
From: Staton, Jennifer A
Sent: Friday, October 13, 2017 2:12 PM
To: 'Meyerhofer, Kelly'
Cc: Foster, James H
Subject: FOIA Response
Attachments: Annual Human Resources Report 2009 - Part 1.pdf; Annual Human Resources Report 2009 - Part 2.pdf; Annual Human Resources Report 2010 - Part 1.pdf; Annual Human Resources Report 2010 - Part 2.pdf; Annual Human Resources Report 2011.pdf; Annual Human Resources Report 2012.pdf; Annual Human Resources Report 2013.pdf; Annual Human Resources Report 2014.pdf; Annual Human Resources Report 2015.pdf; Annual Human Resources Report 2016.pdf

Dear Kelly-

You requested for the past 10 years “a breakdown of the number of district employees, by school or department, that have:

- Resigned
- Were fired
- Voluntarily left the district
- Remained at same school or department
- Transferred to a different school or department
- Other”

We don’t gather all the information that you have requested, nor do we have it for the past 10 years. The closest document we have is the HR annual report. Attached are reports for the last 8 years.

Jennifer Staton, MS, CSP
Risk Manager
Beaufort County School District
843-322-2355 (w) | 843-812-6405 (m)



Annual Human Resources Services Report

PE6.A.1: Employee Recruitment Report

PE 6.A.2: Employee Retention Report

**PE 6.A.2: Employee Retention Improvement
Report**

PE 6.A.4: Employee Exit Interview Report

Dr. Valerie Truesdale, Superintendent

Dr. Jackie Rosswurm, Chief Administrative and Human Resources Services Officer

Presented to the Beaufort County Board of Education

November 17, 2009

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Monitoring Report
Date: November 17, 2009**

Performance Expectation (PE) being monitored: PE 6:A.1, 6.A.2, 6.A.4

I hereby present my Executive Summary on Performance Expectation 6: Human Resources Services and Monitoring Report on Performance Expectation 6:A.1, 6.A.2, and 6:A.4, according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: 11.16.09

Signed: Jackie Rosswurm
Jackie Rosswurm, Ph.D.
Chief Administrative and Human Resources
Services Officer

Accepted:
Date: 11.16.09

Signed: Valerie Truesdale
Valerie Truesdale, Ph.D.
Superintendent

Accepted:
Date: 12/01/09

Signed: Fred Washington, Jr.
Fred Washington, Jr.
Board Chairman

PE 6:A.1 Recruit and hire top-quality employees of diverse backgrounds.

Superintendent's Interpretation

- Expand the district's efforts to place more Student Teachers.
- Establish and maintain strong recruiting strategies, including a focus on recruiting excellent male and minority candidates.
- Consistently use interview screening instruments for hiring with consistent standards.

Statement of Compliance

Throughout the year the Office of Human Resources Services implements recruitment strategies in order to recruit and employ quality professionals for our school district. This is an ongoing effort that focuses on the recruitment, application, and interviewing processes.

PE 6:A.2 Retain a highly qualified and diverse workforce.

Superintendent's Interpretation

- Improve working conditions.
- Update and maintain appropriate instructional and management technology tools.
- Address the poor physical conditions of the schools.
- Ensure that all teachers have balanced class loads.
- Provide trained mentors for beginning teachers.
- Continue a comprehensive Induction Program to provide opportunities for beginning teachers to interact with master teachers.
- Provide mentors for second-year teacher, teachers new to the district, and teachers needing support.

Statement of Compliance

As a part of the work of the Human Resources Services Office, it is critical that we retain the most qualified and effective staff possible for our district.. Reviewing the retention rates at our schools and across the district as a whole, will assist with this effort.

PE 6:A.4 Conduct exit interviews of employees voluntarily separating from employment and report trend results annually to the Board.

Superintendent's Interpretation

- When an employee leaves, Human Resources leadership arranges for a system of exit interviews.

Statement of Compliance

As employees voluntarily leave Beaufort County School District it is practice that the Office of Human Resources Services solicit information as to how they viewed their employment within our district to improve conditions as appropriate.

PE 6.A.1 - Annual Recruitment Report: 2009-2010

The following demographic data is provided on the new teachers hired for the 2009-2010 School Year

POSITIONS HIRED	
ELEMENTARY POSITIONS	
1st Grade	5
2nd Grade	10
3rd Grade	3
4th Grade	9
5th Grade	6
AMES	1
Art	3
ESOL	2
Gifted & Talented	1
Instructional Tech Coach	3
Kindergarten	4
Literacy Coach	1
Literacy Teacher	6
Media Specialist	3
Multi-Age	3
Music	2
Occupational Therapist	1
Pre-Kindergarten	6
Psychologist	1
Speech Therapist	4

SECONDARY POSITIONS	
Alternative Program	6
Biology	2
Business Education	2
Chorus	1
English	6
Gateway-To-Technology	1
Guidance Counselor	3
Language Arts	7
Math	13
Science	6
Social Studies	8
Spanish	3
Special Education	8
Testing Teacher	1

Contract Levels	
Induction	55
Annual - Formal	44
Annual - Formal 2	1
Letter of Agreement	6
Annual - GBE	2
Continuing - GBE	14
Continuing - Formal	19
Total: 141	

Years Experience	
0-5	84
6-10	27
11-15	9
16-20	7
21-25	6
26-30	4
31-35	4
36 & Up	0
Total: 141	

Degree Levels	
BA	53
BA+18	11
MA	62
MA+30	12
PH.D.	3
Total: 141	

Ethnicity	Females	Males
African American	15	1
Asian		
Caucasian	108	15
Hispanic	2	
Other		
Totals:	125	16

Age Ranges	
22-25	19
26-30	28
31-35	26
36-40	16
41-45	17
46-50	7
51-55	10
56-60	13
61-65	5
66 & Up	0
Total:	141

New Teachers first learned about the Beaufort County School District from the following:

Beaufort County Website:	35
District Employee	39
Family Member	13
Internet Job Postings	7
Beaufort County Job Fair	6
Walk – In	2
Other	43

(professional journals, recruiting trips, newspaper articles and advertisements)

Colleges or Universities attended by new teachers: Please note that several new teachers may have attended more than one college or university

From Colleges and/or groups of colleges* targeted with recruiting efforts

• Benedict	1
• Claflin	1
• Clemson	3
• College of Char.	5
• Converse	2
• Char. Southern	1
• GA Southern	5
• Michigan*	11
• North Carolina*	9
• Ohio*	8
• Pennsylvania*	11
• SC State	3
• UGA	6
• USC/USCB	36
• Winthrop	1

From Additional Colleges or Groups of Colleges*

• N. Alabama	1
• Armstrong St.	6
• Augusta St.	1
• Bowling Green	1
• Citadel	4
• Coker	1
• Colorado	1
• Connecticut	1
• Francis Marion	2
• Univ. Of Florida	5
• Florida – Nova	2

From Additional Colleges or Groups of Colleges*

• Georgia St.	3
• Grand Canyon	2
• Illinois	2
• Indiana*	4
• Kentucky	1
• Lander	3
• Louisiana	1
• Massachusetts	1
• Nebraska	2
• New Hampshire	1
• New Jersey*	2
• Presbyterian	2
• SCAD	1
• SUNY*	11
• Texas	3
• Univ. of AZ	1
• Univ. of Phoenix	1
• Virginia	5
• Virginia Tech	1
• Wheelock	2

Summary of Student Teachers: 2009-2010 School Year

The following demographic data is provided on the student teachers that have been placed within the district for the 2009-2010 school year.

SCHOOL	SUBJECT	ETHNICITY	GENDER	UNIVERSITY	SEMESTER
BES	1st Grade	Caucasian	F	USCB	Fall 2009
BLES	3rd Grade	Caucasian	F	USCB	Spring 2010
BLES	2nd Grade	African American	F	USCB	Spring 2010
BLES	3rd Grade	Caucasian	F	USCB	Spring 2010
BRES	3rd Grade	Caucasian	F	USCB	Fall 2009
BRES	Kindergarten	African American	F	USCB	Fall 2009
HHHS	Physical Education	Caucasian	M	Ohio	Fall 2009
HHIBE	3rd Grade	Caucasian	F	USCB	Spring 2010
HHIBE	4th Grade	Caucasian	F	USCB	Spring 2010
HHMS	Special Education	Caucasian	F	Walden	Fall 2009
LIES	2nd Grade	Caucasian	F	USCB	Spring 2010
LIES	3rd Grade	Caucasian	F	USCB	Spring 2010
LIES	4th Grade	Caucasian	M	USCB	Spring 2010
LIMS	5th Grade	Caucasian	M	USCB	Spring 2010
LIMS	5th Grade	Caucasian	F	USCB	Spring 2010
LIMS	5th Grade	Caucasian	M	USCB	Spring 2010
MMS	Guidance Counselor	Caucasian	F	Adams St	Fall 2009
MOES	3rd Grade	Caucasian	F	USCB	Fall 2009
MOES	Kindergarten	Caucasian	F	USCB	Fall 2009
MOES	3rd Grade	African American	F	USCB	Fall 2009
MOES	4th Grade	Caucasian	F	USCB	Spring 2010
MRES	1st Grade	Caucasian	F	USCB	Fall 2009
MRES	Kindergarten	Caucasian	F	USCB	Fall 2009
MRES	2nd Grade	Caucasian	F	USCB	Fall 2009
MRES	4th Grade	Asian	F	USCB	Spring 2010
MRES	5th Grade	Caucasian	F	USCB	Spring 2010
MRES	3rd Grade	Caucasian	F	USCB	Spring 2010
NNIBE	4th Grade	Caucasian	F	USCB	Spring 2010
PRES	5th Grade	Caucasian	M	USCB	Spring 2010
RCES	3rd Grade	Caucasian	F	USCB	Fall 2009
RCES	Multi-Age (K/1)	Caucasian	F	USCB	Fall 2009
RCES	Elem Ed	Caucasian	F	Wheelock	Fall 2009
SES	2nd Grade	Caucasian	F	USCB	Fall 2009

Summary of Recruiting Plans

Throughout the year, as positions become vacant, the following processes will be utilized to fill those positions.

1. Daily review of new applications in Winocular for certified and administrative candidates.
2. Personal calls to candidates for screening interviews.
3. Contact HBCU for personal connections when vacancies are posted.
4. Keep updated data base of contacts

For the 2009-2010 school year the following recruiting strategies will be implemented, as appropriate. The actual plan implemented depends on the positions vacant and the best strategy to utilize for that position.

1. Regular update of Teacher-Teacher.com site with our current vacancies (year round)
2. Weekly/monthly update of the CERRA site with our current vacancies (year round)
3. Weekly update of the Palmetto Priority School vacancies (year round)
4. Personal calls to minority candidates for screening interviews.
5. Contact HBCU for personal connections when vacancies are posted.
6. Update of Teacher-Teacher.com site with our current vacancies (year round)
7. Create a district recruiting team from the Minority Recruiting Committee
8. Hold recruitment training session for new recruitment team
9. Attend recruiting fairs
10. Follow-up calls and emails to recruiting fair participants.
11. USC Recruitment presentation to student teachers in the fall and spring.
12. USC presentation to general student population at Career Day.
13. Attend Military sponsored Community Wide Recruitment Fair on Parris Island.
14. Conduct observations of Student Teachers in our schools
15. Conduct screening interviews of all local/visiting candidates.
16. Organize and conduct the annual Teacher Career Fair on February 20, 2010.
17. Make personal calls/emails to minority candidates for invitation to Career Fair
18. Keep updated data base of contacts
19. Expand invitations to our Career Fair to more minority colleges, i.e.: Univ. of Texas (Hispanic)
20. Communicate with our current employees our need Hispanic, Black, and male teachers.
21. Advertise in the National Minority Update magazine and in the HBCU 2009 Online/On Campus Resource plus many local and regional newspapers.
22. Mail out flyers for our Teacher Career Fair to Education Colleges and Universities. (100+)
23. Update recruitment banners, display boards, marketing tools and recruitment materials for branding and networking.

Review of Recruiting Efforts

Through several processes the district's recruiting efforts have been strengthened. The full implementation of WinOcular, our online employee application process, has allowed Human Resources Services Office the opportunity to better manage the recruiting, application and interviewing process. Ongoing training of school and district level administrators has assisted in making this process a very effective recruiting and hiring tool.

Redesigning the yearly Career Fair has also served the district as a more effective recruiting tool. This annual Saturday event brings together school and district-level administrators and teacher leaders as interview teams. Through this multi-level interview process Career Fair participants meet with several of the district teams. From the input received in this interview process potential employees are identified for future openings across the district.

The establishment of the Minority Recruiting Team has also assisted with recruiting efforts. This team has reviewed all recruiting efforts, while focusing on recruiting of minority candidates. Through their work several colleges and universities have been targeted as key recruiting sites. The district continues to work to establish key contacts at these schools. The members of this team have assisted in some of the recruiting trips to these sites. During this school year the recruiting involvement of these team members will be expanded. The Minority Recruiting Team will continue to meet and build on the work they have done far. Our goal is to continue to increase the diversity within our district.

PE 6.A.2: Annual Employee Retention Improvement Report: 2009-2010

Overview

The employee retention rate within a school district, by definition, establishes the percentage of employees who have remained at each of the schools within the district from one year to the next. The rate is calculated as follows:

$$\frac{\text{\# retained in a position for the year} + \text{\# of employees transferring into a position}}{\text{\# of positions budgeted}}$$

The 2009-2010 Employee Retentions Rate for Beaufort County School District
is 91.72%

This Employee Retention Report is presented as the first such report completed by the Beaufort County School District in this format in recent years and will serve as the baseline data for Employee Retention for Beaufort County School District.

There are several different employee moves that affect the employee retention rate of a district. Any employee who chooses to change positions within the district, from school to school, or chooses to leave the district for any reason may have an effect on the employee retention rate of a school and the district, if the position in which s/he was employed remains at the presently assigned school of the employee.

The employee retentions rate of a district is also affected by any district – level initiatives that call for the movement of staff within a district. The data presented within this report reflect various district-level initiatives that have been implemented in Beaufort County School District over the course of last year and this year.

- The opening of Red Cedar Elementary School
- The establishment of Whale Branch Elementary School, Whale Branch Middle School, and St. Helena Elementary School as Accelerated Schools
- The reconfiguration of Davis Elementary School and Whale Branch Elementary School
- The redesign of the district-wide alternative program
- The elimination of 74 positions district-wide
- The further diversification of the school- based leadership teams
- The hiring of administrators from within the present employee pool
- The employment of math, science, technology, and literacy coaches from within the present employee pool
- The employment of literacy teachers from within the present employee pool

Each of these events affects the retention rates of these sites and the district as a whole. To understand the impact that any one of these events has on the retention rate it is important to examine the details of the data for the schools that might be directly affected. However, it is important to

understand that movement of any employees within the district could also have ripple effects across several schools.

Keeping all of these factors in mind, it is easy to see that the retention rates for schools and districts may vary greatly from year to year. The value of this report is only as great as the understanding of the reasons that have caused the varying retention rates of each school and the resulting district rating. The target retention rate of Beaufort County School District is a factor to be considered as the district carries out its work and implements initiatives that call for the movement of employees.

Targeted Positions: Mathematics, Science, and Special Education Positions

The areas of mathematics, science, and special education are those teaching positions which are traditionally the most difficult for the district to fill and retain. In isolating that data and reviewing it district-wide, more accurate statements about the retention rates of these positions may be made. In special education the retention rate of teachers for this year is 93.88%; over 2% higher than the overall district rating. The misconception of a low retention rate in this area comes from the movement that occurs throughout the year, with 22 of the 99 teachers not returning for this year. However, the number of "transfer-in" employees assists in increasing the retention rate in this area. In the case of the math and science teachers, these retention percentages are lower because of the larger numbers of employees not returning to those positions for a variety of reasons combined with fewer employees transferring in to those positions that have been vacated.

For these targeted positions as well as all vacancies within the district, there needs to be a continuing focus on hiring practices that would insure that a teacher selected for a specific position is a good fit for the position. This, in turn, may decrease the number of employees who resign or who are terminated during the year. For this past year, of the 59 math, science and special education teachers who did not return for this year, 30 employees (50.8%) either resigned or were terminated. If this factor alone could be addressed the retention rates across these positions and the district would be greatly improved.

Induction and Mentoring Teachers

SMART -Supporting Mentoring and Retaining Teachers

A comprehensive support system is critical to the retention of teachers new to the profession. The comprehensive program used to support our new teachers in the induction and mentoring program. Beaufort County's mentoring program – SMART - is modeled after the highly respected program at the University of California-Santa Cruz. For the 2008-2009 school year there were eighty-eight induction teachers. Each worked closely with a mentor throughout the year. Of the eighty-eight induction teachers eighty-three have gone on to become annual contract teachers, with five leaving the district. Of those five, one left the profession and four took positions in other districts.

The SMART Program encompasses requirements in accordance with the State Department of Education. BSCD follows and supports the goals of the South Carolina State Department of Education mentoring as stated in the Mentoring and Induction Program:

"In its implementation, The South Carolina Mentoring and Induction Program seeks to inform, encourage, and support beginning teachers, as well as other eligible teachers, for the purpose of raising the quality of teaching in the state, raising the level of student achievement, and reduce the rate of attrition among our newest teachers."

Beaufort County's Induction and Mentoring Program Plan was first submitted, as mandated, to the SDE in May, 2007. At that time our district plan received an overall rating of "Integration and Innovation Stage", the top-level rating for such a plan. In August, 2007 the district had 74 state certified mentors. As of November, 2009 there is a total of 173 state certified mentors in the district.

The purpose of the mentoring program is for trained veteran teachers to provide structure and support to beginning teachers. These veteran teachers are trained to use mentoring tools to provide support, to understand the importance of using mentor language to aid beginning teachers, to understand how to unlock their potential, and to serve as a resource for curriculum, assessment and instructional strategies for beginning teachers.

Program Components

The District Mentoring Leadership Team consists of principals, mentors, a community member, a board member, special education representative, teachers, district leadership, and former Induction teachers. The role of this team is to serve as a barometer for the Induction/Mentoring Program. They meet to establish the annual evaluation of the program and discuss programmatic concerns. Program feedback is provided for use in analyzing data and suggesting program changes.

School Mentoring Leadership Teams are comprised of principals, assistant principal (Induction Coordinators), and school based mentors. The role of these teams is to provide support for beginning teachers and mentors. School based mentors serve as building mentors to Induction teachers and annual contract teachers.

Full-Release Mentors visit their advisees' classes twice weekly to observe and provide feedback using data collected in order to guide teachers through the reflective process of their teaching practices.. Three full-released mentors serve the districts' 28 school. One secondary teacher and two elementary teachers work with 15 teachers each throughout the school year.

Induction-contract teachers are required to participate in the year long Induction Process. This program is to give Induction teachers comprehensive guidance and assistance throughout the school year guide and train them in all aspects of our state's ADEPT / SAFE-T teacher evaluation system. This program consists of

- Attending seminars directly related to the evaluation standards
- completion of a teaching portfolio;
- observations of a master teachers 3 times during the year;
- working with their mentor using the Collaborative Assessment Log
- creating professional goals
- tracking achievements of selected students over the course of the year.

PE 6.A.4: Exit Interviews

When an employee voluntarily ends employment with Beaufort County School District an Exit Interview survey is sent to the employee. Through this document the employee is also invited to meet with the recruiting coordinator for the district to share any information they would like. The information gathered through these methods is then used as appropriate.

The following data summarize the information gathered from the fifty-seven surveys completed over the last two year.

Reasons for resignations are as follows:

Retirement:	29%
Another job:	10%
Relocation:	15%
Medical:	17%
Graduate school:	2%
Other:	2%

Rating of Compensation:

	Excellent	Good	Fair	Poor
Pay	12%	33%	17%	8%
Benefits	17%	58%	10%	0

Rating of Work Environment Components*

	Excellent	Good	Neutral	Fair	Poor
Recognition	31%	27%	4%	6%	14%
Training	23%	28%	29%	6%	13%
Supervisor	29%	19%	12%	6%	6%
Communi- cation	37%	19%	21%	2%	6%
District	25%	18%	22%	10%	4%
Policies					
Transfer	19%	13%	39%	2%	4%
Possibilities					
Performance	23%	21%	19%	2%	12%
Reviews					
Working	23%	29%	19%	8%	8%
Conditions					
Overall*	26%	22%	22%	5%	8%

*Many did not rate all categories

Conclusions and Future Plans

A review of the data gathered from the Exit Interviews show that the majority of those who completed the survey find all employment factors either excellent or good, with the exception of the transfer policies and procedures. Over the course of the last year the district has made the transfer policy more readily available and promoted to all interested employees.

It must be kept in mind that the response to the exit surveys/interviews and/or surveys has been somewhat limited in the past and that even in responding; many times the survey was not fully completed when submitted. To increase the possibility of receiving more exit interview data, the district is instituting the use of "Survey Monkey", an online survey tool for exit interviews. A copy of the proposed online survey is included with this report. Through this easily accessed online process the district hopes that more employees leaving on a voluntary basis will complete the data and forward it to Human Resources as information. In turn the information will be shared across the district, as appropriate.

Beaufort County School District Exit Survey

1. Default Section

* 1. What was your job title?

* 2. Which of the following factors best describes your reason for leaving?

- | | |
|--|---|
| <input type="checkbox"/> Accepted Administrative Position In Another SC District | <input type="checkbox"/> Lack Of Recognition |
| <input type="checkbox"/> Accepted Administrative Position In Another State | <input type="checkbox"/> Legal Issues |
| <input type="checkbox"/> Accepted Teaching Position In Another SC District | <input type="checkbox"/> Opportunity For Advancement |
| <input type="checkbox"/> Accepted Teaching Position In Another State | <input type="checkbox"/> Poor Wages Or Benefits |
| <input type="checkbox"/> Career Change - Leaving Education | <input type="checkbox"/> Poor Working Conditions - Physical |
| <input type="checkbox"/> Commute Or Other Transportation Related Issue | <input type="checkbox"/> Reduction-In-Force |
| <input type="checkbox"/> Environmental Health Or Safety Issue | <input type="checkbox"/> Relocation |
| <input type="checkbox"/> Excessive Workload | <input type="checkbox"/> Retiring |
| <input type="checkbox"/> Family Circumstances | <input type="checkbox"/> Returning To School |
| <input type="checkbox"/> Health Reasons (self or family) | <input type="checkbox"/> Sexual Or Other Harassment |
| <input type="checkbox"/> Inadequate Training | <input type="checkbox"/> Workplace Threats Or Violence |
| <input type="checkbox"/> International Teacher Returning To Country Of Origin | |
| <input type="checkbox"/> Other (please specify) | |

Beaufort County School District Exit Survey

* 3. Please rate your former workplace in the following areas:

	Excellent	Good	Fair	Poor	N/A
Access to adequate information to perform job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate recognition on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits offered to employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication within your school/department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistent application of policies and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation and teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee development through training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair treatment by your principal/supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay for employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receptivity of principal/supervisor to your ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolving employment disputes/grievances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolving equal employment opportunity complaints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ADDITIONAL COMMENTS:

Beaufort County School District Exit Survey

4. What did you like most about your job?

5. What did you like most about the school district?

6. If applicable, what action or change would have kept you from leaving?

7. If applicable, before making your decision to leave, did you consider a transfer?

Beaufort County School District Exit Survey

8. What ideas would you like to share that would make Beaufort County School District a better place to work?

9. Do you have plans of returning to Beaufort County School District in the Future?

☐ Yes

☐ No

Other (please specify)

10. What is your age range?

☐ 21-25

☐ 26-30

☐ 31-35

☐ 36-40

☐ 41-45

☐ 46-50

☐ 51-55

☐ 56-60

☐ 61-65

☐ 66 or Older

11. What is your gender?

☐ Female

☐ Male

Beaufort County School District Exit Survey

12. What is your race/ethnicity?

- ☐ Asian
- ☐ Asian Pacific Islander
- ☐ African American
- ☐ American Indian
- ☐ Hispanic
- ☐ Caucasian

Other (please specify)

13. If you would like a personal exit interview with Becky Randazzo, Recruiting Coordinator, please provide the following information.

Name:

Phone Number:

Email Address:

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF EMPLOYEE GROUPS

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2008-2009	# RETAINED 2009-2010		# TRANSFERS "IN"		TOTAL RETAINED		NOT RETURNING FOR 2009-2010 SY				TOTAL NOT RETURN		# BUDGETED 2009-2010		RETENTION RATE
								# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED					
Administrative Staff	76	60		13		73		10	4	2	0	16		78		93.59%
Certified Staff	1489	1105		275		1380		245	106	13	20	384		1515		91.09%
Classified Staff	453	335		85		420		82	19	8	9	118		449		93.54%
TOTAL:	2018	1500	373	1873				337	129	23	29	518		2042		91.72%

RETENTION RATE = $\frac{\text{\# Retained 2009-2010} + \text{\# Transfer IN}}{\text{\# Budgeted 2009-2010}}$ = 91.72%

HEADER DEFINITIONS

Budgeted 2008-2009 - Number of positions budgeted for the 2008-2009 school year.

Retained 2009-2010 - This is the number of staff that returned for the 2009-2010 school year at the same location and position assignment.

Transfer IN - This is the number of staff that transferred in from another location within the district or changed positions within the same location.

Total Retained - This is the number of staff retained from the 2008-2009 school year and transfer IN from other district locations or changed positions within their school.

Trans OUT - This is the number of staff that transferred from their location in 2008-2009 or transferred to another position within their same school.

Resigned - Number of staff that resigned and did not return to the district for the 2009-2010 school year.

Retired - Number of staff that retired and did not return to the district for the 2009-2010 school year.

Terminated - Number of staff that were terminated for various performance or discipline reason and were not offered a contract renewal.

Total Not Returned - This is the total number of staff the did not return for the 2009-2010 school year.

Budgeted 2009-2010 - Number of positions budgeted for the 2009-2010 school year.

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF ADMINISTRATIVE STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2008-2009	TOTAL RETAINED	TOTAL NOT RETURN	# BUDGETED 2009 -2010	RETENTION RATE
BCHS	6	5	1	5	100.00%
BES	2	2	1	2	100.00%
BHS	7	6	1	7	85.71%
BLES	3	2	1	3	66.67%
BLHS	5	5	0	6	83.33%
BMS	3	3	0	3	100.00%
BRES	2	2	2	2	100.00%
CES	3	2	1	2	100.00%
HHECC	1	1	0	1	100.00%
HHHS	5	5	1	5	100.00%
HHIBE	3	3	0	3	100.00%
HHMS	3	2	2	3	66.67%
HHSCA	3	3	0	3	100.00%
LIES	2	2	1	2	100.00%
LIMS	4	4	0	4	100.00%
MMS	4	4	0	4	100.00%
MOES	2	2	0	2	100.00%
MRES	3	3	0	3	100.00%
OES	3	2	1	2	100.00%
PRES	1	0	1	1	0.00%
RCES	0	2	0	2	100.00%
RSMS	0	2	0	2	100.00%
SES	2	2	1	2	100.00%
SHES	3	3	1	3	100.00%
SPES	2	2	0	2	100.00%
WBES / DECC	2	2	0	2	100.00%
WBMS	2	2	1	2	100.00%

TOTALS:	76	73	16	78	93.59%
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PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF ADMINISTRATIVE STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
BCHS	6	5	0	0	0	1	0	5	100.00%
BES	2	1	1	1	0	0	0	2	100.00%
BHS	7	6	0	1	0	0	0	7	85.71%
BLES	3	2	0	0	1	0	0	3	66.67%
BLHS	5	5	0	0	0	0	0	6	83.33%
BMS	3	3	0	0	0	0	0	3	100.00%
BRES	2	0	2	1	1	0	0	2	100.00%
CES	3	2	0	0	0	1	0	2	100.00%
HHECC	1	1	0	0	0	0	0	1	100.00%
HHHS	5	4	1	1	0	0	0	5	100.00%
HHIBE	3	3	0	0	0	0	0	3	100.00%
HHMS	3	1	1	1	1	0	0	3	66.67%
HHSCA	3	3	0	0	0	0	0	3	100.00%
LIES	2	1	1	0	1	0	0	2	100.00%
LIMS	4	4	0	0	0	0	0	4	100.00%
MMS	4	4	0	0	0	0	0	4	100.00%
MOES	2	2	0	0	0	0	0	2	100.00%
MRES	3	3	0	0	0	0	0	3	100.00%
OES	3	2	0	1	0	0	0	2	100.00%
PRES	1	0	0	1	0	0	0	1	0.00%
RCES	0	0	2	0	0	0	0	2	100.00%
RSMS	0	0	2	0	0	0	0	2	100.00%
SES	2	1	1	1	0	0	0	2	100.00%
SHES	3	2	1	1	0	0	0	3	100.00%
SPES	2	2	0	0	0	0	0	2	100.00%
WBES / DECC	2	2	0	0	0	0	0	2	100.00%
WBMS	2	1	1	1	0	0	0	2	100.00%

TOTALS:	76	60	13	10	4	2	0	78	93.59%
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PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF CERTIFIED STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2008-2009	TOTAL RETAINED	TOTAL NOT RETURN	# BUDGETED 2009-2010	RETENTION RATE
ACE	5	3	2	3	100.00%
STRINGS	10	8	2	8	100.00%
BCHS	91	78	17	86	90.70%
BES	48	47	14	52	90.38%
BHS	104	95	11	107	88.79%
BLES	84	65	30	69	94.20%
BLHS	93	82	20	95	86.32%
BMS	47	46	6	49	93.88%
BRES	36	36	12	37	97.30%
CES	50	42	17	43	97.67%
DIES	2	2	1	2	100.00%
HHECC	30	28	2	31	90.32%
HHHS	77	70	12	77	90.91%
HHIBE	70	57	21	62	91.94%
HHMS	72	66	11	70	94.29%
HHSCA	61	53	13	58	91.38%
LIES	33	34	9	35	97.14%
LIMS	49	47	13	53	88.68%
MMS	85	82	11	85	96.47%
MOES	34	38	4	40	95.00%
MRES	70	67	8	70	95.71%
OES	67	45	27	48	93.75%
PRES	32	28	14	30	93.33%
RCES	0	52	0	56	92.86%
RSMS	50	40	21	49	81.63%
SES	40	43	10	45	95.56%
SHES	47	37	25	45	82.22%
SPES	36	30	21	34	88.24%
WBES / DECC	34	30	18	43	69.77%
WBMS	32	29	12	33	87.88%
TOTALS:	1489	1380	384	1515	91.09%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF CERTIFIED STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
ACE	5	3	0	1	1	0	0	3	100.00%
STRINGS	10	8	0	0	2	0	0	8	100.00%
BCHS	91	74	4	4	11	0	2	86	90.70%
BES	48	34	13	9	3	1	1	52	90.38%
BHS	104	93	2	4	7	0	0	107	88.79%
BLES	84	54	11	26	2	1	1	69	94.20%
BLHS	93	73	9	5	9	0	6	95	86.32%
BMS	47	41	5	1	4	1	0	49	93.88%
BRES	36	24	12	6	5	1	0	37	97.30%
CES	50	33	9	14	3	0	0	43	97.67%
DIES	2	1	1	1	0	0	0	2	100.00%
HHECC	30	28	0	0	1	1	0	31	90.32%
HHHS	77	65	5	7	4	1	0	77	90.91%
HHIBE	70	49	8	15	4	2	0	62	91.94%
HHMS	72	61	5	6	4	1	0	70	94.29%
HHSCA	61	48	5	8	3	2	0	58	91.38%
LIES	33	24	10	7	2	0	0	35	97.14%
LIMS	49	36	11	6	6	0	1	53	88.68%
MMS	85	74	8	8	1	0	2	85	96.47%
MOES	34	30	8	2	2	0	0	40	95.00%
MRES	70	62	5	3	5	0	0	70	95.71%
OES	67	40	5	22	4	0	1	48	93.75%
PRES	32	18	10	13	1	0	0	30	93.33%
RCES	0	0	52	0	0	0	0	56	92.86%
RSMS	50	29	11	13	7	0	1	49	81.63%
SES	40	30	13	9	1	0	0	45	95.56%
SHES	47	22	15	19	6	0	0	45	82.22%
SPES	36	15	15	15	4	2	0	34	88.24%
WBES / DECC	34	16	14	17	1	0	0	43	69.77%
WBMS	32	20	9	4	3	0	5	33	87.88%

TOTALS:	1489	1105	275	245	106	13	20	1515	91.09%
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PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF MATH, SCIENCE AND SPECIAL EDUCATION STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Math (Secondary & Middle School)	96	76	3	8	9	0	3	92	85.87%
Science (Secondary & Middle School)	90	74	5	5	6	0	5	91	86.81%
Special Education	99	77	15	14	6	1	1	98	93.88%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF MATH STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
ACE	1	1	0	0	0	0	0	1	100.00%
BCHS	11	9	1	0	2	0	0	10	100.00%
BHS	13	12	0	0	1	0	0	14	85.71%
BLHS	15	9	0	2	2	0	2	14	64.29%
BMS	7	7	0	0	0	0	0	7	100.00%
HHHS	9	8	0	0	1	0	0	8	100.00%
HHMS	9	8	0	0	1	0	0	8	100.00%
LIMS	7	5	0	1	1	0	0	7	71.43%
MMMS	12	12	0	0	0	0	0	13	92.31%
RSMS	8	2	2	5	1	0	0	6	66.67%
WBMS	4	3	0	0	0	0	1	4	75.00%
TOTALS:	96	76	3	8	9	0	3	92	85.87%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF SCIENCE STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010	RETENTION	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		RATE
BCHS	12	10	0	1	1	0	0	11	90.91%
BHS	14	11	0	1	2	0	0	14	78.57%
BLHS	12	7	2	0	1	0	4	13	69.23%
BMS	7	6	0	0	1	0	0	7	85.71%
HHHS	7	7	0	0	0	0	0	8	87.50%
HHMS	8	8	0	0	0	0	0	8	100.00%
LIMS	7	6	0	0	1	0	0	7	85.71%
MMS	12	10	2	2	0	0	0	13	92.31%
RSMS	7	6	0	1	0	0	0	6	100.00%
WBMS	4	3	1	0	0	0	1	4	100.00%

TOTALS:	90	74	5	5	6	0	5	91	86.81%
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PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF SCIENCE STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010		RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			
ACE	3	2	0	0	1	0	0	2		100.00%
BCHS	8	7	0	0	1	0	0	8		87.50%
BES	8	5	0	3	0	0	0	5		100.00%
BHS	8	7	0	1	0	0	0	8		87.50%
BLES	3	3	0	0	0	0	0	3		100.00%
BLHS	6	6	0	0	0	0	0	6		100.00%
BMS	4	4	0	0	0	0	0	4		100.00%
BRES	2	0	3	1	1	0	0	3		100.00%
CES	1	1	0	0	0	0	0	1		100.00%
HHECC	2	2	0	0	0	0	0	2		100.00%
HHHS	4	4	1	0	0	0	0	5		100.00%
HHIBE	4	3	1	0	1	0	0	4		100.00%
HHMS	6	6	0	0	0	0	0	6		100.00%
HHSCA	2	1	1	1	0	0	0	2		100.00%
LIES	1	1	2	0	0	0	0	3		100.00%
LIMS	3	3	0	0	0	0	0	3		100.00%
MIMS	7	4	1	2	1	0	0	5		100.00%
MOES	2	2	0	0	0	0	0	2		100.00%
MRES	5	5	0	0	0	0	0	5		100.00%
OES	4	2	1	2	0	0	0	4		75.00%
PRES	1	1	0	0	0	0	0	1		100.00%
RCES	0	0	2	0	0	0	0	2		100.00%
RSMS	6	2	1	3	1	0	0	5		60.00%
SES	2	2	1	0	0	0	0	3		100.00%
SHES	1	1	0	0	0	0	0	1		100.00%
SPES	2	1	0	0	0	1	0	1		100.00%
WBES / DECC	2	1	0	1	0	0	0	2		50.00%
WBMS	2	1	1	0	0	0	1	2		100.00%

TOTALS:	99	77	15	14	6	1	1	98		93.88%
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PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Academy For Career Excellence
 Director: Chris Dinkins
 Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
	2008-2009	2009-2010			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009 -2010	
ESOL	1	0			1				0	0.00%
Math	1	1							1	100.00%
Special Education - LD	3	2				1			2	100.00%
CERTIFIED STAFF RETENTION RATE:										
	5	3		0	1	1	0	0	3	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Itinerant Strings Program
 Coordinator: Margaret Rushton
 Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009 -2010	
Strings	10	8			2			8	100.00%
CERTIFIED STAFF RETENTION RATE:									
	10	8	0	0	2	0	0	8	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Battery Creek High
Principal: Edmond Burnes
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Principal	1	1					1	100.00%	
Assistant Principal	4	3				1	3	100.00%	
Athletic Director	1	1					1	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:									
	6	5	0	0	0	1	5	100.00%	

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Alternative Program	0	0	2				2	100.00%	
Art	3	3					3	100.00%	
Band	1	1					1	100.00%	
Business Education	6	4		1			5	80.00%	
Chorus / Choral	1	0			1		1	0.00%	
Dance	1	1					1	100.00%	
Drama	1	1					1	100.00%	
Driver's Education	1	1					1	100.00%	
English	12	9		1	2		11	81.82%	
ESOL	0	0					1	0.00%	
Family & Consumer Science	4	4					4	100.00%	
French	1	1					1	100.00%	
Guidance Counselor	4	3		1			3	100.00%	
Health	1	1					1	100.00%	
Health Science Technology	1	1					1	100.00%	
IB Coord / Testing Teacher	1	1					1	100.00%	
Math	11	9	1		2		10	100.00%	
Media Specialist	2	1	1		1		2	100.00%	
Physical Education	5	4				1	4	100.00%	
Science	12	10		1	1		11	90.91%	
Social Studies	11	8			3		9	88.89%	
Spanish	4	4					4	100.00%	
Special Education	8	7			1		8	87.50%	
CERTIFIED STAFF RETENTION RATE:									
	91	74	4	4	11	0	86	90.70%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Beaufort Elementary
Principal: Jennifer Morillo
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	# BUDGETED 2009-2010	RETENTION RATE
Principal	1	0	1	1				1	100.00%
Assistant Principal	1	1						1	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:	2	1	1	1	0	0	0	2	100.00%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	# BUDGETED 2009-2010	RETENTION RATE
AMES Teachers	5	4	2	1				7	85.71%
Art	1	1						1	100.00%
ESOL	1	0	1	1				1	100.00%
Fifth Grade	3	3						3	100.00%
First Grade	3	3	1					4	100.00%
Fourth Grade	3	3						3	100.00%
Gifted & Talented	1	0		1				0	0.00%
Guidance Counselor	1	0	1	1				1	100.00%
Instructional Coach	1	1						1	100.00%
Instructional Technology Coach	1	1						1	100.00%
Kindergarten	3	3						4	75.00%
Literacy Coach	0	0	1					1	100.00%
Literacy Teacher	0	0	3					3	100.00%
Math Lab	1	0				1		0	0.00%
Media Specialist	1	1						1	100.00%
Music	1	1						1	100.00%
Physical Education	1	0	1		1			1	100.00%
Pre-Kindergarten	2	1					1	3	33.33%
Reading Recovery	1	0		1				0	0.00%
Science Coach	1	1						1	100.00%
Science Lab	1	1						1	100.00%
Second Grade	3	3	1					4	100.00%
Special Education	8	5		3				5	100.00%
Speech Therapist	2	0		1	1			1	0.00%
Third Grade	3	2	2		1			4	100.00%
CERTIFIED STAFF RETENTION RATE:	48	34	13	9	3	1	1	52	90.38%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Beaufort High
Principal: Dr. Daniel Durbin
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Principal	1	1						1	100.00%
Assistant Principal	4	3		1				4	75.00%
Dean of Students	1	1						1	100.00%
Athletic Director	1	1						1	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:									
	7	6	0	1	0	0	0	7	85.71%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Art	2	2						2	100.00%
Band	1	1						1	100.00%
Business Education	7	7						7	100.00%
Chorus / Choral	1	1						1	100.00%
Dance	1	1						1	100.00%
Drama	1	1						1	100.00%
Driver's Education	1	1						1	100.00%
Engineering Technology	1	1						1	100.00%
English	13	11	1		2			13	92.31%
ESOL	1	1						1	100.00%
Family & Consumer Science	3	3						3	100.00%
French	1	1						1	100.00%
Guidance Counselor	4	2		2				4	50.00%
Health	1	1						1	100.00%
High School 101	1	0			1			0	0.00%
Instructional Technology Coach	1	1						1	100.00%
Latin	1	1						1	100.00%
Math	13	12			1			14	85.71%
Media Specialist	2	2						2	100.00%
Physical Education	3	3						4	75.00%
Alternative Program	0	0	1					2	50.00%
Science	14	11		1	2			14	78.57%
Social Studies	16	16						16	100.00%
Spanish	5	5						5	100.00%
Special Education	8	7		1				8	87.50%
Testing Teacher	1	0			1			1	0.00%
TV Production	1	1						1	100.00%
CERTIFIED STAFF RETENTION RATE:									
	104	93	2	4	7	0	0	107	88.79%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Bluffton Elementary
Principal: Christine Brown
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Principal	1	1					1	100.00%	
Assistant Principal	2	1			1		2	50.00%	
ADMINISTRATIVE STAFF RETENTION RATE:									
	3	2	0	0	1	0	3	66.67%	

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Art	1	1					2	50.00%	
A-Team Coordinator	1	0		1			0	0.00%	
Dance	1	0		1			0	0.00%	
ESOL	5	3		1		1	3	100.00%	
Fifth Grade	8	6		2			6	100.00%	
Fourth Grade	8	6	1	1		1	7	100.00%	
Gifted & Talented	2	2					2	100.00%	
Guidance Counselor	2	2					2	100.00%	
Instructional Coach	1	0		1			0	0.00%	
Instructional Technology Coach	1	1					1	100.00%	
Language Arts	1	0		1			0	0.00%	
Literacy Coach	0	0	1				1	100.00%	
Literacy Teacher	0	0	3				3	100.00%	
Media Specialist	1	1					1	100.00%	
Multi-Age (K-1)	20	10		10			13	76.92%	
Music	1	1					1	100.00%	
Physical Education	3	3					3	100.00%	
Pre-Kindergarten	2	1	1	1			2	100.00%	
Science Coach	1	1					1	100.00%	
Science Lab	1	0	1	1			1	100.00%	
Second Grade	9	6	2	2	1		8	100.00%	
Spanish	1	0	1		1		1	100.00%	
Special Education	3	3					3	100.00%	
Speech Therapist	2	2					2	100.00%	
Third Grade	9	5	1	4			6	100.00%	
CERTIFIED STAFF RETENTION RATE:									
	84	54	11	26	2	1	69	94.20%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Bluffton High
Principal: Robert Anderson
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Principal	1	1					1	100.00%
Assistant Principal	3	3					4	75.00%
Athletic Director	1	1					1	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:								
	5	5	0	0	0	0	6	83.33%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Alternative Program	0	0	2				2	100.00%
Art	4	3		1			4	75.00%
Business Education	6	5		1			6	83.33%
Chorus / Choral	1	1					1	100.00%
Dance	1	1					1	100.00%
Drama	0	0	1				1	100.00%
Driver's Education	1	1					1	100.00%
English	13	12	1		1		13	100.00%
ESOL	3	2			1		2	100.00%
Family & Consumer Science	2	2					2	100.00%
French	1	1					1	100.00%
German	1	1					1	100.00%
Guidance Counselor	4	3		1			3	100.00%
Instructional Technology Coach	0	0	1				1	100.00%
Math	15	9		2	2		14	64.29%
Media Specialist	1	1					1	100.00%
Physical Education	3	3					3	100.00%
Science	12	7	2		1		13	69.23%
Social Studies	13	9	2		4		13	84.62%
Spanish	4	4					4	100.00%
Special Education	6	6					6	100.00%
Testing Teacher	1	1					1	100.00%
TV Production	1	1					1	100.00%
CERTIFIED STAFF RETENTION RATE:								
	93	73	9	5	9	0	95	86.32%

School: Beaufort Middle
Principal: Carole Ingram
Group: Administrative and Certified Staff

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY			# BUDGETED	RETENTION
	2008-2009		2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	RATE
Principal	1		1					1	100.00%
Assistant Principal	2		2					2	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:									
	3		3	0	0	0	0	3	100.00%

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE
	2008-2009	2009-2010	# TRANS OUT		# RESIGNED	# RETIRED	# TERMINATED		
Art	3	3						3	100.00%
A-Team Coordinator	1	0				1		0	0.00%
Band	1	1						1	100.00%
ESOL	0	0		1				1	100.00%
Gifted & Talented	1	0			1			0	0.00%
Guidance Counselor	2	2						2	100.00%
Instructional Technology Coach	1	0		1			1	1	100.00%
Language Arts	7	7						7	100.00%
Literacy Coach	0	0		1				2	50.00%
Math	7	7						7	100.00%
Media Specialist	1	1						1	100.00%
Physical Education	2	2						2	100.00%
Science	7	6				1		7	85.71%
Science Coach	1	0		1		1		1	100.00%
Social Studies	7	6				1		7	85.71%
Spanish	2	2						2	100.00%
Special Education	4	4						4	100.00%
Speech Therapist	0	0		1				1	100.00%
CERTIFIED STAFF RETENTION RATE: 47 41 1 4 1 0 93.88%									

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Broad River Elementary
Principal: Constance Goodwine-Lewis
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Principal	1	0	1		1		1	100.00%
Assistant Principal	1	0	1	1			1	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:	2	0	2	1	1	0	2	100.00%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Art	1	1					1	100.00%
ESOL	1	1					1	100.00%
Fifth Grade	3	2	1		1		3	100.00%
First Grade	4	2	1	2			3	100.00%
Fourth Grade	3	3					3	100.00%
Guidance Counselor	1	0			1		1	0.00%
IB / PYP Coordinator	1	0			1		0	0.00%
Instructional Technology Coach	1	1					1	100.00%
Kindergarten	3	2	1		1		3	100.00%
Literacy Coach	0	0	1				1	100.00%
Literacy Teacher	0	0	3				3	100.00%
Media Specialist	1	1					1	100.00%
Music	1	1					1	100.00%
Physical Education	1	1					1	100.00%
Pre-Kindergarten	2	2					2	100.00%
Reading Recovery	2	0		2			0	0.00%
Science Coach	1	1					1	100.00%
Second Grade	3	2	2			1	4	100.00%
Spanish	1	1					1	100.00%
Special Education	2	0	3	1	1		3	100.00%
Speech Therapist	1	1					1	100.00%
Third Grade	3	2		1			2	100.00%
CERTIFIED STAFF RETENTION RATE:	36	24	12	6	5	1	37	97.30%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Coosa Elementary
Principal: Carmen Dillard
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Principal	1	1					1	100.00%	
Assistant Principal	2	1				1	1	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:	3	2	0	0	0	1	2	100.00%	

