



SULLIVANS ISLAND ELEMENTARY

1120 Rifle Range Road
Mt. Pleasant, SC 29464

Grades	PK-5 Elementary School	
Enrollment	339 Students	
Principal	Susan R. King	843-883-3118
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	Excellent
2008	Excellent	Excellent
2007	Excellent	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

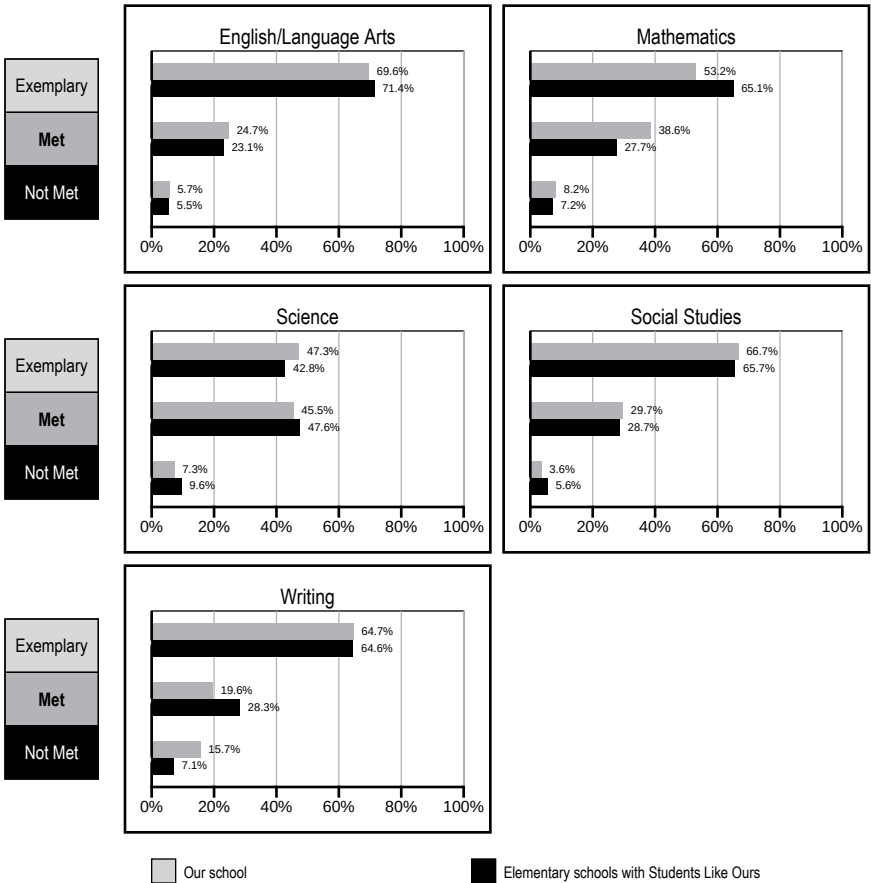
92.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	0	0	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=339)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 0.9%	0.5%	1.1%
Attendance rate	95.9%	No Change	96.9%	96.2%
Served by gifted and talented program	44.6%	No Change	40.0%	13.4%
With disabilities other than speech	0.9%	Down from 4.7%	2.2%	4.1%
Older than usual for grade	0.0%	No Change	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	62.5%	Up from 61.9%	67.0%	62.5%
Continuing contract teachers	87.5%	Down from 90.5%	88.6%	88.2%
Teachers returning from previous year	95.4%	Up from 87.8%	85.8%	87.8%
Teacher attendance rate	96.7%	Down from 99.5%	95.5%	95.2%
Average teacher salary*	\$48,960	Down 2.6%	\$48,584	\$46,773
Professional development days/teacher	15.0 days	No Change	10.9 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	7.5	4.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 21.8 to 1	21.5 to 1	19.9 to 1
Prime instructional time	92.5%	Down from 95.5%	91.4%	90.4%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	52.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,415	Up 5.6%	\$6,894	\$7,447
Percent of expenditures for instruction**	63.3%	Down from 67.2%	71.4%	68.4%
Percent of expenditures for teacher salaries**	62.0%	Down from 64.5%	70.2%	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

This narrative has been prepared to share information about the 2010 school year and to project toward the current school year, 2011.

Sullivan's Island Elementary School is now a School of Choice. As we continue the time-honored tradition of building a community of learners which inspires all students to reach their potential; during the 2011-2012 school year we evolved into a unique partial magnet of mathematics and science with a focus on the coastal environment. The Sullivan's Island Elementary difference is that our educational experience provides children the intellectual, emotional, and social skills to learn, live and succeed in today's global community.

During the introductory year of the partial magnet our objectives were simply to increase the integration of math and science, increase standards instruction via hands-on inquiry based lessons, provide access to an elementary-appropriate science lab, and streamline resources toward math and science themes. Our fundamental goal is to improve student learning in all areas, particularly math and science.

Looking back, I am pleased to report that for the 2010 school year our school received an Excellent State Rating Overall and for Improvement. We also met our Annual Yearly Progress Goals (AYP). Other accolades included winning Top Wellness Program in the District, receiving an Exemplary Rating for our CORE team, and receiving over \$27,000 in grants. These are just a few of the many highlights of the previous school year.

The Parent Teacher Association, Friends of Sullivan's Island School, and the School Improvement Council all have played an integral role in connecting community, faculty, and parents to create positive change in education. In 2010/2011, during a difficult economy, we raised \$150,000 to support critical additional staffing and programming.

