

St Helena Elementary

1025 Sea Island Parkway

St. Helena Island, South

Grades	PK-5 Elementary School	
Enrollment	478 Students	
Principal	Kay Keeler	843-838-0300
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	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

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

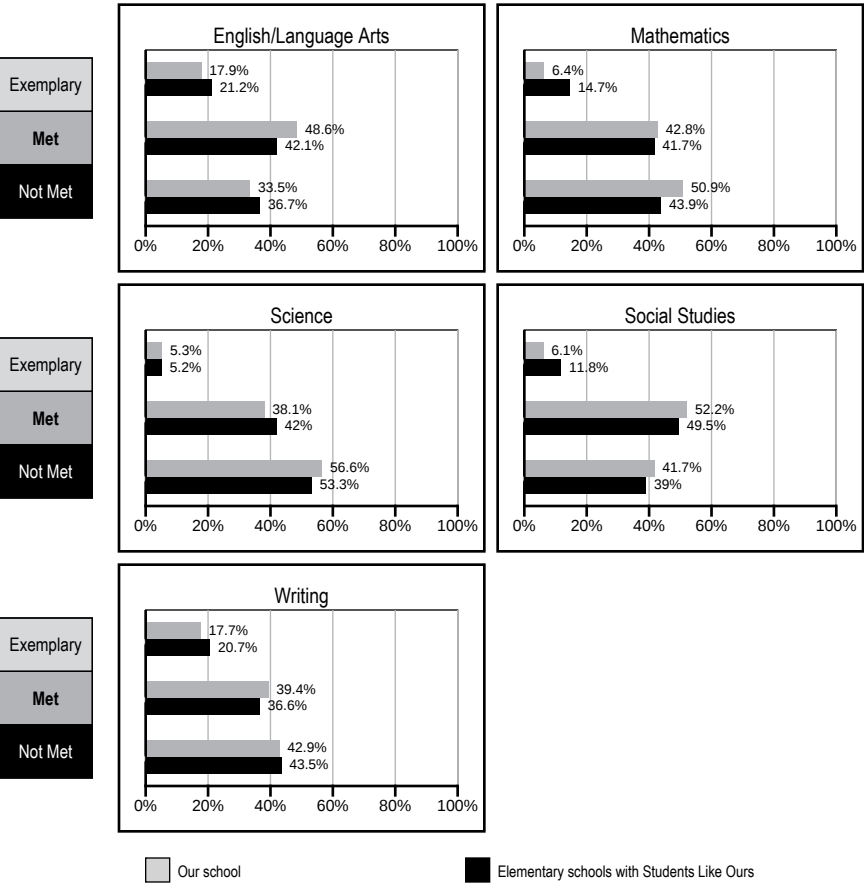
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	53	51	31

* 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=478)				
First graders who attended full-day kindergarten	100.0%	Up from 82.4%	100.0%	100.0%
Retention rate	1.0%	Down from 1.1%	2.5%	1.9%
Attendance rate	96.8%	Down from 98.3%	96.0%	96.3%
Eligible for gifted and talented	5.1%	Down from 7.2%	2.8%	10.0%
With disabilities other than speech	5.5%	Up from 4.8%	7.4%	7.7%
Older than usual for grade	0.6%	Up from 0.3%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	75.0%	Up from 69.2%	57.0%	59.4%
Continuing contract teachers	75.0%	Up from 71.8%	70.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.6%	Down from 84.3%	81.4%	85.9%
Teacher attendance rate	94.8%	Up from 93.3%	95.2%	95.1%
Average teacher salary*	\$53,429	Up 5.8%	\$45,718	\$47,149
Professional development days/teacher	10.3 days	Down from 17.8 days	10.8 days	11.1 days
School				
Principal's years at school	0.0	Down from 1.0	3.0	4.0
Student-teacher ratio in core subjects	12.3 to 1	Down from 18.2 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.6%	Up from 89.4%	90.1%	90.4%
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	Good	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$9,001	Up 8.7%	\$8,730	\$7,458
Percent of expenditures for instruction**	66.2%	Down from 68.0%	68.4%	68.8%
Percent of expenditures for teacher salaries**	54.2%	Down from 64.1%	61.9%	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

This has been an exciting school year at St. Helena Elementary School and Early Learning Center with a focus on reading, math, science, and technology integration. Our faculty, staff, and community are proud of the progress our students have achieved which as been evidenced through growth shown on MAP, Dominie, and Stanford testing. We are proud to share that 99% of our first grade students ended the year reading at grade level. We attribute this growth to increased staff development on reading comprehension strategies and progress monitoring, as well as intervention put in place to assist struggling reading. 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 and End-of- the-Year Bash, Grandparents Day, Field Day, American Education Week, grade level performances/activities, SIC, PTO, Family Literacy Nights, Family Math, Science and Technology Night and Kid's Club. We continued with the United States Department of Education Arts Grant which was used to help strengthen academic achievement and artistic achievement. This grant let teachers 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. Through this grant our students were provided with fresh fruits and vegetables weekly. Teachers were able to use the integration of fruits and vegetable to teach lessons in healthy eating and living as well as a support for teaching reading, math, science and social studies. In collaboration with Clemson Extension, our kindergarten students were able to participate in our first Fresh Fruits and Vegetables Olympics.