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Art	1	1					1	100.00%	
Computer Teacher	1	1					1	100.00%	
Fifth Grade	6	0		6			0	0.00%	
First Grade	5	5	1				6	100.00%	
Fourth Grade	4	3	3		1		6	100.00%	
Gifted & Talented	2	1		1			1	100.00%	
Guidance Counselor	2	1		1			1	100.00%	
Instructional Coach	1	0		1			0	0.00%	
Instructional Technology Coach	1	1					1	100.00%	
Kindergarten	4	4	1				5	100.00%	
Literacy Coach	0	0	1				1	100.00%	
Literacy Teacher	0	0	2				2	100.00%	
Math Coach	1	1					1	100.00%	
Media Specialist	1	0			1		1	0.00%	
Multi-Age (K-1)	2	0		2			0	0.00%	
Music	1	1					1	100.00%	
Physical Education	1	1					1	100.00%	
Pre-Kindergarten	1	1					1	100.00%	
Reading Recovery	2	0		2			0	0.00%	
Science Lab	1	1					1	100.00%	
Second Grade	5	4	1		1		5	100.00%	
Special Education	1	1					1	100.00%	
Speech Therapist	1	1					1	100.00%	
Third Grade	6	5		1			5	100.00%	
CERTIFIED STAFF RETENTION RATE:	50	33	9	14	3	0	43	97.67%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Daufuskie Island Elementary
 Administrator: Dr. Jacqueline Rosswurm
 Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009 -2010	
Lead Teacher	1	1						1	100.00%
Multi-Age	1	0	1	1				1	100.00%
CERTIFIED STAFF RETENTION RATE:									
	2	1	1	1	0	0	0	2	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Hilton Head Island Early Childhood Center
Principal: Adrienne Sutton
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
	2008-2009	2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	2009 -2010	
Principal	1	1					1	1	100.00%
Assistant Principal	0	0					0	0	0.00%
ADMINISTRATIVE STAFF RETENTION RATE:									
	1	1	0	0	0	0	1	1	100.00%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
	2008-2009	2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	2009 -2010	
Art	1	0				1	1	1	0.00%
Curriculum Specialist	1	1					1	1	100.00%
ESOL	3	3					3	3	100.00%
Guidance Counselor	1	1					1	1	100.00%
Instructional Technology Coach	1	1					1	1	100.00%
Kindergarten	14	14					14	14	100.00%
Literacy Teacher	0	0					1	1	0.00%
Media Specialist	1	1					1	1	100.00%
Music	1	1					1	1	100.00%
Physical Education	1	1					1	1	100.00%
Pre-Kindergarten	3	2			1		3	3	66.67%
Special Education - ECSE	2	2					2	2	100.00%
Speech Therapist	1	1					1	1	100.00%
CERTIFIED STAFF RETENTION RATE:									
	30	28	0	0	1	1	31	31	90.32%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Hilton Head Island High
Principal: Amanda O'Nan
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Principal	1	1					1	100.00%	
Assistant Principal	2	2	1				3	100.00%	
Dean of Students	1	0		1			0	0.00%	
Athletic Director	1	1					1	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:									
	5	4	1	1	0	0	5	100.00%	

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Alternative Program	0	0	2				2	100.00%	
Art	5	4		1			4	100.00%	
Band	1	1					1	100.00%	
Business Education	6	5			1		5	100.00%	
Chorus / Choral	1	1					1	100.00%	
Drama	1	1					1	100.00%	
English	10	9		1			11	81.82%	
ESOL	3	2			1		2	100.00%	
Family & Consumer Science	1	1					1	100.00%	
French	2	2					2	100.00%	
Guidance Counselor	3	3					3	100.00%	
IB Coordinator	1	0		1			1	0.00%	
Instructional Technology Coach	0	0					1	0.00%	
Math	10	9				1	10	90.00%	
Media Specialist	1	0	1		1		1	100.00%	
Physical Education	3	2		1			2	100.00%	
Physics	2	2					2	100.00%	
Science	7	7					8	87.50%	
Social Studies	11	8	1	2	1		9	100.00%	
Spanish	4	4					4	100.00%	
Special Education	4	4	1				5	100.00%	
Testing Teacher	1	0		1			1	0.00%	
CERTIFIED STAFF RETENTION RATE:									
	77	65	5	7	4	1	77	90.91%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Hilton Head Island International Baccalaureate Elementary

Principal: Jill McAden

Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Principal	1	1						1	100.00%
Assistant Principal	2	2						2	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:									
	3	3	0	0	0	0	0	3	100.00%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Art	1	1						1	100.00%
A-Team Coordinator	1	0		1				0	0.00%
ESOL	6	4		1	1			4	100.00%
Fifth Grade	8	5		2		1		6	83.33%
First Grade	7	6	1		1			8	87.50%
Fourth Grade	8	3	1	3	1	1		7	57.14%
Gifted & Talented	3	3						3	100.00%
Guidance Counselor	2	2						2	100.00%
IB Coordinator	1	0		1				0	0.00%
Instructional Coach	1	0		1				0	0.00%
Instructional Technology Coach	1	1						1	100.00%
Literacy Coach	0	0	1					1	100.00%
Literacy Teacher	0	0	3					3	100.00%
Math Coach	1	1						1	100.00%
Media Specialist	1	1						1	100.00%
Music	1	1						1	100.00%
Physical Education	3	1		2				1	100.00%
Reading Recovery	2	0		2				0	0.00%
Science Lab	2	2						2	100.00%
Second Grade	6	6	1					7	100.00%
Spanish	2	1		1				1	100.00%
Special Education	4	3	1		1			4	100.00%
Speech Therapist	2	2						2	100.00%
Third Grade	7	6		1				6	100.00%
CERTIFIED STAFF RETENTION RATE:									
	70	49	8	15	4	2	0	62	91.94%

School: Hilton Head Island Middle
Principal: James Shirley
Group: Administrative and Certified Staff

JOB TITLE	# BUDGETED	# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY			# BUDGETED	RETENTION
	2008-2009	2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2009-2010	RATE
Principal	1	0			1		1	0.00%
Assistant Principal	2	1	1	1			2	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:	3	1	1	1	1	0	3	66.67%

JOB TITLE	# BUDGETED	# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY				# BUDGETED	RETENTION
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
	2008-2009	2009-2010	"IN"					2009-2010	RATE
Alternative Program	0	0	2					2	100.00%
Art	1	1						1	100.00%
Band	1	1						1	100.00%
Chorus / Choral	1	1						1	100.00%
Data / Keyboarding	1	1						1	100.00%
Drama	1	0			1			1	0.00%
ESOL	5	3		1	1			3	100.00%
French	1	1						1	100.00%
Guidance Counselor	3	3						3	100.00%
Health	2	2						2	100.00%
Instructional Coach	1	0		1				0	0.00%
Instructional Technology Coach	1	1						1	100.00%
Language Arts	17	14		2	1			16	87.50%
Literacy C coach	0	0	2					2	100.00%
Math	9	8			1			8	100.00%
Math Coach	0	0	1					1	100.00%
Media Specialist	1	1						1	100.00%
MYP Coordinator	1	0		1				0	0.00%
Physical Education	2	2						2	100.00%
Science	8	8						8	100.00%
Social Studies	7	5		1		1		6	83.33%
Spanish	2	2						2	100.00%
Special Education	6	6						6	100.00%
Speech Therapist	1	1						1	100.00%
CERTIFIED STAFF RETENTION RATE:	77	61	5	6	4	1	0	70	94.29%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Hilton Head Island School for the Creative Arts

Principal: Gretchen Keefner

Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED	# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY			# BUDGETED	RETENTION RATE
	2008-2009	2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	
Principal	1	1					1	100.00%
Assistant Principal	2	2					2	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:								
	3	3	0	0	0	0	3	100.00%

JOB TITLE	# BUDGETED	# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY			# BUDGETED	RETENTION RATE
	2008-2009	2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	
Art	2	2					2	100.00%
A-Team Coordinator	1	0		1			0	0.00%
Dance	1	1					1	100.00%
ESOL	4	3		1			4	75.00%
Fifth Grade	5	5	1				6	100.00%
First Grade	8	8					8	100.00%
Fourth Grade	6	5	1		1		7	85.71%
Gifted & Talented	1	1	1				2	100.00%
Guidance Counselor	2	2					2	100.00%
Instructional Technology Coach	1	1					1	100.00%
Literacy Coach	1	1					1	100.00%
Literacy Teacher	0	0	1				3	33.33%
Math Coach	1	1					1	100.00%
Media Specialist	1	1					1	100.00%
Music	2	1		1			1	100.00%
Physical Education	2	1		1			1	100.00%
Reading Recovery	3	0		1	1	1	0	0.00%
Second Grade	9	5		2	1	1	6	83.33%
Special Education	2	1	1	1			2	100.00%
Theater	1	1					1	100.00%
Third Grade	8	8					8	100.00%
CERTIFIED STAFF RETENTION RATE:								
	61	48	5	8	3	2	58	91.38%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Lady's Island Elementary
Principal: Terry Dingle
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			
Principal	1	1						1	100.00%	
Assistant Principal	1	0	1		1			1	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:										
	2	1	1	0	1	0	0	2	100.00%	

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			
Art	1	1						1	100.00%	
Dance	1	1						1	100.00%	
Drama	1	1						1	100.00%	
ESOL	1	0	1	1				1	100.00%	
Fifth Grade	2	0		2				0	0.00%	
First Grade	3	2	1		1			3	100.00%	
Fourth Grade	3	3						3	100.00%	
Gifted & Talented	1	1						1	100.00%	
Guidance Counselor	1	1						1	100.00%	
Instructional Technology Coach	1	1						1	100.00%	
Kindergarten	3	3	1					4	100.00%	
Literacy Coach	0	0	1					1	100.00%	
Literacy Teacher	0	0	2					2	100.00%	
Math Coach	0	0	1					1	100.00%	
Media Specialist	1	0	1	1				1	100.00%	
Multi-Age	2	1		1				1	100.00%	
Music	1	1						1	100.00%	
Physical Education	1	1						1	100.00%	
Pre-Kindergarten	1	1						1	100.00%	
Reading Recovery	1	0		1				0	0.00%	
Science Coach	1	0		1				0	0.00%	
Second Grade	3	2			1			3	66.67%	
Special Education	1	1	2					3	100.00%	
Third Grade	3	3						3	100.00%	
CERTIFIED STAFF RETENTION RATE:										
	33	24	10	7	2	0	0	35	97.14%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Lady's Island Middle
Principal: Terry Bennett
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	# BUDGETED 2009-2010	RETENTION RATE
Principal	1	1						1	100.00%
Assistant Principal	2	2						2	100.00%
Dean of Students	1	1						1	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:	4	4	0	0	0	0	0	4	100.00%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	# BUDGETED 2009-2010	RETENTION RATE
Art	1	1						1	100.00%
Band	1	0		1				0	0.00%
Chorus / Choral	1	1						1	100.00%
Dance	1	1						1	100.00%
ESOL	1	0		1				0	0.00%
Fifth Grade	0	0	6					6	100.00%
Gateway To Technology	0	0						1	0.00%
Gifted & Talented	1	0		1				0	0.00%
Guidance Counselor	2	1	1		1			2	100.00%
Industrial Arts	1	1						1	100.00%
Instructional Coach	1	0		1				0	0.00%
Instructional Technology Coach	1	1						1	100.00%
Language Arts	7	5			1		1	7	71.43%
Literacy Coach	0	0	2					2	100.00%
Math	7	5		1	1			7	71.43%
Math Coach	1	1						1	100.00%
Media Specialist	1	1						1	100.00%
Physical Education	2	2						2	100.00%
Remediation (5th & 6th Grades)	0	0	1					1	100.00%
Science	7	6			1			7	85.71%
SIT Coordinator	1	0			1			0	0.00%
Social Studies	7	6	1		1			7	100.00%
Spanish	1	1						1	100.00%
Special Education	3	3						3	100.00%
Theater	1	0		1				0	0.00%
CERTIFIED STAFF RETENTION RATE:	49	36	11	6	6	0	1	53	88.68%

School: McCracken Middle
Principal: Phillip Shaw
Group: Administrative and Certified Staff

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY				# BUDGETED	RETENTION
	2008-2009		2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009 - 2010	RATE
Principal	1		1						1	100.00%
Assistant Principal	3		3						3	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:										
	4		4	0	0	0	0	0	4	100.00%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 - 2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	
Art	3	3					3	100.00%
Band	1	1					1	100.00%
Chorus / Choral	1	1					1	100.00%
Computer Teacher	2	1	1				2	100.00%
Drama	1	1					1	100.00%
ESOL	4	3		1			3	100.00%
Guidance Counselor	3	3					3	100.00%
Health	2	2					2	100.00%
Instructional Technology Coach	1	1					1	100.00%
Language Arts	17	16	1				18	94.44%
Literacy Coach	0	0	2				2	100.00%
Math	12	12					13	92.31%
Media Specialist	1	1					1	100.00%
Multi-Agr	1	1					1	100.00%
Physical Education	2	2					2	100.00%
Reading	2	1		1			1	100.00%
Science	12	10	2	2			13	92.31%
Science Coach	1	1					1	100.00%
Social Studies	11	10		1			10	100.00%
Spanish	1	0	1	1			1	100.00%
Special Education	7	4	1	2	1		5	100.00%
CERTIFIED STAFF RETENTION RATE:	85	74	8	8	1	0	85	96.47%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Mossy Oaks Elementary
Principal: Donald Gruel
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Principal	1	1						1	100.00%
Assistant Principal	1	1						1	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:	2	2	0	0	0	0	0	2	100.00%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Art	1	1						1	100.00%
ESOL	0	0	1					1	100.00%
Fifth Grade	4	3	1	1				4	100.00%
First Grade	4	3		1				5	60.00%
Fourth Grade	4	3			1			3	100.00%
Gifted & Talented	1	1	1					2	100.00%
Guidance Counselor	1	1						1	100.00%
Health	1	1						1	100.00%
Instructional Technology Coach	1	1						1	100.00%
Kindergarten	3	3						3	100.00%
Literacy Coach	0	0	1					1	100.00%
Literacy Teacher	0	0	2					2	100.00%
Math Coach	0	0	1					1	100.00%
Media Specialist	1	1						1	100.00%
Music	1	1						1	100.00%
Physical Education	1	0	1		1			1	100.00%
Pre-Kindergarten	1	1						1	100.00%
Second Grade	3	3						3	100.00%
Special Education	2	2						2	100.00%
Speech Therapist	1	1						1	100.00%
Third Grade	4	4						4	100.00%
CERTIFIED STAFF RETENTION RATE:	34	30	8	2	2	0	0	40	95.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: M. C. Riley Elementary
Principal: Jay Parks
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Principal	1	1						1	100.00%
Assistant Principal	2	2						2	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:									
	3	3	0	0	0	0	0	3	100.00%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Art	1	1						1	100.00%
Computer Teacher	1	1						1	100.00%
Dance	1	1						1	100.00%
ESOL	4	4						4	100.00%
Fifth Grade	6	4			2			6	66.67%
First Grade	8	6		1	1			6	100.00%
Fourth Grade	6	6						6	100.00%
Gifted & Talented	2	2						2	100.00%
Guidance Counselor	2	2						2	100.00%
Instructional Technology Coach	1	1						1	100.00%
Kindergarten	7	6			1			6	100.00%
Literacy Coach	1	1						1	100.00%
Literacy Teacher	0	0	3					3	100.00%
Math Coach	1	1						1	100.00%
Media Specialist	1	1						1	100.00%
Music	1	1	1					2	100.00%
Physical Education	2	2						2	100.00%
Pre-Kindergarten	2	2						2	100.00%
Reading Recovery	1	0		1				0	0.00%
Science Lab	1	0	1		1			1	100.00%
Second Grade	8	8						8	100.00%
Special Education	5	5						5	100.00%
Speech Therapist	1	1						2	50.00%
Third Grade	7	6		1				6	100.00%
CERTIFIED STAFF RETENTION RATE:									
	70	62	5	3	5	0	0	70	95.71%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Okatie Elementary
Principal: Jamie Pinckney
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Principal	1	1					1	100.00%
Assistant Principal	2	1		1			1	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:								
	3	2	0	1	0	0	2	100.00%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Art	1	0	1		1		1	100.00%
Drama	1	1					1	100.00%
ESOL	3	1		2			1	100.00%
Fifth Grade	7	4		2		1	4	100.00%
First Grade	7	5		2			5	100.00%
Fourth Grade	7	4		1	2		4	100.00%
Gifted & Talented	2	2					2	100.00%
Guidance Counselor	2	2					2	100.00%
Health	1	0		1			0	0.00%
Instructional Technology Coach	1	0	1	1			1	100.00%
Kindergarten	6	5		1			5	100.00%
Literacy Coach	1	1					1	100.00%
Literacy Teacher	0	0	2				2	100.00%
Math Coach	1	1					1	100.00%
Media Specialist	1	1					1	100.00%
Music	1	0		1			1	0.00%
Physical Education	2	1		1			1	100.00%
Pre-Kindergarten	1	1					1	100.00%
Reading Recovery	1	0		1			0	0.00%
Science Lab	1	1					1	100.00%
Second Grade	8	3		5			4	75.00%
Special Education	4	2	1	2			4	75.00%
Speech Therapist	1	1					1	100.00%
Third Grade	7	4		2	1		4	100.00%
CERTIFIED STAFF RETENTION RATE:								
	67	40	5	22	4	0	48	93.75%

School: Port Royal Elementary
Principal: Mary Jo Shirley
Group: Administrative and Certified Staff

JOB TITLE	# BUDGETED	# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY				# BUDGETED	RETENTION
	2008-2009	2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009 - 2010	RATE
Principal	1	0		1				1	0.00%
Assistant Principal	0	0						0	0.00%
ADMINISTRATIVE STAFF RETENTION RATE:	1	0	0	1	0	0	0	1	0.00%

JOB TITLE	# BUDGETED	# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY			# BUDGETED	RETENTION
	2008-2009	2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2009 - 2010	RATE
Art	1	1					1	100.00%
ESOL	1	1					1	100.00%
Fifth Grade	3	2		1			2	100.00%
First Grade	1	1	2				3	100.00%
Fourth Grade	3	2		1			3	66.67%
Gifted & Talented	1	0		1			1	0.00%
Guidance Counselor	1	1					1	100.00%
IB Coordinator	1	0		1			0	0.00%
Instructional Coach	1	0		1			0	0.00%
Instructional Technology Coach	1	0	1		1		1	100.00%
Kindergarten	3	2		1			2	100.00%
Literacy Coach	1	1					1	100.00%
Literacy Teacher	0	0	2				2	100.00%
Media Specialist	1	1					1	100.00%
Multi-Age	4	0		4			0	0.00%
Music	1	1					1	100.00%
Physical Education	1	1					1	100.00%
Pre-Kindergarten	1	1					1	100.00%
Science Coach	1	1					1	100.00%
Second Grade	1	0	3	1			3	100.00%
Special Education	1	1					1	100.00%
Third Grade	3	1	2	2			3	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Red Cedar Elementary
Principal: Dr. Kathleen Corley
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Principal	0	0	1				1	100.00%	
Assistant Principal	0	0	1				1	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:	0	0	2	0	0	0	2	100.00%	

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Art	0	0	1				1	100.00%	
Dance	0	0	1				1	100.00%	
ESOL	0	0	4				4	100.00%	
Fifth Grade	0	0	5				5	100.00%	
Fourth Grade	0	0	4				5	80.00%	
Gifted & Talented	0	0	1				1	100.00%	
Guidance Counselor	0	0	1				1	100.00%	
Instructional Technology Coach	0	0	0				1	0.00%	
Literacy Coach	0	0	1				1	100.00%	
Literacy Teacher	0	0	3				3	100.00%	
Math Coach	0	0	1				1	100.00%	
Media Specialist	0	0	1				1	100.00%	
Multi-Age	0	0	12				12	100.00%	
Music	0	0	1				1	100.00%	
Physical Education	0	0	1				1	100.00%	
Pre-Kindergarten	0	0	2				2	100.00%	
Science Lab	0	0	1				1	100.00%	
Second Grade	0	0	4				5	80.00%	
Spanish	0	0	1				1	100.00%	
Special Education	0	0	2				2	100.00%	
Speech Therapist	0	0	1				1	100.00%	
Third Grade	0	0	4				5	80.00%	
CERTIFIED STAFF RETENTION RATE:	0	0	52	0	0	0	56	92.86%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Robert Smalls Middle
Principal: Denise Smith
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2009-2010 SY				# BUDGETED		RETENTION	
	2008-2009	2009-2010	2009-2010	"IN"	"IN"	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009-2010	2009-2010	RATE	RATE
Principal	1	1	1								1	1	100.00%	100.00%
Assistant Principal	2	1	1				1				2	2	50.00%	50.00%
ADMINISTRATIVE STAFF RETENTION RATE:														66.67%
	3	2	2	0	0	0	1	0	0	0	3	3		

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2009-2010 SY				# BUDGETED		RETENTION	
	2008-2009	2009-2010	2009-2010	"IN"	"IN"	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009-2010	2009-2010	RATE	RATE
Alternative Program	0	0	0								2	2	0.00%	0.00%
Art	1	1	1								1	1	100.00%	100.00%
Band	1	1	1								1	1	100.00%	100.00%
Chorus / Choral	1	0	0					1			0	0	0.00%	0.00%
Computer Teacher	0	0	0	1	1	1					1	1	100.00%	100.00%
ESOL	1	0	0	1	1	1		1			1	1	100.00%	100.00%
Exploratory Cultures	0	0	0	1	1	1					1	1	100.00%	100.00%
Family & Consumer Science	1	0	0				1				0	0	0.00%	0.00%
Guidance Counselor	2	1	1	1	1	1	1				2	2	100.00%	100.00%
Industrial Arts	1	1	1								1	1	100.00%	100.00%
Instructional Technology Coach	1	1	1								1	1	100.00%	100.00%
Language Arts	8	6	6				2				7	7	85.71%	85.71%
Literacy Coach	0	0	0	2	2	2					2	2	100.00%	100.00%
Math	8	2	2	2	2	2	5	1			6	6	66.67%	66.67%
Media Specialist	1	1	1								1	1	100.00%	100.00%
MYP Coordinator	1	1	1								1	1	100.00%	100.00%
Physical Education	2	1	1	1	1	1				1	2	2	100.00%	100.00%
Science	7	6	6				1				6	6	100.00%	100.00%
Science Coach	1	1	1								1	1	100.00%	100.00%
Social Studies	6	4	4					2			5	5	80.00%	80.00%
Spanish	1	0	0					1			1	1	0.00%	0.00%
Special Education	6	2	2	1	1	1	3	1			5	5	60.00%	60.00%
Speech Therapist	0	0	0	1	1	1					1	1	100.00%	100.00%
CERTIFIED STAFF RETENTION RATE:														81.63%
	50	29	29	11	11	11	13	7	0	1	49	49		

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Shanklin Elementary
Principal: Mark Mansell
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY				# BUDGETED		RETENTION						
	2008-2009		2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009 - 2010	RATE							
Principal	1		0	1	1				1	100.00%							
Assistant Principal	1		1						1	100.00%							
ADMINISTRATIVE STAFF RETENTION RATE:											2	1	1	0	0	2	100.00%

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
	2008-2009	2009-2010	# TRANS OUT		# RESIGNED	# RETIRED	# TERMINATED	2009 - 2010		
Art	1	1	1					1	100.00%	
ESOL	1	1	1					1	100.00%	
Fifth Grade	4	2			2			4	50.00%	
First Grade	5	4			1			4	100.00%	
Fourth Grade	4	2		2	2			4	100.00%	
Gifted & Talented	0	0		1				1	100.00%	
Guidance Counselor	1	1	1					1	100.00%	
Instructional Technology Coach	1	1	1					1	100.00%	
Kindergarten	4	4						4	100.00%	
Literacy Coach	0	0		1				1	100.00%	
Literacy Teacher	0	0		3				3	100.00%	
Math Coach	1	1	1					1	100.00%	
Media Specialist	1	1	1					1	100.00%	
Music	1	0		1	1			1	100.00%	
Physical Education	1	1						1	100.00%	
Pre-Kindergarten	1	1		1				2	100.00%	
Reading Recovery	1	0			1			0	0.00%	
Science Lab	1	1	1					1	100.00%	
Second Grade	5	2		2	2	1		4	100.00%	
Special Education	2	2		1				3	100.00%	
Speech Therapist	1	1						1	100.00%	
Third Grade	4	4						4	100.00%	
Writing Lab	0	0		1				1	100.00%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: St. Helena Elementary / Early Childhood Center
Principal: Kay Keeler
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	# TRANS OUT	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
					# RESIGNED	# RETIRED	# TERMINATED			
Principal	1	0	1	1				1	100.00%	
Assistant Principal	1	1						1	100.00%	
Dean of Students	1	1						1	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:										
	3	2	1	1	0	0	0	3	100.00%	

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	# TRANS OUT	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
					# RESIGNED	# RETIRED	# TERMINATED			
Art	1	1						1	100.00%	
ESOL	0	0	1					1	100.00%	
Fifth Grade	4	1	1	2	1			3	66.67%	
First Grade	5	3	1	1	1			4	100.00%	
Fourth Grade	4	0	1	3	1			3	33.33%	
Gifted & Talented	1	0		1				0	0.00%	
Guidance Counselor	1	1						1	100.00%	
Instructional Coach	1	0		1				0	0.00%	
Instructional Technology Coach	1	1						1	100.00%	
Kindergarten	4	2	1	1	1			4	75.00%	
Literacy Coach	0	0	1					1	100.00%	
Literacy Teacher	0	0	2					3	66.67%	
Math Coach	1	0	1	1				1	100.00%	
Media Specialist	1	1						1	100.00%	
Music	1	1						1	100.00%	
Physical Education	1	0	1		1			1	100.00%	
Pre-Kindergarten	3	1	1	2				4	50.00%	
Reading First	4	3	2	1				5	100.00%	
Reading Recovery	2	0		2				0	0.00%	
Science Lab	1	1						1	100.00%	
Second Grade	4	2	1	1	1			4	75.00%	
Special Education	1	1						1	100.00%	
Speech Therapist	1	1						1	100.00%	
Third Grade	4	2	1	2				3	100.00%	
Writing Lab	1	0		1				0	0.00%	
CERTIFIED STAFF RETENTION RATE:										
	47	22	15	19	6	0	0	45	82.22%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Shell Point Elementary
Principal: Mary Ellen Parks
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Principal	1	1						1	100.00%
Assistant Principal	1	1						1	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:									
	2	2	0	0	0	0	0	2	100.00%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Art	1	0	1	1				1	100.00%
ESOL	1	1						1	100.00%
Fifth Grade	3	0	2	3				2	100.00%
First Grade	4	1	1	2		1		3	66.67%
Fourth Grade	3	0	3	3				3	100.00%
Gifted & Talented	0	0	1					1	100.00%
Guidance Counselor	1	0	1		1			1	100.00%
Instructional Coach	1	0		1				0	0.00%
Instructional Technology Coach	1	1						1	100.00%
Kindergarten	4	2	1	1	1			3	100.00%
Literacy Coach	0	0	1					1	100.00%
Literacy Teacher	0	0	2					2	100.00%
Media Specialist	1	1						1	100.00%
Music	1	1						1	100.00%
Physical Education	1	1						1	100.00%
Pre-Kindergarten	2	2						2	100.00%
Reading	1	0		1				0	0.00%
Science Coach	1	1						1	100.00%
Second Grade	4	1		2	1			4	25.00%
Special Education	2	1				1		1	100.00%
Speech Therapist	1	1						1	100.00%
Third Grade	3	1	2	1	1			3	100.00%
CERTIFIED STAFF RETENTION RATE:									
	36	15	15	15	4	2	0	34	88.24%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Whale Branch Elementary / Davis Early Childhood Center

Principal: Don Doggett

Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009 -2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Principal	1	1						1	100.00%
Assistant Principal	1	1						1	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:									
	2	2	0	0	0	0	0	2	100.00%

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009 -2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Art	1	1	1					2	100.00%
First Grade	4	4	1					5	100.00%
Fourth Grade	2	1	1	1				4	50.00%
Gifted & Talented	1	0		1				1	0.00%
Guidance Counselor	1	0	1	1				1	100.00%
Instructional Coach	1	0		1				0	0.00%
Instructional Technology Coach	1	0		1				1	0.00%
Kindergarten	3	1	1	2				4	50.00%
Literacy Coach	0	0	1					1	100.00%
Literacy Teacher	0	0	3					3	100.00%
Math Coach	1	1						1	100.00%
Media Specialist	1	0	1	1				1	100.00%
Music	1	1						1	100.00%
Physical Education	1	1						1	100.00%
Pre-Kindergarten	4	4						5	80.00%
Reading Recovery	2	0		2				0	0.00%
Second Grade	4	1	3	3				5	80.00%
Special Education	2	1		1				2	50.00%
TAP	1	0		1				0	0.00%
Third Grade	3	0	1	2	1			5	20.00%
CERTIFIED STAFF RETENTION RATE:									
	34	16	14	17	1	0	0	43	69.77%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Whale Branch Middle
Principal: Mona Lise Dickson
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Principal	1	1					1	100.00%	
Assistant Principal	1	0	1	1			1	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:									
	2	1	1	1	0	0	2	100.00%	

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Art	1	1					1	100.00%	
Band	1	1					1	100.00%	
Family & Consumer Science	0	0	1				1	100.00%	
Fifth Grade	3	3					3	100.00%	
Guidance Counselor	1	0	1		1		1	100.00%	
Industrial Arts	1	1					1	100.00%	
Instructional Technology Coach	1	0	1	1			1	100.00%	
Language Arts	5	3	1	1	1		5	80.00%	
Literacy Coach	1	1	1				2	100.00%	
Math	4	3				1	4	75.00%	
Media Specialist	1	0	1	1			1	100.00%	
Physical Education	1	1					1	100.00%	
Science	4	3	1			1	4	100.00%	
Science Coach	1	1					1	100.00%	
Social Studies	3	1	1	1		1	3	66.67%	
Spanish	1	0				1	1	0.00%	
Special Education	2	1	1			1	2	100.00%	
TAP	1	0			1		0	0.00%	
CERTIFIED STAFF RETENTION RATE:									
	32	20	9	4	3	0	33	87.88%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF CLASSIFIED STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2008-2009	TOTAL RETAINED	TOTAL NOT RETURN	# BUDGETED 2009 -2010	RETENTION RATE
BCHS	21	19	4	22	86.36%
BES	22	16	10	16	100.00%
BHS	22	21	2	22	95.45%
BLES	31	22	18	26	84.62%
BLHS	27	25	4	27	92.59%
BMS	13	12	2	12	100.00%
BRES	13	12	2	12	100.00%
CES	14	13	2	13	100.00%
HHECC	26	24	3	25	96.00%
HHHS	20	18	4	21	85.71%
HHIBE	9	8	1	8	100.00%
HHMS	13	12	2	15	80.00%
HHSCA	10	8	2	8	100.00%
LIES	14	11	4	11	100.00%
LIMS	13	14	0	14	100.00%
MMS	16	16	4	17	94.12%
MOES	10	10	0	10	100.00%
MRES	22	18	11	23	78.26%
OES	23	18	7	18	100.00%
PRES	9	7	3	8	87.50%
RCES	0	16	0	16	100.00%
RSMS	14	14	2	15	93.33%
SES	17	19	3	19	100.00%
SHES	20	20	4	21	95.24%
SPES	15	14	3	14	100.00%
WBES	11	8	8	10	80.00%
DECC	16	14	10	14	100.00%
WBMS	12	11	3	12	91.67%
TOTAL:	453	420	118	449	93.54%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF CLASSIFIED STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 - 2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
BCHS	21	17	2	1	1	1	22	86.36%
BES	22	12	4	8	0	0	16	100.00%
BHS	22	20	1	0	1	0	22	95.45%
BLES	31	13	9	16	1	0	26	84.62%
BLHS	27	23	2	2	1	0	27	92.59%
BMS	13	11	1	2	0	0	12	100.00%
BRES	13	11	1	2	0	0	12	100.00%
CES	14	12	1	1	1	0	13	100.00%
HHECC	26	23	1	2	1	0	25	96.00%
HHHS	20	16	2	2	2	0	21	85.71%
HHIBE	9	8	0	1	0	0	8	100.00%
HHMS	13	11	1	1	1	0	15	80.00%
HHSCA	10	8	0	1	1	0	8	100.00%
LIES	14	10	1	2	1	1	11	100.00%
LIMS	13	13	1	0	0	0	14	100.00%
MMS	16	12	4	2	0	1	17	94.12%
MOES	10	10	0	0	0	0	10	100.00%
MRES	22	11	7	7	3	1	23	78.26%
OES	23	16	2	6	1	0	18	100.00%
PRES	9	6	1	2	0	1	8	87.50%
RCES	0	0	16	0	0	0	16	100.00%
RSMS	14	12	2	1	1	0	15	93.33%
SES	17	14	5	3	0	0	19	100.00%
SHES	20	16	4	2	1	1	21	95.24%
SPES	15	12	2	3	0	0	14	100.00%
WBES	11	3	5	5	2	1	10	80.00%
DECC	16	6	8	9	0	1	14	100.00%
WBMS	12	9	2	1	0	0	12	91.67%

TOTAL:	453	335	85	82	19	8	9	449	93.54%
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PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Battery Creek High
Principal: Edmond Burnes
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Admin Asst	4	4					4	100.00%	
Admin Support	1	1					1	100.00%	
Behavior Interv	1	1	1				2	100.00%	
Behavior Mgt Spcl	1	1					2	50.00%	
Bookkeeper	1	1					1	100.00%	
Career Dev Facil	1	1					1	100.00%	
Data Specialist	1	0	1			1	1	100.00%	
Expectations Coach	1	0			1		1	0.00%	
Hall Monitor	4	2		1			3	66.67%	
Media Asst	1	1					1	100.00%	
Nurse	1	1					1	100.00%	
Office Manager	1	1					1	100.00%	
STC Coord	1	1					1	100.00%	
Social Worker	1	1					1	100.00%	
Tech Res Spcl	1	1					1	100.00%	
CLASSIFIED STAFF RETENTION RATE:		21	17	2	1	1	22	86.36%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Beaufort Elementary

Principal: Jennifer Morillo

Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	2009 -2010	
Bookkeeper	1	1					1	1	100.00%
Childcare provider	6	0		4			0	0	0.00%
Computer Lab Asst	1	1					1	1	100.00%
Computer Tech Asst	1	0		1			0	0	0.00%
Data Specialist	1	1					1	1	100.00%
Kinder Asst	3	2	2	1			4	4	100.00%
Media Asst	1	1					1	1	100.00%
Nurse	1	1					1	1	100.00%
Office Manager	1	1					1	1	100.00%
Pre-K Asst	3	2	1	1			3	3	100.00%
Social Worker	1	1					1	1	100.00%
Teacher Asst	2	1	1	1			2	2	100.00%
CLASSIFIED STAFF RETENTION RATE:	22	12	4	8	0	0	2	16	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Beaufort High
Principal: Dr. Daniel Durbin
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Admin Asst	3	3						3	100.00%
Admin Support	2	2						2	100.00%
Behavior Interv	1	1						1	100.00%
Behavior Mgt Spcl	1	1	1					2	100.00%
Bookkeeper	1	1						1	100.00%
Career Dev Facil	1	1						1	100.00%
Data Specialist	1	1						1	100.00%
Expectations Coach	1	1						1	100.00%
Hall Monitor	3	2					1	2	100.00%
Job Coach	1	0			1			1	0.00%
Media Asst	1	1						1	100.00%
Network Admin	1	1						1	100.00%
Nurse	1	1						1	100.00%
Nurse Asst	1	1						1	100.00%
Office Manager	1	1						1	100.00%
Social Worker	1	1						1	100.00%
Student Support Spcl	1	1						1	100.00%
CLASSIFIED STAFF RETENTION RATE:	22	20	1	0	1	0	1	22	95.45%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Bluffton Elementary
Principal: Christine Brown
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Admin Asst	1	0	1	1				2	50.00%
Admin Support	1	0	1	1				2	50.00%
Behavior Interv	1	1						1	100.00%
Bilingual Liaison	1	1						1	100.00%
Bookkeeper	1	0	1	1				1	100.00%
Computer Lab Asst	1	0	1	1				2	50.00%
Data Specialist	1	1						1	100.00%
Kinder Asst	10	5	3	5				8	100.00%
Media Asst	2	1	1	1				2	100.00%
Nurse	1	1						1	100.00%
Nurse Asst	1	1						1	100.00%
Office Manager	1	0		1				0	0.00%
Pre-K Asst	2	1	1	1				2	100.00%
Teacher Asst	5	1		3			1	1	100.00%
Tech Res Spcl	1	0		1				0	0.00%
Social Worker	1	0			1			1	0.00%
CLASSIFIED STAFF RETENTION RATE:	31	13	9	16	1	0	1	26	84.62%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Bluffton High
Principal: Robert Anderson
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010	RETENTION RATE
	2008-2009				# TRANS OUT	# RESIGNED	# RETIRED		
Admin Asst	2	1	1			1		3	66.67%
Admin Support	2	2						2	100.00%
Behavior Interv	5	4			1			4	100.00%
Behavior Mgt Spcl	2	2						2	100.00%
Bilingual Liaison	1	1						1	100.00%
Bookkeeper	1	1						1	100.00%
Career Dev Facil	1	1						1	100.00%
Data Specialist	1	1						1	100.00%
Expectations Coach	1	1						1	100.00%
Hall Monitor	2	1	1				1	2	100.00%
Job Coach	1	1						1	100.00%
Media Asst	2	2						2	100.00%
Nurse	1	1						1	100.00%
Nurse Asst	1	0			1			1	0.00%
Office Manager	1	1						1	100.00%
STC Coord	1	1						1	100.00%
Social Worker	1	1						1	100.00%
Tech Res Spcl	1	1						1	100.00%
CLASSIFIED STAFF RETENTION RATE:	27	23	2	2	2	1	0	27	92.59%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Beaufort Middle
Principal: Carole Ingram
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
	2008-2009	# RETAINED 2009-2010		# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	2009 -2010	
Admin Asst	1	1					1	1	100.00%
Admin Support	2	2					2	2	100.00%
Behavior Interv	1	1					1	1	100.00%
Behavior Mgt Spcl	2	1		1			1	1	100.00%
Bookkeeper	1	1					1	1	100.00%
Career Dev Facil	1	1					1	1	100.00%
Computer Lab Asst	1	1					1	1	100.00%
Data Specialist	0	0	1				1	1	100.00%
Media Asst	1	1					1	1	100.00%
Nurse	1	1					1	1	100.00%
Social Worker	1	1					1	1	100.00%
Office Manager	1			1			0	0	0.00%
CLASSIFIED STAFF RETENTION RATE:	13	11	1	2	0	0	12	12	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Broad River Elementary
Principal: Constance Goodwine-Lewis
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY				# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			
Admin Support	1	1						1	100.00%	
Bookkeeper	1	1						1	100.00%	
Computer Lab Asst	1	1						1	100.00%	
Data Specialist	1	1						1	100.00%	
Kinder Asst	3	3						3	100.00%	
Media Asst	1	1						1	100.00%	
Nurse	1	1						1	100.00%	
Pre-K Asst	2	1	1	1				2	100.00%	
Teacher Asst	2	1		1				1	100.00%	
CLASSIFIED STAFF RETENTION RATE:	13	11	1	2	0	0	0	12	100.00%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Coosa Elementary
Principal: Carmen Dillard
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010		
Admin Support	1	1					1		100.00%
Bookkeeper	1	1					1		100.00%
Computer Tech Asst	1	1					1		100.00%
Data Specialist	1	1					1		100.00%
Kinder Asst	5	4	1	1			5		100.00%
Media Asst	1	1					1		100.00%
Nurse	1	1					1		100.00%
Pre-K Asst	1	1					1		100.00%
Teacher Asst	2	1			1		1		100.00%
CLASSIFIED STAFF RETENTION RATE:	14	12	1	1	1	0	13	0	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Hilton Head Island Early Childhood Center
Principal: Adrienne Sutton
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	2009-2010	2009-2010	
Admin Support	1	0			1		0		0.00%
Bilingual Liaison	1	1					1		100.00%
Bookkeeper	1	1					1		100.00%
Computer Lab Asst	1	1					1		100.00%
Data Specialist	1	1					1		100.00%
ESOL Asst	1	0		1			0		0.00%
Kinder Asst	13	13	1				14		100.00%
Media Asst	1	1					1		100.00%
Nurse	1	1					1		100.00%
Office Manager	1	1					1		100.00%
Pre-K Asst	3	3					3		100.00%
Social Worker	1	0		1			1		0.00%
CLASSIFIED STAFF RETENTION RATE:									
	26	23	1	2	1	0	25	0	96.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Hilton Head Island High
Principal: Amanda O'Nan
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Admin Asst	2	2						2	100.00%
Admin Support	2	1	1	1				2	100.00%
Behavior Interv	1	0			1			1	0.00%
Behavior Mgt Spcl	1	1	1					3	66.67%
Bilingual Liaison	1	1						1	100.00%
Bookkeeper	1	1						1	100.00%
Career Dev Facil	1	1						1	100.00%
Data Specialist	1	1						1	100.00%
Expectations Coach	1	1						1	100.00%
Hall Monitor	2	2						2	100.00%
Job Coach	1	0			1			1	0.00%
Media Asst	2	1		1				1	100.00%
Nurse	1	1						1	100.00%
Office Manager	1	1						1	100.00%
Social Worker	1	1						1	100.00%
Theater Technician	1	1						1	100.00%
CLASSIFIED STAFF RETENTION RATE:	20	16	2	2	2	0	0	21	85.71%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Hilton Head Island International Baccalaureate Elementary

Principal: Jill McAden

Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Admin Support	2	1		1				1	100.00%
Bookkeeper	1	1						1	100.00%
Computer Lab Asst	1	1						1	100.00%
Data Specialist	1	1						1	100.00%
Media Asst	1	1						1	100.00%
Nurse	1	1						1	100.00%
Office Manager	1	1						1	100.00%
Social Worker	1	1						1	100.00%
CLASSIFIED STAFF RETENTION RATE:	9	8	0	1	0	0	0	8	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Hilton Head Island Middle
Principal: James Shirley
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Admin Asst	1	1					1	100.00%	
Admin Support	2	2					2	100.00%	
Behavior Interv	1	1					1	100.00%	
Behavior Mgt Spcl	0	0	1				2	50.00%	
Bilingual Liaison	1	1					1	100.00%	
Bookkeeper	1	1					1	100.00%	
Computer Lab Asst	1	0		1			1	0.00%	
Data Specialist	1	1					1	100.00%	
Hall Monitor	1	1					1	100.00%	
Media Asst	1	1					1	100.00%	
Nurse	1	1					1	100.00%	
Office Manager	1	1					1	100.00%	
Social Worker	1	0			1		1	0.00%	
CLASSIFIED STAFF RETENTION RATE:	13	11	1	1	1	0	15	80.00%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Hilton Head Island School for the Creative Arts

Principal: Gretchen Keefner

Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY				# BUDGETED	RETENTION
	2008-2009	2009-2010	2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009 -2010	RATE
Admin Support	2	1	1			1			1	100.00%
Bilingual Liaison	1	1	1						1	100.00%
Bookkeeper	1	1	1						1	100.00%
Computer Lab Asst	1	1	1						1	100.00%
Data Specialist	1	1	1						1	100.00%
ESOL Asst	1	0	0		1				0	0.00%
Media Asst	1	1	1						1	100.00%
Nurse	1	1	1						1	100.00%
Office Manager	1	1	1						1	100.00%
CLASSIFIED STAFF RETENTION RATE: 10 8 0 0 1 1 0 0 8 100.00%										

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Lady's Island Elementary

Principal: Terry Dingle

Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
	2008-2009	2009-2010			# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	2009 -2010	
Admin Support	2	1	1				1	1	1	100.00%
Bookkeeper	1	1	1					1	1	100.00%
Computer Lab Asst	1	1	1					1	1	100.00%
Data Specialist	1	1	1					1	1	100.00%
Kinder Asst	4	3	3	1		1		4	4	100.00%
Media Asst	1	1	1					1	1	100.00%
Nurse	1	1	1					1	1	100.00%
Social Worker	1	1	1					1	1	100.00%
Pre-K Asst	1	0	0		1			0	0	0.00%
Teacher Asst	1	0	0		1			0	0	0.00%
CLASSIFIED STAFF RETENTION RATE:	14	10	10	1	2	1	1	11	11	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Lady's Island Middle
Principal: Terry Bennett
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009 -2010	
Admin Support	2	2	1					3	100.00%
Behavior Interv	1	1						1	100.00%
Behavior Mgt Spcl	1	1						1	100.00%
Bookkeeper	1	1						1	100.00%
Career Dev Facil	1	1						1	100.00%
Computer Lab Asst	1	1						1	100.00%
Data Specialist	1	1						1	100.00%
Hall Monitor	2	2						2	100.00%
Media Asst	1	1						1	100.00%
Nurse	1	1						1	100.00%
Office Manager	1	1						1	100.00%
CLASSIFIED STAFF RETENTION RATE:	13	13	1	0	0	0	0	14	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: McCracken Middle
Principal: Phillip Shaw
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	2009 -2010	
Admin Asst	3	2	1	1			3		100.00%
Admin Support	1	1					1		100.00%
Behavior Interv	1	1					1		100.00%
Behavior Mgt Spcl	1	1					1		100.00%
Bilingual Liaison	1	1					1		100.00%
Bookkeeper	1	1					1		100.00%
Career Dev Facil	1	1					1		100.00%
Computer Lab Asst	1	0				1	1		0.00%
Data Specialist	1	0	1	1			1		100.00%
Hall Monitor	1	1	1				2		100.00%
Media Asst	1	0	1			1	1		100.00%
Nurse	1	1					1		100.00%
Office Manager	1	1					1		100.00%
Social Worker	1	1					1		100.00%
CLASSIFIED STAFF RETENTION RATE:	16	12	4	2	0	1	17		94.12%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Mossy Oaks Elementary
Principal: Donald Gruel
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Bookkeeper	1	1						1	100.00%
Computer Lab Asst	1	1						1	100.00%
Data Specialist	1	1						1	100.00%
Kinder Asst	3	3						3	100.00%
Media Asst	1	1						1	100.00%
Nurse	1	1						1	100.00%
Office Manager	1	1						1	100.00%
Pre-K Asst	1	1						1	100.00%
CLASSIFIED STAFF RETENTION RATE:				10	10	0	0	10	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: M. C. Riley Elementary
Principal: Jay Parks
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY				# BUDGETED		RETENTION	
	2008-2009		2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009 -2010	RATE		
Admin Asst	1		1	1					2	100.00%		
Admin Support	1		0		1				1	0.00%		
Bilingual Liaison	1		0		1				1	0.00%		
Bookkeeper	1		1						1	100.00%		
Computer Lab Asst	1		1	1					2	100.00%		
Data Specialist	1		0	1		1			1	100.00%		
ESOL Asst	2		0		2				0	0.00%		
Kinder Asst	7		5	1		1	1		6	100.00%		
Media Asst	1		0	2		1			2	100.00%		
Nurse	1		0		1				1	0.00%		
Nurse Asst	0		0						1	0.00%		
Office Manager	1		1						1	100.00%		
Parapro/BI Asst	1		1						1	100.00%		
Pre-K Asst	2		1	1	1				2	100.00%		
Social Worker	1		0		1				1	0.00%		
Teacher Asst	0		0						0	0.00%		
CLASSIFIED STAFF RETENTION RATE:					22	11	7	3	1	0	23	78.26%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Okatie Elementary
Principal: Jamie Pinckney
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Admin Asst	1	1					1	100.00%
Admin Support	1	1					1	100.00%
Bilingual Liaison	1	0	1	1			1	100.00%
Computer Tech Asst	1	1					1	100.00%
Computer Lab Asst	1	0		1			0	0.00%
Data Specialist	1	1					1	100.00%
ESOL Asst	1	0		1			0	0.00%
Kinder Asst	7	4	1	2	1		5	100.00%
Media Asst	1	1					1	100.00%
Nurse	1	1					1	100.00%
Office Manager	1	1					1	100.00%
Pre-K Asst	1	1					1	100.00%
Social Worker	1	1					1	100.00%
Teacher Asst	4	3		1			3	100.00%
CLASSIFIED STAFF RETENTION RATE:	23	16	2	6	1	0	18	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Port Royal Elementary
Principal: Mary Jo Shirley
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
	2008-2009	2009-2010			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2009 -2010	
Admin Support	1	0			1				1	0.00%
Computer Lab Asst	1	1							1	100.00%
Data Specialist	1	1							1	100.00%
Kinder Asst	3	2			1				2	100.00%
Media Asst	1	0		1			1		1	100.00%
Nurse	1	1							1	100.00%
Office Manager	1	1							1	100.00%
CLASSIFIED STAFF RETENTION RATE:	9	6		1	2	0	1	0	8	87.50%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Red Cedar Elementary
Principal: Dr. Kathleen Corley
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Bilingual Liaison			1					1	100.00%
Bookkeeper			1					1	100.00%
Computer Lab Asst			1					1	100.00%
Data Specialist			1					1	100.00%
Kinder Asst			6					6	100.00%
Media Asst			1					1	100.00%
Nurse			1					1	100.00%
Office Manager			1					1	100.00%
Pre-K Asst			2					2	100.00%
Social Worker			1					1	100.00%
CLASSIFIED STAFF RETENTION RATE:	0	0	16	0	0	0	0	16	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Robert Smalls Middle
Principal: Denise Smith
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED	# RETAINED	# TRANSFERS	NOT RETURNING FOR 2009-2010 SY			# BUDGETED	RETENTION			
	2008-2009	2009-2010	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	RATE			
Admin Support	2	2					2	100.00%			
Behavior Interventionist	1	0		1			1	0.00%			
Behavior Mgt Spcl	1	0	2		1		2	100.00%			
Bookkeeper	1	1					1	100.00%			
Career Dev Facil	1	1					1	100.00%			
Computer Lab Asst	1	1					1	100.00%			
Data Specialist	1	1					1	100.00%			
Hall Monitor	2	2					2	100.00%			
Media Asst	1	1					1	100.00%			
Nurse	1	1					1	100.00%			
Office Manager	1	1					1	100.00%			
Social Worker	1	1					1	100.00%			
CLASSIFIED STAFF RETENTION RATE:				14	12	2	1	1	0	15	93.33%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Shanklin Elementary
Principal: Mark Mansell
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009-2010	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	
Behavior Interv	1	1					1	100.00%
Bookkeeper	1	1					1	100.00%
Computer Lab Asst	1	1					1	100.00%
Data Specialist	1	1					1	100.00%
Kinder Asst	3	2	2	1			4	100.00%
Media Asst	1	1					1	100.00%
Nurse	1	1					1	100.00%
Office Manager	1	1					1	100.00%
Pre-K Asst	1	1	1				2	100.00%
Social Worker	1	1					1	100.00%
Teacher Asst	5	3	2	2			5	100.00%
CLASSIFIED STAFF RETENTION RATE:	17	14	5	3	0	0	19	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: St. Helena Elementary / Early Childhood Center

Principal: Kay Keeler

Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	2009 -2010	
Admin Support	1	1					1	1	100.00%
Behavior Interv	1	0		1			0	0	0.00%
Computer Lab Asst	1	1	1				2	2	100.00%
Data Specialist	1	1					1	1	100.00%
Kinder Asst	5	3	1		1	1	5	5	80.00%
Media Asst	2	2					2	2	100.00%
Nurse	1	1					1	1	100.00%
Office Manager	2	2					2	2	100.00%
Parent Liaison	0	0	1				1	1	100.00%
Pre-K Asst	3	3	1				4	4	100.00%
Social Worker	1	1					1	1	100.00%
Teacher Asst	2	1		1			1	1	100.00%
CLASSIFIED STAFF RETENTION RATE:				20	16	4	2	1	95.24%
							0	21	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Shell Point Elementary
Principal: Mary Ellen Parks
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Admin Asst	1	1					1	100.00%	
Behavior Interv	1	1					1	100.00%	
Bilingual Liaison	1	1					1	100.00%	
Computer Lab Asst	1	1					1	100.00%	
Data Specialist	1	1					1	100.00%	
Kinder Asst	4	2	1	2			3	100.00%	
Media Asst	1	1					1	100.00%	
Nurse	1	1					1	100.00%	
Office Manager	1	1					1	100.00%	
Pre-K Asst	2	1	1	1			2	100.00%	
Social Worker	1	1					1	100.00%	
CLASSIFIED STAFF RETENTION RATE:	15	12	2	3	0	0	14	100.00%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Whale Branch Elementary
Principal: Don Doggett
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Behavior Interv	0	0	1					1	100.00%
Bookkeeper	1	0			1			1	0.00%
Computer Lab Asst	1	1	1					2	100.00%
Data Specialist	1	1						1	100.00%
Kinder Asst	3	0		3				1	0.00%
Media Asst	1	0	1	1				1	100.00%
Nurse	1	0	1			1		1	100.00%
Office Manager	1	0	1		1			1	100.00%
Pre-K Asst	2	1		1				1	100.00%
CLASSIFIED STAFF RETENTION RATE:	11	3	5	5	2	1	0	10	80.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Daivs Early Childhood Center
Principal: Don Doggett
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

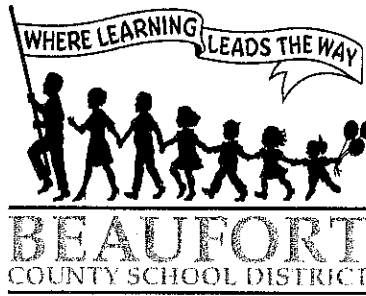
JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED		RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	2009 -2010	2009 -2010	
Admin Asst	1	0	1	1			1	1	100.00%
Behavior Interv	2	0		2			0	0	0.00%
Bookkeeper	1	0		1			0	0	0.00%
Computer Lab Asst	1	0		1			0	0	0.00%
Data Specialist	1	1					1	1	100.00%
Kinder Asst	2	1	3	1			4	4	100.00%
Media Asst	1	0	1	1			1	1	100.00%
Nurse	1	0		1			0	0	0.00%
Pre-K Asst	3	2	3			1	5	5	100.00%
Social Worker	1	1					1	1	100.00%
Teacher Asst	2	1		1			1	1	100.00%
CLASSIFIED STAFF RETENTION RATE:	16	6	8	9	0	1	14	14	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010

School: Whale Branch Middle
Principal: Mona Lise Dickson
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2008-2009	# RETAINED 2009-2010	# TRANSFERS "IN"	NOT RETURNING FOR 2009-2010 SY			# BUDGETED 2009 -2010		RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			
Admin Asst	1	1						1		100.00%
Admin Support	1	1						1		100.00%
Behavior Interv	1	0					1	1		0.00%
Behavior Mgt Spcl	1	1						1		100.00%
Bookkeeper	1	1						1		100.00%
Career Dev Facil	1	1						1		100.00%
Computer Lab Asst	1	0	1	1				1		100.00%
Data Specialist	1	0	1				1	1		100.00%
Hall Monitor	2	2						2		100.00%
Office Manager	1	1						1		100.00%
Social Worker	1	1						1		100.00%
CLASSIFIED STAFF RETENTION RATE:	12	9	2	1	0	0	2	12		91.67%



Annual Human Resources Services Report

November 2, 2010

**P.E. 6.A.1 Employee Recruitment Report
(Presented October 5, 2010)**

**P.E. 6.A.2 Employee Retention Report and
Employee Retention Improvement Report**

P.E. 6.A.4 Employee Exit Interview Report

**Valerie Truesdale, Ph.D., Superintendent
Jackie Rosswurm, Ph.D., Chief Administrative and
Human Resources Services Officer
Presented to the Beaufort County Board of Education
November 2, 2010**

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Monitoring Report
Date: October 5, 2010**

Performance Expectation (PE) being monitored: PE 6:A.1

I hereby present my Executive Summary on Performance Expectation 6: Human Resources Services and Monitoring Report on Performance Expectation 6:A.1, according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: 10/4/10

Signed: Jackie Rosswurm
Jackie Rosswurm, Ph.D.
Chief Administrative and Human Resources
Services Officer

Accepted:
Date: 10/4/10

Signed: Valerie P. Truesdale
Valerie Truesdale, Ph.D.
Superintendent

Accepted:
Date: _____

Signed: _____
Fred Washington, Jr.
Board Chairman

PE 6:A.1 Recruit and hire top-quality employees of diverse backgrounds.