During 2010 our school also transitioned from its home site on Sullivan's Island to a temporary site in Mt. Pleasant. Parallel to this move the District and community worked hand-in-hand to ensure that plans for the new Sullivan's Island Elementary would continue to move forward. It has been exciting for so many stakeholders to be involved in such a worthy legacy for our children.

In conclusion, I am very proud of our students' accomplishments in the past, present and future. There is so much to celebrate and look forward to!

Susan R. King, Principal

Jim Henshaw, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	55	53
Percent satisfied with learning environment	96.4%	87.3%	94.3%
Percent satisfied with social and physical environment	96.4%	81.8%	94.3%
Percent satisfied with school-home relations	100.0%	89.1%	94.3%

* 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 9 out of 9 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	11.2%	0.0%	No
Student attendance rate	95.9%	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	165	100	5.7	24.7	69.6	96.2	83.1	82.4	Yes	Yes
Gender										
Male	84	100	7.5	27.5	65	95	79.9	78.7	N/A	N/A
Female	81	100	3.8	21.8	74.4	97.4	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	157	100	6	25.3	68.7	96	94.8	88.9	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	71.9	72.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	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	12	100	18.2	36.4	45.5	81.8	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	1	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	18	100	N/AV	N/AV	N/AV	100	72.9	75.4	I/S	I/S

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

All Students	165	100	8.2	38.6	53.2	96.8	82.8	81.9	Yes	Yes
Gender										
Male	84	100	11.3	36.3	52.5	95	81.1	79.9	N/A	N/A
Female	81	100	5.1	41	53.8	98.7	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	157	100	8	38.7	53.3	96.7	94.9	88.9	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	70.9	71.4	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	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	12	100	18.2	63.6	18.2	81.8	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	1	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	18	100	6.7	53.3	40	93.3	72.7	74.9	I/S	I/S

* Adjusted to account for natural variation in performance.

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	115	100	7.3	45.5	47.3	92.7	69.2	68.6
Gender								
Male	59	100	5.4	46.4	48.2	94.6	68.4	68.3
Female	56	100	9.3	44.4	46.3	90.7	70	68.9
Racial/Ethnic Group								
White	110	100	7.6	43.8	48.6	92.4	90.4	80.7
African American	1	I/S	I/S	I/S	I/S	I/S	48.4	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87	70.8
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	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	N/A	N/AV	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	10	I/S	I/S	I/S	I/S	I/S	51.8	57.3

Social Studies

All Students	115	100	3.6	29.7	66.7	96.4	75.5	72.5
Gender								
Male	65	100	6.5	22.6	71	93.5	74.4	72
Female	50	100	N/AV	N/AV	N/AV	100	76.6	73.1
Racial/Ethnic Group								
White	109	100	3.8	27.6	68.6	96.2	91	81
African American	1	I/S	I/S	I/S	I/S	I/S	60.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	73.5
Disability Status								
Disabled	8	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	1	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	14	100	8.3	41.7	50	91.7	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	54	98.2	14	20	66	86	75.8	73.2	95.9	96
Gender										
Male	22	100	19	23.8	57.1	81	70.7	67.2	96	95.9
Female	32	96.9	10.3	17.2	72.4	89.7	81.1	79.4	95.9	96.1
Racial/Ethnic Group										
White	48	97.9	9.1	22.7	68.2	90.9	90.8	81.5	95.9	96.1
African American	4	I/S	I/S	I/S	I/S	I/S	61.3	61.3	95.1	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.4	87	96.8	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	96	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	94.8	95.9
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	23.9	26	95.2	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	1	I/S	I/S	I/S	I/S	I/S	67.9	65.7	97.5	96.3
Socio-Economic Status										
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	62.2	63.2	95.4	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	74	100	5.6	15.5	78.9	94.4
	4	49	100	11.1	26.7	62.2	88.9
	5	56	100	3.7	20.4	75.9	96.3
	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	47	100	4.4	17.8	77.8	95.6
	4	65	100	4.8	27	68.3	95.2
	5	53	100	8	28	64	92
	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	74	100	12.7	22.5	64.8	87.3
	4	49	100	2.2	33.3	64.4	97.8
	5	56	98.2	9.3	48.1	42.6	90.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	47	100	11.1	37.8	51.1	88.9
	4	65	100	4.8	30.2	65.1	95.2
	5	53	100	10	50	40	90
	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	37	100	13.9	36.1	50	86.1
	4	49	100	10.9	56.5	32.6	89.1
	5	28	100	11.1	33.3	55.6	88.9
	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	23	100	13	26.1	60.9	87
	4	65	100	6.3	50.8	42.9	93.7
	5	27	100	4.2	50	45.8	95.8
	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

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N/AV–Not Available

N/C–Not Collected

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I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	37	100	2.9	28.6	68.6	97.1
	4	49	100	8.7	41.3	50	91.3
	5	28	100	3.7	22.2	74.1	96.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	24	100	4.5	13.6	81.8	95.5
	4	65	100	3.2	33.3	63.5	96.8
	5	26	100	3.8	34.6	61.5	96.2
	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	72	98.6	11.4	31.4	57.1	88.6
	4	48	100	8.7	34.8	56.5	91.3
	5	56	100	7.4	14.8	77.8	92.6
	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
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	54	98.2	14	20	66	86
	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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