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	33.3	60	6.7	93.3	68.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	113	100	37.2	42.6	20.2	86.2	73.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	179	100	35.4	41.8	22.8	75.9	77.3	78.9	Yes	Yes
Gender										
Male	95	100	34.1	43.9	22	79.3	75.8	77	N/A	N/A
Female	84	100	36.8	39.5	23.7	72.4	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	69	100	24.2	37.9	37.9	81.8	89.8	87.2	Yes	Yes
African American	83	100	48.5	45.5	6.1	68.2	62.7	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	22	100	33.3	52.4	14.3	81	71	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	79.5	I/S	I/S
Disability Status										
Disabled	21	100	72.2	22.2	5.6	44.4	37.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	N/AV	N/AV	N/AV	60	69.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	113	100	41.5	42.6	16	69.1	66.9	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	120	100	32.1	57.5	10.4	67.9	66.1	67.5
Gender								
Male	58	100	37.5	56.3	6.3	62.5	66.1	67
Female	62	100	27.6	58.6	13.8	72.4	66.1	68
Racial/Ethnic Group								
White	47	100	17.4	71.7	10.9	82.6	82.9	79.5
African American	56	100	48.8	39.5	11.6	51.2	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	15	100	N/AV	N/AV	N/AV	66.7	54.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	71.2
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	30.8	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	11	100	N/AV	N/AV	N/AV	45.5	49.9	59.6
Socio-Economic Status								
Subsided meals	82	100	42.6	51.5	5.9	57.4	51.8	55.1

Social Studies

All Students	123	100	19.4	56.5	24.1	80.6	70.3	72.3
Gender								
Male	70	100	18.3	53.3	28.3	81.7	70	71.5
Female	53	100	20.8	60.4	18.8	79.2	70.6	73.2
Racial/Ethnic Group								
White	45	100	16.3	46.5	37.2	83.7	82.6	80.7
African American	58	100	26.1	63	10.9	73.9	58.2	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	15	100	7.1	71.4	21.4	92.9	60	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	72.2
Disability Status								
Disabled	13	100	I/S	I/S	I/S	I/S	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	56.2	67.9
Socio-Economic Status								
Subsided meals	71	100	24.1	60.3	15.5	75.9	58.6	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	176	100	37.1	40.3	22.6	62.9	68.6	70.2	96	96.4
Gender										
Male	92	100	48.2	33.7	18.1	51.8	61.3	63.2	95.9	96.3
Female	84	100	25	47.4	27.6	75	76.2	77.5	96.1	96.6
Racial/Ethnic Group										
White	69	100	31.8	43.9	24.2	68.2	82.7	79.1	95.4	96.4
African American	80	100	47	34.8	18.2	53	54.5	57.6	96.3	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.1	86.2	96.8	97.1
Hispanic	22	100	27.3	54.5	18.2	72.7	57.4	62.6	96.8	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70	68.7	95.8	96.3
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	6.3	23.8	26.1	94.7	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	99.9	97.8
English Proficiency										
Limited English Proficient	16	100	50	43.8	6.3	50	53.1	61.2	96.2	96.6
Socio-Economic Status										
Subsidized meals	111	100	43.2	36.8	20	56.8	55.9	58.9	95.7	96.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	52	100	28.3	45.7	26.1	71.7
	4	64	100	30.4	41.1	28.6	69.6
	5	63	100	25	44.6	30.4	75
	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
Mathematics							
2009	3	52	100	54.3	26.1	19.6	45.7
	4	64	100	26.8	50	23.2	73.2
	5	63	100	28.6	46.4	25	71.4
	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
Science							
2009	3	25	100	50	36.4	13.6	50
	4	64	100	17.9	71.4	10.7	82.1
	5	31	100	46.4	46.4	7.1	53.6
	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
Social Studies							
2009	3	27	100	20.8	50	29.2	79.2
	4	64	100	19.6	58.9	21.4	80.4
	5	32	100	17.9	57.1	25	82.1
	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
Writing							
2009	3	52	100	44.7	38.3	17	55.3
	4	62	100	35.7	46.4	17.9	64.3
	5	62	100	32.1	35.7	32.1	67.9
	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

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