Superintendent's Interpretation

- Expand the district's efforts to place more Student Teachers.
- Establish and maintain strong recruiting strategies, including a focus on recruiting excellent male and minority candidates.
- Consistently use interview screening instruments for hiring with consistent standards.

Statement of Compliance

Throughout the year the Office of Human Resources Services implements recruitment strategies in order to recruit and employ quality professionals for our school district. This is an ongoing effort that focuses on the recruitment, application, and interviewing processes.

PE 6.A.1 ANNUAL RECRUITMENT REPORT: 2010-2011
SUMMARY OF NEW TEACHERS HIRED FOR THE 2010-2011 SCHOOL YEAR

The following demographic data is provided on the new teachers hired for the 2010-2011 School Year

ELEMENTARY POSITIONS	
Art	1
1st Grade	7
2nd Grade	16
3rd Grade	13
4th Grade	13
5th Grade	2
Dance	1
Guidance Counselor	3
Kindergarten	6
Literacy Coach	2
Literacy Teacher	2
Math Lab	2
Media Specialist	2
Multi-Age	2
Music	1
Pre-Kindergarten	4
Psychologist	2
Spanish	3
Special Education	5
Speech Therapist	5

Contract Levels	
Induction	88
Annual - Formal	78
Annual - Formal 2	0
Letter of Agreement	0
Annual - GBE	6
Continuing - GBE	4
Continuing - Formal	23
Total:	199

Age Ranges	
22-25	50
26-30	46
31-35	30
36-40	17
41-45	18
46-50	11
51-55	10
56-60	14
61-65	3
66 & Up	0
Total:	199

Years Experience	
0-5	138
6-10	30
11-15	15
16-20	9
21-25	3
26-30	2
31-35	2
36 & Up	0
Total:	199

Degree Levels	
BA	87
BA+18	8
MA	79
MA+30	23
PH.D.	2
Total:	199

SECONDARY POSITIONS	
Alternative Program	3
Art	4
AVID	1
Band	4
Biology	1
Chorus/Chorus Itinerant	3
Driver's Education	1
English	6
ESOL	2
Family & Consumer Science	1
Gateway To Technology	1
German	1
Guidance Counselor	5
Instructional Technology Coach	1
Language Arts	9
Math	18
Media Specialist	2
Music	1
Physical Education	3
Reading	1
Science	14
Social Studies	3
Spanish	3
Special Education	8
Technology Education	1
Testing Lead Teacher	1
TV Production	1
TCL - Allied Health	1
TCL - CAD	1
TCL - Early Childhood	1
TCL - Electronics	1
TCL - English	1
TCL - Math	1
TCL - Science	1
TCL - Social Studies	1

Ethnicity	Females	Males	2010-2011 %	2009-2010 %	2008-2009 %
African American	28	6	17.1	11.4	10.1
Asian	0	0	0.0	0.0	0.0
Caucasian	120	39	79.9	87.2	89.4
Hispanic	2	2	2.0	1.4	0.5
Other	1	1	1.0	0.0	0.0

TOTAL MINORITY %	20.1%	12.8%	10.6%
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Percentages of Beaufort County School District teachers with advanced degrees versus South Carolina

2007-2008		
	Beaufort County	South Carolina
Master's	42.3%	37.1%
Master's + 30	17.0%	18.9%
Doctorate	2.0%	1.0%

2008-2009		
Degree Level	Beaufort County	South Carolina
Master's	42.6%	38.5%
Master's + 30	17.0%	19.0%
Doctorate	2.0%	1.0%

2009-2010		
Degree Level	Beaufort County	South Carolina
Master's	43.9%	40.18%
Master's + 30	17.3%	19.25%
Doctorate	2.1%	1.12%

Master's Degree programs sponsored by the school district

1. Converse College: Gifted and Talented, 51 teachers.
2. USC: Education Leadership, 21 teachers completed the program.
3. USC: Education Leadership, 24 new teachers projected for 2010.

New Teachers First Learned About Beaufort County School District

Our District Website	16	8.0 %
District Employee	48	24.1%
Family Member	11	5.6 %
Internet Job Posting	26	13.1%
Our Job Fair	7	3.5%
Walk-ins	4	2.0%
Other (recruiting fairs, advertisements, professional journals)	87	43.7%

Colleges or Universities Attended by New Teachers

Several new teachers may have attended more than one college or university for undergraduate and graduate work.

Colleges or Universities and/or groups of Colleges and/or Universities* targeted with recruiting efforts:

• Claflin	1
• Clemson	5
• College of Charleston	4
• Columbia College	2
• Converse	3
• Georgia Southern	3
• Michigan*	5
• North Carolina*	13
• Ohio*	19
• Pennsylvania*	13
• South Carolina State	3
• Univ. of Georgia	4
• USC/USCB	46
• Winthrop	4

Additional Colleges or Universities and/or groups of Colleges and/or Universities*

• Alabama	1
• Armstrong Atlantic St.	1
• Arkansas	1
• California*	2
• Citadel	4
• Coastal Carolina	4
• Colorado	1
• Connecticut*	3
• Florida*	7
• Furman	2
• Georgia*	9
• Illinois*	5
• Indiana*	5
• Iowa	1
• Kansas	1
• Kentucky*	5
• Lander	1
• Maine	1
• Massachusetts*	13
• Minnesota*	2
• Mississippi	1
• New Jersey*	4
• Oregon	1
• Presbyterian	1
• New York*	6
• Texas*	3
• Univ. of Phoenix	1
• U.S. Naval Academy	1
• Virginia*	4
• Walden	6
• Wheelock	3

Summary of Student Teachers for 2010-2011

SCHOOL	SUBJECT	ETHNICITY	GENDER	UNIVERSITY	SEMESTER
BES	2 nd grade	African Amer.	Female	USCB - MAT	Fall 2010
BES	5 th grade	Caucasian	Male	USCB - MAT	Fall 2010
BLES	4 th grade	Caucasian	Female	Grand Canyon	Fall 2010
BMS	Art	Caucasian	Female	Armstrong Atl.	Fall 2010
BMS	Math	Caucasian	Female	Western Gov.	Fall 2010
BCHS	Guidance	Caucasian	Female	Georgia South.	Fall 2010
MC RILEY	3 rd grade	Caucasian	Female	Un. of Phoenix	Fall 2010
HHIMS	Math	Caucasian	Female	Ashland Univ.	Fall 2010
Coosa	3 rd grade	Caucasian	Female	Grand Canyon	Fall 2010
MC RILEY ELC	Kindergarten	Caucasian	Female	Kendall College	Fall 2010
WBES	2 nd grade	African Amer.	Female	USCB - MAT	Fall 2010
LIES	3 rd grade	Caucasian	Female	USCB – MAT	Fall 2010
LIES	4 th grade	Caucasian	Female	USCB – MAT	Fall 2010
OES	5 th grade	Caucasian	Female	USCB – MAT	Fall 2010
OES	4 th grade	Caucasian	Female	USCB – MAT	Fall 2010
OES	3 rd grade	Caucasian	Female	USCB – MAT	Fall 2010
RCES	2 nd grade	Caucasian	Female	USCB – MAT	Fall 2010
RCES	3 rd grade	Caucasian	Male	USCB – MAT	Fall 2010
RCES	4 th grade	Caucasian	Female	USCB – MAT	Fall 2010
RCES	5 th grade	Caucasian	Female	USCB – MAT	Fall 2010
MC RILEY	2 nd grade	Caucasian	Female	USCB – MAT	Fall 2010
MCRILEY	2 nd grade	Caucasian	Male	USCB – MAT	Fall 2010
HHIBE	2 nd grade	Caucasian	Female	USCB – MAT	Fall 2010
HHIBE	5 th grade	Caucasian	Female	USCB – MAT	Fall 2010
HHIBE	4 th grade	Caucasian	Female	USCB – MAT	Fall 2010
HHISCA	3 rd grade	Caucasian	Male	USCB – MAT	Fall 2010
HHISCA	3 rd grade	Caucasian	Male	USCB – MAT	Fall 2010
BRES	4 th grade	Caucasian	Female	USCB – MAT	Fall 2010
BRES	3 rd grade	Caucasian	Female	USCB - MAT	Fall 2010
MOES	3 rd grade	Caucasian	Female	USCB – MAT	Fall 2010
MOES	4 th grade	Caucasian	Female	USCB - MAT	Fall 2010
MOES	3 rd grade	Caucasian	Female	USCB – ECE	Fall 2010
BES	1 st grade	Caucasian	Female	USCB – ECE	Fall 2010
OES	2 nd grade	Caucasian	Female	USCB – ECE	Fall 2010
LIES	2 nd grade	Caucasian	Female	USCB – ECE	Fall 2010
SPES	2 nd grade	African Amer.	Female	USCB – ECE	Fall 2010
HHIBE	2 nd grade	Caucasian	Male	USCB - ECE	Fall 2010
LIES	3 rd grade	Caucasian	Female	USCB - ECE	Fall 2010
MOES	1 st grade	African Amer.	Female	USCB – ECE	Fall 2010
BLES	K/1 grade	Caucasian	Female	USCB – ECE	Fall 2010
SPES	3 rd grade	Caucasian	Male	USCB – ECE	Fall 2010
BLES	3 rd grade	Caucasian	Female	USCB – ECE	Fall 2010
LIES	1 st grade	Caucasian	Female	USCB – ECE	Fall 2010
OES	1 st grade	Caucasian	Female	USCB – ECE	Fall 2010
SPES	Kindergarten	Caucasian	Female	USCB – ECE	Fall 2010

Summary of Student Teachers for 2010-2011

SCHOOL	SUBJECT	ETHNICITY	GENDER	UNIVERSITY	SEMESTER
MC RILEY	2 nd grade	Caucasian	Female	USCB - ECE	Spring 2011
MC RILEY	1 st grade	Caucasian	Female	USCB - ECE	Spring 2011
MC RILEY	1 st grade	Caucasian	Female	USCB - ECE	Spring 2011
BES	Kindergarten	Caucasian	Female	USCB - ECE	Spring 2011
BES	1 st grade	Caucasian	Male	USCB - ECE	Spring 2011
BES	2 nd grade	Caucasian	Male	USCB - ECE	Spring 2011
BES	4 nd grade	African Amer.	Female	USCB - MAT	Spring 2011
BES	5 th grade	Caucasian	Female	USCB - MAT	Spring 2011
BLES	2/3 grade	Caucasian	Female	USCB - MAT	Spring 2011
BLES	4/5 grade	Caucasian	Female	USCB - MAT	Spring 2011
LIES	3 rd grade	Caucasian	Male	USCB - MAT	Spring 2011
LIES	4 th grade	Caucasian	Female	USCB - MAT	Spring 2011
MC RILEY	2 nd grade	Caucasian	Female	USCB - MAT	Spring 2011
MC RILEY	2 nd Grade	Caucasian	Female	USCB - MAT	Spring 2011
MC RILEY	3 rd grade	Caucasian	Female	USCB - MAT	Spring 2011
OES	3 rd grade	Caucasian	Female	USCB - MAT	Spring 2011
OES	4 th grade	Caucasian	Female	USCB - MAT	Spring 2011
OES	5 th grade	Caucasian	Female	USCB - MAT	Spring 2011
HHIBE	2 nd grade	Caucasian	Male	USCB - MAT	Spring 2011
HHIBE	5 th grade	Caucasian	Male	USCB - MAT	Spring 2011
HHISCA	3 rd grade	Caucasian	Female	USCB - MAT	Spring 2011
HHISCA	3 rd grade	Caucasian	Female	USCB - MAT	Spring 2011
RCES	2 nd grade	Hispanic	Female	USCB - MAT	Spring 2011
RCES	3 rd grade	Caucasian	Female	USCB - MAT	Spring 2011
RCES	4 th grade	Caucasian	Female	USCB - MAT	Spring 2011
RCES	5 th grade	Caucasian	Female	USCB - MAT	Spring 2011
MC RILEY	5 th grade	Caucasian	Male	USCB - MAT	Spring 2011
WMIS	5 th grade	African Amer.	Female	USCB - MAT	Spring 2011

Recruiting Plans for 2010-2011

Throughout the year, as positions become vacant, the following processes will be followed to fill those positions.

1. Daily review of new applications in Winocular for certified and administrative candidates.
2. Personal calls to candidates for screening interviews.
3. Contact local colleges and universities for personal connections when vacancies are posted, especially Historically Black Colleges and Universities.
4. Keep data base of contacts from recruiting trips

For the 2010-2011 school year the following recruiting strategies will be implemented as appropriate.

1. Continue Minority Recruitment Committee to generate future recruiting ideas.
2. Continue to update our recruitment materials for branding and networking. Create new brochure to hand out at recruiting fairs that represents BCSD.
3. Expand relationship through USCB with their "Call Me Mister" program.
4. Continue to highlight minority candidates to principals and administrators when vacancies occur.
5. Weekly/monthly update of the CERRA site with our current vacancies which includes our Palmetto Priority Schools.
6. Weekly/monthly update of the Teachers-Teachers site with our current vacancies.
7. Personal calls and emails to minority candidates for screening interviews and invitation to our Teacher Career Fair on February 26, 2011.
8. Set recruitment fair calendar and attend the Education Fairs.
9. Follow-up with calls and emails to recruiting fair participants
10. USCB Recruitment presentation to MAT student teachers in the spring semester.
11. USCB Recruitment presentation to Early Childhood student teachers in the fall semester.
12. Participate in Career Day with general student body at USCB as Presenter.
13. Participate in Recruitment Fair for military personnel on Parris Island.
14. Conduct observations of student teachers in our schools.
15. Conduct screening interviews of all local/visiting candidates.
16. Organize and conduct the annual Teacher Career Fair on February 26, 2011.
17. Continue our advertising in *HBCU 2010/2011 Online/On Campus Resource* and the *National Minority Update* magazine.
18. Mail (120+) flyers to HBCU and other colleges and universities for our Teacher Career Fair.

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Monitoring Report
Date: November 2, 2010**

Performance Expectation (PE) being monitored: PE 6:A.2., 6.A.4

I hereby present my Executive Summary on Performance Expectation 6: Human Resources Services and Monitoring Report on Performance Expectation 6:A.2 and 6.A.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: 11/11/10

Signed: Jackie Rosswurm
Jackie Rosswurm, Ph.D.
Chief Administrative and Human Resources
Services Officer

Accepted:
Date: _____

Signed: _____
Valerie Truesdale, Ph.D.
Superintendent

Accepted:
Date: _____

Signed: _____
Fred Washington, Jr.
Board Chairman

PE 6:A.2 Retain a highly qualified and diverse workforce.

Superintendent's Interpretation

- Improve working conditions.
- Update and maintain appropriate instructional and management technology tools.
- Ensure that all teachers have balanced class loads.
- Provide trained mentors for beginning teachers.
- Continue a comprehensive Induction Program to provide opportunities for beginning teachers to interact with aster teachers.
- Provide mentors for second-year teachers, teachers new to the district, and teachers needing support.

Statement of Compliance

As a part of the work of the Human Resources Office, it is critical that we retain the most qualified and effective staff possible for our district. Reviewing the retention rates at our schools and across the district will assist with this effort.

P.E. 6.A.4 Conduct exit interviews of employees voluntarily separating from employment and report trend results annually to the Board.

Superintendent's Interpretation

- When an employee leaves, Human Resources leadership arranges for a system of exit interviews.

Statement of Compliance

As employees voluntarily leave Beaufort County School District, it is the practice of the Office of Human Resources Services to solicit information as to how they viewed their employment within our district to improve conditions as appropriate.

PE 6.A.2: Annual Employee Retention Improvement Report: 2010-2011

Overview

The employee retention rate within a school district, by definition, establishes the percentage of employees who have remained at each of the schools within the district from one year to the next. The rate is calculated as follows:

$$\frac{\# \text{ retained in a position for the year} + \# \text{ of employees transferring into a position}}{\# \text{ of positions budgeted}}$$

The 2010-2011 Employee Retentions Rate for Beaufort County School District
is 86.79%

This Employee Retention Improvement Report is presented as the second such report completed by the Beaufort County School District in this format in recent years. This overall rate compared with last year's rate of 91.72%; shows a 4.93% decrease in the retention rate of the District.

There are several different employee moves that affect the employee retention rate of the district. Any employee who chooses to change positions within the district, from school to school, or chooses to leave the district for any reason may have an effect on the employee retention rate of a school and the district, if the position in which s/he was employed remains at the presently assigned school of the employee.

The value of this report is only as great as the understanding of the reasons for the varying retention rates of the each school and the resulting district rating. The target retention rate of Beaufort County School District is a factor to be considered as the district carries out its work and implements initiatives.

School and District Initiatives

The data presented within this report reflect various district-level initiatives that have been implemented in Beaufort County School District over the course of the last year.

- The opening of Pritchardville Elementary School, Bluffton Middle School, and Whale Branch Early College High School.
- The reconfiguration of Bluffton High School to a 10th through 12th grade High school
- The reconfiguration of H.E. McCrackern Middle School to a 8th and 9th grade school
- The development of a very user-friendly transfer policy
- The reallocation of staff due to student enrollment changes
- The hiring of administrators from within the present employee pool
- The hiring of administrators from those who recently completed their administrative degrees through the USC Administrative Cohort
- The selection of five Administrative Interns
- The redesign of the Instructional Technology Coaches to .5 coach at each school
- The termination or non-renewal of employees

Each of these events affects the employee configurations at the schools, thus affecting the retention rates at these sites and the district as a whole. To understand the impact that any one of these events has on the retention rate, it is important to exam the details of the data for the schools that might be directly affected. However, it is important to understand that movement of any employees within the district could also have ripple effects across several schools.

For example, the opening of Pritchardville Elementary School, and Bluffton Middle School and the reconfiguration of Bluffton High School created a series of transfers and reassignments of staff members. Most of those actions occurred within the Bluffton Cluster, but not all of them occurred within that cluster. In a similar manner, the opening of Whale Branch Early College High School resulted in a number of transfers and reassignments of staff members from Whale branch Middle School, Battery Creek High School and Beaufort High School, but not all of them occurred within those three schools.

Retirements and Resignations

The retention rate is also directly affected by the experience of your staff and the number of employees who retire in a year. Last year 57 staff members retired compared to 23 the previous year. That is an increase of 34 people, or a 147% increase. Resignations also directly affect the retention rate.. Last year 150 people resigned compared to 129 people the previous year. This is an increase of 21 people, or a 16.3 % increase. Those numbers compared to a 10 position, or .05% increase in positions has a sizable affect on the overall retention.

Identified Schools

A review of the school-level retention rates of certified staff shows that two established schools with identified extenuating circumstances stand out in the report with the lowest certified staff retention rates. Broad River Elementary School (74.29%) and Lady's Island Middle School (77.78%). Neither of these schools was directly involved in the opening of a new school or the reorganization of a school. A closer look at Broad River shows that 12 people transferred out and 5 resigned. At Lady's Island Middle School 6 people transferred out and 7 resigned. In both cases it is important that the administration examine these personnel actions to determine if any other action should have been taken.

Whale Branch Elementary School had a retention rate of 52.6% retention, with 8 resignations and terminations and 18 people transferring out last year. As a Palmetto Priority and a Turn-Around School, the staff has been involved in many transitions and a great deal of professional development over the last year. This sort of activity may lead to turnover in staff. Human Resources is working closely with the Principal to ensure we hire the best suited staff members for that school and support them to retain the them.

Targeted Positions

The mathematics, science, and special education positions are those which are traditionally the most difficult positions to fill and retain. In isolating that data and reviewing it district-wide, we

are able to make more accurate statements about those positions. In special education the retention rate of teachers for this year is 90.34%; 3.39% higher than the overall district rating.

This is the second year in which the retention rate of special education teachers has been higher than the overall district rate. The number of special education teachers not returning this year was also lower than in the previous year; 22 last year as compared to 14 this year.

There is a distinct difference between the retention rates of science and math teachers for this year; science being at 85.9% and math at 79.84%. Both of these are below the District average. In the case of the math and science teachers, these retention percentages are lower because of the number of personnel who are not returning to positions as compared to those transferring in. This could mean that the employees are choosing to go to another school or are taking another position within their school. There were no terminations in these three areas last year as compared to 9 terminations the previous year. There were 19 resignations last year as compared to 21 the previous year. It may be of benefit to understand the reasons for the resignations. Making sure that the selected candidate is a better fit for the initial placement might bring resolution to several of these situations. This could be supported by more thorough hiring practices that would insure that teachers selected would be a good fit for the position.

Induction Teachers

Induction-contract teachers are required to participate in the year long Induction Process. This program is to give Induction teachers comprehensive guidance, support, and assistance throughout the school year to train them in all aspects of our state's ADEPT / SAFE-T teacher evaluation system. This program consists of:

- Attending seminars directly related to the evaluation standards
- completion of a teaching portfolio;
- observations of a master teachers 3 times during the year;
- working with their mentor using the Collaborative Assessment Log
- creating professional goals
- tracking achievements of selected students over the course of the year.

For the 2009-2010 school year there were 65 Induction teachers. Each worked closely with a mentor throughout the year. Of those 65 induction teachers 62 have gone on to become annual teachers, with 3 leaving the district. This represents 4.6% turnover.

The state average turnover rate for Induction (first- year) teachers is 16.7% after one year; 27.5% after three years, and 33.3% after 5 years.

The last five years' data of the District's Induction Teachers Turnover Rate show the following:

	Total Induction Teachers	Leaving after Year 1	Total Leaving after Year 3	Total Leaving after Year 5
2005-06	81	9 (11.1%)	21 (25.9%)	25 (30.8%)
2006-07	82	4(4.9%)	15 (18.3%)	
2007-08	41	2(4.9%)	5 (12.2%)	
2008-09	76	4(5.3%)		
2009-10	65	3(4.6%)		

A five-year review of the turnover rate of the Beaufort County School District Induction teachers shows that overall our District's turnover rate is lower than the state average. More importantly, there has been a significant drop in that rate at the end of the first year and third year as compared to the previous year and to the state averages. We believe that this drop has to do with the strong induction teacher program supported by the strong teacher mentoring program that the District has implemented over the last three years.

Teacher Mentoring Program

Beaufort County School District's mentoring program, is in its fifth year of operation. The SMART (Supporting Mentoring and Retaining Teachers) program is modeled after the highly respected program at the University of California-Santa Cruz.

The purpose of the mentoring program is for trained veteran teachers to provide structure and support to beginning teachers. These mentor teachers are trained to:

- understand teacher development
- use mentoring tools to provide support
- understand the importance of using mentor language
- aid beginning teachers in unlocking their potential,
- serve as a resource for curriculum, assessment and instructional strategies

	2005-06	2006-07	2007-08	2008-09	2009-10	Total
Mentors Trained by Year	35	0	85	52	62	234

In addition to the school based mentors, for the last three years the district has had three Full-Release mentors. One secondary teacher and two elementary teachers work with 15 teachers each throughout the school year. These Full-Release Mentors visit their advisees' classes twice weekly to observe and provide feedback using data collected from previous observations in order to guide teachers through the reflective process of their teaching practices.

Each Induction Teacher and each second year teacher is assigned to a full release or school based mentor to serve as support to them. The Induction Program working hand-in-hand with the Mentoring Program has resulted in our District being able to retain and support our Induction teachers at a most successful rate.

PE 6.A.4: Exit Interviews

When an employee retires or resigns from the Beaufort County School District he or she is invited to fill out an Exit Interview Survey on our website. Through this document they also have the opportunity to meet with the Recruiting Coordinator for the District to share any additional information they would like. The data from these surveys are shared with appropriate school or district offices.

For the 2009-2010 school year the Human Resources Services Office sent out 164 letters inviting our retiring or resigning employees to fill out an Exit Survey. Of the 164 people who received this letter, 23 people responded, representing a 14% return rate. This is approximately the same rate of return received in previous years, when a paper survey was mailed to employees leaving the district.

The following data summarizes the information gathered from the Exit Surveys for the 2009-2010 school year:

Survey Respondents (23):

Gender: Female: 18

Male: 5

Ethnicity: Caucasian: 20

African American: 3

Age:

21-30: 4

31-40: 6

41-50: 1

51-60: 3

61 or older: 9

Positions:

Teachers: 19

Reading Interventionist: 1

Speech 1

Psychologist: 1

Administrator: 1

Reasons for Resignations:

- Retirement: 52%
- Career Change 13%
- Relocation 9%
- Commute Issues 9%
- Job Advancement 8%
- Family Circumstances 4%
- Returned to School 4%
- Other 1% (military spouse received orders/started own business)

Rating of Work Place Factors

Please rate your formal workplace in the following areas:					
	Excellent	Good	Fair	Poor	N/A
Fair treatment by your principal/supervisor	61% (14)	17% (4)	13% (3)	9% (2)	0% (0)
Pay for employees	17% (4)	39% (9)	35% (8)	9% (2)	0% (0)
Appropriate recognition on the job	31% (7)	26% (6)	17% (4)	26% (6)	0% (0)
Opportunity for advancement	39% (9)	13% (3)	26% (6)	9% (2)	13% (3)
Cooperation and teamwork	44% (10)	30% (7)	17% (4)	9% (2)	0% (0)
Access to adequate information to perform job	48% (11)	30% (7)	22% (5)	0% (0)	0% (0)
Resolving equal employment opportunity complaints	18% (4)	35% (8)	4% (1)	4% (1)	39% (9)
Receptivity of principal/supervisor to your ideas	39% (9)	30% (7)	17% (4)	14% (3)	0% (0)
Employee development through training	44% (10)	30% (7)	17% (4)	9% (2)	0% (0)
Communication within your school/department	44% (10)	21% (5)	26% (6)	9% (2)	0% (0)
Resolving employment disputes/grievances	18% (4)	35% (8)	0% (0)	17% (4)	30% (7)
Benefits offered to employees	44% (10)	35% (8)	21% (5)	0% (0)	0% (0)
Consistent application of policies and practices	35% (8)	26% (6)	17% (4)	22% (5)	0% (0)

Liked Most About the Job – Top 3 Consistent Comments

1. I loved the interaction with my students and their enthusiasm for learning.
2. I enjoyed the closeness of the faculty and the opportunity to work with my team.
3. I felt I was really making a difference. Seeing the progress the children make and their excitement for learning.

Liked Most About the District – Top 3 Consistent Comments

1. The commitment to excellence and opportunity for professional growth especially Summer Institute.
2. The high level of technology.
3. Our Superintendent is a Teacher's Superintendent!

What Ideas Would Make BCSD a Better Place to Work – Top 3 Consistent Comments

1. Introduce new concepts (initiatives) one at a time so teachers can master new opportunities.
2. Listen and advocate for teachers.
3. Prevent burnout – institute sabbaticals; reduce new initiatives each year

Do you have any plans to Return to Beaufort County School District?

Yes: 35%

No: 65%

Conclusions and Future Plans

A review of the data gathered shows that the majority of the majority of those who completed the Survey rated all employment factors either excellent or good. However, the following three areas received the highest Fair or Poor ratings:

Appropriate Recognition on the Job 43%
Consistent application of Policies and practices 39%
Communication with School / Department 34% .

These items will be shared with the administration as general areas to be aware of. However, if specific information was detailed on the survey that information was shared with specific administrators.

The utilization of Survey Monkey this past year has proven to be convenient manner with which to gather these data from employees. However, the results percentage of respondents has remained at approximately the same levels. Human Resources will continue to solicit exit surveys and to seek additional avenues to get a higher rate of return.

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011
SUMMARY OF EMPLOYEE GROUPS

SCHOOL	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	TOTAL RETAINED	NOT RETURNING FOR 2010-2011 SY				TOTAL		# BUDGETED 2010-2011	RETENTION RATE
					# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	NOT RETURN			
Administrative Staff	80.0	58.0	20.0	78.0	15.0	3.0	3.0		21.0		85.0	91.76%
Certified Staff	1484.0	1050.0	269.0	1319.0	265.0	121.0	37.0	7.0	430.0		1524.0	86.55%
Classified Staff	446.0	321.0	63.0	384.0	77.0	26.0	17.0	6.0	126.0		443.0	86.68%
TOTAL:	2010.0	1429.0	352.0	1781.0	357.0	150.0	57.0	13.0	577.0		2052.0	86.79%

RETENTION RATE =	# Retained 2010-2011 + # Transfer IN	= 86.79%
	# Budgeted 2010-2011	

HEADER DEFINITIONS

Budgeted 2009-2010 - Number of positions budgeted for the 2009-2010 school year.

Retained 2010-2011 - This is the number of staff that returned for the 2010-2011 school year at the same location and position assignment.

Transfer IN - This is the number of staff that transferred IN from another location within the district or changed positions within the same location.

Total Retained - This is the number of staff retained from the 2009-2010 school year and transferred IN from other district locations or changed positions within their school.

Trans OUT - This is the number of staff that transferred OUT from their location in 2009-2010 or transferred to another position within their same school.

Resigned - Number of staff that resigned and did not return to the district for the 2010-2011 school year.

Retired - Number of staff that retired and did not return to the district for the 2010-2011 school year.

Terminated - Number of staff that were terminated for various performance or discipline reasons and were not offered a contract renewal.

Total Not Returned - This is the total number of staff the did not return for the 2010-2011 school year.

Budgeted 2010-2011 - Number of positions budgeted for the 2010-2011 school year.

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011
SUMMARY OF ADMINISTRATIVE STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2009-2010	TOTAL RETAINED	TOTAL NOT RETURN	# BUDGETED 2010-2011	RETENTION RATE
BCHS	5.0	4.5	2.0	4.5	100.00%
BES	2.0	2.0	0.0	2.0	100.00%
BHS	8.0	8.0	1.0	8.0	100.00%
BLES	3.0	3.0	0.0	3.0	100.00%
BLHS	6.0	4.0	2.0	5.0	80.00%
BLMS	0.0	2.0	0.0	3.0	66.67%
BMS	3.0	3.0	0.0	3.0	100.00%
BRES	2.0	2.0	0.0	2.0	100.00%
CES	2.0	2.0	0.0	2.0	100.00%
HHECC	1.0	1.5	1.0	1.5	100.00%
HHHS	5.0	5.0	1.0	5.0	100.00%
HHIBE	3.0	1.5	2.0	2.5	60.00%
HHMS	3.0	3.0	1.0	3.0	100.00%
HHSCA	3.0	2.5	1.0	2.5	100.00%
LIES	2.0	2.0	1.0	2.0	100.00%
LIMS	4.0	2.0	2.0	4.0	50.00%
MMS	4.0	3.0	1.0	3.0	100.00%
MOES	2.0	2.0	0.0	2.0	100.00%
MRES	3.0	3.0	1.0	3.0	100.00%
OES	2.0	2.0	0.0	2.0	100.00%
PRES	1.0	1.0	0.0	1.0	100.00%
PVES	0.0	2.0	0.0	2.0	100.00%
RCES	2.0	2.0	0.0	2.0	100.00%
RSMS	2.0	2.0	0.0	2.0	100.00%
SES	2.0	2.0	0.0	2.0	100.00%
SHES	3.0	2.0	2.5	2.5	80.00%
SPES	2.0	2.0	0.0	2.0	100.00%
WBES / DECC	3.0	3.0	2.0	3.0	100.00%
WBECH	0.0	2.0	0.0	3.0	66.67%
WBMS	2.0	2.0	0.0	2.0	100.00%
TOTALS:	80.0	78.0	20.5	84.5	92.31%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011 SUMMARY OF ADMINISTRATIVE STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED	# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY				# BUDGETED	RETENTION
	2009-2010	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE
BCHS	5.0	3.0	1.5	2.0	0.0	0.0	0.0	4.5	100.00%
BES	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
BHS	8.0	6.0	2.0	1.0	0.0	0.0	0.0	8.0	100.00%
BLES	3.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	100.00%
BLHS	6.0	3.0	1.0	1.0	1.0	0.0	0.0	5.0	80.00%
BLMS	0.0	0.0	2.0	0.0	0.0	0.0	0.0	3.0	66.67%
BMS	3.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	100.00%
BRES	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
CES	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
HHECC	1.0	0.0	1.5	1.0	0.0	0.0	0.0	1.5	100.00%
HHHS	5.0	4.0	1.0	0.0	1.0	0.0	0.0	5.0	100.00%
HHIBE	3.0	1.0	0.5	2.0	0.0	0.0	0.0	2.5	60.00%
HHMS	3.0	2.0	1.0	0.0	0.0	1.0	0.0	3.0	100.00%
HHSCA	3.0	2.0	0.5	1.0	0.0	0.0	0.0	2.5	100.00%
LIES	2.0	1.0	1.0	1.0	0.0	0.0	0.0	2.0	100.00%
LIMS	4.0	2.0	0.0	2.0	0.0	0.0	0.0	4.0	50.00%
MMS	4.0	3.0	0.0	1.0	0.0	0.0	0.0	3.0	100.00%
MOES	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
MRES	3.0	2.0	1.0	0.0	0.0	1.0	0.0	3.0	100.00%
OES	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
PRES	1.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	100.00%
PVES	0.0	0.0	2.0	0.0	0.0	0.0	0.0	2.0	100.00%
RCES	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
RMS	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
SES	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
SHES	3.0	1.0	1.0	1.5	1.0	0.0	0.0	2.5	80.00%
SPES	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
WBES / DECC	3.0	1.0	2.0	1.0	0.0	1.0	0.0	3.0	100.00%
WBECH	0.0	0.0	2.0	0.0	0.0	0.0	0.0	3.0	66.67%
WBMS	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%

TOTALS:	80.0	58.0	20.0	14.5	3.0	3.0	0.0	84.5	92.31%
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PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011
SUMMARY OF CERTIFIED STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2009-2010	TOTAL RETAINED	TOTAL NOT RETURN	# BUDGETED 2010-2011	RETENTION RATE
ACE	3.0	3.0	0.0	3.0	100.00%
BCHS	86.0	56.0	30.5	65.5	85.50%
BES	51.0	50.0	15.5	55.5	90.09%
BHS	105.5	91.0	15.5	102.5	88.78%
BLES	68.5	49.5	21.0	49.5	100.00%
BLHS	92.0	64.5	29.0	77.0	83.77%
BLMS	0.0	45.5	0.0	56.5	80.53%
BMS	48.0	45.0	9.0	48.0	93.75%
BRES	35.0	26.0	20.5	35.0	74.29%
CES	42.5	36.0	13.0	41.0	87.80%
DIES	2.0	1.0	1.0	2.0	50.00%
HHECC	30.5	30.5	3.0	31.5	96.83%
HHHS	75.5	72.5	10.0	80.0	90.63%
HHIBE	59.0	54.5	13.0	62.5	87.20%
HHMS	69.0	61.5	14.5	65.0	94.62%
HHSCA	58.5	54.0	8.5	56.0	96.43%
LIES	34.0	28.0	8.5	32.0	87.50%
LIMS	52.5	42.0	13.0	54.0	77.78%
MMS	84.5	55.5	49.5	60.0	92.50%
MOES	38.0	37.0	6.0	39.0	94.87%
MRES	70.0	59.5	16.0	63.5	93.70%
OES	46.0	47.5	5.0	51.5	92.23%
PRES	29.0	25.5	12.0	27.5	92.73%
PVES	0.0	30.0	0.0	39.0	76.92%
RCES	55.5	46.5	27.0	52.5	88.57%
RSMS	49.0	41.0	22.0	49.0	83.67%
SES	43.0	40.0	4.5	40.0	100.00%
SHES	44.5	37.0	14.5	40.0	92.50%
SPES	34.0	31.0	5.0	35.0	88.57%
WBES / DECC	45.0	25.5	28.0	48.5	52.58%
WBECH	0.0	7.0	3.0	28.0	25.00%
WBMS	32.5	25.0	11.0	34.0	73.53%
TOTALS:	1483.5	1318.5	429.0	1524.0	86.52%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2009-2010
SUMMARY OF CERTIFIED STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
ACE	3.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	100.00%
BCHS	86.0	54.5	1.5	12.5	13.0	5.0	0.0	65.5	85.50%
BES	51.0	34.0	16.0	8.0	6.0	1.0	0.5	55.5	90.09%
BHS	105.5	89.0	2.0	7.5	6.0	2.0	0.0	102.5	88.78%
BLES	68.5	47.5	2.0	18.0	3.0	0.0	0.0	49.5	100.00%
BLHS	92.0	60.5	4.0	15.0	12.0	1.0	1.0	77.0	83.77%
BLMS	0.0	0.0	45.5	0.0	0.0	0.0	0.0	56.5	80.53%
BMS	48.0	39.0	6.0	4.0	4.0	1.0	0.0	48.0	93.75%
BRES	35.0	14.5	11.5	12.5	5.0	3.0	0.0	35.0	74.29%
CES	42.5	29.5	6.5	6.0	5.0	2.0	0.0	41.0	87.80%
DIES	2.0	1.0	0.0	1.0	0.0	0.0	0.0	2.0	50.00%
HHECC	30.5	27.5	3.0	1.0	1.0	1.0	0.0	31.5	96.83%
HHHS	75.5	64.5	8.0	4.0	4.0	2.0	0.0	80.0	90.63%
HHIBE	59.0	46.0	8.5	9.0	2.0	2.0	0.0	62.5	87.20%
HHMS	69.0	54.5	7.0	10.5	3.0	1.0	0.0	65.0	94.62%
HHSCA	58.5	50.0	4.0	5.5	3.0	0.0	0.0	56.0	96.43%
LIES	34.0	25.5	2.5	2.5	6.0	0.0	0.0	32.0	87.50%
LIMS	52.5	38.5	3.5	6.0	7.0	0.0	0.0	54.0	77.78%
MMS	84.5	35.0	20.5	43.5	5.0	1.0	0.0	60.0	92.50%
MOES	38.0	32.0	5.0	4.0	1.0	1.0	0.0	39.0	94.87%
MRES	70.0	54.0	5.5	9.0	5.0	2.0	0.0	63.5	93.70%
OES	46.0	41.0	6.5	5.0	0.0	0.0	0.0	51.5	92.23%
PRES	29.0	17.0	8.5	7.0	3.0	1.0	1.0	27.5	92.73%
PVES	0.0	0.0	30.0	0.0	0.0	0.0	0.0	39.0	76.92%
RCES	55.5	28.5	18.0	20.0	6.0	1.0	0.0	52.5	88.57%
RSMS	49.0	28.0	13.0	13.0	6.0	3.0	0.0	49.0	83.67%
SES	43.0	38.5	1.5	1.5	3.0	0.0	0.0	40.0	100.00%
SHES	44.5	30.0	7.0	10.5	0.0	4.0	0.0	40.0	92.50%
SPES	34.0	28.0	3.0	4.0	1.0	0.0	0.0	35.0	88.57%
WBES / DECC	45.0	17.0	8.5	18.0	4.0	2.0	4.0	48.5	52.58%
WBECH	0.0	0.0	7.0	0.0	3.0	0.0	0.0	28.0	25.00%
WBMS	32.5	21.5	3.5	6.0	4.0	1.0	0.0	34.0	73.53%

TOTALS:	1483.5	1049.5	269.0	264.5	121.0	37.0	6.5	1524.0	86.52%
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PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011
SUMMARY OF MATH, SCIENCE AND SPECIAL EDUCATION STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Math (Secondary & Middle School)	60.0	38.5	13.0	11.0	6.0	2.0	0.0	64.5	79.84%
Science (Secondary & Middle School)	68.0	50.0	17.0	9.0	7.0	1.0	0.0	78.0	85.90%
Special Education	69.0	55.0	10.5	7.0	6.0	1.0	0.0	72.5	90.34%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011
SUMMARY OF MATH STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	
ACE	1.0	1.0	0.0	0.0	0.0	0.0	0.0	100.00%
BCHS	2.0	2.0	0.0	0.0	0.0	0.0	0.0	100.00%
BHS	14.0	8.0	0.0	3.0	1.0	1.0	0.0	61.54%
BLHS	13.0	7.5	0.0	2.0	2.0	0.0	0.0	78.95%
BLMS	0.0	0.0	8.0	0.0	0.0	0.0	0.0	80.00%
BMS	2.0	2.0	0.0	0.0	0.0	0.0	0.0	100.00%
HHHS	2.0	2.0	0.0	0.0	0.0	0.0	0.0	100.00%
HHMS	2.0	2.0	0.0	0.0	0.0	0.0	0.0	100.00%
LIMS	8.0	5.0	0.0	1.0	2.0	0.0	0.0	62.50%
MMS	13.0	7.0	0.0	5.0	1.0	0.0	0.0	100.00%
MMS - 9th	0.0	0.0	1.0	0.0	0.0	0.0	0.0	100.00%
RSMS	1.0	0.0	1.0	0.0	0.0	1.0	0.0	100.00%
WBECH	0.0	0.0	3.0	0.0	0.0	0.0	0.0	100.00%
WBECH - TCL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
WBMS	2.0	2.0	0.0	0.0	0.0	0.0	0.0	100.00%
TOTALS:	60.0	38.5	13.0	11.0	6.0	2.0	0.0	79.84%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011
SUMMARY OF SCIENCE STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		RATE
BCHS	9.0	6.0	0.0	2.0	1.0	0.0	0.0	7.0	85.71%
BHS	17.0	16.0	0.0	0.0	1.0	0.0	0.0	16.0	100.00%
BLHS	12.0	6.0	2.0	2.0	4.0	0.0	0.0	10.0	80.00%
BLMS	0.0	0.0	6.0	0.0	0.0	0.0	0.0	9.0	66.67%
BMS	2.0	1.0	1.0	0.0	1.0	0.0	0.0	2.0	100.00%
HHHS	9.0	8.0	2.0	0.0	0.0	0.0	0.0	11.0	90.91%
HHMS	8.0	5.0	1.0	2.0	0.0	1.0	0.0	6.0	100.00%
LIMS	6.0	5.0	0.0	1.0	0.0	0.0	0.0	7.0	71.43%
MMS	3.0	1.0	0.0	2.0	0.0	0.0	0.0	1.0	100.00%
MMS - 9th	0.0	0.0	4.0	0.0	0.0	0.0	0.0	4.0	100.00%
RSMS	1.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	100.00%
WBECH	0.0	0.0	1.0	0.0	0.0	0.0	0.0	2.0	50.00%
WBECH - TCL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.00%
WBMS	1.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	100.00%

