



ST ANDREWS SCHOOL OF MATH & SCIENCE

30 Chadwick Drive
Charleston, SC 29407

Grades	K-5 Elementary School	
Enrollment	727 Students	
Principal	Mark D. Shea	843-763-1503
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	Good

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

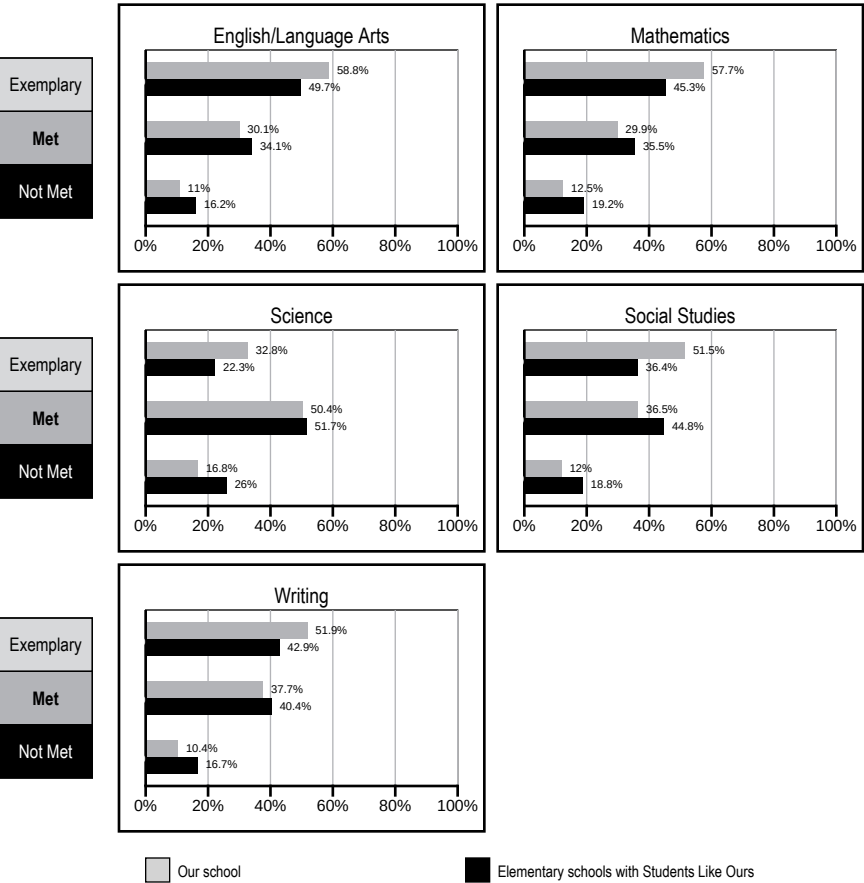
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	32	10	0	0

* Ratings are calculated with data available by 11/09/2011.

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=727)				
First graders who attended full-day kindergarten	98.4%	Up from 97.6%	100.0%	100.0%
Retention rate	0.6%	Down from 1.1%	0.9%	1.1%
Attendance rate	96.6%	No Change	96.2%	96.2%
Served by gifted and talented program	26.0%	Up from 24.7%	19.9%	13.4%
With disabilities other than speech	0.7%	Down from 1.7%	3.4%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	61.7%	Up from 58.7%	65.9%	62.5%
Continuing contract teachers	89.4%	Down from 93.5%	89.7%	88.2%
Teachers returning from previous year	87.8%	Down from 89.3%	90.2%	87.8%
Teacher attendance rate	96.3%	Down from 96.9%	94.9%	95.2%
Average teacher salary*	\$45,226	Down 3.7%	\$48,492	\$46,773
Professional development days/teacher	6.7 days	Down from 7.3 days	11.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.8 to 1	20.8 to 1	19.9 to 1
Prime instructional time	92.6%	Down from 93.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,057	Up 1.5%	\$6,911	\$7,447
Percent of expenditures for instruction**	69.5%	Down from 73.2%	69.1%	68.4%
Percent of expenditures for teacher salaries**	67.4%	Down from 69.5%	67.0%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Through shared decision making, a positive learning environment, and high expectations, St. Andrew's School of Math and Science (SASMS) continues to be an award-winning school. Receiving the 2010 Palmetto Gold Award is evidence that student achievement is a top priority. Our job is to continue to provide each student a comprehensive high-quality academic program as outlined in the South Carolina State Academic Standards. Support will be provided through enrichment, intervention, guidance services, and effective data-driven professional development for staff.