We are proud of the accomplishments of our students in writing. We have one hundred and fifteen published student poets in the anthology Celebration of Young Authors. To assist with improving reading and to help students create an enjoyment of reading our Adopt-A-School volunteers donated books to all our students twice this year. Students were extremely excited and grateful to receive a book of their choice. Our volunteers continue to log in many hours as they work with our students everyday.

SIC has worked very hard at meeting its goals for the year. This was the first year of school-wide uniforms for our student. Our SIC and PTO have worked with our school to help increase parent/community involvement and to improve student achievement and student behavior. We will continue our efforts of fostering a strong commitment to enhancing each student's education through research-based programs and innovative teaching techniques as we cultivate an environment of success as we move toward excellence.

Priscilla Drake, Principal
William Spann, SIC Chairperson
Chad Denney, PTO President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	36	21
Percent satisfied with learning environment	78.3%	55.6%	52.4%
Percent satisfied with social and physical environment	78.3%	63.9%	71.4%
Percent satisfied with school-home relations	45.5%	75.0%	52.4%

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

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School Adequate Yearly Progress

YES

This school met 13 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

NI-DELAY

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	18.8%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	185	99.5	33.5	48.6	17.9	80.3	81.8	82.8	Yes	Yes
Gender										
Male	95	100	42	50	8	76.1	78.2	79.3	N/A	N/A
Female	90	98.9	24.7	47.1	28.2	84.7	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	92.4	89.5	I/S	I/S
African American	169	99.4	35.2	47.8	17	78.6	71.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	72.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	36.8	41.7	52	I/S	I/S
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	68.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	161	99.4	33.3	49.3	17.3	82	73.3	75.5	Yes	Yes

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

All Students	185	99.5	50.9	42.8	6.4	63	77.3	78.9	Yes	Yes
Gender										
Male	95	100	62.5	33	4.5	51.1	75.8	77	N/A	N/A
Female	90	98.9	38.8	52.9	8.2	75.3	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	89.8	87.2	I/S	I/S
African American	169	99.4	51.6	42.8	5.7	62.3	62.7	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	21.1	37.5	45.5	I/S	I/S
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	69.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	161	99.4	49.3	46	4.7	64.7	66.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	120	100	56.6	38.1	5.3	43.4	66.1	67.5
Gender								
Male	65	100	61.3	35.5	3.2	38.7	66.1	67
Female	55	100	51	41.2	7.8	49	66.1	68
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	82.9	79.5
African American	111	100	59	36.2	4.8	41	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	7.7	28.1	35.6
Migrant Status								
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	49.9	59.6
Socio-Economic Status								
Subsided meals	103	100	52.6	42.3	5.2	47.4	51.8	55.1

Social Studies

All Students	120	100	41.7	52.2	6.1	58.3	70.3	72.3
Gender								
Male	59	100	40	52.7	7.3	60	70	71.5
Female	61	100	43.3	51.7	5	56.7	70.6	73.2
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	82.6	80.7
African American	109	100	42.9	50.5	6.7	57.1	58.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.5	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	38.5	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	4	I/S	I/S	I/S	I/S	I/S	56.2	67.9
Socio-Economic Status								
Subsided meals	104	100	43.4	50.5	6.1	56.6	58.6	62.1

Abbreviations for Missing Data

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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	185	98.9	42.5	39.7	17.8	57.5	68.6	70.2	96.8	96.4
Gender										
Male	95	99	60.2	30.7	9.1	39.8	61.3	63.2	96.5	96.3
Female	90	98.9	24.4	48.8	26.7	75.6	76.2	77.5	97	96.6
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	82.7	79.1	95.4	96.4
African American	169	98.8	43.8	40	16.3	56.3	54.5	57.6	96.8	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.1	86.2	94.4	97.1
Hispanic	8	I/S	I/S	I/S	I/S	I/S	57.4	62.6	97.1	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	N/A	96.3
Disability Status										
Disabled	24	95.8	N/AV	N/AV	N/AV	5.3	23.8	26.1	95.9	95.7
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	54.7	97.7	97.8
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	53.1	61.2	97.2	96.6
Socio-Economic Status										
Subsidized meals	176	98.9	42.8	40.4	16.9	57.2	55.9	58.9	96.6	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	69	98.6	34.4	42.2	23.4	65.6
	4	56	100	38.2	49.1	12.7	61.8
	5	60	100	27.8	55.6	16.7	72.2
	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
Mathematics							
2009	3	69	98.6	62.5	26.6	10.9	37.5
	4	56	100	43.6	52.7	3.6	56.4
	5	60	100	44.4	51.9	3.7	55.6
	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
Science							
2009	3	34	100	62.5	28.1	9.4	37.5
	4	56	100	49.1	47.3	3.6	50.9
	5	30	100	65.4	30.8	3.8	34.6
	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	34	100	50	43.8	6.3	50
	4	56	100	36.4	58.2	5.5	63.6
	5	30	100	42.9	50	7.1	57.1
	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	69	98.6	43.8	37.5	18.8	56.3
	4	57	100	44.6	42.9	12.5	55.4
	5	59	98.3	38.9	38.9	22.2	61.1
	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

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