TOTALS:	68.0	50.0	17.0	9.0	7.0	1.0	0.0	78.0	85.90%
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PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011
SUMMARY OF SPECIAL EDUCATION STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
ACE	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
BCHS	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.5	100.00%
BES	5.0	5.0	1.5	0.0	0.0	0.0	0.0	6.5	100.00%
BHS	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	100.00%
BLES	3.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	100.00%
BLHS	6.0	4.0	1.0	1.0	1.0	0.0	0.0	6.0	83.33%
BLMS	0.0	0.0	3.0	0.0	0.0	0.0	0.0	3.0	100.00%
BMS	1.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	100.00%
BRES	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
CES	1.0	0.0	0.0	0.0	1.0	0.0	0.0	1.0	0.00%
HHECC	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
HHHS	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	100.00%
HHIBE	4.0	4.0	0.0	0.0	0.0	0.0	0.0	4.0	100.00%
HHMS	6.0	5.0	0.0	1.0	0.0	0.0	0.0	5.0	100.00%
HHSCA	1.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	100.00%
LIES	3.0	0.0	0.0	1.0	2.0	0.0	0.0	2.0	0.00%
LIMS	3.0	1.0	0.0	0.0	2.0	0.0	0.0	3.0	33.33%
MMS	5.0	2.0	1.0	3.0	0.0	0.0	0.0	3.0	100.00%
MOES	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
MRES	5.0	5.0	0.0	0.0	0.0	0.0	0.0	5.0	100.00%
OES	3.5	3.5	0.0	0.0	0.0	0.0	0.0	3.5	100.00%
PRES	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.5	100.00%
PVES	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	100.00%
RCES	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%
RSMS	1.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	100.00%
SES	4.0	3.0	0.0	1.0	0.0	0.0	0.0	3.0	100.00%
SHES	1.0	0.0	1.0	0.0	0.0	1.0	0.0	1.0	100.00%
SPES	1.5	1.5	0.0	0.0	0.0	0.0	0.0	1.5	100.00%
WBES / DECC	1.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	100.00%
WBECH	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.00%
WBMS	3.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	100.00%

TOTALS:	69.0	55.0	10.5	7.0	6.0	1.0	0.0	72.5	90.34%
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PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011
SUMMARY OF CLASSIFIED STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED	TOTAL		TOTAL		# BUDGETED	RETENTION	
	2009-2010	RETAINED	NOT RETURN	2010-2011	RATE	2010-2011	2010-2011	RATE
BCHS	21.0	16.0	7.0	16.0	100.00%	16.0	16.0	100.00%
BES	16.0	14.0	1.0	15.0	93.33%	15.0	15.0	93.33%
BHS	21.0	20.0	2.0	20.0	100.00%	20.0	20.0	100.00%
BLES	26.0	12.0	14.0	20.0	60.00%	20.0	20.0	60.00%
BLHS	26.0	17.0	10.0	18.5	91.89%	18.5	18.5	91.89%
BLMS	0.0	11.0	0.0	13.0	0.00%	13.0	13.0	0.00%
BMS	12.0	11.0	4.0	12.0	91.67%	12.0	12.0	91.67%
BRES	12.0	10.0	2.0	11.0	90.91%	11.0	11.0	90.91%
CES	13.0	12.0	2.0	12.0	100.00%	12.0	12.0	100.00%
HHECC	25.0	24.5	0.5	24.5	100.00%	24.5	24.5	100.00%
HHHS	21.0	16.0	6.0	21.0	76.19%	21.0	21.0	76.19%
HHIBE	8.0	6.0	4.0	8.0	75.00%	8.0	8.0	75.00%
HHMS	15.0	12.0	5.0	15.0	80.00%	15.0	15.0	80.00%
HHSCA	8.0	7.5	1.0	8.5	88.24%	8.5	8.5	88.24%
LIES	11.0	9.5	2.5	10.5	90.48%	10.5	10.5	90.48%
LIMS	14.0	13.0	1.0	13.0	100.00%	13.0	13.0	100.00%
MMS	17.0	10.0	9.0	16.0	62.50%	16.0	16.0	62.50%
MOES	10.0	8.0	2.0	10.0	80.00%	10.0	10.0	80.00%
MRES	23.0	17.0	7.0	20.0	85.00%	20.0	20.0	85.00%
OES	18.0	13.5	7.5	14.5	93.10%	14.5	14.5	93.10%
PRES	8.0	8.0	0.0	8.0	100.00%	8.0	8.0	100.00%
PVES	0.0	14.0	0.0	14.0	100.00%	14.0	14.0	100.00%
RCES	16.0	12.0	9.0	17.0	70.59%	17.0	17.0	70.59%
RSMS	15.0	14.0	1.0	15.0	93.33%	15.0	15.0	93.33%
SES	19.0	11.0	10.0	12.0	91.67%	12.0	12.0	91.67%
SHES	21.0	19.0	3.0	19.0	100.00%	19.0	19.0	100.00%
SPES	14.0	9.0	8.0	13.0	69.23%	13.0	13.0	69.23%
WBES	21.0	20.0	3.0	22.0	90.91%	22.0	22.0	90.91%
WBECH	0.0	6.5	0.0	12.0	54.17%	12.0	12.0	54.17%
WBMS	15.0	10.5	4.5	12.5	84.00%	12.5	12.5	84.00%
TOTAL:	446.0	384.0	126.0	443.0	86.68%	443.0	443.0	86.68%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Academy For Career Excellence
 Director: Chris Dinkins
 Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY			# BUDGETED	RETENTION	
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2010-2011	2010-2011	RATE
Math	1.0	1.0	1.0					1.0		100.00%
Special Education - LD	2.0	2.0	2.0					2.0		100.00%
CERTIFIED STAFF RETENTION RATE:										100.00%
	3.0	3.0	3.0	0.0	0.0	0.0	0.0	3.0	3.0	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Battery Creek High
Principal: Edmond Burnes
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011	"IN"	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			2010-2011		RATE	
Principal	1.0	1.0	1.0								1.0		100.00%	
Assistant Principal	3.0	1.0	1.0	1.0	2.0						2.0		100.00%	
Administrative Intern	0.0	0.0	0.0	0.5							0.5		100.00%	
Athletic Director	1.0	1.0	1.0								1.0		100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:														
	5.0	3.0	1.5		2.0	0.0	0.0	0.0			4.5		100.00%	

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011	"IN"	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			2010-2011		RATE	
Alternative Program	2.0	0.0				2.0					0.0		0.00%	
Art	3.0	3.0									3.0		100.00%	
Band	1.0	0.0				1.0					1.0		0.00%	
Business Education	5.0	4.0				1.0					4.0		100.00%	
Chorus / Choral	1.0	1.0									1.0		100.00%	
Dance	1.0	0.0			1.0						0.0		0.00%	
Drama	1.0	1.0									1.0		100.00%	
Driver's Education	1.0	1.0									1.0		100.00%	
English	11.0	6.0			2.0	1.0	1.0				8.0		75.00%	
ESOL	1.0	0.0			1.0						0.5		0.00%	
Family & Consumer Science	4.0	3.0					1.0				3.0		100.00%	
French	1.0	1.0									1.0		100.00%	
Guidance Counselor	3.0	3.0									3.0		100.00%	
Health	1.0	0.0				1.0					0.0		0.00%	
Health Science Technology	1.0	1.0									1.0		100.00%	
IB Coordinator	0.5	0.5									0.5		100.00%	
Instructional Technology Specialist	0.0	0.0	0.5								0.5		100.00%	
Math	10.0	7.0			1.0	2.0					7.0		100.00%	
Media Specialist	2.0	2.0									2.0		100.00%	
Physical Education	4.0	1.5			0.5		2.0				2.5		60.00%	
Science	11.0	4.0	1.0		4.0	3.0					8.0		62.50%	
Social Studies	9.0	6.0			2.0	1.0					7.0		85.71%	
Spanish	4.0	3.0					1.0				3.0		100.00%	
Special Education	8.0	6.0			1.0	1.0					7.0		85.71%	
Testing Leade Teacher	0.5	0.5									0.5		100.00%	
CERTIFIED STAFF RETENTION RATE:														
	86.0	54.5	1.5		12.5	13.0	5.0	0.0			65.5		85.50%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Beaufort Elementary
Principal: Jennifer Morillo
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Principal	1.0	1.0					1.0	100.00%	
Assistant Principal	1.0	1.0					1.0	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE: 2.0 2.0 0.0 0.0 0.0 0.0 0.0 2.0 100.00%									

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
AMES Teachers	7.0	5.0	2.0		2.0		7.0	100.00%	
Art	1.0	0.0	1.0		1.0		1.0	100.00%	
ESOL	0.5	0.0	0.5				0.5	100.00%	
Fifth Grade	3.0	1.0	2.0			1.0	3.0	100.00%	
First Grade	4.0	3.0	1.0	1.0			4.0	100.00%	
Fourth Grade	4.0	2.0	1.0	1.0	1.0		4.0	75.00%	
Guidance Counselor	1.0	1.0					1.0	100.00%	
Instructional Technology Specialist	0.5	0.5					0.5	100.00%	
Kindergarten	4.0	3.0	1.0	1.0			4.0	100.00%	
Literacy Coach	1.0	1.0					1.0	100.00%	
Literacy Teacher	3.0	3.0	1.0				4.0	100.00%	
Math Coach	1.0	0.0					1.0	0.00%	
Media Specialist	1.0	1.0					1.0	100.00%	
Music	1.0	1.0					1.0	100.00%	
Physical Education	1.0	1.0					1.0	100.00%	
Pre-Kindergarten	3.0	2.0	1.0	1.0			3.0	100.00%	
Science Lab	1.0	0.5				0.5	1.0	50.00%	
Second Grade	4.0	3.0	1.0	1.0			4.0	100.00%	
Spanish	0.0	0.0	1.0				1.0	100.00%	
Special Education	5.0	5.0	1.5				6.5	100.00%	
Speech Therapist	1.0	0.0			1.0		2.0	0.00%	
Third Grade	4.0	1.0	2.0	2.0	1.0		4.0	75.00%	
CERTIFIED STAFF RETENTION RATE: 51.0 34.0 16.0 8.0 6.0 1.0 0.5 55.5 90.09%									

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Beaufort High
Principal: Dr. Daniel Durbin
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
	2009-2010	2010-2011	2010-2011	2010-2011		# TRANS OUT	# RESIGNED	# RETIRED		
Principal	1.0	1.0	1.0	1.0					1.0	100.00%
Assistant Principal *	4.0	2.0	2.0	2.0	2.0	1.0			4.0	100.00%
Athletic Director	1.0	1.0	1.0	1.0					1.0	100.00%
Dean of Students	1.0	1.0	1.0	1.0					1.0	100.00%
School To Work Coordinator	1.0	1.0	1.0	1.0					1.0	100.00%
ADMINISTRATIVE STAFF RETENTION RATE: 8.0 6.0 2.0 1.0 0.0 0.0 0.0 8.0 100.00%										

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
	2009-2010	2010-2011	2010-2011	2010-2011		# TRANS OUT	# RESIGNED	# RETIRED		
Alternative Program	2.0	2.0	2.0	2.0					2.0	100.00%
Art	2.0	2.0	2.0	2.0					2.0	100.00%
Band	1.0	1.0	1.0	1.0					1.0	100.00%
Business Education	7.0	6.0	6.0	6.0		1.0			6.0	100.00%
Chorus / Choral	1.0	1.0	1.0	1.0					1.0	100.00%
Dance	1.0	1.0	1.0	1.0					1.0	100.00%
Drama	1.0	1.0	1.0	1.0					1.0	100.00%
Driver's Education	1.0	1.0	1.0	1.0					1.0	100.00%
English	13.0	11.0	11.0	11.0			1.0	1.0	13.0	84.62%
ESOL	0.5	0.0	0.0	0.0		0.5			0.5	0.00%
Family & Consumer Science	3.0	3.0	3.0	3.0					3.0	100.00%
French	1.0	1.0	1.0	1.0					1.0	100.00%
Guidance Counselor	4.0	3.0	3.0	3.0		1.0			4.0	75.00%
Health	1.0	1.0	1.0	1.0					1.0	100.00%
Instructional Technology Specialist	0.5	0.5	0.5	0.5					0.5	100.00%
Latin	1.0	1.0	1.0	1.0					1.0	100.00%
Math	14.0	8.0	8.0	8.0		3.0	1.0	1.0	13.0	61.54%
Media Specialist	2.0	2.0	2.0	2.0					2.0	100.00%
Physical Education	3.0	3.0	3.0	3.0					3.0	100.00%
Science	14.0	11.0	11.0	11.0	1.0	2.0	1.0		12.0	100.00%
Social Studies	17.0	16.0	16.0	16.0			1.0		16.0	100.00%
Spanish	5.0	5.0	5.0	5.0					5.0	100.00%
Special Education	8.0	7.0	7.0	7.0			1.0		8.0	87.50%
Strings Itinerant	0.0	0.0	0.0	0.0	1.0				1.0	100.00%
Technology Education	1.0	1.0	1.0	1.0					2.0	50.00%
Testing Teacher	0.5	0.5	0.5	0.5					0.5	100.00%
TV Production	1.0	0.0	0.0	0.0			1.0		1.0	0.00%
CERTIFIED STAFF RETENTION RATE: 105.5 89.0 2.0 7.5 6.0 2.0 0.0 102.5 88.78%										

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Bluffton Elementary / Early Childhood Center

Principal: Christine Brown

Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Principal	1.0	1.0					1.0	100.00%	
Assistant Principal	2.0	2.0					2.0	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE: 3.0 3.0 0.0 0.0 0.0 0.0 3.0 100.00%									

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Art	2.0	2.0					2.0	100.00%	
ESOL	3.0	2.0		1.0			2.0	100.00%	
Fifth Grade	6.0	4.0		1.0	1.0		4.0	100.00%	
Fourth Grade	7.0	6.0		1.0			6.0	100.00%	
Gifted & Talented	2.0	2.0					2.0	100.00%	
Guidance Counselor	2.0	1.0		1.0			1.0	100.00%	
Instructional Technology Specialist	0.5	0.5					0.5	100.00%	
Literacy Coach	1.0	1.0					1.0	100.00%	
Literacy Teacher	3.0	2.0		1.0			2.0	100.00%	
Media Specialist	1.0	1.0					1.0	100.00%	
Multi-Age (K-1)	13.0	8.0	1.0	3.0	2.0		9.0	100.00%	
Music	1.0	1.0					1.0	100.00%	
Physical Education	3.0	1.0					1.0	100.00%	
Pre-Kindergarten	2.0	2.0		2.0			2.0	100.00%	
Science Coach	1.0	0.0	1.0	1.0			1.0	100.00%	
Science Lab	1.0	0.0		1.0			0.0	0.00%	
Second Grade	8.0	7.0		1.0			7.0	100.00%	
Spanish	1.0	1.0					1.0	100.00%	
Special Education	3.0	3.0					3.0	100.00%	
Speech Therapist	2.0	1.0		1.0			1.0	100.00%	
Third Grade	6.0	2.0		4.0			2.0	100.00%	
CERTIFIED STAFF RETENTION RATE: 68.5 47.5 2.0 18.0 3.0 0.0 49.5 100.00%									

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Bluffton High
Principal: Mark Dievendorf
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	
Principal	1.0	0.0		1.0			1.0	0.00%
Assistant Principal	4.0	2.0	1.0		1.0		3.0	100.00%
Athletic Director	1.0	1.0					1.0	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:								
	6.0	3.0	1.0	1.0	1.0	0.0	0.0	80.00%

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	
Alternative Program *	2.0	1.0					2.0	50.00%
Art	4.0	4.0					4.0	100.00%
Band	0.0	0.0	1.0				1.0	100.00%
Business Education	6.0	3.0		3.0			3.0	100.00%
Chorus / Choral	1.0	0.0				1.0	0.0	0.00%
Chorus Itinerant	0.0	0.0					1.0	0.00%
Dance	1.0	1.0					1.0	100.00%
Drama	1.0	0.0					0.0	0.00%
Driver's Education	1.0	0.0		1.0			1.0	0.00%
English	13.0	9.0		2.0	2.0		9.0	100.00%
ESOL	2.0	2.0					2.0	100.00%
Family & Consumer Science	2.0	2.0					3.0	66.67%
French	1.0	1.0					1.0	100.00%
German	1.0	0.0			1.0		1.0	0.00%
Guidance Counselor	3.0	3.0					4.0	75.00%
Instructional Technology Specialist	0.5	0.0		0.5			0.5	0.00%
Math *	13.0	7.5		2.0	2.0		9.5	78.95%
Media Specialist	1.0	1.0					1.0	100.00%
Physical Education	3.0	2.5		0.5			2.5	100.00%
Science	12.0	6.0	2.0	2.0	4.0		10.0	80.00%
Social Studies	13.0	9.0		3.0	1.0		9.0	100.00%
Spanish	4.0	3.0			1.0		4.0	75.00%
Special Education	6.0	4.0	1.0	1.0	1.0		6.0	83.33%
Testing Teacher	0.5	0.5					0.5	100.00%
TV Production	1.0	1.0					1.0	100.00%
CERTIFIED STAFF RETENTION RATE:								
	92.0	60.5	4.0	15.0	12.0	1.0	1.0	83.77%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Bluffton Middle
Principal: Dr. Dereck Rhoads
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011	2010-2011	"IN"	"IN"	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	2010-2011	RATE	RATE
Principal	0.0	0.0	0.0								1.0	1.0	0.00%	0.00%
Assistant Principal	0.0	0.0	0.0	2.0							2.0	2.0	100.00%	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:														
	0.0	0.0	0.0	2.0			0.0	0.0	0.0	0.0	3.0	3.0	66.67%	66.67%

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011	2010-2011	"IN"	"IN"	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	2010-2011	RATE	RATE
Art	0.0	0.0	0.0								2.0	2.0	0.00%	0.00%
Band	0.0	0.0	0.0	1.0							1.0	1.0	100.00%	100.00%
ESOL	0.0	0.0	0.0	1.0							2.0	2.0	50.00%	50.00%
Guidance Counselor	0.0	0.0	0.0	2.0							2.0	2.0	100.00%	100.00%
Instructional Technology Specialist	0.0	0.0	0.0	0.5							0.5	0.5	100.00%	100.00%
Language Arts	0.0	0.0	0.0	9.0							10.0	10.0	90.00%	90.00%
Literacy Coach	0.0	0.0	0.0	2.0							2.0	2.0	100.00%	100.00%
Math	0.0	0.0	0.0	8.0							10.0	10.0	80.00%	80.00%
Math Coach	0.0	0.0	0.0	1.0							1.0	1.0	100.00%	100.00%
Media Specialist	0.0	0.0	0.0								1.0	1.0	0.00%	0.00%
Music	0.0	0.0	0.0								1.0	1.0	0.00%	0.00%
Physical Education	0.0	0.0	0.0	2.0							2.0	2.0	100.00%	100.00%
Science	0.0	0.0	0.0	6.0							9.0	9.0	66.67%	66.67%
Social Studies	0.0	0.0	0.0	8.0							8.0	8.0	100.00%	100.00%
Special Education	0.0	0.0	0.0	3.0							3.0	3.0	100.00%	100.00%
Technology Education	0.0	0.0	0.0	2.0							2.0	2.0	100.00%	100.00%
CERTIFIED STAFF RETENTION RATE:														
	0.0	0.0	0.0	45.5			0.0	0.0	0.0	0.0	56.5	56.5	80.53%	80.53%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Beaufort Middle
Principal: Carole Ingram
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY				# BUDGETED	RETENTION						
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE						
Principal	1.0	1.0	1.0						1.0	100.00%						
Assistant Principal	2.0	2.0	2.0						2.0	100.00%						
ADMINISTRATIVE STAFF RETENTION RATE:										3.0	3.0	0.0	0.0	0.0	0.0	100.00%

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE	
Art	3.0	3.0	3.0						3.0	100.00%	
Band	1.0	1.0	1.0						1.0	100.00%	
Chorus Itinerant	0.0	0.0	0.0	1.0					1.0	100.00%	
ESOL	0.5	0.5	0.5						0.5	100.00%	
Guidance Counselor	2.0	0.0	0.0	2.0		1.0	1.0		2.0	100.00%	
Instructional Technology Specialist	0.5	0.5	0.5						0.5	100.00%	
Language Arts	7.0	6.0	6.0		1.0				6.0	100.00%	
Literacy Coach	2.0	2.0	2.0						2.0	100.00%	
Math	7.0	6.0	6.0	1.0	1.0				7.0	100.00%	
Media Specialist	1.0	1.0	1.0						1.0	100.00%	
Physical Education	2.0	1.0	1.0	1.0		1.0			2.0	100.00%	
Science	7.0	5.0	5.0		1.0	1.0			8.0	62.50%	
Science Coach	1.0	1.0	1.0						1.0	100.00%	
Social Studies	7.0	7.0	7.0						7.0	100.00%	
Spanish	2.0	1.0	1.0		1.0				1.0	100.00%	
Special Education	4.0	3.0	3.0			1.0			3.0	100.00%	
Speech Therapist	1.0	1.0	1.0						1.0	100.00%	
Strings Itinerant	0.0	0.0	0.0	1.0					1.0	100.00%	
CERTIFIED STAFF RETENTION RATE:											93.75%
48.0 39.0 6.0 4.0 4.0 1.0 0.0											48.0

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Broad River Elementary
Principal: Constance Goodwine-Lewis
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009-2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			2010-2011	2010-2011	RATE	RATE
Principal	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Assistant Principal	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:	2.0	2.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	100.00%	100.00%

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009-2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			2010-2011	2010-2011	RATE	RATE
Art	1.0	0.0	0.0		1.0						1.0	1.0	0.00%	0.00%
ESOL	0.5	0.5	0.5								0.5	0.5	100.00%	100.00%
Fifth Grade	3.0	0.0	0.0	2.0	1.0	2.0					2.0	2.0	100.00%	100.00%
First Grade	3.0	2.0	2.0	1.0		1.0					3.0	3.0	100.00%	100.00%
Fourth Grade	3.0	1.0	1.0	2.0	2.0						4.0	4.0	75.00%	75.00%
Guidance Counselor	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Instructional Technology Specialist	0.5	0.0	0.0	0.5	0.5						0.5	0.5	100.00%	100.00%
Kindergarten	3.0	0.0	0.0	2.0	2.0	1.0					3.0	3.0	66.67%	66.67%
Literacy Coach	1.0	0.0	0.0		1.0						1.0	1.0	0.00%	0.00%
Literacy Teacher	3.0	2.0	2.0		1.0						3.0	3.0	66.67%	66.67%
Media Specialist	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Music	1.0	0.0	0.0	1.0		1.0					1.0	1.0	100.00%	100.00%
Physical Education	1.0	0.0	0.0	1.0			1.0				1.0	1.0	100.00%	100.00%
Pre-Kindergarten	2.0	2.0	2.0								2.0	2.0	100.00%	100.00%
Science Coach	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Second Grade	4.0	0.0	0.0	1.0	2.0		2.0				3.0	3.0	33.33%	33.33%
Spanish	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Special Education	2.0	2.0	2.0								2.0	2.0	100.00%	100.00%
Speech Therapist	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Third Grade	2.0	0.0	0.0	1.0	2.0						3.0	3.0	33.33%	33.33%
CERTIFIED STAFF RETENTION RATE:	35.0	14.5	14.5	11.5	12.5	5.0	3.0	0.0	0.0	0.0	35.0	35.0	74.29%	74.29%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Coosa Elementary
Principal: Carmen Dillard
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY				# BUDGETED	RETENTION
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE
Principal	1.0	1.0	1.0						1.0	100.00%
Assistant Principal	1.0	1.0	1.0						1.0	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:										
	2.0	2.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	100.00%

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY				# BUDGETED	RETENTION
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE
Art	1.0	1.0	1.0						1.0	100.00%
Computer Teacher	1.0	1.0	1.0						1.0	100.00%
First Grade	6.0	4.0	4.0	1.0	1.0		1.0		5.0	100.00%
ESOL	0.0	0.0	0.0	0.5					0.5	100.00%
Fourth Grade	6.0	3.0	3.0	1.0	2.0	1.0			5.0	80.00%
Gifted & Talented	1.0	1.0	1.0						1.0	100.00%
Guidance Counselor	1.0	0.0	0.0	1.0		1.0			1.0	100.00%
Instructional Technology Specialist	0.5	0.5	0.5						0.5	100.00%
Kindergarten	5.0	5.0	5.0						5.0	100.00%
Literacy Coach	1.0	1.0	1.0						1.0	100.00%
Literacy Teacher	2.0	1.0	1.0	1.0	1.0				2.0	100.00%
Math Coach	1.0	1.0	1.0						1.0	100.00%
Media Specialist	1.0	0.0	0.0			1.0			1.0	0.00%
Music	1.0	1.0	1.0						1.0	100.00%
Physical Education	1.0	1.0	1.0						1.0	100.00%
Pre-Kindergarten	1.0	1.0	1.0						1.0	100.00%
Science Lab	1.0	1.0	1.0						1.0	100.00%
Second Grade	5.0	4.0	4.0	2.0			1.0		6.0	100.00%
Special Education	1.0	0.0	0.0			1.0			1.0	0.00%
Speech Therapist	1.0	0.0	0.0			1.0			1.0	0.00%
Third Grade	5.0	3.0	3.0		2.0				4.0	75.00%
CERTIFIED STAFF RETENTION RATE: 42.5 29.5 6.5 6.0 5.0 2.0 0.0 41.0 87.80%										

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Daufuskie Island Elementary
 Administrator: Dr. Jacqueline Rosswurm
 Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED		RETENTION RATE
	2009-2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	2010-2011	2010-2011	
Early Childhood	1.0	0.0			1.0			1.0	1.0	0.00%
Multi-Age	1.0	1.0						1.0	1.0	100.00%
CERTIFIED STAFF RETENTION RATE:										
	2.0	1.0		0.0	1.0	0.0	0.0	2.0	2.0	50.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Hilton Head Island Early Childhood Center
Principal: Kim Bratt
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011	2010-2011	"IN"	"IN"	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	2010-2011	RATE	RATE
Principal	1.0	0.0	0.0	1.0	1.0	1.0	1.0				1.0	1.0	100.00%	100.00%
Administrative Intern	0.0	0.0	0.0	0.5	0.5	0.5					0.5	0.5	100.00%	100.00%
Assistant Principal	0.0	0.0	0.0								0.0	0.0	0.00%	0.00%
ADMINISTRATIVE STAFF RETENTION RATE:														
	1.0	0.0	0.0	1.5	1.5	1.5	1.0	0.0	0.0	0.0	1.5	1.5	100.00%	100.00%

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011	2010-2011	"IN"	"IN"	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	2010-2011	RATE	RATE
Art	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Curriculum Specialist	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
ESOL	3.0	2.0	2.0	1.0	1.0	1.0	1.0				3.0	3.0	100.00%	100.00%
Guidance Counselor	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Instructional Technology Specialist	0.5	0.5	0.5								0.5	0.5	100.00%	100.00%
Kindergarten	14.0	13.0	13.0	1.0	1.0	1.0		1.0			15.0	15.0	93.33%	93.33%
Literacy Teacher	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Media Specialist	1.0	0.0	0.0	1.0	1.0	1.0			1.0		1.0	1.0	100.00%	100.00%
Music	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Physical Education	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Pre-Kindergarten	3.0	3.0	3.0								3.0	3.0	100.00%	100.00%
Special Education - ECSE	2.0	2.0	2.0								2.0	2.0	100.00%	100.00%
Speech Therapist	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
CERTIFIED STAFF RETENTION RATE:														
	30.5	27.5	27.5	3.0	3.0	3.0	1.0	1.0	1.0	0.0	31.5	31.5	96.83%	96.83%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Hilton Head Island High
Principal: Amanda O'Nan
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Principal	1.0	1.0					1.0	100.00%	
Assistant Principal	3.0	2.0	1.0		1.0		3.0	100.00%	
Athletic Director	1.0	1.0					1.0	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:	5.0	4.0	1.0	0.0	1.0	0.0	5.0	0.0	100.00%

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Alternative Program	2.0	0.0	1.0		2.0		2.0	50.00%	
Art	4.0	3.0					4.0	75.00%	
Band	1.0	0.0			1.0		1.0	0.00%	
Business Education	5.0	3.5		0.5		1.0	3.5	100.00%	
Chorus / Choral	1.0	1.0					1.0	100.00%	
Drama	1.0	1.0					1.0	100.00%	
Driver's Education	0.0	0.0					0.5	0.00%	
English	11.5	9.5		2.0			10.5	90.48%	
ESOL	2.0	1.0	1.0	1.0			2.0	100.00%	
Family & Consumer Science	1.0	1.0					1.0	100.00%	
French	2.0	1.0			1.0		2.0	50.00%	
Guidance Counselor	3.0	3.0	1.0				4.0	100.00%	
IB Coordinator	0.5	0.5					0.5	100.00%	
Instructional Technology Specialist	0.5	0.5					0.5	100.00%	
Math	9.5	9.5	0.5				11.0	90.91%	
Media Specialist	1.0	1.0					1.0	100.00%	
Physical Education	2.0	2.0					2.0	100.00%	
Science	10.0	10.0					10.0	100.00%	
Social Studies	9.0	8.0	2.0				11.0	90.91%	
Spanish	4.0	4.0					4.0	100.00%	
Special Education	5.0	5.0	1.0			1.0	6.0	100.00%	
Strings Itinerant	0.0	0.0	1.0				1.0	100.00%	
Testing Teacher	0.5	0.0	0.5	0.5			0.5	100.00%	
CERTIFIED STAFF RETENTION RATE:	75.5	64.5	8.0	4.0	4.0	2.0	80.0	0.0	90.63%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Hilton Head Island International Baccalaureate Elementary

Principal: Jill McAden

Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY				# BUDGETED	RETENTION
	2009-2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2010-2011	RATE	
Principal	1.0	1.0	1.0					1.0	100.00%	
Assistant Principal	2.0	0.0	0.0	0.5	2.0			1.5	33.33%	
ADMINISTRATIVE STAFF RETENTION RATE:										60.00%
	3.0	1.0	0.5	0.5	2.0	0.0	0.0	2.5		

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE	
Art	1.0	1.0	1.0						1.0	100.00%	
Math Lab	0.0	0.0	0.0						1.0	0.00%	
ESOL	4.0	4.0	4.0						4.0	100.00%	
Fifth Grade	6.0	5.0	5.0	2.0	1.0				7.0	100.00%	
First Grade	8.0	5.0	5.0	2.0	2.0	1.0			8.0	87.50%	
Fourth Grade	6.0	3.0	3.0	1.0	2.0		1.0		6.0	66.67%	
Gifted & Talented	2.5	2.5	2.5						2.5	100.00%	
Guidance Counselor	2.0	2.0	2.0						2.0	100.00%	
IB Coordinator	0.0	0.0	0.0	0.5					0.5	100.00%	
Instructional Technology Specialist	0.5	0.5	0.5						0.5	100.00%	
Literacy Coach	1.0	1.0	1.0						1.0	100.00%	
Literacy Teacher	3.0	3.0	3.0						3.0	100.00%	
Math Coach	1.0	1.0	1.0						1.0	100.00%	
Media Specialist	1.0	1.0	1.0						1.0	100.00%	
Music	1.0	1.0	1.0						1.0	100.00%	
Physical Education	1.0	1.0	1.0						1.0	100.00%	
Science Lab	2.0	1.0	1.0				1.0		1.0	100.00%	
Second Grade	7.0	4.0	4.0	2.0	3.0				8.0	75.00%	
Spanish	1.0	1.0	1.0						1.0	100.00%	
Special Education	4.0	4.0	4.0						4.0	100.00%	
Speech Therapist	1.0	1.0	1.0						1.0	100.00%	
Third Grade	6.0	4.0	4.0	1.0	1.0	1.0			7.0	71.43%	
CERTIFIED STAFF RETENTION RATE: 59.0 46.0 8.5 9.0 2.0 0.0 62.5 87.20%											

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Hilton Head Island Middle
Principal: James Shirley
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED	# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY				# BUDGETED	RETENTION
	2009 -2010	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE
Principal	1.0	1.0						1.0	100.00%
Assistant Principal	2.0	1.0	1.0			1.0		2.0	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:	3.0	2.0	1.0	0.0	0.0	1.0	0.0	3.0	100.00%

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY			# BUDGETED		RETENTION
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE
Alternative Program	2.0	0.0	0.0		2.0				0.0	0.00%
Art	1.0	1.0	1.0						1.0	100.00%
Band	1.0	1.0	1.0						1.0	100.00%
Chorus / Choral	1.0	1.0	1.0						1.0	100.00%
Data / Keyboarding	1.0	1.0	1.0						1.0	100.00%
ESOL	3.0	3.0	3.0						3.0	100.00%
French	1.0	1.0	1.0						1.0	100.00%
Guidance Counselor	3.0	3.0	3.0						3.0	100.00%
Health	2.0	1.0	1.0		1.0				1.0	100.00%
IB Coordinator	0.5	0.5	0.5						0.5	100.00%
Instructional Technology Specialist	0.5	0.5	0.5						0.5	100.00%
Language Arts	16.0	11.5	11.5	1.0	3.5	1.0			14.0	89.29%
Literacy C coach	2.0	2.0	2.0						2.0	100.00%
Math	9.0	8.0	8.0	3.0	1.0				12.0	91.67%
Math Coach	1.0	0.0	0.0			1.0			1.0	0.00%
Media Specialist	1.0	1.0	1.0						1.0	100.00%
Physical Education	1.0	1.0	1.0	1.0					2.0	100.00%
Science	8.0	5.0	5.0	1.0	2.0		1.0		6.0	100.00%
Social Studies	6.0	5.0	5.0	1.0		1.0			6.0	100.00%
Spanish	2.0	2.0	2.0						2.0	100.00%
Special Education	6.0	5.0	5.0		1.0				5.0	100.00%
Speech Therapist	1.0	1.0	1.0						1.0	100.00%
CERTIFIED STAFF RETENTION RATE:										94.62%
	69.0	54.5	7.0	10.5	3.0	1.0	0.0	65.0		

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Hilton Head Island School for the Creative Arts
Principal: Gretchen Keefner
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Principal	1.0	1.0					1.0	100.00%
Assistant Principal	2.0	1.0	0.5	1.0			1.5	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:				3.0	2.0	0.5	2.5	100.00%

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Art	2.0	2.0					2.0	100.00%
Dance	1.0	1.0					1.0	100.00%
ESOL	4.0	2.5	2.0	0.5	1.0		4.5	100.00%
Fifth Grade	6.0	6.0					6.0	100.00%
First Grade	8.0	7.0		1.0			7.0	100.00%
Fourth Grade	7.0	7.0					7.0	100.00%
Gifted & Talented	2.0	2.0					2.0	100.00%
Guidance Counselor	2.0	1.0		1.0			1.0	100.00%
Instructional Technology Specialist	0.5	0.5					0.5	100.00%
Literacy Coach	1.0	1.0					1.0	100.00%
Literacy Teacher	3.0	2.0	1.0		1.0		3.0	100.00%
Math Coach	1.0	1.0					1.0	100.00%
Media Specialist	1.0	1.0					1.0	100.00%
Music	1.0	1.0					1.0	100.00%
Physical Education	1.0	1.0					1.0	100.00%
Second Grade	6.0	4.0	1.0	2.0			6.0	83.33%
Special Education	2.0	1.0		1.0			2.0	50.00%
Speech Therapist	1.0	1.0					1.0	100.00%
Theater	1.0	1.0					1.0	100.00%
Third Grade	8.0	7.0			1.0		7.0	100.00%
CERTIFIED STAFF RETENTION RATE:				58.5	50.0	4.0	56.0	96.43%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Lady's Island Elementary
Principal: Marvelle Ulmer
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE	
Principal	1.0		0.0	1.0	1.0				1.0	100.00%	
Assistant Principal	1.0		1.0						1.0	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:											
	2.0		1.0	1.0	1.0	0.0	0.0	0.0	2.0	100.00%	

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE	
Art	1.0	1.0	1.0						1.0	100.00%	
Dance	1.0	0.0	0.0	1.0		1.0			1.0	100.00%	
Drama	1.0	1.0	1.0						1.0	100.00%	
ESOL	0.5	0.5	0.5						0.5	100.00%	
First Grade	4.0	3.0	3.0			1.0			3.0	100.00%	
Fourth Grade	3.0	2.0	2.0			1.0			3.0	66.67%	
Gifted & Talented	1.0	0.0	0.0	1.0		1.0			1.0	100.00%	
Guidance Counselor	1.0	1.0	1.0						1.0	100.00%	
Instructional Technology Specialist	0.5	0.0	0.0	0.5	0.5				0.5	100.00%	
Kindergarten	4.0	3.0	3.0		1.0				4.0	75.00%	
Literacy Coach	1.0	1.0	1.0						1.0	100.00%	
Literacy Teacher	2.0	2.0	2.0						2.0	100.00%	
Math Coach	1.0	1.0	1.0						1.0	100.00%	
Media Specialist	1.0	1.0	1.0						1.0	100.00%	
Music	1.0	1.0	1.0						1.0	100.00%	
Physical Education	1.0	1.0	1.0						1.0	100.00%	
Pre-Kindergarten	1.0	1.0	1.0						1.0	100.00%	
Second Grade	3.0	3.0	3.0						3.0	100.00%	
Special Education	3.0	0.0	0.0		1.0	2.0			2.0	0.00%	
Third Grade	3.0	3.0	3.0						3.0	100.00%	
CERTIFIED STAFF RETENTION RATE: 34.0 25.5 2.5 2.5 6.0 0.0 0.0 32.0 87.50%											

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Lady's Island Middle
Principal: Martin Wright
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# TRANSFERS "IN"	# RETAINED		# NOT RETURNING FOR 2010-2011 SY			# BUDGETED	RETENTION RATE
	2009-2010	2010-2011		2010-2011	2011-2012	# TRANS OUT	# RESIGNED	# RETIRED	2010-2011	
Principal	1.0	0.0		0.0		1.0			1.0	0.00%
Assistant Principal	2.0	2.0		2.0					3.0	66.67%
Dean of Students	1.0	0.0		0.0		1.0			0.0	0.00%
ADMINISTRATIVE STAFF RETENTION RATE: 4.0 2.0 0.0 0.0 0.0 2.0 0.0 0.0 4.0 50.00%										

JOB TITLE	# BUDGETED		# TRANSFERS "IN"	# RETAINED		# NOT RETURNING FOR 2010-2011 SY			# BUDGETED	RETENTION RATE
	2009-2010	2010-2011		2010-2011	2011-2012	# TRANS OUT	# RESIGNED	# RETIRED	2010-2011	
Art	1.0	1.0		1.0					1.0	100.00%
Chorus / Choral	1.0	0.0		0.0					1.0	0.00%
Dance	1.0	1.0		1.0			1.0		1.0	100.00%
ESOL	0.0	0.0	0.5	0.0					0.5	100.00%
Fifth Grade	8.0	7.0		7.0					7.0	100.00%
Gateway To Technology	1.0	0.0		0.0			1.0		1.0	0.00%
Guidance Counselor	2.0	2.0		2.0					2.0	100.00%
Industrial Arts	1.0	1.0		1.0					1.0	100.00%
Instructional Technology Specialist	0.5	0.5		0.5					0.5	100.00%
Language Arts	7.0	4.0		4.0		3.0			7.0	57.14%
Literacy Coach	2.0	2.0		2.0					2.0	100.00%
Math	8.0	5.0		5.0		1.0	2.0		8.0	62.50%
Math Coach	1.0	1.0		1.0					1.0	100.00%
Media Specialist	1.0	0.0	1.0	0.0			1.0		1.0	100.00%
Physical Education	2.0	2.0		2.0					2.0	100.00%
Science	6.0	5.0		5.0		1.0			7.0	71.43%
Social Studies	6.0	5.0	1.0	5.0		1.0			6.0	100.00%
Spanish	1.0	1.0		1.0					1.0	100.00%
Special Education	3.0	1.0		1.0			2.0		3.0	33.33%
Strings Itinerant	0.0	0.0	1.0	0.0					1.0	100.00%
CERTIFIED STAFF RETENTION RATE: 52.5 38.5 3.5 6.0 7.0 0.0 0.0 54.0 77.78%										

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: McCracken Middle
Principal: Phillip Shaw
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Principal	1.0	1.0					1.0	100.00%
Assistant Principal	3.0	2.0		1.0			2.0	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:								
	4.0	3.0	0.0	1.0	0.0	0.0	3.0	100.00%

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
9th - Business Education	0.0	0.0	3.0				3.0	100.00%
9th - English	0.0	0.0	2.0				3.0	66.67%
9th - Math	0.0	0.0	1.0				1.0	100.00%
9th - Science	0.0	0.0	4.0				4.0	100.00%
9th - Social Studies	0.0	0.0	3.0				3.0	100.00%
Alternative Program	0.0	0.0	1.0				3.0	33.33%
Art	3.0	1.0	1.0	1.0	1.0		2.0	100.00%
Band	1.0	0.0	1.0	1.0			1.0	100.00%
Computer Teacher	2.0	1.0		1.0			1.0	100.00%
Drama	1.0	1.0					1.0	100.00%
ESOL	3.0	2.0		1.0			2.0	100.00%
Guidance Counselor	3.0	2.0		1.0			2.0	100.00%
Health	2.0	0.0		1.0		1.0	0.0	0.00%
Instructional Technology Specialist	0.5	0.0		0.5			0.5	0.00%
Language Arts	18.0	4.0	1.0	13.0	1.0		5.0	100.00%
Literacy Coach	2.0	0.0	2.0	1.0	1.0		2.0	100.00%
Math	13.0	7.0		5.0	1.0		7.0	100.00%
Math Coach	1.0	0.0		1.0			1.0	0.00%
Media Specialist	1.0	1.0					1.0	100.00%
Physical Education	2.0	2.0	0.5				2.5	100.00%
Reading	3.0	1.0		2.0			1.0	100.00%
Science	13.0	5.0		7.0	1.0		5.0	100.00%
Social Studies	10.0	5.0		5.0			5.0	100.00%
Spanish	1.0	1.0					1.0	100.00%
Special Education	5.0	2.0	1.0	3.0			3.0	100.00%
CERTIFIED STAFF RETENTION RATE:								
	84.5	35.0	20.5	43.5	5.0	1.0	60.0	92.50%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Mossy Oaks Elementary
Principal: Donald Gruel
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			2010-2011	2010-2011	RATE	RATE
Principal	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Assistant Principal	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
ADMINISTRATIVE STAFF RETENTION RATE: 2.0 2.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 2.0 2.0 100.00%														

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			2010-2011	2010-2011	RATE	RATE
Art	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
ESOL	0.5	0.5	0.5								0.5	0.5	100.00%	100.00%
Fifth Grade	4.0	3.0	3.0		1.0						3.0	3.0	100.00%	100.00%
First Grade	4.0	4.0	4.0								4.0	4.0	100.00%	100.00%
Fourth Grade	3.0	2.0	2.0	2.0	1.0						4.0	4.0	100.00%	100.00%
Gifted & Talented	2.0	2.0	2.0								2.0	2.0	100.00%	100.00%
Guidance Counselor	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Health	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Instructional Technology Specialist	0.5	0.5	0.5								0.5	0.5	100.00%	100.00%
Kindergarten	3.0	2.0	2.0			1.0					3.0	3.0	66.67%	100.00%
Literacy Coach	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Literacy Teacher	2.0	1.0	1.0	1.0	1.0						2.0	2.0	100.00%	100.00%
Math Coach	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Media Specialist	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Music	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Physical Education	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Pre-Kindergarten	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Second Grade	3.0	3.0	3.0	1.0							4.0	4.0	100.00%	100.00%
Special Education	2.0	2.0	2.0								2.0	2.0	100.00%	100.00%
Speech Therapist	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Third Grade	4.0	2.0	2.0	1.0	1.0		1.0				4.0	4.0	75.00%	94.87%
CERTIFIED STAFF RETENTION RATE: 38.0 32.0 5.0 4.0 1.0 1.0 0.0 39.0 94.87%														

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: M. C. Riley Elementary / Early Childhood Center
Principal: Adrienne Sutton
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Principal	1.0	0.0	1.0			1.0	1.0	100.00%
Assistant Principal	2.0	2.0					2.0	100.00%
ADMINISTRATIVE STAFF RETENTION RATE: 3.0 2.0 1.0 0.0 0.0 1.0 0.0 3.0 100.00%								

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Art	1.0	1.0					1.0	100.00%
Computer Teacher	1.0	0.0	1.0		1.0		1.0	100.00%
Dance	1.0	1.0					1.0	100.00%
ESOL	4.0	3.0				1.0	3.0	100.00%
Fifth Grade	6.0	6.0					6.0	100.00%
First Grade	6.0	4.0	1.0		2.0		6.0	83.33%
Fourth Grade	6.0	4.0	1.0				6.0	83.33%
Gifted & Talented	2.0	2.0					2.0	100.00%
Guidance Counselor	2.0	2.0					2.0	100.00%
Instructional Technology Specialist	1.0	0.0	0.5		1.0		0.5	100.00%
Kindergarten	6.0	5.0			1.0		5.0	100.00%
Literacy Coach	1.0	1.0					1.0	100.00%
Literacy Teacher	3.0	3.0					3.0	100.00%
Math Coach	1.0	1.0					1.0	100.00%
Media Specialist	1.0	1.0					1.0	100.00%
Music	2.0	1.0		1.0			1.0	100.00%
Physical Education	2.0	2.0					2.0	100.00%
Pre-Kindergarten	2.0	2.0					2.0	100.00%
Science Lab	1.0	0.0		1.0			0.0	0.00%
Second Grade	8.0	4.0		3.0		1.0	6.0	66.67%
Special Education	5.0	5.0					5.0	100.00%
Speech Therapist	2.0	2.0					2.0	100.00%
Third Grade	6.0	4.0	2.0	1.0	1.0		6.0	100.00%
CERTIFIED STAFF RETENTION RATE: 70.0 54.0 5.5 9.0 5.0 2.0 0.0 63.5 93.70%								

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Okatie Elementary
Principal: Jamie Pinckney
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	2010-2011	RATE	RATE
Principal	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Assistant Principal	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:														
	2.0	2.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	100.00%	100.00%

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	2010-2011	RATE	RATE
Art	1.0	0.0	0.0	1.0	1.0						1.0	1.0	100.00%	100.00%
Drama	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
ESOL	1.0	1.0	1.0	0.5							1.5	1.5	100.00%	100.00%
Fifth Grade	4.0	4.0	4.0								4.0	4.0	100.00%	100.00%
First Grade	5.0	3.0	3.0	2.0	2.0						5.0	5.0	100.00%	100.00%
Fourth Grade	4.0	4.0	4.0	1.0							5.0	5.0	100.00%	100.00%
Gifted & Talented	2.0	2.0	2.0								2.0	2.0	100.00%	100.00%
Guidance Counselor	2.0	1.0	1.0		1.0						1.0	1.0	100.00%	100.00%
Instructional Technology Specialist	0.5	0.5	0.5								0.5	0.5	100.00%	100.00%
Kindergarten	4.0	4.0	4.0								5.0	5.0	80.00%	80.00%
Literacy Coach	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Literacy Teacher	2.0	2.0	2.0								2.0	2.0	100.00%	100.00%
Math Coach	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Media Specialist	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Music	1.0	0.0	0.0		1.0						1.0	1.0	0.00%	0.00%
Physical Education	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Pre-Kindergarten	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Science Lab	1.0	1.0	1.0								1.0	1.0	100.00%	100.00%
Second Grade	4.0	4.0	4.0	1.0							6.0	6.0	83.33%	83.33%
Special Education	3.5	3.5	3.5								3.5	3.5	100.00%	100.00%
Speech Therapist	1.0	1.0	1.0								2.0	2.0	50.00%	50.00%
Third Grade	4.0	4.0	4.0	1.0							5.0	5.0	100.00%	100.00%
CERTIFIED STAFF RETENTION RATE:														
	46.0	41.0	41.0	6.5	5.0	0.0	0.0	0.0	0.0	0.0	51.5	51.5	92.23%	92.23%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Port Royal Elementary
Principal: Mary Jo Shirley
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Principal	1.0	1.0						1.0	100.00%
Assistant Principal	0.0	0.0						0.0	0.00%
ADMINISTRATIVE STAFF RETENTION RATE: 1.0 1.0 0.0 0.0 0.0 0.0 0.0 0.0 1.0 100.00%									