Our academic success is directly related to using data to drive classroom instruction. We continue to use Measures of Academic Progress (MAP) to gather assessment data to determine the instructional needs of our students. Our school district's major initiative continues to be literacy. District funds allowed SASMS along with all elementary schools to implement a First Grade Academy (FGA). Students that were selected were given explicit interventions from two Master Teachers for an entire year. Our school data has been recognized by the district as having the highest percentage of students meet or exceed their benchmark goals. Along with top instruction in the classroom and interventions from FGA, we know this group of children are reading and will be ready for second grade and beyond.

Students at SASMS have numerous opportunities to participate in meaningful activities that reinforce learning, social, and leadership standards. Some of these include: Chorus, Flag Patrol, French Club, MAD Science, SASMS News, Spanish Club, and Student Government.

Our School Improvement Council (SIC) works closely with our school to aid in achieving our goals and objectives. Parents are seen helping with extracurricular opportunities such as French Club and Spanish Club. Our SIC wrote and received the Lowe's Toolbox Grant valued at \$4000.

The SASMS Parent Teacher Association (PTA) provides ongoing support of our children, teachers, and staff. Various functions are held throughout the year that include: fall carnival, game night, golf tournament, math night, science night, and spring auction. All of these events help foster high community involvement and interest in how successful our school has been and continues to be.

St. Andrew's School of Math and Science looks forward to the continuing strong tradition of excellence during the 2011-2012 school year.

Helen Britton, SIC Co-Chair

Alex Corder, SIC Co-Chair

Mark D. Shea, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	106	34
Percent satisfied with learning environment	94.7%	79.8%	94.1%
Percent satisfied with social and physical environment	94.7%	75.5%	91.2%
Percent satisfied with school-home relations	84.2%	89.5%	82.4%

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

Abbreviations for Missing Data

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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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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 = 79.4% (Met or Exemplary)

All Students	362	100	11	30.1	58.8	94.2	83.1	82.4	Yes	Yes
Gender										
Male	186	100	11.2	34.8	53.9	93.3	79.9	78.7	N/A	N/A
Female	176	100	10.8	25.1	64.1	95.2	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	171	100	5.4	21	73.7	96.4	94.8	88.9	Yes	Yes
African American	159	100	18	40.7	41.3	90.7	71.9	72.9	Yes	Yes
Asian/Pacific Islander	18	100	6.3	18.8	75	100	96.3	93	I/S	I/S
Hispanic	13	100	9.1	45.5	45.5	100	78	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	83	I/S	I/S
Disability Status										
Disabled	15	100	50	21.4	28.6	57.1	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	8.7	34.8	56.5	100	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	182	100	17.4	43	39.5	90.7	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	362	100	12.5	29.9	57.7	92.8	82.8	81.9	Yes	Yes
Gender										
Male	186	100	10.7	29.2	60.1	93.3	81.1	79.9	N/A	N/A
Female	176	100	14.4	30.5	55.1	92.2	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	171	100	4.2	18.6	77.2	97.6	94.9	88.9	Yes	Yes
African American	159	100	21.3	43.3	35.3	88	70.9	71.4	Yes	Yes
Asian/Pacific Islander	18	100	18.8	12.5	68.8	87.5	97.4	94.6	I/S	I/S
Hispanic	13	100	9.1	45.5	45.5	90.9	79.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	84.4	I/S	I/S
Disability Status										
Disabled	15	100	42.9	28.6	28.6	71.4	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	17.4	39.1	43.5	87	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	182	100	21.5	44.2	34.3	87.2	72.7	74.9	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	244	100	16.8	50.4	32.8	83.2	69.2	68.6
Gender								
Male	129	100	15.6	46.7	37.7	84.4	68.4	68.3
Female	115	100	18.2	54.5	27.3	81.8	70	68.9
Racial/Ethnic Group								
White	123	100	5.8	46.7	47.5	94.2	90.4	80.7
African American	105	100	29.6	56.1	14.3	70.4	48.4	51.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87	70.8
Disability Status								
Disabled	13	100	33.3	50	16.7	66.7	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	10	I/S	36.4	36.4	27.3	63.6	60.4	60.7
Socio-Economic Status								
Subsidized meals	119	100	30.6	55.9	13.5	69.4	51.8	57.3