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Art	1.0	1.0						1.0	100.00%
ESOL	0.5	0.5						0.5	100.00%
Fifth Grade	2.0	1.0		1.0				2.0	50.00%
First Grade	2.0	2.0						2.0	100.00%
Fourth Grade	4.0	0.0	3.0	3.0	1.0			3.0	100.00%
Gifted & Talented	1.0	1.0						1.0	100.00%
Guidance Counselor	1.0	0.0				1.0		1.0	0.00%
Instructional Technology Specialist	1.0	0.0	0.5		1.0			0.5	100.00%
Kindergarten	2.0	2.0						2.0	100.00%
Literacy Coach	1.0	1.0						1.0	100.00%
Literacy Teacher	2.0	1.0		1.0				1.0	100.00%
Media Specialist	1.0	1.0						1.0	100.00%
Multi-Age	1.0	1.0						1.0	100.00%
Music	1.0	1.0						1.0	100.00%
Physical Education	1.0	1.0						1.0	100.00%
Pre-Kindergarten	1.0	1.0						1.0	100.00%
Math Coach	1.0	1.0						1.0	100.00%
Second Grade	3.0	0.0	3.0	2.0			1.0	1.0	100.00%
Special Education	0.5	0.5						0.5	100.00%
Third Grade	2.0	1.0	2.0		1.0			3.0	100.00%
CERTIFIED STAFF RETENTION RATE: 29.0 17.0 8.5 7.0 3.0 1.0 1.0 1.0 27.5 92.73%									

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Pritchardville Elementary
Principal: Charles Johnson
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Principal	0.0	0.0	1.0				1.0	100.00%	
Assistant Principal	0.0	0.0	1.0				1.0	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:									
	0.0	0.0	2.0	0.0	0.0	0.0	2.0	100.00%	

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Art	0.0	0.0	1.0				1.0	100.00%	
ESOL	0.0	0.0	1.5				1.5	100.00%	
Fifth Grade	0.0	0.0	3.0				3.0	100.00%	
First Grade	0.0	0.0					2.0	0.00%	
Fourth Grade	0.0	0.0	2.0				3.0	66.67%	
Gifted & Talented	0.0	0.0	1.0				1.0	100.00%	
Guidance Counselor	0.0	0.0	1.0				1.0	100.00%	
Instructional Technology Specialist	0.0	0.0	0.5				0.5	100.00%	
Kindergarten	0.0	0.0					1.0	0.00%	
Literacy Coach	0.0	0.0	1.0				1.0	100.00%	
Literacy Teacher	0.0	0.0	2.0				2.0	100.00%	
Media Specialist	0.0	0.0					1.0	0.00%	
Multi-Age	0.0	0.0	5.0				6.0	83.33%	
Music	0.0	0.0	1.0				1.0	100.00%	
Physical Education	0.0	0.0	1.0				1.0	100.00%	
Pre-Kindergarten	0.0	0.0	2.0				2.0	100.00%	
Science Coach	0.0	0.0	1.0				1.0	100.00%	
Second Grade	0.0	0.0	4.0				4.0	100.00%	
Spanish	0.0	0.0					1.0	0.00%	
Special Education	0.0	0.0	1.0				1.0	100.00%	
Third Grade	0.0	0.0	2.0				4.0	50.00%	
CERTIFIED STAFF RETENTION RATE:									
	0.0	0.0	30.0	0.0	0.0	0.0	39.0	76.92%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Red Cedar Elementary
Principal: Dr. Kathleen Corley
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Principal	1.0	1.0					1.0	100.00%
Assistant Principal	1.0	1.0					1.0	100.00%
ADMINISTRATIVE STAFF RETENTION RATE: 2.0 2.0 0.0 0.0 0.0 0.0 0.0 2.0 100.00%								

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Art	1.0	1.0					1.0	100.00%
Dance	1.0	0.0			1.0		1.0	0.00%
ESOL	4.0	2.0	1.0	2.0			3.0	100.00%
Fifth Grade	5.0	0.0	4.0	4.0	1.0		4.0	100.00%
First Grade	1.0	1.0					1.0	100.00%
Fourth Grade	5.0	0.0	4.0	4.0	1.0		5.0	80.00%
Gifted & Talented	1.0	1.0					1.0	100.00%
Guidance Counselor	1.0	1.0					1.0	100.00%
Instructional Technology Specialist	0.5	0.5					0.5	100.00%
Literacy Coach	1.0	1.0					1.0	100.00%
Literacy Teacher	3.0	3.0					3.0	100.00%
Math Coach	1.0	0.0	1.0	1.0			1.0	100.00%
Media Specialist	1.0	1.0					1.0	100.00%
Multi-Age	11.0	9.0	1.0	2.0			11.0	90.91%
Music	1.0	1.0					1.0	100.00%
Physical Education	1.0	1.0					1.0	100.00%
Pre-Kindergarten	2.0	0.0			1.0	1.0	2.0	0.00%
Science Lab	1.0	1.0					1.0	100.00%
Second Grade	5.0	2.0	3.0	3.0			5.0	100.00%
Spanish	1.0	0.0		1.0			1.0	0.00%
Special Education	2.0	2.0					2.0	100.00%
Speech Therapist	1.0	0.0			1.0		0.0	0.00%
Third Grade	5.0	1.0	4.0	3.0	1.0		5.0	100.00%
CERTIFIED STAFF RETENTION RATE: 55.5 28.5 18.0 20.0 6.0 1.0 0.0 52.5 88.57%								

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Robert Smalls Middle
Principal: Denise Smith
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			
Principal	1.0	1.0						1.0	100.00%	
Assistant Principal	2.0	1.0	1.0	1.0				2.0	100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:										
	3.0	2.0	1.0	1.0	0.0	0.0	0.0	3.0	100.00%	

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			
Alternative Program	2.0	1.0	1.0	1.0				2.0	100.00%	
Art	1.0	0.0	1.0	1.0	1.0			1.0	100.00%	
Band	1.0	0.0		1.0				1.0	0.00%	
Computer Teacher	1.0	0.0		1.0				0.0	0.00%	
ESOL	0.5	0.5						0.5	100.00%	
Exploratory Cultures	1.0	0.0	1.0		1.0			1.0	100.00%	
Guidance Counselor	2.0	1.0	1.0	1.0				2.0	100.00%	
Industrial Arts	1.0	1.0						1.0	100.00%	
Instructional Technology Specialist	0.5	0.5						0.5	100.00%	
Language Arts	7.0	3.0	1.0	3.0	1.0			6.0	66.67%	
Literacy Coach	2.0	1.0		1.0				1.0	100.00%	
Literacy Teacher	1.0	1.0						1.0	100.00%	
Math	6.0	3.0	2.0	1.0	1.0	1.0		7.0	71.43%	
Media Specialist	1.0	0.0	1.0			1.0		1.0	100.00%	
MYP Coordinator	1.0	1.0						1.0	100.00%	
Physical Education	2.0	2.0						2.0	100.00%	
Science	6.0	4.0		1.0		1.0		6.0	66.67%	
Science Coach	1.0	1.0						1.0	100.00%	
Social Studies	5.0	3.0	3.0	1.0	1.0			6.0	100.00%	
Spanish	1.0	1.0						1.0	100.00%	
Special Education	5.0	3.0	1.0	1.0	1.0			5.0	80.00%	
Speech Therapist	1.0	1.0						1.0	100.00%	
Strings Itinerant	0.0	0.0	1.0					1.0	100.00%	
CERTIFIED STAFF RETENTION RATE:										
	49.0	28.0	13.0	13.0	6.0	3.0	0.0	49.0	83.67%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Shanklin Elementary
Principal: Mark Mansell
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION RATE
	2009-2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	2010-2011	
Principal	1.0	1.0	1.0						1.0	1.0	100.00%
Assistant Principal	1.0	1.0	1.0						1.0	1.0	100.00%
ADMINISTRATIVE STAFF RETENTION RATE:											100.00%

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION RATE
	2009-2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	2010-2011	
Art	1.0	1.0	1.0						1.0	1.0	100.00%
ESOL	0.5	0.5	0.5						0.5	0.5	100.00%
Fifth Grade	4.0	4.0	4.0						4.0	4.0	100.00%
First Grade	3.0	3.0	3.0						3.0	3.0	100.00%
Fourth Grade	4.0	4.0	4.0						4.0	4.0	100.00%
Gifted & Talented	1.0	1.0	1.0						1.0	1.0	100.00%
Guidance Counselor	1.0	1.0	1.0						1.0	1.0	100.00%
Instructional Technology Specialist	0.5	0.0	0.0	0.5					0.5	0.5	100.00%
Kindergarten	4.0	4.0	4.0						4.0	4.0	100.00%
Literacy Coach	1.0	1.0	1.0						1.0	1.0	100.00%
Literacy Teacher	3.0	3.0	3.0						3.0	3.0	100.00%
Math Coach	1.0	0.0	0.0	1.0					1.0	1.0	100.00%
Media Specialist	1.0	1.0	1.0			1.0			1.0	1.0	100.00%
Music	1.0	1.0	1.0						1.0	1.0	100.00%
Physical Education	1.0	1.0	1.0						1.0	1.0	100.00%
Pre-Kindergarten	2.0	1.0	1.0			1.0			1.0	1.0	100.00%
Science Lab	1.0	1.0	1.0						1.0	1.0	100.00%
Second Grade	4.0	4.0	4.0						4.0	4.0	100.00%
Special Education	4.0	3.0	3.0		1.0				3.0	3.0	100.00%
Speech Therapist	1.0	1.0	1.0						1.0	1.0	100.00%
Third Grade	4.0	3.0	3.0			1.0			3.0	3.0	100.00%
CERTIFIED STAFF RETENTION RATE:											100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: St. Helena Elementary / Early Childhood Center
Principal: Kay Keeler
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Principal	1.0	1.0						1.0	100.00%
Administrative Intern	0.0	0.0		0.5				0.5	0.00%
Assistant Principal	1.0	0.0	1.0	1.0				1.0	100.00%
Dean of Students	1.0	0.0			1.0			0.0	0.00%
ADMINISTRATIVE STAFF RETENTION RATE:									
	3.0	1.0	1.0	1.5	1.0	0.0	0.0	2.5	80.00%

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Art	1.0	1.0						1.0	100.00%
ESOL	0.5	0.5						0.5	100.00%
Fifth Grade	3.0	3.0						3.0	100.00%
First Grade	5.0	3.0		2.0				3.0	100.00%
Fourth Grade	3.0	2.0		1.0				3.0	66.67%
Gifted & Talented	0.0	0.0	1.0					1.0	100.00%
Guidance Counselor	1.0	0.0				1.0		1.0	0.00%
Instructional Technology Specialist	1.0	0.5		0.5				0.5	100.00%
Kindergarten	4.0	3.0	1.0	1.0				4.0	100.00%
Literacy Coach	1.0	1.0						1.0	100.00%
Literacy Teacher	3.0	2.0	1.0	1.0				3.0	100.00%
Math Coach	1.0	1.0						1.0	100.00%
Media Specialist	1.0	1.0						1.0	100.00%
Music	1.0	1.0						1.0	100.00%
Physical Education	1.0	1.0						1.0	100.00%
Pre-Kindergarten	4.0	4.0						4.0	100.00%
Reading First	5.0	0.0		4.0		1.0		0.0	0.00%
Science Lab	1.0	1.0						1.0	100.00%
Second Grade	3.0	1.0	2.0	1.0		1.0		4.0	75.00%
Special Education	1.0	0.0	1.0			1.0		1.0	100.00%
Speech Therapist	1.0	1.0						1.0	100.00%
Third Grade	3.0	3.0	1.0					4.0	100.00%
CERTIFIED STAFF RETENTION RATE:									
	44.5	30.0	7.0	10.5	0.0	4.0	0.0	40.0	92.50%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Shell Point Elementary
Principal: Mary Ellen Parks
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009-2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			2010-2011		RATE	
Principal	1.0	1.0	1.0								1.0		100.00%	
Assistant Principal	1.0	1.0	1.0								1.0		100.00%	
ADMINISTRATIVE STAFF RETENTION RATE:														
	2.0	2.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0		100.00%	

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009-2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED			2010-2011		RATE	
Art	1.0	1.0	1.0								1.0		100.00%	
ESOL	1.0	0.0	0.0	1.0							1.0		100.00%	
Fifth Grade	2.0	1.0	1.0		1.0						2.0		50.00%	
First Grade	3.0	3.0	3.0								4.0		75.00%	
Fourth Grade	3.0	2.0	2.0		1.0						2.0		100.00%	
Gifted & Talented	1.0	1.0	1.0								1.0		100.00%	
Guidance Counselor	1.0	0.0	0.0			1.0					1.0		0.00%	
Instructional Technology Specialist	0.5	0.5	0.5								0.5		100.00%	
Kindergarten	3.0	3.0	3.0								3.0		100.00%	
Literacy Coach	1.0	1.0	1.0								1.0		100.00%	
Literacy Teacher	2.0	2.0	2.0								2.0		100.00%	
Math Lab	0.0	0.0	0.0	1.0							1.0		100.00%	
Media Specialist	1.0	1.0	1.0								1.0		100.00%	
Music	1.0	1.0	1.0								1.0		100.00%	
Physical Education	1.0	1.0	1.0								1.0		100.00%	
Pre-Kindergarten	2.0	2.0	2.0								2.0		100.00%	
Science Coach	1.0	1.0	1.0								1.0		100.00%	
Second Grade	4.0	3.0	3.0		1.0						4.0		75.00%	
Special Education	1.5	1.5	1.5								1.5		100.00%	
Speech Therapist	1.0	1.0	1.0								1.0		100.00%	
Third Grade	3.0	2.0	2.0	1.0	1.0						3.0		100.00%	
CERTIFIED STAFF RETENTION RATE:														
	34.0	28.0	28.0	3.0	4.0	1.0	0.0	0.0	0.0	0.0	35.0		88.57%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Whale Branch Elementary / Davis Early Childhood Center
Principal: Don Doggett
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Principal	1.0	1.0					1.0	100.00%
Administrative Intern	0.0	0.0	1.0				1.0	100.00%
Assistant Principal	1.0	0.0	1.0	1.0			1.0	100.00%
Early Childhood Center Coordinator	1.0	0.0				1.0	0.0	0.00%
ADMINISTRATIVE STAFF RETENTION RATE: 3.0 1.0 2.0 1.0 0.0 1.0 3.0 100.00%								

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Art	2.0	1.0		1.0			1.0	100.00%
ESOL	0.0	0.0	0.5				0.5	100.00%
First Grade	5.0	1.0		3.0	1.0		5.0	20.00%
Fourth Grade	4.0	1.0	1.0	2.0	1.0		5.0	40.00%
Gifted & Talented	1.0	1.0					1.0	100.00%
Guidance Counselor	1.0	1.0					1.0	100.00%
Instructional Technology Specialist	1.0	0.0	1.0			1.0	1.0	100.00%
Kindergarten	5.0	3.0	2.0	1.0		1.0	5.0	100.00%
Literacy Coach	1.0	0.0		1.0			1.0	0.00%
Literacy Teacher	3.0	0.0	3.0	3.0			4.0	75.00%
Math Coach	1.0	0.0		1.0			1.0	0.00%
Media Specialist	1.0	0.0		1.0			1.0	0.00%
Music	1.0	1.0					1.0	100.00%
Physical Education	1.0	1.0					1.0	100.00%
Pre-Kindergarten	5.0	2.0	1.0	1.0		2.0	5.0	60.00%
Second Grade	5.0	2.0		1.0	1.0		5.0	40.00%
Spanish	0.0	0.0					1.0	0.00%
Special Education	2.0	1.0		1.0			2.0	50.00%
Speech Therapist	1.0	1.0					1.0	100.00%
Third Grade	5.0	1.0		2.0	1.0		6.0	16.67%
CERTIFIED STAFF RETENTION RATE: 45.0 17.0 8.5 18.0 4.0 2.0 48.5 52.58%								

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Whale Branch Early College High
Principal: Priscilla Drake
Group: Administrative and Certified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Principal	0.0	0.0	1.0				1.0	100.00%	
Assistant Principal	0.0	0.0	1.0				1.0	100.00%	
Athletic Director	0.0	0.0					1.0	0.00%	
ADMINISTRATIVE STAFF RETENTION RATE:									
	0.0	0.0	2.0	0.0	0.0	0.0	3.0	66.67%	

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED			
Art	0.0	0.0					1.0	0.00%	
AVID Teacher	0.0	0.0			1.0		1.0	0.00%	
Band	0.0	0.0					1.0	0.00%	
English	0.0	0.0	2.0				3.0	66.67%	
Math	0.0	0.0	3.0				3.0	100.00%	
Physical Education	0.0	0.0					2.0	0.00%	
Science	0.0	0.0	1.0				2.0	50.00%	
Social Studies	0.0	0.0					1.0	0.00%	
Spanish	0.0	0.0					1.0	0.00%	
TCL - Allied Health	0.0	0.0			1.0		1.0	0.00%	
TCL - Computer Drafting	0.0	0.0					1.0	0.00%	
TCL - Early Childhood	0.0	0.0					1.0	0.00%	
TCL - Electronics	0.0	0.0			1.0		1.0	0.00%	
TCL - English	0.0	0.0					1.0	0.00%	
TCL - Math	0.0	0.0					1.0	0.00%	
TCL - Science	0.0	0.0					1.0	0.00%	
TCL - Social Studies	0.0	0.0					1.0	0.00%	
Guidance Counselor	0.0	0.0					2.0	0.00%	
Media Specialist	0.0	0.0					1.0	0.00%	
Instructional Technology Specialist	0.0	0.0	0.5				0.5	100.00%	
Testing Lead Teacher	0.0	0.0	0.5				0.5	100.00%	
Special Education	0.0	0.0					1.0	0.00%	
CERTIFIED STAFF RETENTION RATE:									
	0.0	0.0	7.0	0.0	3.0	0.0	28.0	25.00%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: **Whale Branch Middle**
Principal: **Mona Lise Dickson**
Group: **Administrative and Certified Staff**

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Principal	1.0	1.0					1.0	100.00%
Assistant Principal	1.0	1.0					1.0	100.00%
ADMINISTRATIVE STAFF RETENTION RATE: 2.0 2.0 0.0 0.0 0.0 0.0 2.0 100.00%								

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED		
Art	1.0	1.0					1.0	100.00%
Band	1.0	1.0					1.0	100.00%
ESOL	0.0	0.0	0.5				0.5	100.00%
Family & Consumer Science	1.0	0.0				1.0	0.0	0.00%
Fifth Grade	3.0	2.0	1.0		1.0		3.0	100.00%
Guidance Counselor	1.0	0.0			1.0		1.0	0.00%
Industrial Arts	1.0	1.0					1.0	100.00%
Instructional Technology Specialist	0.5	0.5					0.5	100.00%
Language Arts	5.0	2.0					4.0	50.00%
Literacy Coach	2.0	2.0			1.0		2.0	100.00%
Math	4.0	2.0		2.0			4.0	50.00%
Media Specialist	1.0	1.0					1.0	100.00%
P.A.E.S.	0.0	0.0	1.0				1.0	100.00%
Physical Education	1.0	1.0					1.0	100.00%
Reading	0.0	0.0					1.0	0.00%
Science	4.0	2.0	1.0	2.0			4.0	75.00%
Science Coach	1.0	1.0					1.0	100.00%
Social Studies	3.0	3.0					3.0	100.00%
Spanish	1.0	0.0					1.0	0.00%
Special Education	2.0	2.0					2.0	100.00%
Strings Itinerant	0.0	0.0			1.0		1.0	0.00%
CERTIFIED STAFF RETENTION RATE: 32.5 21.5 3.5 6.0 4.0 1.0 0.0 34.0 73.53%								

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011
SUMMARY OF CLASSIFIED STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2009-2010	TOTAL RETAINED	TOTAL NOT RETURN	# BUDGETED 2010-2011	RETENTION RATE
BCHS	21.0	16.0	7.0	16.0	100.00%
BES	16.0	14.0	1.0	15.0	93.33%
BHS	21.0	20.0	2.0	20.0	100.00%
BLES	26.0	12.0	14.0	20.0	60.00%
BLHS	26.0	17.0	10.0	18.5	91.89%
BLMS	0.0	11.0	0.0	13.0	0.00%
BMS	12.0	11.0	4.0	12.0	91.67%
BRES	12.0	10.0	2.0	11.0	90.91%
CES	13.0	12.0	2.0	12.0	100.00%
HHECC	25.0	24.5	0.5	24.5	100.00%
HHHS	21.0	16.0	6.0	21.0	76.19%
HHIBE	8.0	6.0	4.0	8.0	75.00%
HHMS	15.0	12.0	5.0	15.0	80.00%
HHSCA	8.0	7.5	1.0	8.5	88.24%
LIES	11.0	9.5	2.5	10.5	90.48%
LIMS	14.0	13.0	1.0	13.0	100.00%
MMS	17.0	10.0	9.0	16.0	62.50%
MOES	10.0	8.0	2.0	10.0	80.00%
MRES	23.0	17.0	7.0	20.0	85.00%
OES	18.0	13.5	7.5	14.5	93.10%
PRES	8.0	8.0	0.0	8.0	100.00%
PVES	0.0	14.0	0.0	14.0	100.00%
RCES	16.0	12.0	9.0	17.0	70.59%
RSMS	15.0	14.0	1.0	15.0	93.33%
SES	19.0	11.0	10.0	12.0	91.67%
SHES	21.0	19.0	3.0	19.0	100.00%
SPES	14.0	9.0	8.0	13.0	69.23%
WBES	21.0	20.0	3.0	22.0	90.91%
WBECH	0.0	6.5	0.0	12.0	54.17%
WBMS	15.0	10.5	4.5	12.5	84.00%
TOTAL:	446.0	384.0	126.0	443.0	86.68%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011
SUMMARY OF CLASSIFIED STAFF RETENTION RATES

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
BCHS	21.0	14.0	2.0	6.0	0.0	1.0	0.0	16.0	100.00%
BES	16.0	14.0	0.0	0.0	0.0	0.0	1.0	15.0	93.33%
BHS	21.0	19.0	1.0	2.0	0.0	0.0	0.0	20.0	100.00%
BLES	26.0	12.0	0.0	9.0	5.0	0.0	0.0	20.0	60.00%
BLHS	26.0	16.0	1.0	8.0	0.0	1.0	1.0	18.5	91.89%
BLMS	0.0	0.0	11.0	0.0	0.0	0.0	0.0	13.0	84.62%
BMS	12.0	9.0	2.0	3.0	0.0	1.0	0.0	12.0	91.67%
BRES	12.0	10.0	0.0	2.0	0.0	0.0	0.0	11.0	90.91%
CES	13.0	11.0	1.0	0.0	0.0	2.0	0.0	12.0	100.00%
HHECC	25.0	24.5	0.0	0.5	0.0	0.0	0.0	24.5	100.00%
HHHS	21.0	15.0	1.0	2.0	3.0	1.0	0.0	21.0	76.19%
HHIBE	8.0	4.0	2.0	4.0	0.0	0.0	0.0	8.0	75.00%
HHMS	15.0	10.0	2.0	2.0	2.0	0.0	1.0	15.0	80.00%
HHSCA	8.0	7.0	0.5	0.0	1.0	0.0	0.0	8.5	88.24%
LIES	11.0	8.5	1.0	0.5	1.0	1.0	0.0	10.5	90.48%
LIMS	14.0	13.0	0.0	1.0	0.0	0.0	0.0	13.0	100.00%
MMS	17.0	8.0	2.0	3.0	3.0	2.0	1.0	16.0	62.50%
MOES	10.0	8.0	0.0	1.0	0.0	1.0	0.0	10.0	80.00%
MRES	23.0	16.0	1.0	3.0	2.0	1.0	1.0	20.0	85.00%
OES	18.0	10.5	3.0	7.5	0.0	0.0	0.0	14.5	93.10%
PRES	8.0	8.0	0.0	0.0	0.0	0.0	0.0	8.0	100.00%
PVES	0.0	0.0	14.0	0.0	0.0	0.0	0.0	14.0	100.00%
RCES	16.0	7.0	5.0	6.0	3.0	0.0	0.0	17.0	70.59%
RSMS	15.0	14.0	0.0	0.0	1.0	0.0	0.0	15.0	93.33%
SES	19.0	9.0	2.0	6.0	0.0	3.0	1.0	12.0	91.67%
SHES	21.0	18.0	1.0	1.0	2.0	0.0	0.0	19.0	100.00%
SPES	14.0	6.0	3.0	6.0	2.0	0.0	0.0	13.0	69.23%
WBES	21.0	19.0	1.0	0.0	0.0	3.0	0.0	22.0	90.91%
WBECH	0.0	0.0	6.5	0.0	0.0	0.0	0.0	12.0	54.17%
WBMS	15.0	10.5	0.0	3.5	1.0	0.0	0.0	12.5	84.00%

TOTAL:	446.0	321.0	63.0	77.0	26.0	17.0	6.0	443.0	86.68%
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PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Battery Creek High
Principal: Edmond Burnes

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009-2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	
Admin Support	5.0	3.0		2.0			3.0	100.00%
Behavior Interv	2.0	1.0				1.0	1.0	100.00%
Behavior Mgt Spcl	2.0	2.0					2.0	100.00%
Bookkeeper	1.0	1.0					1.0	100.00%
Career Dev Facil	1.0	0.0		1.0			0.0	0.00%
Data Specialist	1.0	1.0					1.0	100.00%
Expectations Coach	1.0	0.0		1.0			0.0	0.00%
Hall Monitor	3.0	2.0		1.0			2.0	100.00%
Job Coach	0.0	0.0	1.0				1.0	100.00%
Media Asst	1.0	1.0					1.0	100.00%
Nurse	1.0	1.0					1.0	100.00%
Office Manager	1.0	1.0					1.0	100.00%
STC Coord	1.0	1.0					1.0	100.00%
Social Worker	1.0	0.0	1.0	1.0			1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	21.0	14.0	2.0	6.0	0.0	1.0	16.0	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Beaufort Elementary
Principal: Jennifer Morillo
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED 2010-2011	RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Bookkeeper	1.0	1.0	1.0						1.0	100.00%
Computer Lab Asst	1.0	1.0	1.0						1.0	100.00%
Data Specialist	1.0	1.0	1.0						1.0	100.00%
Kinder Asst	4.0	4.0	4.0						4.0	100.00%
Media Asst	1.0	0.0	0.0					1.0	1.0	0.00%
Nurse	1.0	1.0	1.0						1.0	100.00%
Office Manager	1.0	1.0	1.0						1.0	100.00%
Pre-K Asst	3.0	3.0	3.0						3.0	100.00%
Social Worker	1.0	1.0	1.0						1.0	100.00%
Teacher Asst	2.0	1.0	1.0						1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	16.0	14.0	0.0	0.0	0.0	0.0	0.0	1.0	15.0	93.33%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Beaufort High
Principal: Dr. Daniel Durbin
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED	RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Admin Support	5.0	5.0							5.0	100.00%
Behavior Interv	1.0	1.0							1.0	100.00%
Behavior Mgt Spcl	2.0	2.0							2.0	100.00%
Bookkeeper	1.0	1.0							1.0	100.00%
Career Dev Facil	1.0	1.0							1.0	100.00%
Credit Recovery Facilitator	1.0	0.0		1.0	1.0				1.0	100.00%
Data Specialist	1.0	1.0							1.0	100.00%
Expectations Coach	1.0	0.0			1.0				0.0	0.00%
Hall Monitor	2.0	2.0							2.0	100.00%
Job Coach	1.0	1.0							1.0	100.00%
Media Asst	1.0	1.0							1.0	100.00%
Nurse	1.0	1.0							1.0	100.00%
Nurse Asst	1.0	1.0							1.0	100.00%
Office Manager	1.0	1.0							1.0	100.00%
Social Worker	1.0	1.0							1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	21.0	19.0		1.0	2.0	0.0	0.0	0.0	20.0	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Bluffton Elementary / Early Childhood Center
Principal: Christine Brown
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	2011	RATE	RATE
Admin Support	4.0	2.0	2.0		2.0				3.0		66.67%	
Behavior Interv	1.0	0.0	0.0		1.0				0.0		0.00%	
Bilingual Liaison	1.0	0.0	0.0			1.0			1.0		0.00%	
Bookkeeper	1.0	1.0	1.0						1.0		100.00%	
Computer Lab Asst	2.0	1.0	1.0			1.0			2.0		50.00%	
Data Specialist	1.0	0.0	0.0		1.0				1.0		0.00%	
Kinder Asst	8.0	2.0	2.0		4.0	2.0			5.0		40.00%	
Media Asst	2.0	2.0	2.0						2.0		100.00%	
Nurse	1.0	1.0	1.0						1.0		100.00%	
Nurse Asst	1.0	1.0	1.0						1.0		100.00%	
Pre-K Asst	2.0	1.0	1.0		1.0				2.0		50.00%	
Teacher Asst	1.0	0.0	0.0			1.0			0.0		0.00%	
Social Worker	1.0	1.0	1.0						1.0		100.00%	
CLASSIFIED STAFF RETENTION RATE:	26.0	12.0	0.0	0.0	9.0	5.0	0.0	0.0	20.0	60.00%		

School: Bluffton High
Principal: Mark Dievendorf
Group: Classified Staff

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY			# BUDGETED	RETENTION
	2009 -2010	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2010-2011	RATE	
Admin Support	5.0	3.0		2.0			4.0	75.00%	
Behavior Interv	4.0	2.0		1.0		1.0	2.0	100.00%	
Behavior Mgt Spcl	2.0	2.0					2.0	100.00%	
Bilingual Liaison	1.0	1.0					1.0	100.00%	
Bookkeeper	1.0	1.0					1.0	100.00%	
Career Dev Facil	1.0	0.0		1.0			0.0	0.00%	
Data Specialist	1.0	0.0	1.0	1.0			1.0	100.00%	
Expectations Coach	1.0	0.0		1.0			0.0	0.00%	
Hall Monitor	2.0	1.0		1.0			1.0	100.00%	
Job Coach	1.0	1.0					1.0	100.00%	
Media Asst	2.0	1.0		1.0			1.0	100.00%	
Nurse	1.0	1.0					1.0	100.00%	
Nurse Asst	1.0	0.0				1.0	0.5	0.00%	
Office Manager	1.0	1.0					1.0	100.00%	
STC Coord	1.0	1.0					1.0	100.00%	
Social Worker	1.0	1.0					1.0	100.00%	
CLASSIFIED STAFF RETENTION RATE:									
	26.0	16.0	1.0	8.0	0.0	1.0	18.5	91.89%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Bluffton Middle
Principal: Dr. Dereck Rhoads
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED		RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	
Admin Support	0.0	0.0	0.0	1.0					3.0	33.33%
Behavior Interv	0.0	0.0	0.0	1.0					1.0	100.00%
Behavior Mgt Spcl	0.0	0.0	0.0	1.0					1.0	100.00%
Bilingual Liaison	0.0	0.0	0.0	1.0					1.0	100.00%
Bookkeeper	0.0	0.0	0.0	1.0					1.0	100.00%
Computer Lab Asst	0.0	0.0	0.0	1.0					1.0	100.00%
Data Specialist	0.0	0.0	0.0	1.0					1.0	100.00%
Media Asst	0.0	0.0	0.0	1.0					1.0	100.00%
Nurse	0.0	0.0	0.0	1.0					1.0	100.00%
Office Manager	0.0	0.0	0.0	1.0					1.0	100.00%
Social Worker	0.0	0.0	0.0	1.0					1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	0.0	0.0	0.0	11.0	0.0	0.0	0.0	0.0	13.0	84.62%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Beaufort Middle
Principal: Carole Ingram
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED		RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	2010-2011	2010-2011	
Admin Support	3.0	3.0						3.0		100.00%
Behavior Interv	1.0	1.0						1.0		100.00%
Behavior Mgt Spcl	1.0	1.0						1.0		100.00%
Bookkeeper	1.0	1.0						1.0		100.00%
Career Dev Facil	1.0	1.0						1.0		100.00%
Computer Lab Asst	1.0	0.0			1.0			1.0		0.00%
Data Specialist	1.0	0.0		1.0	1.0			1.0		100.00%
Media Asst	1.0	1.0						1.0		100.00%
Nurse	1.0	1.0						1.0		100.00%
Social Worker	1.0	0.0		1.0	1.0			1.0		100.00%
Office Manager	0.0	0.0					1.0	0.0		0.00%
CLASSIFIED STAFF RETENTION RATE:	12.0	9.0	2.0	3.0	0.0	1.0	0.0	12.0	91.67%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Broad River Elementary
Principal: Constance Goodwine-Lewis
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Admin Support	1.0	1.0						1.0	100.00%
Bookkeeper	1.0	0.0		1.0				1.0	0.00%
Computer Lab Asst	1.0	1.0						1.0	100.00%
Data Specialist	1.0	1.0						1.0	100.00%
Kinder Asst	3.0	3.0						3.0	100.00%
Media Asst	1.0	1.0						1.0	100.00%
Nurse	1.0	1.0						1.0	100.00%
Pre-K Asst	2.0	2.0						2.0	100.00%
Teacher Asst	1.0	0.0		1.0				0.0	0.00%
CLASSIFIED STAFF RETENTION RATE:									
	12.0	10.0	0.0	2.0	0.0	0.0	0.0	11.0	90.91%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Coosa Elementary
Principal: Carmen Dillard
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED	RETENTION
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED		
Admin Support	1.0	1.0						1.0	100.00%
Bookkeeper	1.0	1.0						1.0	100.00%
Computer Tech Asst	1.0	1.0						1.0	100.00%
Data Specialist	1.0	0.0	1.0				1.0	1.0	100.00%
Kinder Asst	5.0	5.0						5.0	100.00%
Media Asst	1.0	1.0						1.0	100.00%
Nurse	1.0	1.0						1.0	100.00%
Pre-K Asst	1.0	1.0						1.0	100.00%
Teacher Asst	1.0	0.0					1.0	0.0	0.00%
CLASSIFIED STAFF RETENTION RATE:	13.0	11.0	1.0	0.0	0.0	0.0	2.0	12.0	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Hilton Head Island Early Childhood Center
Principal: Kim Bratt
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED		RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	2010-2011	2010-2011	
Bilingual Liaison	1.0	1.0	1.0					1.0	1.0	100.00%
Bookkeeper	1.0	1.0	1.0					1.0	1.0	100.00%
Computer Lab Asst	1.0	1.0	1.0					1.0	1.0	100.00%
Data Specialist	1.0	1.0	1.0					1.0	1.0	100.00%
Kinder Asst	14.0	14.0	14.0					14.0	14.0	100.00%
Media Asst	1.0	1.0	1.0					1.0	1.0	100.00%
Nurse	1.0	1.0	1.0					1.0	1.0	100.00%
Office Manager	1.0	1.0	1.0					1.0	1.0	100.00%
Pre-K Asst	3.0	3.0	3.0					3.0	3.0	100.00%
Social Worker	1.0	0.5	0.5		0.5			0.5	0.5	100.00%
CLASSIFIED STAFF RETENTION RATE:	25.0	24.5	24.5	0.0	0.5	0.0	0.0	24.5	24.5	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Hilton Head Island High
Principal: Amanda O'Nan
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY			# BUDGETED		RETENTION			
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2010-2011	RATE				
Admin Support	4.0	4.0	4.0					4.0	100.00%				
Behavior Interv	1.0	1.0	1.0					1.0	100.00%				
Behavior Mgt Spcl	3.0	1.0	1.0	1.0	1.0	1.0		3.0	66.67%				
Bilingual Liaison	1.0	0.0	0.0				1.0	1.0	0.00%				
Bookkeeper	1.0	1.0	1.0					1.0	100.00%				
Career Dev Facil	1.0	0.0	0.0			1.0		2.0	0.00%				
Data Specialist	1.0	1.0	1.0					1.0	100.00%				
Expectations Coach	1.0	0.0	0.0		1.0			0.0	0.00%				
Hall Monitor	2.0	1.0	1.0			1.0		2.0	50.00%				
Job Coach	1.0	1.0	1.0					1.0	100.00%				
Media Asst	1.0	1.0	1.0					1.0	100.00%				
Nurse	1.0	1.0	1.0					1.0	100.00%				
Office Manager	1.0	1.0	1.0					1.0	100.00%				
Social Worker	1.0	1.0	1.0					1.0	100.00%				
Theater Technician	1.0	1.0	1.0					1.0	100.00%				
CLASSIFIED STAFF RETENTION RATE:					21.0	15.0	1.0	2.0	3.0	1.0	0.0	21.0	76.19%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Hilton Head Island International Baccalaureate Elementary
Principal: Jill McAden
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED	RETENTION
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	2010-2011	RATE
Admin Support	1.0	0.0	0.0		1.0			1.0	0.00%
Bookkeeper	1.0	0.0	0.0	1.0	1.0			1.0	100.00%
Computer Lab Asst	1.0	0.0	0.0	1.0	1.0			1.0	100.00%
Data Specialist	1.0	1.0	1.0					1.0	100.00%
Media Asst	1.0	0.0	0.0		1.0			1.0	0.00%
Nurse	1.0	1.0	1.0					1.0	100.00%
Office Manager	1.0	1.0	1.0					1.0	100.00%
Social Worker	1.0	1.0	1.0					1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:									75.00%
									8.0
									0.0
									0.0
									0.0
									4.0
									2.0
									8.0

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Hilton Head Island Middle
Principal: James Shirley
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED 2010-2011	RETENTION RATE
	2009 -2010				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Admin Support	3.0		3.0						3.0	100.00%
Behavior Interv	1.0		1.0						1.0	100.00%
Behavior Mgt Spcl	2.0		1.0			1.0			2.0	50.00%
Bilingual Liaison	1.0		0.0		1.0				1.0	0.00%
Bookkeeper	1.0		1.0						1.0	100.00%
Computer Lab Asst	1.0		0.0			1.0			1.0	0.00%
Data Specialist	1.0		1.0						1.0	100.00%
Hall Monitor	1.0		1.0						1.0	100.00%
Media Asst	1.0		1.0						1.0	100.00%
Nurse	1.0		1.0						1.0	100.00%
Office Manager	1.0		0.0	1.0	1.0				1.0	100.00%
Social Worker	1.0		0.0	1.0				1.0	1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	15.0		10.0	2.0	2.0	2.0	0.0	1.0	15.0	80.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Hilton Head Island School for the Creative Arts
Principal: Gretchen Keefner
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	2010-2011	RATE	RATE
Admin Support	1.0	1.0							1.0	1.0	100.00%	100.00%
Bilingual Liaison	1.0	0.0				1.0			1.0	1.0	0.00%	0.00%
Bookkeeper	1.0	1.0							1.0	1.0	100.00%	100.00%
Computer Lab Asst	1.0	1.0							1.0	1.0	100.00%	100.00%
Data Specialist	1.0	1.0							1.0	1.0	100.00%	100.00%
Media Asst	1.0	1.0							1.0	1.0	100.00%	100.00%
Nurse	1.0	1.0							1.0	1.0	100.00%	100.00%
Office Manager	1.0	1.0							1.0	1.0	100.00%	100.00%
Social Worker	0.0	0.0		0.5					0.5	0.5	100.00%	100.00%
CLASSIFIED STAFF RETENTION RATE:											88.24%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Lady's Island Elementary
Principal: Marvelle Ulmer
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY			# BUDGETED	RETENTION RATE
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	2010-2011	
Admin Support	1.0	1.0	1.0					1.0	100.00%
Bookkeeper	1.0	1.0	1.0					1.0	100.00%
Computer Lab Asst	1.0	1.0	1.0					1.0	100.00%
Data Specialist	1.0	1.0	1.0					1.0	100.00%
Kinder Asst	4.0	3.0	3.0				1.0	3.0	100.00%
Media Asst	1.0	1.0	1.0					1.0	100.00%
Nurse	1.0	0.0	0.0			1.0		1.0	0.00%
Social Worker	1.0	0.5	0.5		0.5			0.5	100.00%
Pre-K Asst	0.0	0.0	0.0	1.0				1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:									
	11.0	8.5	1.0	1.0	0.5	1.0	1.0	10.5	90.48%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Lady's Island Middle
Principal: Martin Wright
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED	RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Admin Support	3.0	3.0							3.0	100.00%
Behavior Interv	1.0	1.0							1.0	100.00%
Behavior Mgt Spcl	1.0	1.0							1.0	100.00%
Bookkeeper	1.0	1.0							1.0	100.00%
Career Dev Facil	1.0	1.0							1.0	100.00%
Computer Lab Asst	1.0	1.0							1.0	100.00%
Data Specialist	1.0	1.0							1.0	100.00%
Hall Monitor	2.0	1.0			1.0				1.0	100.00%
Media Asst	1.0	1.0							1.0	100.00%
Nurse	1.0	1.0							1.0	100.00%
Office Manager	1.0	1.0							1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	14.0	13.0	0.0	0.0	1.0	0.0	0.0	0.0	13.0	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: McCracken Middle
Principal: Phillip Shaw
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009 - 2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Admin Support	4.0	1.0		1.0	1.0	1.0		3.0	33.33%
Behavior Interv	1.0	1.0						1.0	100.00%
Behavior Mgt Spcl	1.0	0.0			1.0			1.0	0.00%
Bilingual Liaison	1.0	1.0						1.0	100.00%
Bookkeeper	1.0	1.0						1.0	100.00%
Career Dev Facil	1.0	1.0						1.0	100.00%
Computer Lab Asst	1.0	0.0		1.0				1.0	0.00%
Data Specialist	1.0	1.0						1.0	100.00%
Hall Monitor	2.0	1.0				1.0		2.0	50.00%
Media Asst	1.0	1.0						1.0	100.00%
Nurse	1.0	0.0			1.0			1.0	0.00%
Office Manager	1.0	0.0	1.0				1.0	1.0	100.00%
Social Worker	1.0	0.0	1.0	1.0				1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	17.0	8.0	2.0	3.0	3.0	2.0	1.0	16.0	62.50%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Mossy Oaks Elementary
Principal: Donald Gruel
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED		RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	
Bookkeeper	1.0	1.0							1.0	100.00%
Computer Lab Asst	1.0	1.0							1.0	100.00%
Data Specialist	1.0	1.0							1.0	100.00%
Kinder Asst	3.0	1.0			1.0		1.0		3.0	33.33%
Media Asst	1.0	1.0							1.0	100.00%
Nurse	1.0	1.0							1.0	100.00%
Office Manager	1.0	1.0							1.0	100.00%
Pre-K Asst	1.0	1.0							1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	10.0	8.0	0.0	1.0	0.0	0.0	1.0	0.0	10.0	80.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: M. C. Riley Elementary / Early Childhood Center

Principal: Adrienne Sutton

Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED 2009 -2010	# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE	
				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Admin Support	3.0	2.0		1.0				2.0	100.00%
Bilingual Liaison	1.0	0.0	1.0				1.0	1.0	100.00%
Bookkeeper	1.0	1.0						1.0	100.00%
Computer Lab Asst	2.0	1.0			1.0			2.0	50.00%
Data Specialist	1.0	1.0						1.0	100.00%
Kindr Asst	6.0	4.0		1.0	1.0			5.0	80.00%
Media Asst	2.0	2.0						2.0	100.00%
Nurse	1.0	0.0		1.0				1.0	0.00%
Nurse Asst	1.0	1.0						1.0	100.00%
Office Manager	1.0	1.0						1.0	100.00%
Parapro/BI Asst	1.0	0.0				1.0		0.0	0.00%
Pre-K Asst	2.0	2.0						2.0	100.00%
Social Worker	1.0	1.0						1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	23.0	16.0	1.0	3.0	2.0	1.0	1.0	20.0	85.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Okatie Elementary
Principal: Jamie Pinckney
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
	2009 -2010				# TRANS OUT	# RESIGNED	# RETIRED		
Admin Support	2.0		1.0		1.0			1.0	100.00%
Bilingual Liaison	1.0		1.0					1.0	100.00%
Computer Tech Asst	1.0		1.0					1.0	100.00%
Computer Lab Asst	0.0		0.0	1.0				1.0	100.00%
Data Specialist	1.0		1.0					1.0	100.00%
Kinder Asst	5.0		4.0	1.0	1.0			5.0	100.00%
Media Asst	1.0		1.0					1.0	100.00%
Nurse	1.0		0.0		1.0			1.0	0.00%
Office Manager	1.0		0.0	1.0	1.0			1.0	100.00%
Pre-K Asst	1.0		1.0					1.0	100.00%
Social Worker	1.0		0.5		0.5			0.5	100.00%
Teacher Asst	3.0		0.0		3.0			0.0	0.00%
CLASSIFIED STAFF RETENTION RATE:	18.0		10.5	3.0	7.5	0.0	0.0	14.5	93.10%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Port Royal Elementary
Principal: Mary Jo Shirley
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED	RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Admin Support	1.0	1.0							1.0	100.00%
Computer Lab Asst	1.0	1.0							1.0	100.00%
Data Specialist	1.0	1.0							1.0	100.00%
Kinder Asst	2.0	2.0							2.0	100.00%
Media Asst	1.0	1.0							1.0	100.00%
Nurse	1.0	1.0							1.0	100.00%
Office Manager	1.0	1.0							1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	8.0	8.0	0.0	0.0	0.0	0.0	0.0	0.0	8.0	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Pritchville Elementary
Principal: Charles Johnson
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED		RETENTION RATE
	2009 -2010				# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	
Bilingual Liaison	0.0	0.0	0.0	1.0					1.0	100.00%
Bookkeeper	0.0	0.0	0.0	1.0					1.0	100.00%
Computer Lab Asst	0.0	0.0	0.0	1.0					1.0	100.00%
Data Specialist	0.0	0.0	0.0	1.0					1.0	100.00%
Kinder Asst	0.0	0.0	0.0	5.0					5.0	100.00%
Media Asst	0.0	0.0	0.0	1.0					1.0	100.00%
Nurse	0.0	0.0	0.0	1.0					1.0	100.00%
Office Manager	0.0	0.0	0.0	1.0					1.0	100.00%
Pre-K Asst	0.0	0.0	0.0	2.0					2.0	100.00%
CLASSIFIED STAFF RETENTION RATE:										
	0.0	0.0	0.0	14.0	0.0	0.0	0.0	0.0	14.0	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Red Cedar Elementary
Principal: Dr. Kathleen Corley
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED	RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		
Bilingual Liaison	1.0	1.0							1.0	100.00%
Bookkeeper	1.0	1.0							1.0	100.00%
Computer Lab Asst	1.0	1.0							1.0	100.00%
Data Specialist	1.0	1.0							1.0	100.00%
Kinder Asst	6.0	0.0	2.0		4.0	2.0			7.0	28.57%
Media Asst	1.0	0.0	1.0		1.0				1.0	100.00%
Nurse	1.0	1.0							1.0	100.00%
Office Manager	1.0	0.0	1.0		1.0				1.0	100.00%
Pre-K Asst	2.0	1.0	1.0			1.0			2.0	100.00%
Social Worker	1.0	1.0							1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	16.0	7.0	5.0		6.0	3.0	0.0	0.0	17.0	70.59%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Robert Smalls Middle
Principal: Denise Smith
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS	NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION
	2009 -2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE	
Admin Support	2.0	2.0	2.0						2.0	100.00%	
Behavior Interventionist	1.0	1.0	1.0						1.0	100.00%	
Behavior Mgt Spcl	2.0	2.0	2.0						2.0	100.00%	
Bookkeeper	1.0	1.0	1.0						1.0	100.00%	
Career Dev Facil	1.0	1.0	1.0						1.0	100.00%	
Computer Lab Asst	1.0	1.0	1.0						1.0	100.00%	
Data Specialist	1.0	1.0	1.0						1.0	100.00%	
Hall Monitor	2.0	2.0	2.0						2.0	100.00%	
Media Asst	1.0	1.0	1.0						1.0	100.00%	
Nurse	1.0	1.0	1.0						1.0	100.00%	
Office Manager	1.0	1.0	1.0						1.0	100.00%	
Social Worker	1.0	0.0	0.0			1.0			1.0	0.00%	
CLASSIFIED STAFF RETENTION RATE:	15.0	14.0	0.0	0.0	0.0	1.0	0.0	0.0	15.0	93.33%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Shanklin Elementary
Principal: Mark Mansell
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED		RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	
Behavior Interv	1.0	0.0			1.0				0.0	0.00%
Bookkeeper	1.0	1.0							1.0	100.00%
Computer Lab Asst	1.0	1.0							1.0	100.00%
Data Specialist	1.0	1.0							1.0	100.00%
Kinder Asst	4.0	3.0			1.0				3.0	100.00%
Media Asst	1.0	0.0		1.0	1.0				1.0	100.00%
Nurse	1.0	1.0							1.0	100.00%
Office Manager	1.0	0.0					1.0		1.0	0.00%
Pre-K Asst	2.0	1.0		1.0			1.0		2.0	100.00%
Social Worker	1.0	1.0							1.0	100.00%
Teacher Asst	5.0	0.0			3.0		1.0	1.0	0.0	0.00%
CLASSIFIED STAFF RETENTION RATE:	19.0	9.0		2.0	6.0	0.0	3.0	1.0	12.0	91.67%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: St. Helena Elementary / Early Childhood Center
Principal: Kay Keeler
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED		
Admin Support	1.0	1.0						1.0	100.00%
Computer Lab Asst	2.0	2.0						2.0	100.00%
Data Specialist	1.0	1.0						1.0	100.00%
Kinder Asst	5.0	4.0				1.0		4.0	100.00%
Media Asst	2.0	2.0						2.0	100.00%
Nurse	1.0	1.0						1.0	100.00%
Office Manager	2.0	2.0						2.0	100.00%
Parent Liaison	1.0	1.0						1.0	100.00%
Pre-K Asst	4.0	3.0				1.0		3.0	100.00%
Social Worker	1.0	0.0		1.0	1.0			1.0	100.00%
Teacher Asst	1.0	1.0						1.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	21.0	18.0		1.0	1.0	2.0	0.0	19.0	100.00%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Shell Point Elementary
Principal: Mary Ellen Parks
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY				# BUDGETED		RETENTION	
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	RATE		
Admin Support	1.0	0.0			1.0				1.0	0.00%		
Behavior Interv	1.0	0.0			1.0				0.0	0.00%		
Bilingual Liaison	1.0	1.0							1.0	100.00%		
Computer Lab Asst	1.0	0.0			1.0				1.0	0.00%		
Data Specialist	1.0	0.0		1.0	1.0				1.0	100.00%		
Kinder Asst	3.0	2.0				1.0			3.0	66.67%		
Media Asst	1.0	0.0				1.0			1.0	0.00%		
Nurse	1.0	1.0							1.0	100.00%		
Office Manager	1.0	0.0		1.0	1.0				1.0	100.00%		
Pre-K Asst	2.0	2.0							2.0	100.00%		
Social Worker	1.0	0.0		1.0	1.0				1.0	100.00%		
CLASSIFIED STAFF RETENTION RATE:	14.0	6.0	3.0	3.0	6.0	2.0	0.0	0.0	13.0	69.23%		