Social Studies

All Students	246	100	12	36.3	51.7	88	75.5	72.5
Gender								
Male	124	100	13.4	36.1	50.4	86.6	74.4	72
Female	122	100	10.4	36.5	53	89.6	76.6	73.1
Racial/Ethnic Group								
White	113	100	7.3	20.2	72.5	92.7	91	81
African American	110	100	17.3	52.9	29.8	82.7	60.4	60
Asian/Pacific Islander	13	100	8.3	25	66.7	91.7	93.3	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	83.3	73.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	17	100	11.8	35.3	52.9	88.2	70.5	69.7
Socio-Economic Status								
Subsidized meals	128	100	17.2	51.6	31.1	82.8	61.8	62.9

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	109	100	10.4	37.7	51.9	89.6	75.8	73.2	96.6	96
Gender										
Male	49	100	12.5	45.8	41.7	87.5	70.7	67.2	96.5	95.9
Female	60	100	8.6	31	60.3	91.4	81.1	79.4	96.8	96.1
Racial/Ethnic Group										
White	51	100	2	26	72	98	90.8	81.5	96.3	96.1
African American	46	100	18.2	50	31.8	81.8	61.3	61.3	96.9	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.4	87	97.3	96.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.4	66.7	97.3	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	95.9
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	23.9	26	95.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	67.9	65.7	97.3	96.3
Socio-Economic Status										
Subsidized meals	56	100	18.5	51.9	29.6	81.5	62.2	63.2	96.5	95.5

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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							
2010	3	117	100	7	17.5	75.4	93
	4	124	100	19.7	26.5	53.8	80.3
	5	124	100	9.2	42.5	48.3	90.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	125	100	10	18.3	71.7	90
	4	128	100	10.1	37	52.9	89.9
	5	109	100	13.2	35.8	50.9	86.8
	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							
2010	3	117	100	14.9	21.1	64	85.1
	4	124	100	12	40.2	47.9	88
	5	124	100	20	42.5	37.5	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	125	100	15.8	25.8	58.3	84.2
	4	128	100	6.7	31.1	62.2	93.3
	5	109	100	15.1	33	51.9	84.9
	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
Science							
2010	3	58	100	21.1	33.3	45.6	78.9
	4	124	100	20.5	54.7	24.8	79.5
	5	60	100	21.7	48.3	30	78.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	62	100	16.7	40	43.3	83.3
	4	128	100	14.2	59.2	26.7	85.8
	5	54	100	23.1	42.3	34.6	76.9
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	59	100	8.8	36.8	54.4	91.2
	4	124	100	12.8	45.3	41.9	87.2
	5	64	100	18.3	43.3	38.3	81.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	63	100	11.7	30	58.3	88.3
	4	128	100	7.5	40.8	51.7	92.5
	5	55	100	22.2	33.3	44.4	77.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
2010	3	116	100	7	30.7	62.3	93
	4	125	100	21.2	34.7	44.1	78.8
	5	126	100	11.6	31.4	57	88.4
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	109	100	10.4	37.7	51.9	89.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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