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: **Whale Branch Elementary / Davis Early Childhood Center**

Principal: **Don Doggett**

Group: **Classified Staff**

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED 2010-2011	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED 2010-2011	RETENTION RATE
	2009-2010				# TRANS OUT	# RESIGNED	# RETIRED		
Admin Support	1.0		1.0					1.0	100.00%
Behavior Interv	1.0		1.0					1.0	100.00%
Bookkeeper	1.0		1.0					1.0	100.00%
Computer Lab Asst	2.0		1.0				1.0	2.0	50.00%
Data Specialist	2.0		1.0				1.0	2.0	50.00%
Kinder Asst	4.0		4.0					4.0	100.00%
Media Asst	1.0		1.0					1.0	100.00%
Nurse	1.0		1.0					1.0	100.00%
Office Manager	1.0		1.0					1.0	100.00%
Pre-K Asst	5.0		4.0	1.0			1.0	5.0	100.00%
Social Worker	1.0		1.0					1.0	100.00%
Teacher Asst	1.0		2.0					2.0	100.00%
CLASSIFIED STAFF RETENTION RATE:	21.0		19.0	1.0	0.0	0.0	3.0	22.0	90.91%

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: Whale Branch Early College High
Principal: Priscilla Drake
Group: Classified Staff

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED		# TRANSFERS		NOT RETURNING FOR 2010-2011 SY			# BUDGETED		RETENTION	
	2009-2010	2010-2011	2010-2011	"IN"	# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED		2010-2011		RATE	
Admin Support	0.0	0.0	0.0	2.0						2.0		100.00%	
Behavior Interv	0.0	0.0	0.0							1.0		0.00%	
Bookkeeper	0.0	0.0	0.0	1.0						1.0		100.00%	
Data Specialist	0.0	0.0	0.0	1.0						1.0		100.00%	
Hall Monitor	0.0	0.0	0.0	1.0						1.0		100.00%	
Media Asst	0.0	0.0	0.0							1.0		0.00%	
Nurse	0.0	0.0	0.0							1.0		0.00%	
Office Manager	0.0	0.0	0.0	1.0						1.0		100.00%	
School/Community Liaison	0.0	0.0	0.0							1.0		0.00%	
Social Worker	0.0	0.0	0.0	0.5						0.5		100.00%	
STC Coord / CDF	0.0	0.0	0.0							1.5		0.00%	
CLASSIFIED STAFF RETENTION RATE:											12.0	54.17%	

PE 6.A.2 ANNUAL EMPLOYEE RETENTION REPORT: 2010-2011

School: **Whale Branch Middle**
Principal: **Mona Lise Dickson**
Group: **Classified Staff**

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

JOB TITLE	# BUDGETED		# RETAINED	# TRANSFERS "IN"	NOT RETURNING FOR 2010-2011 SY			# BUDGETED		RETENTION RATE
	2009 -2010	2010-2011			# TRANS OUT	# RESIGNED	# RETIRED	# TERMINATED	2010-2011	
Admin Support	2.0	1.0	1.0		1.0				1.0	100.00%
Behavior Interv	1.0	0.0	0.0		1.0				1.0	0.00%
Behavior Mgt Spcl	1.0	1.0	1.0						1.0	100.00%
Bookkeeper	1.0	1.0	1.0						1.0	100.00%
Career Dev Facil	1.0	0.0	0.0		1.0				0.0	0.00%
Computer Lab Asst	1.0	1.0	1.0						1.0	100.00%
Data Specialist	1.0	1.0	1.0						1.0	100.00%
Hall Monitor	2.0	2.0	2.0						2.0	100.00%
Media Asst	1.0	0.0	0.0			1.0			1.0	0.00%
Nurse	1.0	1.0	1.0						1.0	100.00%
Office Manager	1.0	1.0	1.0						1.0	100.00%
School Liaison	1.0	1.0	1.0						1.0	100.00%
Social Worker	1.0	0.5	0.5		0.5				0.5	100.00%
CLASSIFIED STAFF RETENTION RATE:	15.0	10.5	10.5	0.0	3.5	1.0	0.0	0.0	12.5	84.00%



Annual Human Resources Services Report

P.E. 6.A.1 Employee Recruitment Report

**P.E. 6.A.2 Employee Retention Report and
Employee Retention Improvement Report**

P.E. 6.A.4 Employee Exit Interview Report

P.E. 6.C. 1 Evaluate Certified Staff

P.E. 6.C.2 Evaluate Teaching Staff

P.E. 6.C.3 Recognize Excellence

**P.E. 6.C.4 Recognize Support Staff Person and
Teacher of the of the Year**

**Valerie Truesdale, Ph.D., Superintendent
Jackie Rosswurm, Ph.D., Chief Administrative and
Human Resource Services Officer
Presented to the Beaufort County Board of Education
October 4, 2011**

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 4, 2011**

Performance Expectation being monitored: 6.A.1

I hereby present my stipulation report on Performance Expectation: 6.A.1 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Chief Administrative and Human Resources
Services Officer

Accepted:

Date: _____

Signed: _____

Valerie Truesdale, Ph.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Fred S. Washington, Jr.
Board Chair

Stipulated Statement:

P.E. 6.A.1: Recruit and hire top-quality employees of diverse backgrounds.

Superintendent's Interpretation

- Expand the district's efforts to place more Student Teachers.
- Establish and maintain strong recruiting strategies, including a focus on recruiting excellent male and minority candidates.
- Consistently use interview screening instruments for hiring with consistent standards.

Statement of Compliance

Throughout the year, the Office of Human Resource Services implements recruitment strategies in order to recruit and employ quality professionals for our school district. This is an ongoing effort that focuses on the recruitment, application, and interviewing processes.

Summary of New Teachers Hired for the 2011-12 School Year

The following demographic data is provided on the new teachers hired for the 2011-2012 school year.

Elementary Positions	
1st Grade	5
2nd Grade	7
3rd Grade	10
4th Grade	4
5th Grade	8
Dance	2
Drama	1
ESOL	4
Guidance Counselor	1
Instructional Technology Spec	2
Kindergarten	3
Literacy Teacher	3
Math Interventionist	1
Multi-Age	1
Music	3
Numeracy Coach	4
Physical Education	1
Pre-Kindergarten	5
Psychologist	1
Special Assignment Teacher	1
Special Education	4
Speech Therapist	2
TOTAL	73

Secondary Positions	
Aerospace/Aviation	1
Alternative Program	3
Art	3
Band	2
Business Education	3
Chemistry	4
Chorus/Chorus Itinerant	1
Computer Teacher	2
Drama	2
English	2
ESOL	2
French	1
Guidance Counselor	5
Health Science Technology	1
Instructional Technology Spec	1
Language Arts	9
Math	11
Numeracy Coach	1
Physical Education	4
Reading	2
Science	9
Social Studies	6
Spanish	4
Special Education	3
Speech Therapist	1
TCL - Allied Health	1
TCL - Electronics	1
TCL - Science	1
TCL - Social Studies	1
TOTAL	87

Contract Levels	
Induction	66
Annual - Formal	60
Annual - Formal 2	0
Letter of Agreement	2
Annual - GBE	3
Continuing - GBE	6
Continuing - Formal	23
Total:	160

Years Experience	
0-5	106
6-10	23
11-15	15
16-20	7
21-25	4
26-30	1
31-35	3
36 & Up	1
Total:	160

Age Ranges	
22-25	31
26-30	35
31-35	24
36-40	19
41-45	17
46-50	14
51-55	5
56-60	11
61-65	3
66 & Up	1
Total:	160

Degree Levels	
BA	70
BA+18	6
MA	67
MA+30	14
PH.D.	3
Total:	160

Ethnicity	Females	Males	2011-2012 %	2010-2011 %	2009-2010 %
African American	18	6	15.0%	17.1	11.4
Asian	3	0	1.9%	0.0	0.0
Caucasian	103	27	81.2%	79.9	87.2
Hispanic	3	0	1.9%	2.0	1.4
Other	0	0	0.0%	1.0	0.0

TOTAL MINORITY %	18.8%	20.1%	12.8%
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New Teachers First Learned About Beaufort County School District

District Employee	25	15%
Family Member	17	11%
Our Job Fair	17	11%
Teacher-Teacher/CERRA sites	19	12%
Walk-ins	4	2%
Other (Recruiting Fairs, Recruiting Referrals, Advertising, etc.)	78	49%

Colleges or Universities Attended by New Teachers

Several new teachers may have attended more than one college or university for undergraduate and graduate school.

Colleges or Universities or groups of Colleges/Universities* targeted with recruiting efforts:

• Armstrong Atlantic State Univ.	3
• Claflin	3
• Clemson	10
• Columbia College	2
• Georgia Southern	7
• Michigan*	5
• North Carolina*	11
• Ohio* (6 from Ashland Univ.)	21
• Pennsylvania*	4
• South Carolina State Univ.	3
• South Carolina (various other schools)	8
• University of Georgia	4
• USC/USCB	36
• Winthrop	1

Additional Colleges or Universities or groups of Colleges and/or Universities*

• Arizona*	1
• California*	3
• Colorado*	1
• Connecticut*	1
• Florida*	9
• Georgia*	6
• Illinois*	1
• Kentucky*	1
• Maryland*	2
• Minnesota*	1
• Mississippi*	1
• New York*	5
• On-line Programs (University of Phoenix, etc.)	5
• Tennessee*	2
• Texas*	2
• Virginia*	4
• Wisconsin*	1
• Washington*	2

Annual Career Fair

Each year the Beaufort County School District holds a Career Fair. This has been a most successful way in which the District has involved the school-level leadership teams and district instructional services leaders to screen and interview several teaching candidates interested in working in Beaufort County.

The 2011 Career Fair hosted 254 potential certified employees. Of those attendees, 141 were recommended for employment by the leadership interview teams. Through the interviewing process that took place through the spring of 2011, 60 of those 141 “Recommend to Hire” candidates have been employed. This represents 37.5% of the certified employees hired for this school year. Clearly, this indicates how important the District Career Fair is in our recruiting and hiring process. Because of the large number of qualified candidates who attend our annual Career Fair, Human Resources plans to continue to utilize this cost effective recruiting tool.

Summary of Student Teachers for 2011-2012

SCHOOL	SUBJECT	ETHNICITY	GENDER	UNIVERSITY	SEMESTER
BLMS	Social Studies	Caucasian	Male	U Of Calif.	Spring 2012
BLHS	Social Studies	Caucasian	Male	U of Phoenix	Fall 2011
CES	2 nd grade	Caucasian	Female	USCB-ECE	Fall 2011
CES	4 th grade	African Am.	Female	Grand Canyon	Fall 2011
HHIBE	2 nd grade	Caucasian	Female	USCB-ECE	Fall 2011
HHIBE	4 th grade	Caucasian	Female	U of NC	Fall 2011
HHIMS	English	Caucasian	Female	U of Calif.	Fall 2011
HHIMS	Math	Caucasian	Male	Ashland U	Fall 2011
HHISCA	2 nd grade	Caucasian	Female	USCB-ECE	Fall 2011
JDES	Pre-K	Caucasian	Female	USCB –ECE	Spring 2012
MCRES	2 nd grade	Caucasian	Female	USCB-ECE	Fall 2011
MOES	Media Spec.	Caucasian	Female	USC Columbia	Fall 2011
MOES	2 nd grade	Caucasian	Female	USCB – ECE	Spring 2012
MOES	2 nd grade	Caucasian	Female	USCB – ECE	Spring 2012
MOES	3 rd grade	Caucasian	Female	USCB – ECE	Spring 2012
MOES	3 rd grade	Caucasian	Female	USCB – ECE	Spring 2012
MOES	3 rd grade	Caucasian	Female	USCB – ECE	Spring 2012
MOES	3 rd grade	Caucasian	Male	USCB – ECE	Spring 2012
PVES	2 nd grade	Caucasian	Female	USCB – ECE	Spring 2012
PVES	3 rd grade	African Am.	Female	USCB – ECE	Spring 2012
RCES	3 rd grade	Caucasian	Female	Liberty U	Fall 2011
RCES	2 nd grade	Caucasian	Female	USCB – ECE	Spring 2012
RCES	2 nd grade	African Am.	Female	USCB – ECE	Spring 2012
RCES	2 nd grade	Caucasian	Female	USCB – ECE	Spring 2012
RCES	K/1	African Am.	Female	USCB – ECE	Spring 2012
RCES	K/1	Caucasian	Male	USCB – ECE	Spring 2012
SPES	2 nd grade	Caucasian	Female	USCB – ECE	Spring 2012
SPES	2 nd grade	African Am.	Female	USCB – ECE	Spring 2012
TBD	Media Spec.	Caucasian	Female	USC Columbia	Spring 2012
WBES	2 nd grade	Caucasian	Female	USCB – ECE	Spring 2012
WBES	2 nd grade	Caucasian	Female	USCB – ECE	Spring 2012
WBES	3 rd grade	Caucasian	Female	USCB – ECE	Spring 2012
WBES	Kindergarten	Caucasian	Female	USCB – ECE	Spring 2012
WBES	Kindergarten	Caucasian	Female	USCB – ECE	Spring 2012
WBES	Kindergarten	Caucasian	Male	USCB – ECE	Spring 2012
WBMS	Science	Caucasian	Male	U of MD	Fall 2011

Teacher Recruitment Plans for the 2011-2012 School Year

Throughout the year, as positions become vacant, the following processes will be followed to fill those positions.

1. Daily review of new applications in WinOcular for certified and administrative candidates and organize them for immediate access.
2. Communicate with applicants regarding our process.
3. Communicate with principals regarding their vacancies and potential candidates.
4. Conduct screening interviews for all local or visiting candidates.
5. Contact local colleges and universities for personal connections when vacancies are posted, especially HBCU.
6. Keep data base of contacts from recruiting trips.

For the 2011-2012 school year the following recruiting strategies will be implemented:

1. Continue to highlight minority candidates to principals and administrators when vacancies occur.
2. Continue and expand Minority Recruitment Committee.
3. Expand relationship through USCB and Clemson with their "Call Me Mister" program.
4. Weekly/monthly update of the Teachers-Teachers and CERRA site with our current vacancies.
5. Set recruitment fair calendar and attend the Education Fairs.
6. Follow-up with calls and emails to Education Fair participants.
7. USCB Recruitment presentation to Early Childhood student teachers in the fall semester.
8. Participate in Career Day with general student body at USCB as Presenter.
9. Participate in Recruitment Fair for military personnel on Parris Island.
10. Conduct observations of student teachers in our schools.
11. Personal calls and emails to minority candidates for invitation to our Teacher Career Fair in February, 2012.
12. Design and implement the annual Teacher Career Fair in February, 2012.
13. Continue our advertising in HBCU 2011/2012 Online/On Campus Resource and the National Minority Update magazine.
14. E-Mail blast to HBCU and other colleges and universities for our Teacher Career Fair.
15. Use newly updated recruitment materials for branding and networking at recruitment fairs.
16. Conduct personal Exit Interviews when requested.

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Monitoring Report
Date: November 2, 2010**

Performance Expectation (PE) being monitored: PE 6:A.2

I hereby present my Executive Summary on Performance Expectation 6: Human Resource Services and Monitoring Report on Performance Expectation 6:A.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Chief Administrative and Human Resources
Services Officer

Accepted:

Date: _____

Signed: _____

Valerie Truesdale, Ph.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Fred Washington, Jr.
Board Chairman

PE 6:A.2 Retain a highly qualified and diverse workforce.

Superintendent's Interpretation

- Improve working conditions.
- Update and maintain appropriate instructional and management technology tools.
- Ensure that all teachers have balanced class loads.
- Provide trained mentors for beginning teachers.
- Continue a comprehensive Induction Program to provide opportunities for beginning teachers to interact with aster teachers.
- Provide mentors for second-year teachers, teachers new to the district, and teachers needing support.

Statement of Compliance

As a part of the work of the Human Resources Office, it is critical that we retain the most qualified and effective staff possible for our district. Reviewing the retention rates at our schools and across the district will assist with this effort.

Annual Employee Retention Improvement Report for 2011-12

Overview

The employee retention rate within a school district, by definition, establishes the percentage of employees who have remained within the district from one year to the next. The rate is calculated as follows:

$$\frac{\text{The number of employees retained from the previous year}}{\text{The number of positions budgeted for the present year}}$$

The 2011-12 Employee Retentions Rate for Beaufort County School District is 88.63%

The Employee Retention Improvement Report is presented as the third such report completed by the Beaufort County School District in this format in recent years. Over the last three years, the retention rate has been as follows:

2009 - 2010	91.72%
2010 - 2011	86.79%
2011 - 2012	88.63%

Three-year Average 89.05%

The value of this report, as the third year of reporting these data, is to look at any sort of trends of employee activity. Keep in mind, this report relates to the employees that are retained within the school district, as it compares to the positions for the coming school year.

Retirements, Resignations, and Terminations

The review of these three components shows an interesting relationship among the three components. As these three are the primary effects on the retention rate, they warrant close review. Over the last three years, of the employees ending their employment with the school district, about 70% resigned. Of the remaining 30%, in the last two years 25% retired and 5% were terminated.

Retirement

This past year 61 employees retired. This compares to 57 staff members the previous year, and 23 the year before that. The increase this past year was only 7% over last year, with the three year review being much greater. Reviewing the overall experience and age of the entire certified staff, over 1/3 of the certified staff is at the top of the salary schedule, having 23 or more years of experience. Approximately 150 to 175 members of the current certified staff are presently eligible for retirement. This is a factor that Human Resources considers in recruitment planning. However, it is difficult to plan for this annually, due the fact that there is not any requirement for a person to announce retirement at any specific time of the school year. The majority of employees who are retiring do indicate those plans at the time of contract signing, but many wait until the end of the school year before deciding or announcing such plans. The increase over the last three years may be an indication.

Resignations

Last year 171 people resigned, in comparison to 150 people in 2010, and 129 people in 2009 the previous year. This is a total increase of 42 people, over three years or a 32.6 % increase. In a review of these resignations, many are related to the economy or family matters. A spouse may be out of work and secure employment elsewhere and the family relocates; or an employee must relocate because of family related illnesses or aging parents who need care. The later of these incidents relates to the aging staff whose parents are also aging and in need of assistance.

Terminations

Over the last three years, terminations have decreased from 29 in 2008-2009, to 13 in 2009-2010, to 11 in 2010-11. This is a 62% decrease over a three year period of time. This could be an indication of several matters. Our employees could be improving in their job performance, thus not being terminated. Employees are choosing to move into other positions outside the district where they skills are more aligned with their job requirements. In either of these situations, employees are taking a very active in planning for their suture employment.

Targeted Positions; Mathematics, Science and Special Education

The mathematics, science, and special education positions are those which are traditionally the most difficult positions to fill and retain. In isolating that data and reviewing them district-wide, we are able to make more accurate statements about those positions.

Special Education

The retention rate for special education teachers was 90.8%. This is the third year in which the retention rate of special education teachers has been higher than the overall district rate. The number of special education teachers not returning this year was slightly higher than in the previous year two years; 9 last year compared to 7 the last two years.

Mathematics and Science

The retention rate in math and science are both at 81%; math being slightly higher than last year and science being slightly lower. Both of these are below the district average retention rate. The most important information that is hard to acquire is the specific reason for each resignation. We do know that in several cases the resignation was family and economics related. Making sure that the selected candidate is a better fit for the initial placement might bring resolution to several of these situations. This could be supported better through hiring practices that would insure that teachers selected are a good fit for the position.

Induction Teachers

Induction-contract Teachers are required to participate in the year-long Induction Process. This program is to give Induction teachers comprehensive guidance, support, and assistance throughout the school year to train them in all aspects of our state's ADEPT teacher evaluation system. This program consists of:

- attending seminars directly related to the evaluation standards
- completion of a teaching portfolio;
- observations of a master teachers 3 times during the year;
- working with their mentor using the Collaborative Assessment Log
- creating professional goals
- varied support with understanding and practicing best practices as beginning teachers

For the 2010-2011 school year, there were 91 Induction Teachers. Each worked closely with a mentor throughout the year. Of these 91 Induction Teachers, 87 have gone on to become annual teachers; 4 were unsuccessful and left the profession. 12 left the district to return to their home communities to continue in the teaching profession. This represents 82.4% remaining in Beaufort County, and 4.4% of the Induction Teachers who left the profession after the first year.

The state average retention rate for Induction (first-year) teachers is 83.3% after one year; 72.5% after three years, and 66.7% after 5 years. A national study completed by the National Commission on Teaching and America's Future indicates that nearly 50% of all teachers leave the profession after 5 years.

Beaufort County School District Induction Teacher Retention Rate

Induction Teachers		Employee Actions Remaining in the District						Present Retention Rate
		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	
2005-06	96	78 85.7%	73	66 68.8%	62	57 59.4%	56	58.3%
2006-07	79		67 84.8%	50	41 51.9%	37	33 41.8%	41.8%
2007-08	96			79 82.3%	66	54 56.3%	51	43.2%
2008-09	90				74 82.2%	60	48 53.3%	53.3%
2009-10	65					57 87.7%	52	80%
2010-2011	91						75 82.4%	82.4%

A six-year review of the retention rate of the Beaufort County School District Induction Teachers shows that the district's retention rate of 84.2% is slightly higher than the state's rate at 83.3% after one year. Further study of the first-year retention rate indicates that only 12 of the 517 Induction Teachers over the last six years left the profession after the first year, resulting in 97.7% of the Induction Teachers remaining in the profession.

We believe that this first-year retention rate is directly related to the strong Induction Teacher program supported by the strong teacher mentoring program that the District has implemented over the last three years.

Teacher Mentoring Program

Beaufort County School District's mentoring program is in its fifth year of operation. The SMART (Supporting Mentoring and Retaining Teachers) program is modeled after the highly respected program at the University of California-Santa Cruz.

The purpose of the mentoring program is for trained veteran teachers to provide structure and support to beginning teachers. These mentor teachers are trained to:

- understand teacher development
- use mentoring tools to provide support
- understand the importance of using mentor language
- aid beginning teachers in unlocking their potential,
- serve as a resource for curriculum, assessment and instructional strategies

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011	Total
Mentors Trained by Year	35	0	85	52	62	46	280

The focus this year was placed on training mentors on the middle and high school levels. Of the 46 mentors trained during this school year, 32 were middle and high school teachers. This increased number of secondary mentors at the school level will give more leverage to our support as it relates to core content teachers. In addition to the school based mentors, for the last four years the district has had three Full-Release mentors. One secondary teacher and two elementary teachers work with 15 teachers each throughout the school year. These Full-Release Mentors visit their advisees' classes twice weekly to observe and provide feedback using data collected from previous observations in order to guide teachers through the reflective process of their teaching practices.

Each Induction Teacher and each second year teacher is assigned to a full release or school-based mentor to serve as support. The Induction Program working hand-in-hand with the Mentoring Program has resulted in our District being able to retain and support our Induction teachers at a most successful rate.

Annual Employee Retention Report: 2011-12

Retention Rate of Employee Groups

SCHOOL	# BUDGETED	NOT RETURNING FOR 2011-2012 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2010-2011	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2011-2012	2011-2012	RATE
Administrative Staff	85	6	2	0	0	8	77	84	90.59%
Certified Staff	1524	145	48	3	0	196	1328	1506	87.14%
Classified Staff	443	20	11	8	0	39	404	451	91.20%

**OVERALL
TOTALS:**

2052	171	61	11	0	243	1809	2041	88.16%
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RETENTION RATE =	# Retained 2011 - 2012	88.63%
	# Budgeted 2011 - 2012	

SCHOOL	# BUDGETED	NOT RETURNING FOR 2011-2012 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2010-2011	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2011-2012	2011-2012	RATE
Math (HS & MS)	101.0	14.0	5.0	0.0	0.0	19.0	82.0	101.0	81.19%
Science (HS & MS)	90.5	14.0	3.0	0.0	0.0	17.0	73.5	92.5	81.22%
Sp. Ed. (K-12)	98.0	8.0	1.0	0.0	0.0	9.0	89.0	97.0	90.82%

Header Definitions

- **# Budgeted 2010-2011** – Positions budgeted for the 2010-2011 school year, all funding sources.
- **# Resigned** – Positions that resigned and did not return to the district for the 2011-2012 school year.
- **# Retired** – Staff that retired and did not return to the district for the 2011-12 school year.
- **# Terminated** – Staff that were terminated for various performance or discipline reasons and/or were not offered a contract renewal.
- **# Others** – Staff that did not return due to other reasons, such as disability, retirement or deceased.
- **# Retained 2011-2012** – Staff that returned to the district for the 2011-2012 school year.
- **# Budgeted 2011-2012** – Positions budgeted for the 2011-2012 school year, all funding sources.
- **Retention Rate** – Percentage of staff retained in the district from the 2010-2011 school year.

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Monitoring Report
Date: November 2, 2010**

Performance Expectation (PE) being monitored: PE 6.A.4

I hereby present my Executive Summary on Performance Expectation 6: Human Resources Services and Monitoring Report on Performance Expectation 6.A.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Chief Administrative and Human Resources
Services Officer

Accepted:

Date: _____

Signed: _____

Valerie Truesdale, Ph.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Fred Washington, Jr.
Board Chairman

P.E. 6.A.4 Conduct exit interviews of employees voluntarily separating from employment and report trend results annually to the Board.

Superintendent's Interpretation

- When an employee leaves, Human Resources leadership arranges for a system of exit interviews.

Statement of Compliance

As employees voluntarily leave Beaufort County School District, it is the practice of the Office of Human Resources Services to solicit information as to how they viewed their employment within our district to improve conditions as appropriate.

When an employee retires or resigns from the Beaufort County School District he or she is invited to fill out an Exit Interview Survey on our website. Through this process they also have the opportunity to meet with the Recruiting Coordinator for the District to share any additional information they would like. The data from these surveys are shared with appropriate school or district offices.

For the 2010-2011 school year the Human Resources Services Office sent out 215 letters inviting our retirees or resigning employees to fill out an Exit Survey. Of the 215 people who received this letter, 33 people responded, representing a 15% return. This is a 1% higher rate of return than last year.

The following data summarizes the information gathered from the Exit Survey for the 2010-2011 school year.

Survey Respondents 33:

Gender:	Female: 30	Male: 3	
Ethnicity:	Caucasian: 28	African American: 2	Hispanic: 2
Age:		Positions:	
21 – 30:	6	Teacher:	25
31 – 40:	7	Administrator:	1
41 – 50:	4	Counselor:	1
51 – 60:	8	Academic Coach:	1
61 or older:	8	Classified:	2
		Teacher Assistants:	2

Reasons for Resignations: Some Employees marked more than one area.

Retirement:	30%
Family Circumstances	24%
Other	24%
Excessive Workload	12%
Accepted another teaching job	12%
Relocation	9%
Opportunity for advancement	6%

Like Most About the Job – Top 3 Consistent Comments

1. The students! I loved and looked forward to teaching the children every single day.
2. The inspiration, excellent leadership and teamwork provided by the administration, especially at the school level.
3. Technology and the use of research based practices.

Like Most About the District – Top 3 Consistent Comments

1. The District is very progressive especially over the past several years, (Technology, the Arts, STEM program, Curriculum Mapping, ELT, etc.) in providing opportunities for student achievement and staff development.
2. The District is a highly professional organization with dedicated and passionate people.
3. The access to technology, training and resources. The District is always working to support the best learning environment for each child.

What Ideas Would Make BCSD a Better Place to Work – Top 3 Consistent Comments

1. Gather more input from the teaching staff if adding new initiatives.
2. Provide a method for teachers and staff to evaluate administrators.
3. Provide more planning time in the classroom for collaboration on current initiatives.

Do you have Plans to Return to Beaufort County School District?

Yes: 33.3%

No: 66.7%

Rating of Workplace Factors							
	Excellent	Good	Fair	Poor	N/A	Rating Average	Response Count
Fair treatment by your principal/supervisor	30.3% (10)	33.3%(11)	12.1%(4)	24.2%(8)	0.0% (0)	2.7	33
Pay for employees	12.1%(4)	33.3%(11)	33.3%(11)	21.1%(7)	0.0% (0)	2.36	33
Appropriate recognition on the job	18.2%(6)	36.4%(12)	27.3%(9)	18.2%(6)	0.0%(0)	2.55	33
Opportunity for advancement	12.1%(4)	30.3%(10)	33.3%(11)	12.1%(4)	12.1%(4)	2.48	33
Cooperation and teamwork	24.2%(8)	33.3%(11)	39.4%(13)	3.0%(1)	0% (0)	2.79	33
Access to adequate information to perform job	36.4%(12)	51.5%(17)	6.1%(2)	6.1%(2)	0.0%(0)	3.18	33
Resolving equal employment opportunity complaints	21.2%(7)	21.2%(7)	9.1%(3)	6.1%(2)	42.4%(14)	3.00	33
Receptivity of principal/supervisor to your ideas	39.4%(13)	21.2%(7)	15.2%(5)	24.2%(8)	0.0%(0)	2.76	33
Employee development through training	21.2%(7)	54.5%(18)	18.2%(6)	6.1%(2)	0% (0)	2.91	33
Communication within your school/department	27.3%(9)	21.2%(7)	33.3%(11)	18.2%(6)	0.9%(0)	2.58	33
Resolving employment disputes/grievances	18.2%(6)	21.2%(7)	18.2%(6)	21.2%(7)	21.2%(7)	2.46	33
Benefits offered to employees	33.3%(11)	39.4%(13)	12.1%(4)	12.1%(4)	3.0%(1)	2.97	33
Consistent application of policies and practices	27.3%(9)	18.2%(6)	27.3%(9)	27.3%(9)	0% (0)	2%	33

Beaufort County Board of Education

Beaufort, South Carolina

Performance Expectations Stipulation Report October 4, 2011

Performance Expectation being monitored: 6.C.I

I hereby present my stipulation report on Performance Expectation: 6.C.I according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Chief Administrative and Human Resources
Services Officer

Accepted:

Date: _____

Signed: _____

Valerie Truesdale, Ph.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Fred S. Washington, Jr.
Board Chair

Stipulated Statement:

P.E. 6.C.I: Ensure certified support staff is evaluated regularly based on job performance aligned with the Board's expectations.

- All certified and support staff were evaluated during the previous school year based on job performance.
- Written ADEPT or classified evaluation forms were used for all evaluations during the previous school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 4, 2011**

Performance Expectation being monitored: 6.C.2

I hereby present my stipulation report on Performance Expectation: 6.C.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Chief Administrative and Human Resources
Services Officer

Accepted:

Date: _____

Signed: _____

Valerie Truesdale, Ph.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Fred S. Washington, Jr.
Board Chair

Stipulated Statement:

P.E. 6.C.2: Ensure that teachers are evaluated in accordance with State statutes and District administrative rules based on job performance expectations aligned to the Board's expectations.

- All teachers new to the District during the previous school year were formally observed and evaluated in writing in accordance with District policies.
- All continuing contract teachers were properly evaluated in the previous school year prior to a renewal contract being offered for the current school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 4, 2011**

Performance Expectation being monitored: 6.C.3

I hereby present my stipulation report on Performance Expectation: 6.C.3 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Chief Administrative and Human Resources
Services Officer

Accepted:

Date: _____

Signed: _____

Valerie Truesdale, Ph.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Fred S. Washington, Jr.
Board Chair

Stipulated Statement:

P.E. 6.C.3: Recognize excellence and provide constructive suggestions for improvements as appropriate.

- Please see listing of BCSD employees and schools recognized for excellence for 2010-2011.

BCSD Employees and Schools Recognized for Excellence

School	Last Name	First Name	Achievement/Awards
BHS	Weaver	Keith	Escorted our Special Athletes who Participated in the State Special Olympics
ACE	Price	Colleen	Teacher of the Year
BCHS	Forshey	Brian	Teacher of the Year
BES	LaGrone	Julia	Teacher of the Year
BHS	Delaney	Steve	Escorted our Special Athletes who Participated in the State Special Olympics
BHS	Thibault	Mary	Escorted our Special Athletes who Participated in the State Special Olympics
BHS	Holbrook	Charles	Teacher of the Year
BLES	Kosier	Elise	Teacher of the Year
BLHS	Skirtich	Lindsey	Teacher of the Year
BMS	Pope	Margaret	Teacher of the Year
BRES	Luce	Harriett	Teacher of the Year
CES	Annand	Linda	Teacher of the Year
DES	Hicks	Carolyn	Teacher of the Year
DO	Bostic	Carolyn	Honored by her Alma Mater, Benedict College's Hall of Fame in track and field
DO	White	Phyllis	Awarded The Financial Reporting Achievement - as being primarily responsible
HHESCA	Rothwell	Annette	Named District Support Staff Employee of the Year
HHESCA	Scheriff	Tennille	Teacher of the Year
HHIECC	Ondishko	Denise	District Teacher of the Year Finalist
HHIECC	Ondishko	Denise	Teacher of the Year
HHIES	Perdue	Karen	District Teacher of the Year Finalist
HHIES	Perdue	Karen	Teacher of the Year
HHIHS	Mercer	Larry	Chosen as one of the "Mayor's Citizens of the Month" by Hilton Head Mayor
HHIHS	Holland	Deborah	Teacher of the Year
HHIMS	Rizzi	Mary	Teacher of the Year
HHISCA	Scheriff	Tennille	District Teacher of the Year
HHISCA	Smith	Melinda	Receives this year's "Teacher of the Year Patriotism Award"
LIES	Deer	Teena	Received the WTOC Top Teacher Award
LIES	Woods	Renee	Teacher of the Year
LIMS	Ingram	Kathy	District Teacher of the Year Finalist
LIMS	Ingram	Kathy	Teacher of the Year
MCMS	Shaw	Phillip	Recipient of the 2010 Tenenbaum Award
MCMS	Sumner	Dawn	Teacher of the Year
MCRES	Burke	Elizabeth	Teacher of the Year
MOES	Prekop	Susan	District Teacher of the Year Finalist
MOES	Prekop	Suzi	Teacher of the Year
OES	Lawton	Freddie	Honored by S.C. Public Health - 3rd Place Award
OES	Lauffer	Bree	Honored by S.C. Public Health - 3rd Place Award
OES	Goodman	Helen	Honored by S.C. Public Health - 3rd Place Award
OES	Sweet	Amie	Honored by S.C. Public Health - 3rd Place Award

OES	Scott	Joria	Teacher of the Year
PRES	Compton	Rebecca	Teacher of the Year
RCES	Berglind	Erin	Teacher of the Year
RSMS	Munroe	Kristen	Teacher of the Year
SES	Greene	Gerald	Teacher of the Year
SHES	Bosco	Diane	Teacher of the Year
SPES	Williams	Roderick	Teacher of the Year
WBECHS	Merrick	Laura	Implemented the school's new Parent University Program
WBES	Kulisek	Barbara	Teacher of the Year
WBMS	Burvenich	Peter	Teacher of the Year

BCSD Schools Recognized for Excellence

BCHS	Designated as a Jr. ROTC Honor School
BCHS	Authorized as Middle Years Program (MYP)
BCHS	We now have 131 Board Certified Teachers
BCSD	Received a total of \$100,000 two grant projects.
BCSD	19 Teachers awarded Palmetto Electric Trust -Bright Ideas Grants
BHS	Raised over \$20,000 for various charity causes
BLES	Received the Palmetto Silver Award for Closing the Achievement Gap
BMS	In the running as Palmetto Finest Schools
BMS	Named a Red Carpet School from the State Department of Ed
BMS	Named a Finalist for the Palmetto's Finest Recognition
BMS	Received the Palmetto Silver Award
CES	Received the Palmetto Silver Award for Closing the Achievement Gap
DIES	Received the Palmetto Silver Award
HEMMS	Received the Palmetto Silver Award
HEMMS	Placed 2 nd overall in the State Science Olympics Competition
HHIBE	Received the Palmetto Silver Award
HHIHS	Named a Red Carpet School from the State Department of Ed
HHIMS	Received the Palmetto Silver Award
HHISCA	Named 2010 Nation School of Distinction-Kennedy Arts Center
HHISCA	In the running as Palmetto Finest Schools
HHISCA	Received the Palmetto Silver Award
LIES	Named an ABC Site and received a grant of \$5000.00
MCRES	Received the Palmetto Silver Award for Closing the Achievement Gap
MOES	Received the Palmetto Silver Award for Closing the Achievement Gap
OES	Received the Palmetto Silver Award for Closing the Achievement Gap
PRES	Received the Palmetto Silver Award for Closing the Achievement Gap
RCES	Received the Palmetto Silver Award
RSMS	Received the Palmetto Silver Award for Closing the Achievement Gap
SES	Received the Palmetto Silver Award for Closing the Achievement Gap
WBES	Named a Red Carpet School from the State Department of Ed
WBMS	In the running as Palmetto Finest Schools

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 4, 2011**

Performance Expectation being monitored: 6.C.4

I hereby present my stipulation report on Performance Expectation: 6.C.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Chief Administrative and Human Resources
Services Officer

Accepted:

Date: _____

Signed: _____

Valerie Truesdale, Ph.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Fred S. Washington, Jr.
Board Chair

Stipulated Statement:

P.E. 6.C.4: Annually recognize a support staff person of the year and a teacher of the year, publicizing the selection criteria in advance.

- Support staff person of the year for the 2011-12 school year is Annette Rothwell from Hilton Head Island School for Creative Arts.
- Teacher of the Year for the 2011-12 school year is Chris Gray from Hilton Head Island High School.



Annual Human Resources Services Report

P.E. 6.A.1 Employee Recruitment Report

**P.E. 6.A.2 Employee Retention Report and
Employee Retention Improvement Report**

P.E. 6.A.4 Employee Exit Interview Report

P.E. 6.C. 1 Evaluate Certified Staff

P.E. 6.C.2 Evaluate Teaching Staff

P.E. 6.C.3 Recognize Excellence

**P.E. 6.C.4 Recognize Support Staff Person and
Teacher of the of the Year**

**Jackie Rosswurm Ph.D., Acting Superintendent
Alice Walton, Director of Certified Staff and Teacher Quality
Presented to the Beaufort County Board of Education
October 2, 2012**

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 2, 2012**

Performance Expectation being monitored: 6.A.1

I hereby present my stipulation report on Performance Expectation: 6.A.1 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice Walton
Director of Certified Staff and
Teacher Quality

Accepted:

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Acting Superintendent

Accepted:

Date: _____

Signed: _____

Fred S. Washington, Jr.
Board Chair

Stipulated Statement:

P.E. 6.A.1: Recruit and hire top-quality employees of diverse backgrounds.

Superintendent's Interpretation

- Expand the district's efforts to place more Student Teachers.
- Establish and maintain strong recruiting strategies, including a focus on recruiting excellent male and minority candidates.
- Consistently use interview screening instruments for hiring with consistent standards.

Statement of Compliance

Throughout the year, the Office of Human Resource Services implements recruitment strategies in order to recruit and employ quality professionals for our school district. This is an ongoing effort that focuses on the recruitment, application, and interviewing processes.

Summary of New Teachers Hired for the 2012-13 School Year

The following demographic data is provided on the new teachers hired for the 2012-2013 school year.

Elementary Positions	
1st Grade	7
2nd Grade	6
3rd Grade	8
4th Grade	3
5th Grade	5
AMES	3
Chinese Teachers	3
ESOL	2
Gifted & Talented	1
Guidance Counselor	3
Kindergarten	7
Literacy Coach	1
Literacy Teacher	1
Media Specialist	2
Multi-Age	6
Music	1
Pre-Kindergarten	1
Special Education	4
Speech Therapist	3
Technology Education	1
TOTAL	68

Secondary Positions	
Admin Intern	1
Alternative Program	3
Art	4
Band	1
Business Education	1
CAD Drafting	1
Chinese Teachers	1
Chorus/Chorus Itinerant	1
Computer Teacher	1
Drama	2
Ed Tech Coach	1
English	6
ESOL	2
Family & Consumer Science	1
French	1
Guidance Counselor	5
Language Arts	15
Math	14
Music	1
Physical Education	5
Psychologist	1
Science	16
Social Studies	10
Spanish	6
Special Education	5
Speech Therapist	1
TCL - Early Childhood	1
TCL - English	3
TCL - Math	1
TCL - Science	1
TCL - Social Studies	2
Technology Education	1
TOTAL	115

Contract Levels	
Induction	82
Annual - Formal	60
Annual - Formal 2	0
Letter of Agreement	3
Annual - GBE	3
Continuing - GBE	7
Continuing - Formal	28
Total:	183

Years Experience	
0-5	130
6-10	24
11-15	17
16-20	6
21-25	3
26-30	2
31-35	1
36 & Up	0
Total:	183

Age Ranges	
20-25	47
26-30	42
31-35	26
36-40	20
41-45	19
46-50	12
51-55	7
56-60	7
61-65	3
66 & Up	0
Total:	183

Degree Levels	
BA	85
BA+18	10
MA	64
MA+30	20
PH.D.	4
Total:	183

Ethnicity	Females	Males	2012-2013 %	2011-2012 %	2010-2011 %	2009-2010 %
African American	22	2	13.1%	15.0%	17.1%	11.4%
Asian	4	0	2.2%	1.9%	0.0%	0.0%
Caucasian	123	28	82.5%	81.2%	79.9%	87.2%
Hispanic	4	0	2.2%	1.9%	2.0%	1.4%
Other	0	0	0.0%	0.0%	1.0%	0.0%

TOTAL MINORITY %	17.5%	18.8%	20.1%	12.8%
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New Teachers First Learned About Beaufort County School District

District Employee	23	12%
Family Member	14	7%
Our BCSD Job Fair	16	8%
Teacher – Teacher.com and /CERRA sites	31	16%
Walk-ins	7	3%
District website, recruiting fairs, personal calls, advertising	86	46%

Colleges or Universities Attended by New Teachers

Several teachers may have attended more than one college or university for undergraduate and graduate school.

Colleges or Universities or groups of Colleges/Universities* targeted with recruiting efforts:

• Ashland University in Ohio	8
• Armstrong Atlantic State	3
• Benedict College	1
• Claflin University	1
• Clemson University	14
• College of Charleston	3
• Georgia Southern	2
• Michigan*	5
• North Carolina*	6
• Ohio*	18
• Pennsylvania*	8
• Savannah College of Art and Design	2
• South Carolina State University	4
• South Carolina (various other schools)	12
• University of Georgia	4
• USC/USCB	36
• Winthrop	3

Additional Colleges or Universities or groups of Colleges and/or Universities*

• Alabama*	3
• Arkansas*	1
• Florida*	5
• Georgia*	3
• Illinois*	4
• Kentucky*	2
• Maryland*	1
• Massachusetts*	2

• New Hampshire*	2
• New Jersey*	1
• New York*	5
• On-line Programs (Univ. of Phoenix; Grand Canyon, etc.)	3
• Rhode Island*	1
• Tennessee*	1
• Texas*	3
• Utah*	1
• Vermont*	1
• Virginia*	2
• Washington*	1
• West Virginia*	2
• Wisconsin*	1

Annual Career Fair

Each year the Beaufort County School District holds a teacher career fair. This has been a most successful way in which the District has involved the school-level leadership teams and district instructional services leaders to screen and interview many teaching candidates interested in working in Beaufort County.

The 2012 Career Fair hosted 160 potential certified employees. Of those attendees 122 were recommended for employment by the leadership interview teams. Through the interviewing process that took place through the spring of 2012, 55 of those 122 “Recommend to Hire” candidates have been employed. This represents 45% of the certified employees hired for this school year. Clearly, this indicates how important the District Career Fair is in our recruiting and hiring process. Because of the large number of qualified candidates who attend our annual Career Fair, Human Resources plans to continue to utilize this cost effective recruiting tool.

Summary of Student Teachers 2012-2013

SCHOOL	SUBJECT	ETHNICITY	GENDER	UNIVERSITY	SEMESTER
BES	1 st Grade	African Am.	Female	Walden University	Fall 2012
BES	2 nd Grade	Caucasian	Female	USCB	Fall 2012
BES	Early Ch.	Caucasian	Female	USCB	Spring 2013
BES	Early Ch.	Caucasian	Female	USCB	Spring 2013
BLES	Early Ch.	Caucasian	Female	USCB	Spring 2013
BLES	Early Ch.	Caucasian	Female	USCB	Spring 2013
BLES	Early Ch.	Caucasian	Female	USCB	Spring 2013
BLES	Early Ch.	African Am.	Female	USCB	Spring 2013
BLHS	Math	Caucasian	Male	Ashland University	Spring 2013
BLHS	Science	Caucasian	Female	Grand Canyon	Spring 2013
BLHS	Social Work	Caucasian	Female	USC	Fall 2012
BLMS	Math	Caucasian	Female	Ashland University	Spring 2013
BLMS	Science	Caucasian	Female	Ashland University	Spring 2013
HHIBE	2nd Grade	Caucasian	Female	Univ. of Phoenix	Fall 2012
HHIBE/ HHISCA	Psych.	Caucasian	Female	U. of Tennessee	Fall/Spring 2012-2013
HHIHS	Guidance	Caucasian	Female	Cambridge College	Fall 2012
HHIMS	Math	Caucasian	Female	Ashland University	Fall 2012
HHIMS	Math	Caucasian	Female	Ashland University	Fall 2012
MOES	Early Ch.	Caucasian	Female	USCB	Spring 2013
MOES	Early Ch.	African Am.	Male	USCB	Spring 2013
OES	1 st Grade	Caucasian	Female	Jackson St. Univ.	Fall 2012
OES	Guidance	Caucasian	Female	Georgia Southern	Fall 2012
PVES	Early Ch.	Caucasian	Female	USCB	Spring 2013
PVES	Early Ch.	African Am.	Male	USCB	Spring 2013
PVES	Spec. Ed.	Caucasian	Female	Univ. of Phoenix	Fall 2012
RCES	Early Ch.	Caucasian	Female	USCB	Spring 2013
RCES	Early Ch.	Caucasian	Female	USCB	Spring 2013
SHES	Early Ch.	African Am.	Female	USCB	Spring 2013
TBD	Early Child.	Caucasian	Male	Ashland University	Spring 2013
TBD	Elem. Ed.	Caucasian	Female	Armstrong Atlanta State U.	Spring 2013
TBD	Math	Caucasian	Female	Ashland Univ.	Spring 2013
TBD	Spec. Ed.	African Am.	Female	Armstrong Atlanta State U.	Spring 2013
TBD	Spec. Ed.	Caucasian	Female	Ashland University	Spring 2013
TBD	Speech	Caucasian	Male	SC State University	Fall 2012
WBECHS	Guidance	African Am.	Female	Cambridge College	Fall 2012
WBES	Early Ch.	Caucasian	Female	USCB	Spring 2013
WBES	Early Ch.	Caucasian	Female	USCB	Spring 2013

Recruitment Plan for 2012-2013

Relationship Building	<ul style="list-style-type: none"> • Personal contacts with universities for Critical Needs certification areas • Attend Recruitment Fairs • Call Me Mister Program – Mr. Winston Holton at Clemson University. • Make presentations to USCB senior education students for recruitment • Maintain current vacancy information with various websites: <ul style="list-style-type: none"> ➤ CERRA (Center for Educator Recruitment , Retention, and Advancement) ➤ Teachers-Teachers.com ➤ HigherEdJobs.com (Technical College of the Low Country) ➤ HBCUcareers.com • Principals – maintain open line of communication with administrators
Diversity Awareness Program	<ul style="list-style-type: none"> • Target schools with faculties less than 10% diversity • Conference one-on-one with principals in target schools • Attend Education Fairs at Historically Black Colleges with designated principals to include but not limited to: <ul style="list-style-type: none"> ➤ Georgia Southern ➤ South Carolina State ➤ University of SC at Aiken ➤ Claflin University • Screen and verify viable candidates • Each targeted school hired from 1 – 4 minority teachers for 2012-2013 school year
Clinical Internship Program <ul style="list-style-type: none"> ➤ Virtual Campuses ➤ Out-of-State Campuses ➤ In-State Campuses 	<ul style="list-style-type: none"> • Observations • Practicums • Student teaching • Out of State Student Teachers are all either minority or critical needs teachers (Special Ed., Math, or Science) • 50 students enrolled • 52% of virtual program participants are minority students

BCSD Teacher Career Fair

- Saturday, February, 16, 2013
- Bluffton High School with all Administration involved.
- Yields approximately 33 – 35% of new teacher hires

Beaufort County Board of Education Beaufort, South Carolina

Performance Expectations Monitoring Report Date: October 2, 2012

Performance Expectation (PE) being monitored: PE 6:A.2

I hereby present my Executive Summary on Performance Expectation 6: Human Resource Services and Monitoring Report on Performance Expectation 6:A.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice Walton
Director of Certified Staff and
Teacher Quality

Accepted:

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Acting Superintendent

Accepted:

Date: _____

Signed: _____

Fred Washington, Jr.
Board Chairman

PE 6:A.2 Retain a highly qualified and diverse workforce.

Superintendent's Interpretation

- Improve working conditions.
- Update and maintain appropriate instructional and management technology tools.
- Ensure that all teachers have balanced class loads.
- Provide trained mentors for beginning teachers.
- Continue a comprehensive Induction Program to provide opportunities for beginning teachers to interact with aster teachers.
- Provide mentors for second-year teachers, teachers new to the district, and teachers needing support.

Statement of Compliance

As a part of the work of the Human Resources Office, it is critical that we retain the most qualified and effective staff possible for our district. Reviewing the retention rates at our schools and across the district will assist with this effort.

Annual Employee Retention Improvement Report for 2012-2013

Overview

The employee retention rate within a school district, by definition, establishes the percentage of employees who have remained within the district from one year to the next. The rate is calculated as follows:

$$\frac{\text{The number of employees retained from the previous year}}{\text{The number of positions budgeted for the present year}}$$

The 2012-2013 Employee Retentions Rate for Beaufort County School District is 84.96%.

The Employee Retention Improvement Report is presented as the third such report completed by the Beaufort County School District in this format in recent years. Over the last three years, the retention rate has been as follows:

2010 - 2011	86.79%
2011 - 2012	88.63%
2012 - 2013	84.96%

Three-year Average 86.79%

The value of this report, as the third year of reporting these data, is to look at any sort of trends of employee activity. Keep in mind, this report relates to the employees that are retained within the school district, as it compares to the positions for the coming school year.

Retirements, Resignations, and Terminations

The review of these three components shows an interesting relationship among the three components. As these three are the primary effects on the retention rate, they warrant close review. Over the last three years, of the employees ending their employment with the school district, about 70% resigned. Of the remaining 30%, in the last two years 25% retired and 5% were terminated.

Retirement

This past year 66 employees retired. This compares to 61 staff members the previous year, and 57 the year before that. The increase this past year was only 9% over last year, with the three year review being much greater. In reviewing the overall experience and age of the entire certified staff, over 1/3 of the certified staff remains at the top of the salary schedule, having 23 or more years of experience. Approximately 150 to 175 members of the current certified staff are presently eligible for retirement. This is a factor that Human Resources considers in

recruitment planning. However, it is difficult to plan for this annually, due the fact that there is not any requirement for a person to announce retirement at any specific time of the school year. The majority of employees who are retiring do indicate those plans at the time of contract signing, but many wait until the end of the school year before deciding or announcing such plans. The increase over the last three years may be an indication.

Resignations

Last year 224 people resigned, in comparison to 171 people in 2011, and 150 people in 2010. This is a total increase of 74 people over three years, or a 49.3% increase. In a review of these resignations, many continue to be related to the economy or family matters. A spouse may be out of work and secure employment elsewhere and the family relocates; or an employee must relocate because of family related illnesses or aging parents who need care. The later of these incidents relates to the aging staff whose parents are also aging and in need of assistance.

Terminations

Over the last three years, terminations have decreased from 13 in 2009-2010, 11 in 2010-11, to 10 in 2011-2012. This is a 23% decrease over a three year period of time. This could be an indication of several matters. Our employees could be improving in their job performance, thus not being terminated. In other situations, an employee might choose to resign, rather than being terminated. Employees are also choosing to move into other positions outside the district where their skills are more aligned with their job requirements. In either of these situations, employees are taking a very active role in planning for their future employment.

Targeted Positions: Special Education, Mathematics, and Science

The mathematics, science, and special education positions are those which are traditionally the most difficult positions to fill and retain. In isolating that data and reviewing them district-wide, we are able to make more accurate statements about those positions.

Special Education

The retention rate for special education teachers was 79.38%. This is the first year in the last three which the retention rate of special education teachers has been lower than the overall district retention rate. The number of special education teachers not returning this year was over twice the number not returning last year. Although more special education teachers retired, 16 special education teachers resigned last year, as compared to 8 the previous year. In reviewing these resignations, it was noted the employees resigned for a wide variety of personal reasons.

Mathematics and Science

The retention rate in math and science are 83.17% and 82.7%, both being slightly higher than last year. Both of these are slightly below the district average retention rate. The most important information that is hard to acquire is the specific reason for each resignation. We do know that for the second year the resignations were family and economics related.

Induction Teachers

Induction-contract Teachers are required to participate in the year-long Induction Process. This program is to give Induction teachers comprehensive guidance, support, and assistance

throughout the school year to train them in all aspects of our state's ADEPT teacher evaluation system. This program consists of:

- attending seminars directly related to the evaluation standards
- completion of a teaching portfolio
- observations of a master teachers 3 times during the year
- working with their mentor using the Collaborative Assessment Log
- creating professional goals
- varied support with understanding and practicing best practices as beginning teachers

For the 2011-2012 school year, there were 69 Induction Teachers. Each worked closely with a mentor throughout the year. Of these 69 Induction Teachers, 60 have gone on to become annual teachers; 3 were unsuccessful and left the profession; and 6 left the district to return to their home communities to continue in the teaching profession. This represents 87% remaining in Beaufort County, and 43% of the Induction Teachers who left the profession after the first year.

The state average retention rate for Induction (first-year) teachers is 83.3% after one year; 72.5% after three years, and 66.7% after 5 years. A national study completed by the National Commission on Teaching and America's Future indicates that nearly 50% of all teachers leave the profession after 5 years.

Beaufort County School District Induction Teacher Retention Rate

		Employee Actions Remaining in the District					
Induction Teachers		2007-08	2008-09	2009-10	2010-11	2011-12	Present Retention Rate
2007-08	96	79 82.3%	66 68.1%	54 60%	51 53.1%	47 52.2%	63.2%
2008-09	90		74 82.2%	60 66.6%	47 52.2%	41 45.5%	61.6
2009-10	63			55 87.3%	50 79.3%	44 70%	78.9%
2010-11	86				69 80.2%	52 60%	70%
2011-12	69					60 87%	87%

A five-year review of the retention rate of the Beaufort County School District induction teachers shows that the district's first year retention rate of 83.8% is just slightly higher than the state's rate at 83.3% after one year. Further study of the first-year retention rates indicates that only 10 of the 404 Induction Teachers over the last five years left the profession after the first year, resulting in 97.6% of the Induction Teachers remaining in the profession.

We believe that this first-year retention rate is directly related to the strong Induction Teacher Program supported by the strong teacher mentoring program that the District has implemented over the last three years.

Teacher Mentoring Program

Beaufort County School District's mentoring program is in its sixth year of operation. The SMART (Supporting Mentoring and Retaining Teachers) program is modeled after the highly respected program at the University of California-Santa Cruz.

The purpose of the mentoring program is for trained veteran teachers to provide structure and support to beginning teachers. These mentor teachers are trained to:

- understand teacher development
- use mentoring tools to provide support
- understand the importance of using mentor language
- aid beginning teachers in unlocking their potential,
- serve as a resource for curriculum, assessment and instructional strategies

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total
Mentors Trained by Year	0	85	52	62	46	43	288

The training focus this year was placed on mentors across all school levels. Of the 43 mentors trained during this school year, the range of levels varied from elementary to high. This increased number of mentors at the school level will give more leverage to our support as it relates to core content teachers. In addition to the school-based mentors, for the last five years the district has had three full-release mentors. One secondary teacher and two elementary teachers work with 15 teachers each throughout the school year. These Full-Release Mentors visit their advisees' classes twice weekly to observe and provide feedback using data collected from previous observations in order to guide teachers through the reflective process of their teaching practices. In addition to the Induction teacher responsibilities the full-release mentors provide support for veteran teacher who have identified performance concerns.

Each Induction Teacher and each second year teacher is assigned to a full release or school-based mentor to serve as support. The Induction Program working hand-in-hand with the Mentoring Program has resulted in our District being able to retain and support our Induction teachers at a most successful rate.

Annual Employee Retention Report: 2012-13

Retention Rate of Employee Groups

SCHOOL	# BUDGETED	NOT RETURNING FOR 2012-2013 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2011-2012	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2012-2013	2012-2013	RATE
Administrative Staff	84.00	3.00	2.00	0.00	0.00	5.00	79.00	87.80	94.05%
Certified Staff	1506.00	178.00	47.00	5.00	1.00	231.00	1275.00	1472.73	84.66%
Classified Staff	451.00	43.00	17.00	5.00	6.00	71.00	380.00	354.00	84.26%
OVERALL TOTALS:	2041.00	224.00	66.00	10.00	7.00	307.00	1734.00	1914.53	84.96%

RETENTION RATE = $\frac{\text{\# Retained 2012 - 2013}}{\text{\# Budgeted 2011 - 2012}}$	84.96%
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SUBJECT	# BUDGETED	NOT RETURNING FOR 2012-2013 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2011-2012	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2012-2013	2012-2013	RATE
Math (HS & MS)	101.00	14.00	3.00			17.00	84.00	94.25	83.17%
Science (HS & MS)	92.50	15.00	1.00			16.00	76.50	89.00	82.70%
Special Education (K-12)	97.00	16.00	3.00	1.00		20.00	77.00	87.48	79.38%
OVERALL TOTALS:	290.50	45.00	7.00	1.00	0.00	53.00	237.50	270.73	81.76%

HEADER DEFINITIONS

Budgeted 2011-2012 - Number of positions budgeted for the 2011-2012 school year.

Resigned - Number of staff that resigned and did not return to the district for the 2012-2013 school year.

Retired - Number of staff that retired and did not return to the district for the 2012-2013 school year.

Terminated - Number of staff that were terminated for various performance or discipline reasons and/or were not offered a contract renewal.

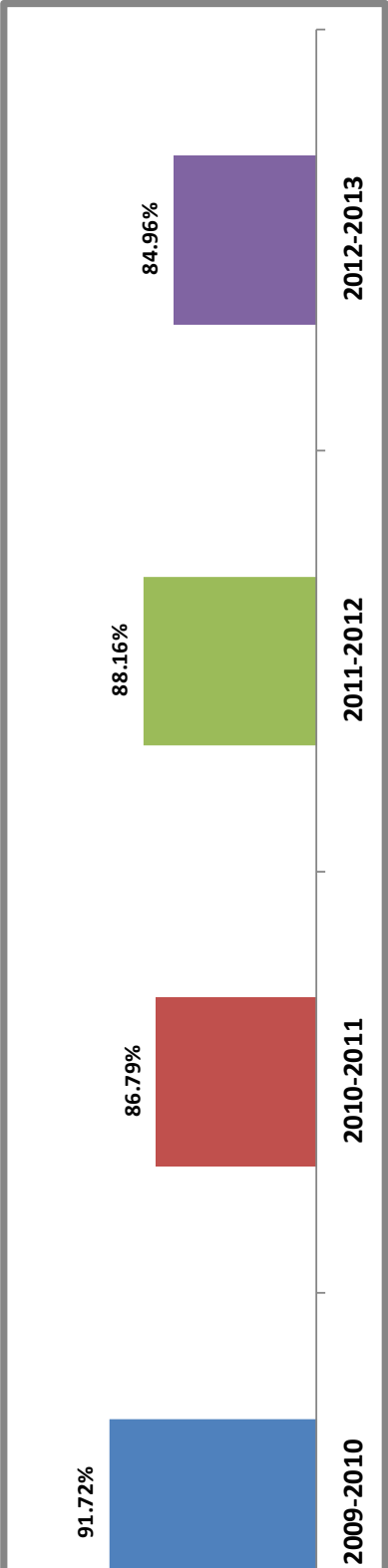
Others - Number of staff that did not return due to other reasons such as disability retirement or deceased.

Retained 2012-2013 - This is the number of staff that returned to the district for the 2012-2013 school year..

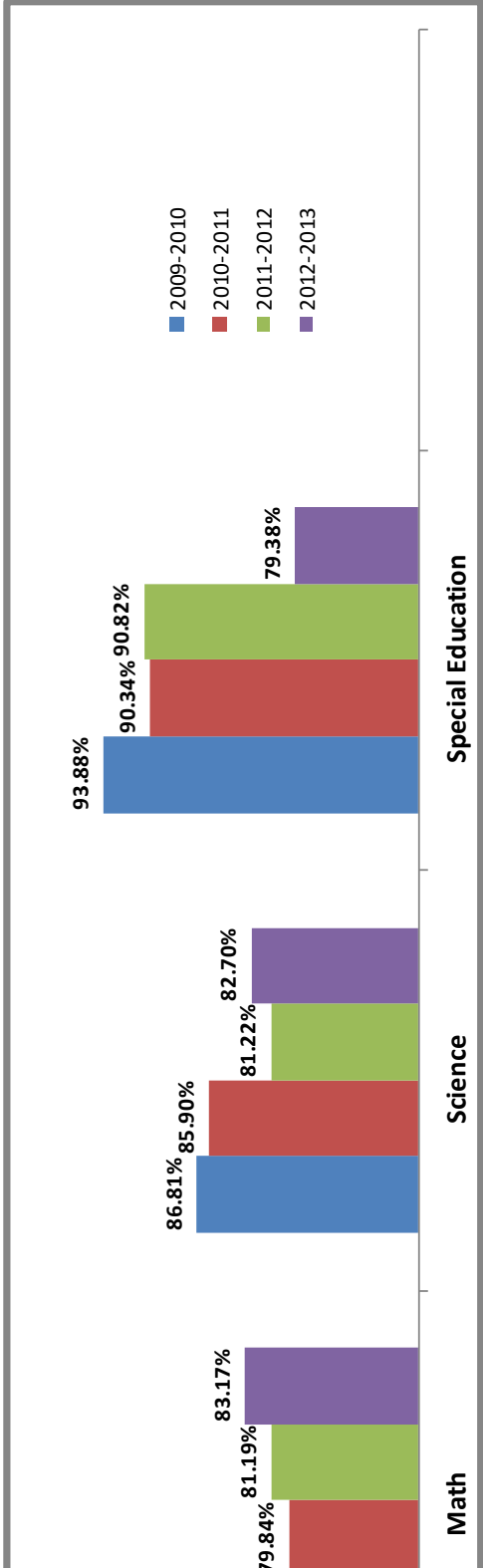
Budgeted 2012-2013 - Number of positions budgeted for the 2012-2013 school year.

Retention Rate - Percentage of staff retained in the district from the 2011-2012 school year.

resents the school level retention rates for the past four school years.



resents the Math, Science and Special Education retention rates for the past four school years.



**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Monitoring Report
Date: October 2, 2012**

Performance Expectation (PE) being monitored: PE 6.A.4

I hereby present my Executive Summary on Performance Expectation 6: Human Resources Services and Monitoring Report on Performance Expectation 6.A.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____
Alice Walton
Director of Certified Staff and
Teacher Quality

Accepted:
Date: _____

Signed: _____
Jackie Rosswurm, Ph.D.
Acting Superintendent

Accepted:
Date: _____

Signed: _____
Fred Washington, Jr.
Board Chairman

P.E. 6.A.4 Conduct exit interviews of employees voluntarily separating from employment and report trend results annually to the Board.

Superintendent's Interpretation

- When an employee leaves, Human Resources leadership arranges for a system of exit interviews.

Statement of Compliance

As employees voluntarily leave Beaufort County School District, it is the practice of the Office of Human Resources Services to solicit information as to how they viewed their employment within our district to improve conditions as appropriate.

When an employee retires or resigns from the Beaufort County School District he or she is invited to fill out an Exit Interview Survey on our website. Through this process they also have the opportunity to meet with the Recruiting Coordinator for the District to share any additional information they would like. The data from these surveys are shared with appropriate school or district offices.

For the 2011-2012 school year the Human Resources Services Office sent out 301 letters inviting our retirees or resigning employees to fill out the Exit Survey. Of the 301 people who received this letter, 42 people responded, representing a 14% return. Over the last three years, the completion rate of exit interviews has remained at this level.

The following data summarizes the information gathered from the Exit Survey for the 2011-2012 school year:

Survey Respondents: 42

Gender: Female: 36 Male: 6

Ethnicity: Caucasian: 34 African American: 8

Age:

21-30	6
31-40	7
41-50	9
51-60	10
61+	9

Positions:

Teacher:	23
Special Ed. Teacher	7
Academic Coach	4
Classified	4
Athletic Director	1

Reasons for Resignations: Some employees marked more than one area.

Retirement	31%
Other	26%
Family Circumstances	14%
Relocation	14%
Career Change	9.5%
Excessive Workload	9.5%
Health Reasons	9.5%
Opportunity for Advancement	9.5%

Liked Most about the Job – Top 3 Consistent Comments

1. My students – Teaching the incredible students in my classroom. Watching their faces light up when they realize how far they have come with their reading abilities or seeing the results of their hard work pay off in high MAP scorers and their love of learning.
2. My colleagues – The people I worked with were among the finest professionals I have worked with in my career. The bonds we shared while planning instruction and analyzing data was tremendous.
3. Supportive environment at the schools – The collaboration among staff members and the relationships that have been built over the years.

Liked Most about the District – Top 3 Consistent Comments

1. Many professional training opportunities were always available. (Summer Institute!!!)

2. Even though Beaufort County is a large school district it still feels like a family of co-workers. The camaraderie between school teachers is like a fellowship. I have made lifelong friends.
3. We have available technology and the most recent technological advances with appropriate training.

What Ideas Would Make BCSD a Better Place to Work – Top 3 Consistent Comments

1. Planning time must be reserved for planning. It has turned into a time for TAP training, IEP meetings, SIT meetings, etc.
2. Pay increase – or at least a cost of living increase every year.
3. Teachers and staff should have more input on District Initiatives or program cuts before final decisions are made.

Do you have Plans to Return to Beaufort County School District?

Yes: 42.4%

No: 57.6%

Rating of Workplace Factors							
	Excellent	Good	Fair	Poor	N/A	Rating	Response
Fair treatment by your principal/supervisor	42.9% (18)	21.4% (9)	11.9% (5)	23.8% (10)	0.0% (0)	2.83	42
Pay for employees	9.5% (4)	35.7% (15)	42.9% (18)	11.9% (5)	0.0% (0)	2.43	42
Appropriate recognition on the job	9.5% (4)	54.8% (23)	14.3% (6)	19.0% (8)	2.4% (1)	2.56	42
Opportunity for advancement	11.9% (5)	40.5% (17)	19.0% (8)	7.1% (3)	21.4% (9)	2.73	42
Cooperation and teamwork	33.3% (14)	35.7% (15)	9.5% (4)	21.4% (9)	0.0% (0)	2.81	42
Access to adequate information to perform job	26.2% (11)	57.1% (24)	16.7% (7)	0.0% (0)	0.0% (0)	3.10	42
Resolving equal employment opportunity complaints	14.3% (6)	31.0% (13)	14.3% (6)	2.4% (1)	38.1% (16)	2.92	42
Receptivity of principal/supervisor to your ideas	33.3% (14)	26.2% (11)	7.1% (3)	31.0% (13)	2.4% (1)	2.63	42
Employee development through training	23.8% (10)	52.4% (22)	21.4% (9)	2.4% (1)	0.0% (0)	2.98	42
Communication within your school/department	14.3% (6)	42.9% (18)	19.0% (8)	23.8% (10)	0.0% (0)	2.48	42
Resolving employment disputes/grievances	11.9% (5)	28.6% (12)	11.9% (5)	23.8% (10)	23.8% (10)	2.38	42
Benefits offered to employees	33.3% (14)	45.2% (19)	14.3% (6)	2.4% (1)	4.8% (2)	3.15	42

Consistent application of policies and practices	14.3% (6)	45.2% (19)	16.7% (7)	23.8% (10)	0.0% (0)	2.50	42
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**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 2, 2012**

Performance Expectation being monitored: 6.C.I

I hereby present my stipulation report on Performance Expectation: 6.C.I according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice Walton
Director of Certified Staff and
Teacher Quality

Accepted:

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Acting Superintendent

Accepted:

Date: _____

Signed: _____

Fred S. Washington, Jr.
Board Chair

Stipulated Statement:

P.E. 6.C.I: Ensure certified support staff is evaluated regularly based on job performance aligned with the Board's expectations.

- All certified and support staff were evaluated during the previous school year based on job performance.
- Written ADEPT or classified evaluation forms were used for all evaluations during the previous school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 2, 2012**

Performance Expectation being monitored: 6.C.2

I hereby present my stipulation report on Performance Expectation: 6.C.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice Walton
Director of Certified Staff and
Teacher Quality

Accepted:

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Acting Superintendent

Accepted:

Date: _____

Signed: _____

Fred S. Washington, Jr.
Board Chair

Stipulated Statement:

P.E. 6.C.2: Ensure that teachers are evaluated in accordance with State statutes and District administrative rules based on job performance expectations aligned to the Board's expectations.

- All teachers new to the District during the previous school year were formally observed and evaluated in writing in accordance with District policies.
- All continuing contract teachers were properly evaluated in the previous school year prior to a renewal contract being offered for the current school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 2, 2012**

Performance Expectation being monitored: 6.C.3

I hereby present my stipulation report on Performance Expectation: 6.C.3 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice Walton
Director of Certified Staff and
Teacher Quality

Accepted:

Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Acting Superintendent

Accepted:

Date: _____

Signed: _____

Fred S. Washington, Jr.
Board Chair

Stipulated Statement:

P.E. 6.C.3: Recognize excellence and provide constructive suggestions for improvements as appropriate.

- Please see listing of BCSD employees and schools recognized for excellence for 2011-2012.

BCSD Employees and Schools Recognized for Excellence

ACE	Pollins	Claretha	Support Staff of the Year at ACE
ACE	Brinson	Latesia	Teacher of the Year at ACE
ADULT ED	Murrell	Juanita	Offered Adult Ed classes free of charge for a limited time
BCHS	Evans	Brent	Graduate has been named to the Sporting News Pre-Season Honorable Mention All American Team
BCHS	Farrow	Vicki	Support Staff of the Year at BCHS
BCHS	Brown	Greg	Teacher of the Year at BCHS
BES	Waskow	Linda	Named a Learning Commons Visionary for 2012
BES	Waskow	Linda	Selected as one of two delegates elected to serve on the global non-profit "Online Computer Library Center"
BES	James	Darby	Support Staff of the Year at BES
BES	Fields	Kim	Teacher of the Year at BES
BHS	Carson	Ms.	Developed a new "Geometry on the SAT/ACT Review"
BHS	D'Imperio	Toni	Earned National Board Certification
BHS	Norris	Jordan	Had 18 students selected for the SC All-State Chorus
BHS	Plank	Doug	Robotics Team - successful Southeast Regional Robotics Competition
BHS	Norris	Jordan	BHS Voices Choir earned a Superior Rating at the Lander University Choral Festival
BHS	Bennett	Taylor	Selected as a 2012 recipient of the SC Dance Education Organization S Artistic Merit
BHS	Amely	Marisel	Support Staff of the Year at BHS
BHS	Baker	Theresa	Teacher of the Year at BHS
BLES	Beltz	Karen	Received Artsonia's Annual Leadership Award
BLES	Beltz	Karen	Featured in an issue of the National E-School News for use of technology to display students artwork
BLES	Wright	Christine	Named the recipient of the Tenenbaum Award for the School Leadership Executive Institute
BLES	Jesuino	Rene	Support Staff of the Year at BLES
BLES	Seldes	Valerie	Teacher of the Year at BLES
BLHS	Gottardo	Laure	Earned National Board Certification
BLHS	Schiflett	Marcela	Earned National Board Certification
BLHS	Vernon	Dennis	Earned National Board Certification
BLHS	Vinel	Jean	Earned National Board Certification
BLHS	Lather	Melissa	Support Staff of the Year at BLHS
BLHS	Reichert	Erin	Teacher of the Year at BLHS
BLMS	Hendy	Meg	Assisted in hosting a Student Centered Health Fair
BLMS	Scheider	Taffy	Support Staff of the Year at BLMS
BLMS	Natoli	Leslie	Teacher of the Year at BLMS
BMS	Lewis	Lois	Named the Hilton Head-Bluffton Chamber's Sue West Teacher of the Year
BMS	Chase	Liz	Support Staff of the Year at BMS
BMS	Lambert	Holly	Teacher of the Year at BMS

BRES	Pruett	Laura	Support Staff of the Year at BRES
BRES	Farris	Mindy	Teacher of the Year at BRES
CES	Sams	Donna	Received Artsonia's Annual Leadership Award
CES	Sams	Donna	Featured in an issue of the National E-School News for use of technology to display students artwork
CES	Senn	Elaine	Support Staff of the Year at CES
CES	Mitchell	Abigail	Teacher of the Year at CES
DO	Purvis	Tina	Support Staff of the Year at the District Office
HHECC	Sexson	Beth	Teacher of the Year at HHECC
HHEIB	Penale	Karen	Earned National Board Certification
HHES	Burns	Stephanie	Support Staff of the Year at HHES
HHIECC	McCaffery	Elise	Support Staff of the Year at HHIECC
HHIES	Dillon	Marcia	Teacher of the Year at HHIES
HHIHS	Gray	Christine	Teacher of the Year
HHIHS	Grant	Ron	Girls Golf Team were the State Champions
HHIHS	Marchetta	Lisa	Earned National Board Certification
HHIHS	Schoelkopf	Patricia	Earned National Board Certification
HHIHS	Weitekamper	Jennifer	Earned National Board Certification
HHIHS	Lohmann	Raychelle	Selected as 2011 SC HEART Award Finalist
HHIHS	Smith	John	Support Staff of the Year at HHIHS
HHIHS	Weitekamper	Jennifer	Teacher of the Year at HHIHS
HHIMS	Peter	Andy	Made the Junior Orchestra
HHIMS	Bush	Lewand	Support Staff of the Year at HHIMS
HHIMS	Ledbetter	Melissa	Teacher of the Year at HHMS
HHMS	Torgerson	Suzanne	Earned National Board Certification
HHSCA	Tinnerholm	Karen	Support Staff of the Year at HHSCA
HHSCA	Courtney	Sandy	Teacher of the Year at HHSCA
LIES	Trask	Amy	Earned National Board Certification
LIES	Sterling	Charlesetta	Support Staff of the Year at LIES
LIES	Brady	Kristin	Teacher of the Year at LIES
LIMS	Rentz	Michael	Reported that he had 12 students participating from LIMS and WBMS in Robotics using Fischertechlinks
LIMS	Floyd	LaTanya	Support Staff of the Year at LIMS
LIMS	Jester	Lynn	Teacher of the Year at LIMS
MCMS	Clawson	Robert	Support Staff of the Year at MCMS
MCMS	Rete	Sebastian	Teacher of the Year at MCMS
MCRES	Burkart	Ani	Support Staff of the Year at MCRES
MCRES	Lorenz	Donna	Teacher of the Year at MCRES
MOES	Jackson	Gloria	Support Staff of the Year at MOES
MOES	Edwards	Amy	Teacher of the Year at MOES
OES	Schoenstra	Melissa	Recipient of \$1,000 Project UNIFY Award through the Special Olympics
OES	Gadley	Julie	Support Staff of the Year at MOES
OES	Jackson	Christine	Teacher of the Year at OES
PES	Tannuzzi	Valeria	Support Staff of the Year at PES

PES	Swain-Mohead	Alvenice	Teacher of the Year at PES
PRES	Austin	Annette	Support Staff of the Year at PRES
PRES	Fallon	Amy	Teacher of the Year at PRES
RCES	Whitman	Amy	Support Staff of the Year at RCES
RCES	McKinney	Mary Beth	Teacher of the Year at RCES
RSMS	Draughn	David	Support Staff of the Year at RSMS
RSMS	Jackson	Carol	Teacher of the Year at RSMS
SES	Pringle	Bettye	Support Staff of the Year at SES
SES	Rivera	Melissale	Teacher of the Year at SES
SHES	Heyward	Sherry	Support Staff of the Year at SHES
SHES	Mack	Sheryl	Teacher of the Year at SHES
SPES	Elliott	Sonya	Earned National Board Certification
SPES	Humphries	Adea	Support Staff of the Year at SPES
SPES	Ford	Samantha	Teacher of the Year at SPES
WBECHS	Venson	Ayana	Support Staff of the Year at WBECHS
WBECHS	Carlin	Robert	Teacher of the Year at WBECHS
WBES	White	Angela	Support Staff of the Year at WBES
WBES	Harris	Whitney	Teacher of the Year at WBES
WBMS	Scott	Kathy	Support Staff of the Year at WBMS
WBMS	Stewart	Angela	Teacher of the Year at WBMS

BCSD Schools Recognized for Excellence

ACE	Earned state wide recognition at the SC Skills State Competition
BCHS	Received \$5,000 from Bi-Lo Charities for the Robotics Program
BCHS	Student Alexis received a Palmetto Fellows & Winthrop Fellows Scholarship (Full Ride)
BCSD	Awarded \$46 Million over a 7 year period from GEAR UP grant
BCSD	29 Schools were awarded a Healthier US Challenge Gold Banner
BCSD	Named by America's Promise Alliance – 100 Best Communities of Young People
BCSD	Awarded \$16,435 from the Arts Center of Coast Carolina
BCSD	Awarded \$231,000 grant from the SCDE At Risk Student Program
BCSD	Employees donated \$48,000 to the United Way
BCSD	Received a \$945 donation from the Knights of Columbus Council 5026
BCSD	Received a \$1,000 donation from the Children's Relief Fund of HHI
BCSD	27 schools have been garnered 34 Palmetto Gold and Silver Awards
BCSD	Foundation for Educational Excellence's Jewels and Jeans event netted more than \$20,000
BCSD	Received a \$30,000 donation from Hargray
BCSD	Received a \$1,500 donation from Parent's Anonymous of SC, Inc. for bullying materials
BES	Received \$350 for the purchase of binoculars for students from the Fripp Island Women's Club
BHS	Homecoming court raised over \$6,500 for charity and provided over 2,500 community service hours to various projects.
BHS	18 Students named to the SC Music Ed's All State Choir

BHS	Named the 2011-12 South Carolina Engineering State Champions
BHS	Student Benjamin Griffin, III named TCL's Student of the Year
BLHS	Girls Golf Team took home the Region 7 AAA Title
BLHS	Named State Award Winners at the State Career Development Conference
BLHS	Project Lead the Way Certified School
BLMS	Received \$2,000 donation to build an outdoor classroom
BLMS	Donated \$400 to a Savannah student battling cancer for the third time
BMS	Asked to make presentations at the SC Middle School Assoc. Conference in Myrtle Beach
BMS	Received a \$1,000 donation from the Sea Island Rotary for student uniforms
BRES	Students art work featured at the 2011 Beaufort County Black Chamber of Commerce Artist Showcase
BRES	Earned \$3,000 for the American Heart Association's Jump Rope for Heart
BRES	Students presented the Julie's Mission with a check for \$350 for premature and sick babies
HHIHS	Brought home the State Swimming Title for the second year in a row
HHIHS	Girls Golf team State Champions
HHIHS	BETA Club students raised \$1,000 in conjunction with Make-A-Wish Foundation for a student
HHIHS	Student Nick Zarra has been named a Presidential Scholar Candidate
HHIHS	Student Jessica Smith has been named a National Silver Medal winner in the 2012 National Scholastic Art and Writing Awards for her Photography Portfolio
HHIHS	Received a check for \$2,500 and named a SC Heart Award Finalist by SC Department of Ed
HHIHS	Received a \$2,400 donation from Hilton Head Hospital for the HHIHS football team
HHSCA	Student Mallory Russell's unique sandwich creation won the national cooking competition in the amount of \$35,000
LIES	Collected \$1,150.84 for Pennies for Patients Program
OES	Student Adeline Rios made a perfect score on the 2012 WordMasters Challenge
PES	Earned \$500 for The United Way of the Lowcountry
PRES	Recognized for its 100 th Birthday
RCES	Received \$2,000 worth of cookware on a grant from Partnership for a Healthier America
RCES	Donated boxes of candy to send to the troops overseas for the holidays
RSMS	Students raised \$500 towards a middle school staff member for surgery
RSMS	Winners of the Beaufort County Middle School Wrestling Championship Tournament
SHES	Received \$1,400 donations for books, magazines and subscription orders
SHES	Second place winners in the Beaufort Festival of Trees
SHES	Received a \$16,000 grant to support Adult Education and Family Literacy
SODEXO	Contributed \$4,500 to the Backpack Buddies Program
WBECHS	Ranked 6 th in the Clemson University's 33 Annual Biology Merit Exam
WBES	Received a \$3,000 grant from the SC Farm to School Program
WBMS	Received a Mr. Holland's Opus Foundation grant of \$5,000
WBMS	Received brand new band instruments courtesy of a national foundation
WBMS	Students raised \$1,132.25 for CAPA

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 2, 2012**

Performance Expectation being monitored: 6.C.4

I hereby present my stipulation report on Performance Expectation: 6.C.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice Walton
Director of Certified Staff and
Teacher Quality

Accepted:
Date: _____

Signed: _____

Jackie Rosswurm, Ph.D.
Acting Superintendent

Accepted:
Date: _____

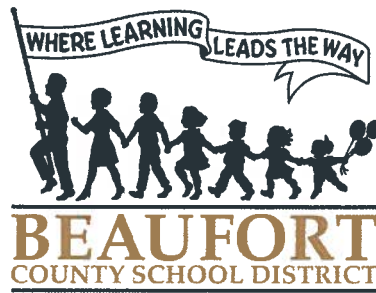
Signed: _____

Fred S. Washington, Jr.
Board Chair

Stipulated Statement:

P.E. 6.C.4: Annually recognize a support staff person of the year and a teacher of the year, publicizing the selection criteria in advance.

- Support staff person of the year for the 2012-13 school year is John Smith from Hilton Head Island High School.
- Teacher of the Year for the 2012-2013 school year is Erin Reichert from Bluffton High School.



Annual Human Resources Services Report

P.E. 6.A.1 Employee Recruitment Report

**P.E. 6.A.2 Employee Retention Report and
Employee Retention Improvement Report**

P.E. 6.A.4 Employee Exit Interview Report

P.E. 6.C. 1 Evaluate Certified Staff

P.E. 6.C.2 Evaluate Teaching Staff

P.E. 6.C.3 Recognize Excellence

**P.E. 6.C.4 Recognize Support Staff Person and
Teacher of the of the Year**

**Alice W. Walton, Chief Administrative and Human Resources Officer
Presented to the Beaufort County Board of Education
October 15, 2013**


**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 15, 2013**

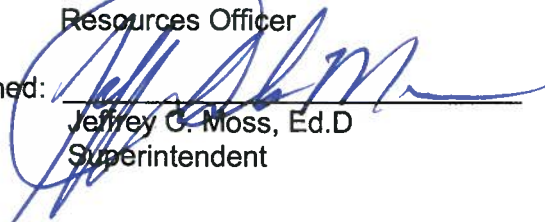
Performance Expectation being monitored: 6.A.1

I hereby present my stipulation report on Performance Expectation: 6.A.1 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: 10/8/2013

Signed: 
Alice W. Walton
Chief Administrative and Human
Resources Officer

Date: 10-8-13

Signed: 
Jeffrey C. Moss, Ed.D
Superintendent

Accepted:
Date: _____

Signed: _____
William M. Evans
Board Chair

Stipulated Statement:

P.E. 6.A.1: Recruit and hire top-quality employees of diverse backgrounds.

Superintendent's Interpretation

- Expand the district's efforts to place more Student Teachers.
- Establish and maintain strong recruiting strategies, including a focus on recruiting excellent male and minority candidates.
- Consistently use interview screening instruments for hiring with consistent standards.

Statement of Compliance

Throughout the year, the Office of Human Resource Services implements recruitment strategies in order to recruit and employ quality professionals for our school district. This is an ongoing effort that focuses on the recruitment, application, and interviewing processes.

Summary of New Teachers Hired for the 2013-2014 School Year

The following demographic data is provided on the new teachers hired for the 2013-2014 school year.

Elementary Positions	
1st Grade	9
2nd Grade	16
3rd Grade	14
4th Grade	14
5th Grade	6
Alternative Program	1
AMES	2
Art	2
Chinese Teachers	3
Computer Teacher	1
ESOL	1
Guidance Counselor	2
Kindergarten	4
Literacy Coach	3
Literacy Teacher	1
Math Lab	1
Media Specialist	1
Montessori - Upper Levels	1
Multi-Age	6
Music	5
Physical Education	1
Pre-Kindergarten	4
Science Lab	1
Spanish	2
Special Education	6
Speech Therapist	3
TOTAL	110

Secondary Positions	
5th Grade	2
Alternative Program	3
Art	1
Band	2
Biology	1
Chemistry	1
Chinese Teachers	3
Chorus/Chorus Itinerant	2
Drama	2
English	8
ESOL	2
Family & Consumer Science	1
French	2
Guidance Counselor	3
Language Arts	10
Literacy Coach	1
Math	22
Math Intervention	1
Media Specialist	1
Music	1
Physical Education	1
Science	10
Social Studies	11
Spanish	6
Special Education	12
Strings Itinerant	2
TAP Master	1
TCL - English	2
TCL - Math	1
TCL - Science	1
TCL - Social Studies	1
Testing Lead Teacher	1
TOTAL	118

Contract Levels	
Induction	104
Annual - Formal	71
Annual - Formal 2	0
Annual - GBE	3
Continuing - GBE	12
Continuing - Formal	32
Letter Of Agreement	6
Total:	228

Years Experience	
0-5	149
6-10	41
11-15	23
16-20	8
21-25	5
26-30	2
31-35	0
36 & Up	0
Total:	228

Age Ranges	
20-25	54
26-30	47
31-35	40
36-40	23
41-45	29
46-50	13
51-55	14
56-60	6
61-65	0
66 & Up	2
Total:	228

Degree Levels	
BA	109
BA+18	7
MA	90
MA+30	17
PH.D.	5
Total:	228

Ethnicity	Females	Males	2013-2014 %	2012-2013 %	2011-2012 %	2010-2011 %
African American	25	5	13.16%	13.10%	15.00%	17.10%
Asian	6	0	2.63%	2.20%	1.90%	0.00%
Caucasian	157	30	82.02%	82.50%	81.20%	79.90%
Hispanic	5	0	2.19%	2.20%	1.90%	2.00%
Other	0	0	0.00%	0.00%	0.00%	1.00%

TOTAL MINORITY %	17.98%	17.50%	18.80%	20.10%
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Colleges or Universities Attended by New Teachers

Colleges or Universities or groups of Colleges/Universities targeted with recruiting efforts:

- | | |
|------------------------------|---|
| • Alabama | North Carolina |
| • Arkansas | Ohio |
| • Armstrong Atlantic State | On-line Programs (Univ. of Phoenix, etc.) |
| • Ashland University in Ohio | Pennsylvania |
| • Benedict College | Rhode Island |
| • Claflin University | Savannah College of Art and Design |
| • Clemson University | South Carolina State University |
| • College of Charleston | South Carolina (various other schools) |
| • Florida | Tennessee |
| • Georgia | Texas |
| • Georgia Southern | University of Georgia |
| • Illinois | USC/USCB |
| • Kentucky | Utah |
| • Maryland | Vermont |
| • Massachusetts | Virginia |
| • Michigan | Washington |
| • New Hampshire | West Virginia |
| • New Jersey | Winthrop |
| • New York | Wisconsin |

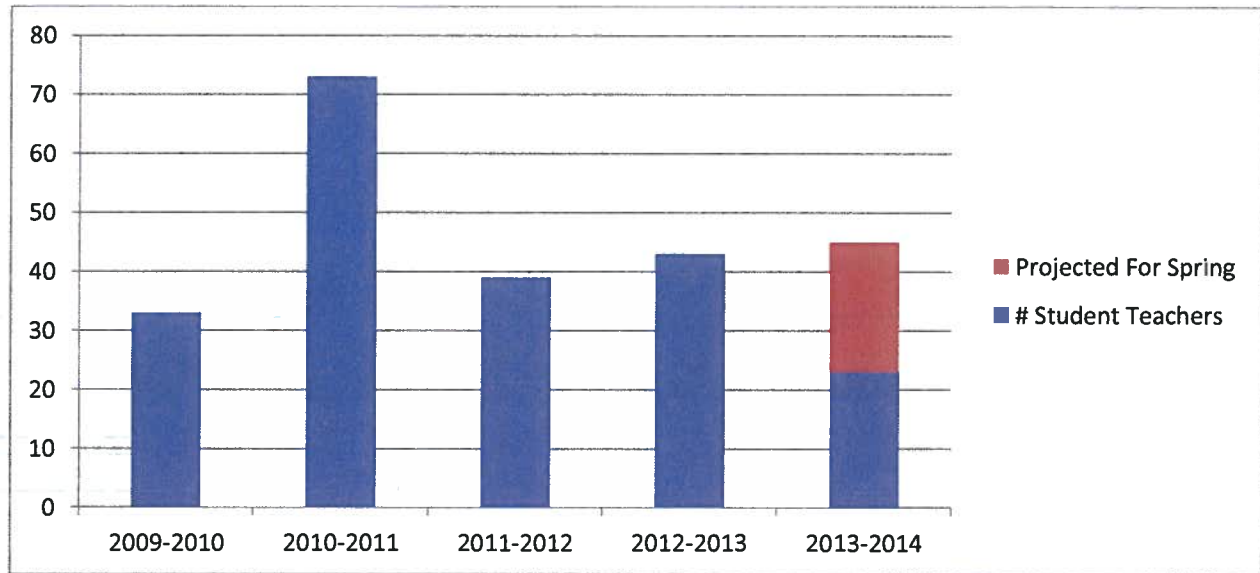
Annual Career Fair

Each year the Beaufort County School District holds a teacher career fair. The Career Fair has been a successful way to recruit teachers and involve the school-level leadership teams and district instructional services leaders to screen and interview many teaching candidates interested in joining Beaufort County School District. The 2013 Career Fair hosted more than 150 potential certified employees. Of those attendees more than 100 were recommended for employment by the leadership interview teams.

Summary of Student Teachers 2013-2014

The following chart represents the number of student teachers who are conducting their final internship with the Beaufort County School District.

The 2010-2011 school year was the last year for the Master's of Teaching (MAT) Program at USCB.



Student Teachers for the current year are from the following universities:

Armstrong Atlantic State University
Ashland University
Cambridge University
Capella University
Georgia Southern
Grand Canyon University
Park University
Walden University
West Virginia University
Western Governors University
USC, Columbia
USC, Bluffton
University of Florida
University of Phoenix

Recruitment Plan for 2013-2014

<p style="text-align: center;">Diversity Awareness</p>	<ul style="list-style-type: none"> • Expand attendance of Recruitment Fairs with the Administrative Recruiting Teams to include but not limited to: <ul style="list-style-type: none"> ➤ SC State Univ./Claflin Univ. ➤ Clemson ➤ Florida A & M ➤ Georgia Southern ➤ Philadelphia Teacher Job Fair ➤ Univ. of Georgia ➤ Univ. Of Texas, San Marcos ➤ Univ. of Michigan Schools • Recruit with schools with staff less than 10% diversity • Expand Invitations to <u>Call Me Mister Program</u>: Mr. Winston Holton at Clemson University, Mr. Larry Jackson at USCB and Mr. Marcus Corbitt at SC State University • Use current vacancy information with various websites: <ul style="list-style-type: none"> ➤ CERRA (Center for Educator Recruitment , Retention, and Advancement) ➤ Teachers-Teachers.com ➤ HigherEdJobs.com (Technical College of the Low Country) ➤ HBCUcareers.com ➤ Use resources through Teachers of Color publication
<p style="text-align: center;">Relationship Building</p>	<ul style="list-style-type: none"> • Work directly with schools with staff diversity of less than 15% • Expand and in-service new Administrator Recruiting Teams • Update Marketing Plan – new brochures and produce professional video • Expand University relationships for critical needs
<p style="text-align: center;">Clinical Internship Program</p> <ul style="list-style-type: none"> ➤ Virtual Campuses ➤ Out-of-State Campuses ➤ In-State Campuses 	<ul style="list-style-type: none"> • Observation Students • Practicum Students • Student Teaching Interns • Out of state student teachers are all either minority or critical needs teachers-Spec. Ed., Math, Science, Speech • Communicate with Field Placement Advisors to expand our Student Teacher Placements, ie: Armstrong Atlantic State University.
<p style="text-align: center;">BCSD Teacher Career Fair</p>	<ul style="list-style-type: none"> • Saturday, February 15, 2014 • Bluffton High School with all Administration involved. • Yields approximately 20% of new teacher hires.


**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Monitoring Report
Date: October 15, 2013**

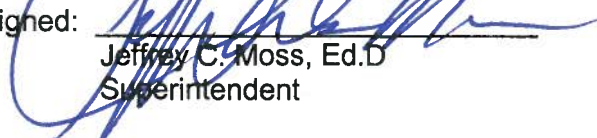
Performance Expectation (PE) being monitored: PE 6:A.2

I hereby present my Executive Summary on Performance Expectation 6: Human Resource Services and Monitoring Report on Performance Expectation 6:A.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: 10/8/2013

Signed: 
Alice W. Walton
Chief Administrative and Human
Resources Officer

Date: 10-8-13

Signed: 
Jeffrey C. Moss, Ed.D
Superintendent

Accepted:
Date: _____

Signed: _____
William M. Evans
Board Chairman

PE 6:A.2 Retain a highly qualified and diverse workforce.

Superintendent's Interpretation

- Improve working conditions.
- Update and maintain appropriate instructional and management technology tools.
- Ensure that all teachers have balanced class loads.
- Provide trained mentors for beginning teachers.
- Continue a comprehensive Induction Program to provide opportunities for beginning teachers to interact with aster teachers.
- Provide mentors for second-year teachers, teachers new to the district, and teachers needing support.

Statement of Compliance

As a part of the work of the Human Resources Office, it is critical that we retain the most qualified and effective staff possible for our district. Reviewing the retention rates at our schools and across the district will assist with this effort.

Overview

The employee retention rate within a school district, by definition, establishes the percentage of employees who have remained within the district from one year to the next. The rate is calculated as follows:

$$\frac{\text{The number of employees retained from the previous year}}{\text{The number of positions budgeted for the present year}}$$

The 2013-2014 Employee Retentions Rate for Beaufort County School District is 86.79%%.

The Employee Retention Improvement Report is presented as the fourth such report completed by the Beaufort County School District in this format in recent years. Over the last three years, the retention rate has been as follows:

2011 - 2012	88.63%
2012 - 2013	84.96%
2013 - 2014	87.20%

Three-year Average 86.93%

The value of this report, as the third year of reporting these data, is to look at any sort of trends of employee activity. Keep in mind, this report relates to the employees that are retained within the school district, as it compares to the positions for the coming school year.

Recruiting Plan for Targeted Positions

The mathematics, science, and special education positions are those which are traditionally the most difficult positions to fill and retain. The current recruiting plan provides for concentration in these special needs areas.

- **Special Education**

The retention rate for special education teachers was 88.57%. This percentage reflects an increase of more than 9% compared to 79.38% in 2012-2013.

- **Mathematics**

The retention rate in math and science are 81.96% and 89.89%. The rate in math declined from the 2012-2013 school year rate of 83.17% to 81.96%.

- **Science**

The retention rate in science increased by more than 7% compared to 82.7% in 2012-2013.

Induction Teachers

Induction-contract Teachers are required to participate in the year-long Induction Process. As of the 2013-2014 school year, the State Department of Education give districts the option offer Induction teachers up to 3 years of Induction contracts. This program is to give Induction teachers comprehensive guidance, support, and assistance throughout the school year to ensure solid pedagogy and train them in all aspects of our state's ADEPT teacher evaluation system. This program consists of:

- attending seminars directly related to the evaluation standards
- completion of a teaching portfolio
- observations of a master teachers 3 times during the year

- working with their mentor using the Collaborative Assessment Log
- creating professional goals
- varied support with understanding and practicing best practices as beginning teachers

For the 2012-2013 school year, 105 Induction teachers were hired. Each worked closely with a mentor throughout the year. Of these 105 Induction teachers, 75 have gone on to become annual teachers; 6 are receiving a second year of tailored support through the Induction 2 process; 4 were unsuccessful and left the profession; and 20 left the district. This represents 77.14% remaining in Beaufort County.

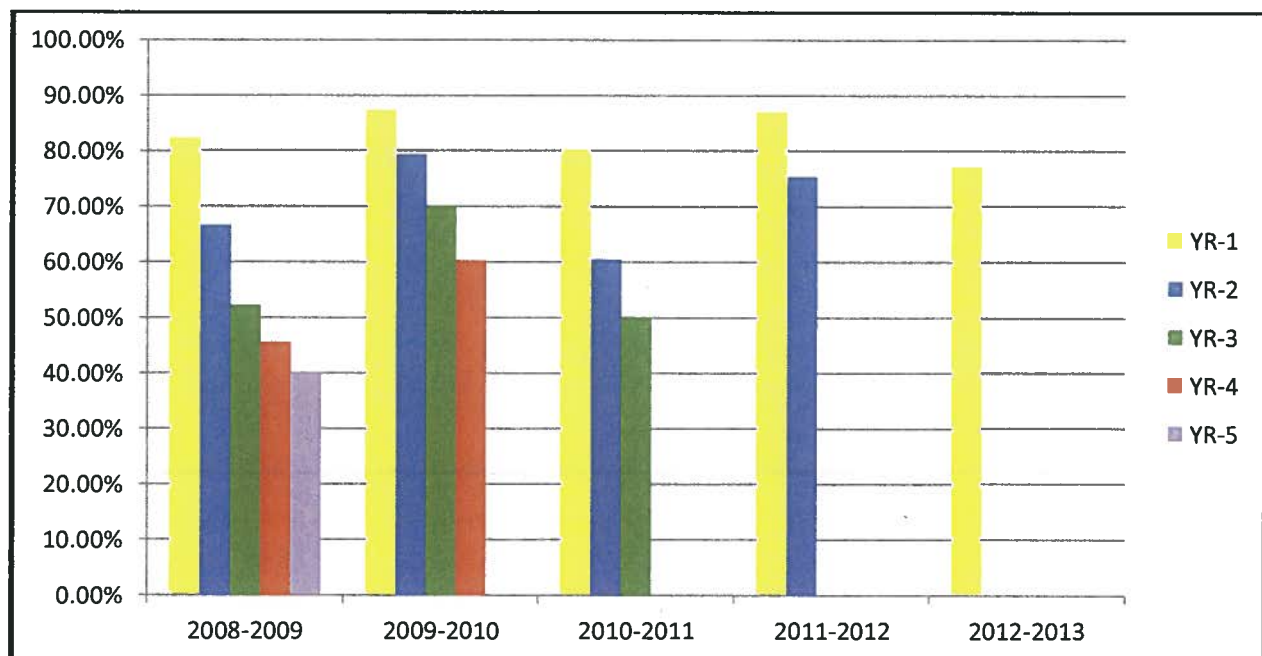
A national study completed by the National Commission on Teaching and America's Future indicates that nearly 50% of all teachers leave the profession after 5 years.

Beaufort County School District Induction Teacher Retention Rate

The following chart shows the number of Induction year teachers hired over the past five years and the current retention rates for each of those years.

SCHOOL YEAR	TOTAL HIRED	Number of Induction Teachers Remaining At The End Of Each Year					CURRENT RETENTION PERCENTAGE
		YR-1	YR-2	YR-3	YR-4	YR-5	
2008-2009	90	74	60	47	41	36	40.00%
2009-2010	63	55	50	44	38		60.32%
2010-2011	86	69	52	43			50.00%
2011-2012	69	60	52				75.36%
2012-2013	105	81					77.14%
2013-2014	104						100.00%

The following graph is a representation of the induction year teacher retention data from the above chart.



Annual Employee Retention Report: 2013-2014

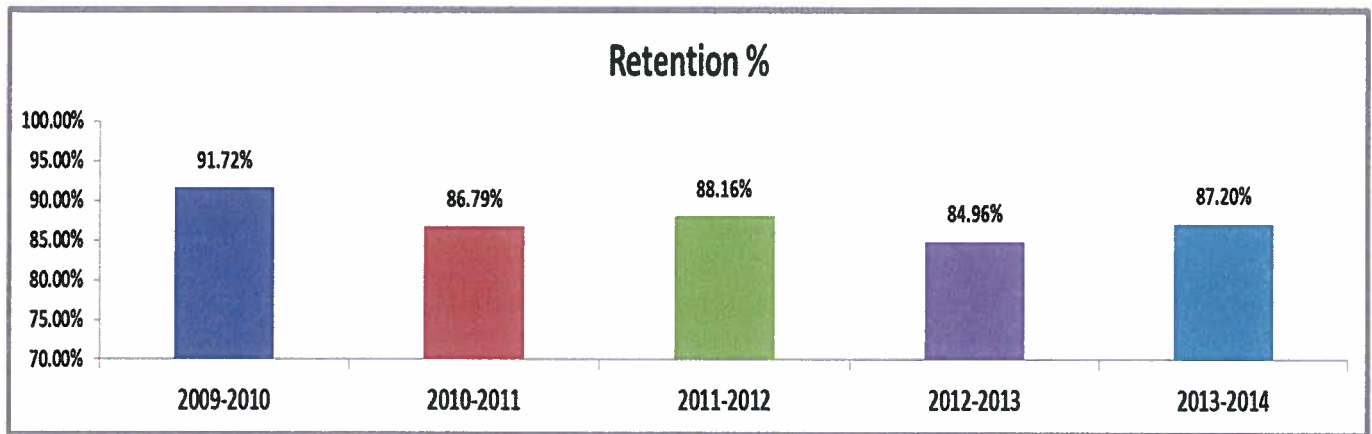
Retention Rate of Employee Groups

The following data represents the overall "School Level" retention rates for the 2013-2014 School Year.

SCHOOL	# BUDGETED	NOT RETURNING FOR 2013-2014 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2012-2013	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2013-2014	2013-2014	RATE
Administrative Staff	87.80	4.00	1.00	1.00		6.00	81.80	89.00	93.17%
Certified Staff	1472.73	138.00	31.00	6.00		175.00	1297.73	1538.53	88.12%
Classified Staff	354.00	45.00	12.00	7.00		64.00	290.00	403.00	81.92%
OVERALL TOTALS:	1914.53	187.00	44.00	14.00	0.00	245.00	1669.53	2030.53	87.20%

RETENTION RATE =	$\frac{\text{\# Retained 2013 - 2014}}{\text{\# Budgeted 2012 - 2013}}$	87.20%
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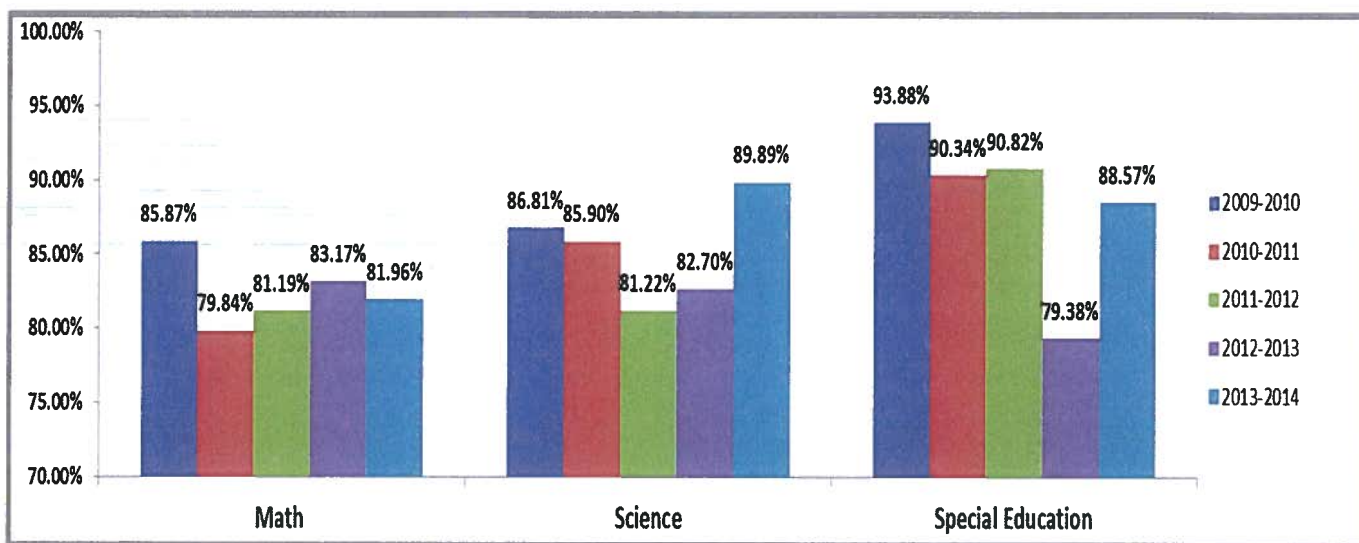
The following chart represents the overall "School Level" retention rates for the past five years.



The following data represents the Math, Science and Special Education retention rates for the 2013-2014 School Year.

SUBJECT	# BUDGETED	NOT RETURNING FOR 2013-2014 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2012-2013	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2013-2014	2013-2014	RATE
Math (HS & MS)	94.25	13.00	4.00			17.00	77.25	103.25	81.96%
Science (HS & MS)	89.00	6.00	2.00	1.00		9.00	80.00	97.00	89.89%
Special Education (K-12)	87.48	7.00	3.00			10.00	77.48	95.53	88.57%
OVERALL TOTALS:	270.73	26.00	9.00	1.00	0.00	36.00	234.73	295.78	86.70%

The following chart represents the Math, Science and special Education retention rates for the past five school years.



Header Definitions

Budgeted 2012-2013 – Number of positions budgeted for the 2012-2013 school year.

Resigned – Number of staff who resigned and did not return to the district for the 2013-2014 school year.

Retired – Number of staff who retired and did not return to the district for the 2013-2014 school year.

Terminated – Number of staff terminated for performance or discipline reasons and/or were not offered a contract renewal.

Others – Number of staff who did not return due to other reasons such as disability retirement or deceased.

Retained 2013-2014 – This is the number of staff who returned to the district for the 2013-2014 school year.

Budgeted 2013-2014 – Number of positions budgeted for the 2013-2014 school year.

Retention Rate – Percentage of staff retained in the district from the 2012-2013 school year.

Teacher Mentoring Program

Beaufort County School District's mentoring program is in its seventh year of operation. The SMART (Supporting Mentoring and Retaining Teachers) program is modeled after the highly respected program at the University of California-Santa Cruz.

The purpose of the mentoring program is for trained veteran teachers to provide structure and support to beginning teachers. These mentor teachers are trained to:

- understand teacher development
- use mentoring tools to provide support
- understand the importance of using mentor language
- aid beginning teachers in unlocking their potential,
- serve as a resource for curriculum, assessment and instructional strategies

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Total
Mentors Trained by Year	85	52	62	46	43	40	328

The training focus this year was placed on mentors at schools with an inadequate number of mentors to service new teachers. Of the 40 mentors trained during this school year, the range of levels varied from elementary to high. This increased number of mentors at the school level will give more leverage to our support as it relates to core content teachers. In addition to the school-based mentors, for the last six years the district has had three full-release mentors. One secondary teacher and two elementary teachers work with 15 teachers each throughout the school year. These full-release mentors visit their advisees' classes twice weekly to observe and provide feedback using data collected from previous observations in order to guide teachers through the reflective process of their teaching practices. In addition to the Induction teacher responsibilities, the full-release mentors provide support for veteran teachers who have identified performance concerns.

Each Induction teacher and each second year teacher is assigned to a full-release or school-based mentor to serve as support. The Induction Program working hand-in-hand with the Mentoring Program has resulted in our District being able to retain and support our Induction teachers at a most successful rate.


**Beaufort County Board of Education
Beaufort County, South Carolina**

**Performance Expectations Monitoring Report
Date: October 15, 2013**

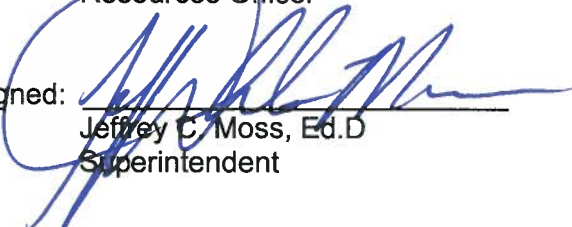
Performance Expectation (PE) being monitored: PE 6.A.4

I hereby present my Executive Summary on Performance Expectation 6: Human Resources Services and Monitoring Report on Performance Expectation 6.A.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: 10/8/2013

Signed: 
Alice W. Walton
Chief Administrative and Human
Resources Officer

Date: 10-8-13

Signed: 
Jeffrey C. Moss, Ed.D
Superintendent

Accepted:
Date: _____

Signed: _____
William M. Evans
Board Chair

P.E. 6.A.4 Conduct exit interviews of employees voluntarily separating from employment and report trend results annually to the Board.

Superintendent's Interpretation

- When an employee leaves, Human Resources leadership arranges for a system of exit interviews.

Statement of Compliance

As employees voluntarily leave Beaufort County School District, it is the practice of the Office of Human Resources Services to solicit information as to how they viewed their employment within our district to improve conditions as appropriate.

When an employee retires or resigns from the Beaufort County School District he or she is invited to fill out an Exit Interview Survey on our website. Through this process they also have the opportunity to meet with the Recruiting Coordinator for the District to share any additional information they would like. The data from these surveys are shared with appropriate school or district offices.

For the 2012-13 school year, the Human Resources Services Officer sent out 181 letters inviting our retirees or resigning employees to fill out the Exit Survey. Of the 181 people who received this letter, 35 people responded, representing a 19% return. This is an increase over the previous years.

The following data summarizes the information gathered from the Exit Survey for the 2012-2013 school year:

Survey Respondents:

35

Gender: Female: 30
Ethnicity: Caucasian: 28

Male: 5
African American 7

Age:
21-30 7
31-40 8
41-50 8
51-60 9
61+ 3

Positions:
Teachers 29
Guidance Counselor 1
Speech Therapists 2
Media Specialist 1
TAP Master Teacher 1
Director 1

Reasons for Resignations: Some employees marked more than one area.

Other	28.0%
Retirement	25.7%
Relocation	17.1%
Accepted another teaching job in SC	11.4%
Excessive Workload	11.4%
Health Reasons	11.4%
Family Circumstances	8.6%
Opportunity for Advancement	5.7%
Career Change	2.9%

What I Liked Most about the Job – Top 3 Consistent Comments

1. Teaching my students and working with my amazing team members.
2. My supportive administration and assistant principals who valued my experience and knowledge.
3. The “team atmosphere” in the schools. Educating students with the same mission: How best to educate children and meet all their needs without sacrificing high expectations for learning.

What I Liked Most about the District – Top 3 Consistent Comments

1. Technology Integration into the curriculum and it being interactive for the students.
2. Many opportunities for professional development / recertification and graduate school.
3. The people – many specific people and departments were cited, such as:

Technology Support Staff

District Office

Mentor Teachers

Related Arts Department

Benefits Department

Specific Principals

What Ideas Would Make BCSD a Better Place to Work – Top 3 Consistent Comments

1. The teacher's workload is too much. Planning time each day is critical, however, that time is now used for PLC, SIT meetings, TAP meetings and IEPs, or staff meetings. Numerous reports are due that relate to those meetings or district/state initiatives.
2. Differentiate the professional development offered. Include staff development for everyone but specific instruction to their job.
3. Consider pay increases or bonuses.

Exit Survey Workplace Environment Ratings

Rating of Workplace Factors							
	Excellent	Good	Fair	Poor	N/A	Rating	# Of Responses
Fair treatment by your principal/supervisor	37.1% 13	22.9% 8	20.0% 7	20.0% 7	0.0% 0	2.77	35
Pay for employees	17.1% 6	40.0% 14	28.6% 10	14.3% 5	0.0% 0	2.60	35
Appropriate recognition on the job	34.3% 12	20.0% 7	25.7% 9	20.0% 7	0.0% 0	2.69	35
Opportunity for advancement	22.9% 8	20.0% 7	28.6% 10	11.4% 4	17.1% 6	2.66	35
Cooperation and teamwork	34.3% 12	17.1% 6	20.0% 7	28.6% 10	0.0% 0	2.57	35
Access to adequate information to perform job	45.7% 16	25.7% 9	20.0% 7	8.6% 3	0.0% 0	3.09	35
Resolving equal employment opportunity complaints	20.0% 7	11.4% 4	11.4% 4	8.6% 3	48.6% 17	2.83	35
Receptivity of principal/supervisor to your ideas	31.4% 11	31.4% 11	14.3% 5	22.9% 8	0.0% 0	2.71	35
Employee development through training	20.0% 7	40.0% 14	22.9% 8	17.1% 6	0.0% 0	2.63	35
Communication within your school/department	22.9% 8	22.9% 8	28.6% 10	25.7% 9	0.0% 0	2.43	35
Resolving employment disputes/grievances	20.0% 7	22.9% 8	5.7% 2	28.6% 10	22.9% 8	2.44	35
Benefits offered to employees	34.3% 12	45.7% 16	14.3% 5	5.7% 2	0.0% 0	3.09	35
Consistent application of policies and practices	20.0% 7	22.9% 8	28.6% 10	25.7% 9	2.9% 1	2.38	35

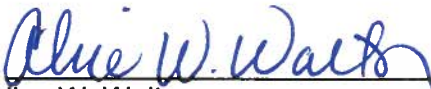
**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 15, 2013**

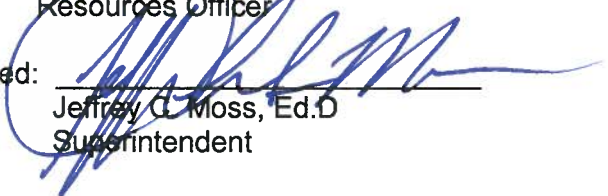
Performance Expectation being monitored: 6.C.1

I hereby present my stipulation report on Performance Expectation: 6.C.1 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: 10/8/2013

Signed: 
Alice W. Walton
Chief Administrative and Human
Resources Officer

Date: 10-8-13

Signed: 
Jeffrey C. Moss, Ed.D
Superintendent

Accepted:
Date: _____

Signed: _____
William M. Evans
Board Chair

Stipulated Statement:

P.E. 6.C.1: Ensure certified support staff is evaluated regularly based on job performance aligned with the Board's expectations.

- All certified and support staff were evaluated during the previous school year based on job performance.
- Written ADEPT or classified evaluation forms were used for all evaluations during the previous school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 15, 2013**

Performance Expectation being monitored: 6.C.2

I hereby present my stipulation report on Performance Expectation: 6.C.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: 10/8/2013

Signed: Alice W. Walton
Alice W. Walton
Chief Administrative and Human
Resources Officer

Date: 10-8-13

Signed: Jeffrey C. Moss, Ed.D.
Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:
Date: _____

Signed: _____
William M. Evans
Board Chair

Stipulated Statement:

P.E. 6.C.2: Ensure that teachers are evaluated in accordance with State statutes and District administrative rules based on job performance expectations aligned to the Board's expectations.

- All teachers new to the District during the previous school year were formally observed and evaluated in writing in accordance with District policies.
- All continuing contract teachers were properly evaluated in the previous school year prior to a renewal contract being offered for the current school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

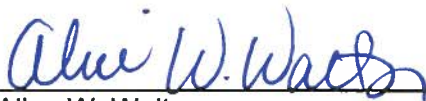
**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 15, 2013**

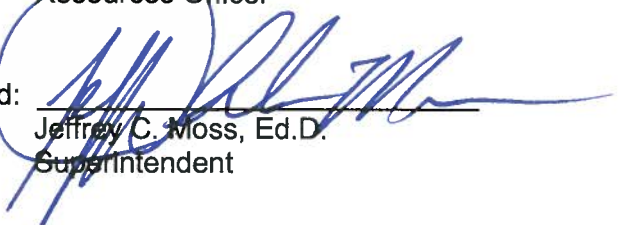
Performance Expectation being monitored: 6.C.3

I hereby present my stipulation report on Performance Expectation: 6.C.3 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: 10/8/2013

Signed: 
Alice W. Walton
Chief Administrative and Human
Resources Officer

Date: 10-8-13

Signed: 
Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:
Date: _____

Signed: _____
William M. Evans
Board Chair

Stipulated Statement:

P.E. 6.C.3: Recognize excellence and provide constructive suggestions for improvements as appropriate.

- Please see listing of BCSD employees and schools recognized for excellence for 2012-2013.

BCSD Employees and Schools Recognized for Excellence

School	Last Name	First Name	Achievement/Awards
WBECHS	Allen	Daniel	Recipient of the 2012 Bamberg State Officer of the Year and Low Country Region School Resource Officer of the Year
WBECHS	Henderson	Geraldine	Named 2012 Educator of the Year by the SC Association of School Resource Officers
ISD	Campbell	N'Kia	Organized and Headed up the Summer Institute Program
WBMS	Hunt	Matthew	Represented BCSD at the SC Induction Symposium
HHISCA	Keefner	Gretchen	Represented BCSD at the SC Induction Symposium
HHHS	Weatherhead	Kathy	Named the 2012 Outstanding Biology Teacher for SC
LIMS	McCullough	Keara	Cheerleader chosen to perform at Walt Disney World
LIMS	Boswell	Addison	Cheerleader chosen to perform at Walt Disney World
BCHS	Morgan	Landon	Orchestra-Performed at the State of Our Schools Breakfast and The District Teacher of the Year Breakfast
BCHS	Dawson	Penney	Orchestra-Performed at the State of Our Schools Breakfast and the District Teacher of the Year Breakfast
BHS	Cook	Michael	Named semifinalist in the National Merit Scholarship Program
BHS	Lipsitz	Adam	Named semifinalist in the National Merit Scholarship Program
BHS	Palmer	Reagan	Named semifinalist in the National Merit Scholarship Program
BLHS	Colson	Ariyanne	Named semifinalist in the National Merit Scholarship Program
HHIHS	Parlagreco	Marianna	Named semifinalist in the National Merit Scholarship Program
HHIHS	Reamy	Alexander	Named semifinalist in the National Merit Scholarship Program
HHISCA	Keefner	Gretchen	Named the SCAAE Arts Administrator by the SC Alliance for Arts Education
BLHS	Reichert	Erin	BCSD Teacher of the Year
BCHS	Brown	Kellie	Named semifinalist in the National Merit Scholarship Program
HHISH	Lane	Mike	Coached the girls swim team that brought home the 3A State Championship
BLES	Beltz	Karen	Received the Artsonia's Annual Leadership award for a second consecutive year
CES	Sams	Donna	Received the Artsonia's Annual Leadership award for a second consecutive year

CES	Fletcher	Julie	Recipient of a grant from the Foundation of Educational Excellence
CES	Pulaski	Kelly	Recipient of a grant from the Foundation of Educational Excellence
BCHS	Burnes	Ed	Accepted a \$10,000 Donation from Bi-Lo for the Robotics Program
HHIHS	O'Nan	Amanda	Accepted a \$2,500 Donation from Hargray for the Golf Team
HHISCA	Keefner	Gretchen	Accepted a \$25,000 donation for the Strength Team
OES	Pinckney	Jamie	Finalist for National Blue Ribbon Honor
OES	Bierman	Emily	Named the SC-SIC Honor Roll Award
LIMS	Dickson	Mona Lise	Accepted a donation of \$1,000 gift card from Sea Island Rotary for uniforms
HHIHS	Rozek	Bob	Booster club raised \$6,000 for a new scoreboard
BHS	Murphy	Cory	Accepted a donation of \$1,500 from Parker Racor for the Engineering/Robotics Program
BCHS	Burnes	Ed	Accepted a \$4,000 donation from the Beaufort Wildcats Football and Cheerleading organization towards the football program.
HHIHS	O'Nan	Amanda	Accepted a \$2,000 donation from the VanLaningham Rotary Club towards the Gentlemen's and Girl Power Program
HHIHS	Lewis	Label	Named one of the State Wrestling Champions
BLHS	Farmer	Austin	Named one of the State Wrestling Champions
BHS	Wright	Clint	Named one of the State Wrestling Champions
BCHS	Sloan	Isaish	Named one of the State Wrestling Champions
WBECHS	Ford	Max	Named one of the State Wrestling Champions
BCHS	Burnes	Ed	Received the TAP Ambassador Award
BCHS	Burnes	Ed	Earned the Silver Palmetto Award
BES	Morillo	Jennifer	Earned the Silver Palmetto Award
BLES	Brown	Christine	Earned the Silver Palmetto Award
BRES	Goodwine	Constance	Earned the Silver Palmetto Award for Closing the Achievement Gap and For General Performance
HEMMS	Shaw	Phillip	Earned the Silver Palmetto Award
BLMS	Freda	Pat	Earned the Silver Palmetto Award
SES	LaVan	Celeste	Earned the Silver Palmetto Award
MCRES	Sutton	Adrienne	Earned the Silver Palmetto Award
MOES	Gruel	Donald	Earned the Silver Palmetto Award
RCES	Corley	Kathy	Earned the Silver Palmetto Award
PRES	Browne	Chavon	Earned the Silver Palmetto Award
BHS	Murphy	Corey	Earned the Gold Palmetto Award
BLHS	Dievendorf	Mark	Earned the Gold Palmetto Award
HHIHS	O'Nan	Amanda	Earned the Gold Palmetto Award
PVES	Johnson	Charles	Earned the Gold Palmetto Award
Riverview	Thomas	Allison	Earned the Gold Palmetto Award
LIES	Ulmer	Marvelle	Earned the Gold Palmetto Award
OES	Pinckney	Jamie	Earned the Gold Palmetto Award

BHS	Bellamy	Charlotte	Received a scholarship from the Heritage Classic Foundation
HHIHS	Stanton	Emma	Received a scholarship from the Heritage Classic Foundation
HHIHS	Bolgan	Mary	Received a scholarship from the Heritage Classic Foundation
HHIHS	Cooper	Eileen	Received a scholarship from the Heritage Classic Foundation
BHS	Crandall	Rebekah	Received a scholarship from the Heritage Classic Foundation
BHS	Lipsitz	Adam	Received a scholarship from the Heritage Classic Foundation
BCHS	Morgan	Grayson	Received a scholarship from the Heritage Classic Foundation
BHS	Palmer	Reagan	Received a scholarship from the Heritage Classic Foundation
BLHS	Porter	Erica	Received a scholarship from the Heritage Classic Foundation
BLHS	Witkowski	Casey	Received a scholarship from the Heritage Classic Foundation
HHIHS	Melenson	T.J.	Received a scholarship from the Heritage Classic Foundation
HHIHS	Fang	Ya	Received a scholarship from the Heritage Classic Foundation
WBES	McDaniel	Dairrion	Regional Winner of Sodexo's Future Chefs Challenge
SHES	Holloman	Nicole	Accepted a \$5,000 donation from BB&T

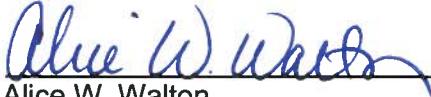
**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 15, 2013**

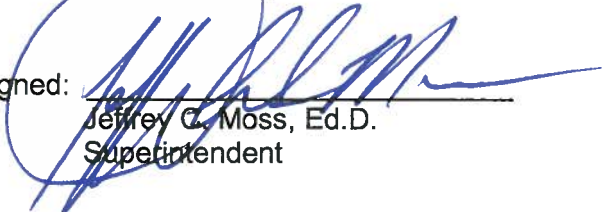
Performance Expectation being monitored: 6.C.4

I hereby present my stipulation report on Performance Expectation: 6.C.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: 10/8/2013

Signed: 
Alice W. Walton
Chief Officer Administrative and
Human Resources

Date: 10-8-13

Signed: 
Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:
Date: _____

Signed: _____
William M. Evans
Board Chair

Stipulated Statement:

P.E. 6.C.4: Annually recognize a support staff person of the year and a teacher of the year, publicizing the selection criteria in advance.

2013-2014 Support Staff Person of the Year

DISTRICT OFFICE	Angie Lopatka	Program Manager
Battery Creek High School	Cecelia Cain	Media Assistant
Beaufort High School	Kathy Walker	Admin Assistant
Bluffton High School	Kari Grunder	Data Specialist
Hilton Head High	John Quindlen	VPAC Theatre Manager
Whale Branch High	Larry Martin	Hall Monitor
Beaufort Middle School	Willie Mae Hampton	Special Ed Assistant
Bluffton Middle School	Donna Perkins	Administrative Support
HE McCracken Middle	Michael Viscovitch	Administrative Support
Hilton Head Middle	Darlene Binkley	Special Ed Assistant
Lady's Island Middle	Kathy Holmes	Admin Support/Guidance
Robert Smalls Middle	Helen Yates	Media Assistant
Whale Branch Middle	Deborah Connelly	Office Manager
Beaufort Elementary School	Pam Caldwell	Special Ed Assistant
Bluffton Elementary School	Theresa Ball	Media Assistant
Broad River Elementary School	Ulysses Black	Custodian
Coosa Elementary School	Beverly Brown	Kinder Assistant
Hilton Head Island Elementary	Viviana Sheeran	Media Assistant
Hilton Head Early Childhood Center	Carol Bolgan	Media Assistant
Hilton Head SCA	Kathleen Eways	Office Manager
Lady's Island Elementary	Carla Kinsey	Pre-K Teacher Assistant
MC Riley Elementary	Brenda Sigler	Admin Assistant at Early
Mossy Oaks Elementary	Donna Coxwell	Special Ed Assistant
Okatie Elementary	Lisa Nelson	Data Specialist
Port Royal Elementary	Amanda Emery	Computer Lab Assistant
Pritchardville Elementary	Kami Branham	Office Manager
Red Cedar Elementary	Francine Ciavolino	Bookkeeper
Shanklin Elementary	Erin Everette-Parler	Parent Liaison
St. Helena Elementary	Lucille Gadson	Parent Liaison
Whale Branch Elementary	Paul Jones	Custodian
Davis Early Childhood	Paul Jones	Custodian

- 2013-14 District Support Staff Person of the Year – Lisa Nelson from Okatie Elementary

2013-2014 Teacher of the Year

ACE	Marwin McKnight
Battery Creek High School	Tonya Simmons
Beaufort Elementary School	Katherine "Shelly" Brutcher
Beaufort High School	Estee Williams
Beaufort Middle School	Alexis Hines
Bluffton Elementary and ECC	Gretchen Fritz
Bluffton High School	Joshua Fox
Bluffton Middle School	John Houpt
Broad River Elementary School	Monique Loin
Coosa Elementary School	Melissa Pender
H.E. McCracken Middle School	Alicia Weaver
HHIECC	Patti Moscovitz
HHIES	Jill Torre
HHIHS	Kristen Karszes
HHIMS	Lakesha Loving
HHISCA	Michelle Brockway
J.S. Shanklin	Cathy Cobb
Lady's Island Elementary School	Amy Trask
Lady's Island Middle School	Carolyn Dennis
M.C. Riley Elementary School	Brooke Mendenhall
Mossy Oaks	Angela Allen
Okatie Elementary	Julie Fletcher
Port Royal Elementary School	Carmen Bell
Pritchardville Elementary School	Jennifer Deal
Red Cedar	Emalee Baker
Robert Smalls Middle School	Evelyn (Lisa) Harding
St. Helena Elementary School	Eve Weaver
Whale Branch Early College High	Tammy Vaught
Whale Branch Elementary School	Laura Boozer
Whale Branch Middle School	Vicki Cathcart

- 2013-2014 Teacher of the Year – Kristen Karszes from Hilton Head High School



Annual Human Resources Report

P.E. 6.A.1	Employee Recruitment Report
P.E. 6.A.2	Employee Retention Report and Employee Retention Improvement Report
P.E. 6.A.4	Employee Exit Interview Report
P.E. 6.C. 1	Evaluate Certified Staff
P.E. 6.C.2	Evaluate Teaching Staff
P.E. 6.C.3	Recognize Excellence
P.E. 6.C.4	Recognize Support Staff Person and Teacher of the Year
P.E. 6.B.4	Employee Grievances

**Alice W. Walton, Chief Administrative and Human Resources Officer
Presented to the Beaufort County Board of Education
October 21, 2014**

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Annual Human Resources Report

P.E. 6.A.1

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 21, 2014**

Performance Expectation being monitored: 6.A.1

I hereby present my stipulation report on Performance Expectation: 6.A.1 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D
Superintendent

Accepted:

Date: _____

Signed: _____

William M. Evans
Board Chair

Stipulated Statement:

P.E. 6.A.1: Recruit and hire top-quality employees of diverse backgrounds.

Superintendent's Interpretation

- Expand the district's efforts to place more Student Teachers.
- Establish and maintain strong recruiting strategies, including a focus on recruiting excellent male and minority candidates.
- Consistently use interview screening instruments for hiring with consistent standards.

Statement of Compliance

Throughout the year, the Office of Human Resource Services implements recruitment strategies in order to recruit and employ quality professionals for our school district. This is an ongoing effort that focuses on the recruitment, application, and interviewing processes.

BCSD RECRUITING PLAN

GOAL	Action 1	Action 2
Maintain our recruiting focus on hiring Highly Qualified Teachers (HQT) in order to increase the district's HQT percentage from year-to-year	Set goals to recruit teachers who have proven HQ status with certification	Require teachers who have not obtained HQ status at time of hire to be cleared by October 1 of the current school year
Ensure new teachers hired for "class size reduction" or "Title 1" classrooms are HQT at the time of hire.	Require Title 1 teachers to prove HQ status at time of hire	Verify HQ status before teacher can be placed in a Title 1 classroom
Ensure students in high-poverty and/or high-minority schools have equitable access to HQ experienced teachers	Require verification of years of experience at time of hire in order to ensure equitable levels at high-poverty schools	Maintain data documenting years of experience for all schools
Foster relationships with HBCU's	Sponsor a visitor's forum and invite student placement leaders from Southeastern colleges. Plan site visits to showcase our schools to HBCU leaders.	Plan recruiting trips to include all HBCU colleges who participated in the forum. Establish recruiting team especially for those schools to maintain continuity.
Increase the number of career fairs attended for recruiting	Continue recruiting in our local region; and add NC, GA, TX, FL, PA, MI, Ohio, VA, MA, and NY.	Increase the practice of offering contracts for exceptional candidates when interviewed at the perspective fairs.
Increase diversity awareness	District will establish statement "diversity statement" to include all groups of employees and establish diversity goals	Maintain and regularly report demographic and experience level data to Board
BCSD Career Fair	February or March 2015 BLHS Auditorium	Strive to fill 25% of vacancies from Career Fair candidates

Rationale

Establishing and maintaining an effective recruiting model is essential to attracting and retaining quality staff. Human Resources is committed to establishing a strong recruiting program that will focus on recruiting excellent candidates. In 2014 we converted our application system to AppliTrack. This system gives us the ability to screen applicants using a multi-level approach. We opened the system to applicants on May 1, 2014. As of October 1, there are 2,178 applicants on file.

Summary of New Teachers Hired for the 2014-2015 School Year

The following demographic data is provided on the new teachers hired for the 2014-2015 school year.

Elementary Positions	
1st Grade	19
2nd Grade	10
3rd Grade	12
4th Grade	14
5th Grade	12
AMES	1
Dance	1
ESOL	3
Guidance Counselor	5
Kindergarten	7
Literacy Teacher	2
Math Lab	1
Montessori - Upper Levels	1
Music	1
Physical Education	2
Pre-Kindergarten	4
Psychologist	3
Special Education	8
Speech Therapist	2
TOTAL	108

Contract Levels	
Induction	101
Annual - Formal	76
Annual - Formal 2	
Annual - GBE	4
Continuing - GBE	7
Continuing - Formal	32
Letter Of Agreement	
Total:	220

Age Ranges	
20-25	68
26-30	36
31-35	32
36-40	23
41-45	16
46-50	21
51-55	8
56-60	8
61-65	6
66 & Up	2
Total:	220

Years Experience	
0-5	146
6-10	31
11-15	16
16-20	14
21-25	6
26-30	4
31-35	2
36 & Up	1
Total:	220

Degree Levels	
BA	99
BA+18	9
MA	93
MA+30	16
PH.D.	3
Total:	220

Secondary Positions	
Alternative Program	1
Art	4
Band	6
Biology	1
Business Education	1
Chemistry	1
Chorus/Chorus Itinerant	1
Computer Teacher	2
Drama	1
English	5
ESOL	4
Family & Consumer Science	3
Guidance Counselor	7
Instructional Coach	1
Language Arts	12
Math	14
Math Interventionist	1
Music	1
Physical Education	3
Reading Interventionist	1
Science	7
Social Studies	16
Spanish	4
Special Education	11
Speech Therapist	1
TCL - Protective Services	1
Technology Education	1
Testing Lead Teacher	1
TOTAL	112

Ethnicity	Females	Males	2014-2015 %	2013-2014 %	2012-2013 %	2011-2012 %
African American	19	3	10.00%	13.16%	13.10%	15.00%
Asian	0	0	0.00%	2.63%	2.20%	1.90%
Caucasian	146	46	87.27%	82.02%	82.50%	81.20%
Hispanic	5	1	2.73%	2.19%	2.20%	1.90%
Other	0	0	0.00%	0.00%	0.00%	0.00%

TOTAL MINORITY %	12.73%	17.98%	17.50%	18.80%
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Recruiting Efforts

Our recruiting efforts last year yielded a substantial number of teachers from 5 regions in the country, as well as 15 teachers from online colleges and universities. The following chart names the colleges and universities of our new teachers. Also listed are the subjects and levels of the new employees. We will continue to monitor our efforts to determine the most productive regions for recruiting teachers.

Colleges of 2014 New Hires

SOUTHEASTERN REGION	No. of TEACHERS	POSITION
Appalachian St. Univ., NC	1	Elementary
Armstrong Atl. St. Univ., GA*	3	Speech, Social Studies
Asbury Univ. KY	1	Chorus
Auburn Univ., AL	1	Early Childhood
Barton College, NC	1	Math
Belarmine Univ., KY	2	Language Arts
Belmont Abbey College, NC*	1	Early Childhood
Claflin Univ., SC	1	Early Childhood
Clemson Univ., SC	5	Guidance, Elementary, Early Childhood, Social Studies
Coastal Carolina Univ. SC*	3	Early Childhood, Social Studies, MS Math
College of Charleston, SC	5	Early Childhood, Science, ESOL, Literacy
Columbia College, SC*	3	Elementary, Math
Columbus St. Univ., GA	1	Spanish
Concord Univ., Athens, W. VA	1	Early Childhood
Eastern KY Univ.	1	English
FL Southern College	1	Elementary
FL. Atl. Univ.	2	English, Elementary
FL. State Univ.	2	Early Childhood, ESOL
Francis Marion Univ., SC*	1	Spanish
Furman Univ., SC	2	Early Childhood, Music
GA Southern*	6	Psych., Business, Early Childhood, Math Interv., Guidance, Language Arts
George Mason Univ., VA	1	Guidance
Hollins Univ., VA	1	Literacy
Jacksonville St. Univ., AL	2	Math, PE
James Madison Univ., VA	1	Early Childhood
King College, TN	1	English
Lander College, SC	2	Early Childhood, Spec. Ed.
Lee Univ., TN	1	Language Arts
Lenoir Rhyne College, NC	1	Guidance
Marshall Univ., W. VA*	1	Elementary
Marymount Univ., VA*	1	Guidance

NC A&T St. Univ.	1	Reading
Newberry College, SC	2	Early Childhood, Elementary
North Kentucky Univ., KY	1	Band
Paine College, GA	1	Early Childhood
Roanoke College, VA*	1	Early Childhood
SC State Univ., SC	3	Literacy, Early Childhood, Elementary
South Wesleyan Univ., SC	2	Early Childhood
St. Univ. of FL	1	Elementary
The Citadel	1	PE
TN Technological Univ.	1	Science
UGA	4	Language Arts, Spec. Ed., Gifted & Talented
Univ. of Arkansas*	1	Early Childhood
Univ. of Central FL	1	MS Science
Univ. of FL, Gainesville*	1	Elementary
Univ. of KY, Lexington	1	Elementary
Univ. of North Carolina*	7	Elementary, Early Childhood, Math, Social Studies Language Arts, Spec. Ed., Science
USC, Aiken	1	Early Childhood
USC, Beaufort, SC*	5	Early Childhood, Spanish
USC, Columbia, SC*	8	O.T., Band, PE, Math, Social Studies
USC, Upstate	2	Early Childhood, ESOL
W. Carolina Univ., NC*	1	Early Childhood
W. VA. State Univ.*	2	Spec. Ed., ESOL
Wheelock College, SC	1	Early Childhood
Winthrop University, SC*	8	Psych. Family and Consumer Science, Early Childhood, Spec. Ed., Guidance
NORTHEASTERN REGION	No. of TEACHERS	POSITION
CA Univ. of PA	1	Guidance
College of New Jersey	1	Programming (CATE)
Dowling College, NY	1	Spec. Ed.
Goucher College, MD	1	Social Studies
Harvard Univ.	1	Elementary
Indiana Univ. of PA	2	Elementary, Science
Ithaca College, NY	1	PE
Juanita College, PA*	1	Early Childhood
Lesley Univ., MA*	1	Art
Long Island Univ. , NY*	1	Guidance
Millersville Univ., PA	1	Early Childhood
Niagara Univ., NY	1	Social Studies
Penn State Univ.	1	Social Studies
Plymouth St. Univ., NH	2	Dance, Art

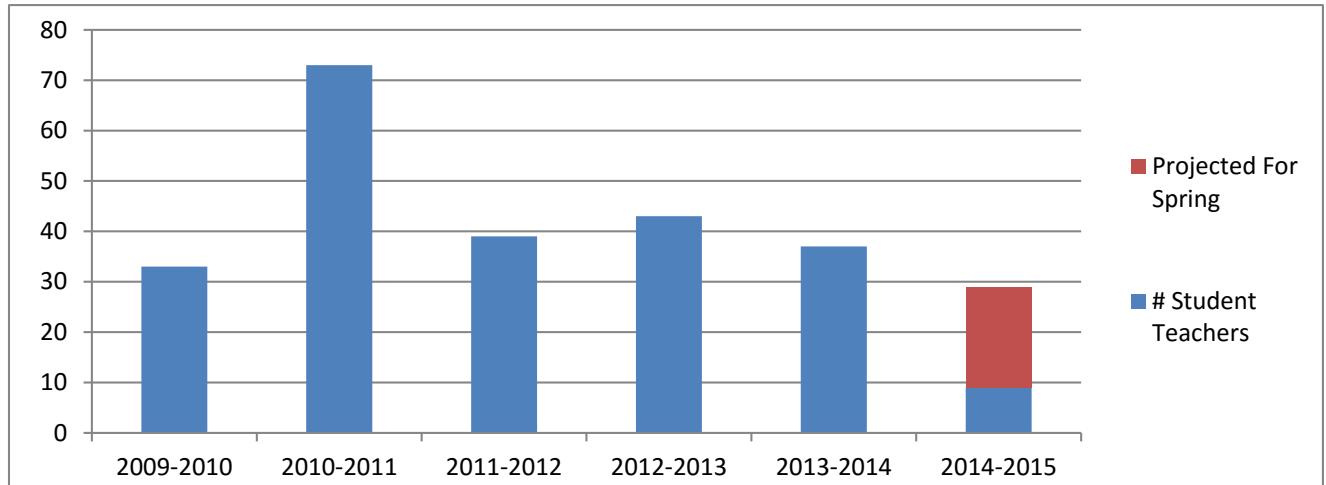
Robert Wesleyan College, NY*	2	ESOL, Math
Salve Regina Univ., RI	1	ESOL
Slippery Rock Univ., PA	1	Spec. Ed.
St. John's Univ., NY	1	Speech
Stevenson Univ., MD*	1	Elementary
SUNY, Empire St. College, NY	1	MS Math
SUNY, Fredonia, NY	1	AMES
SUNY, New Paltz, NY*	1	Spec. Ed.
SUNY, Oneonta, NY	1	Family and Consumer Science
SUNY, Plattsburg, NY	1	Psychologist
SUNY, Syracuse, NY	1	Science
Univ. of Bridgeport, CT*	1	Social Studies
Univ. of Maryland*	3	ESOL, Social Studies, Guidance
Univ. of PA	1	English
Univ. of Pittsburgh, PA	3	Elementary, Technology, Chemistry
Univ. of Rhode Island	1	Band
West Chester Univ. of PA	1	Music
Wilkes Univ., PA*	2	Early Childhood
CENTRAL REGION	No. of TEACHERS	POSITION
Anderson Univ., IN	1	Spec. Ed.
Ashford Univ., IA	1	Elementary
Ashland Univ., Ohio*	7	Art, Early Childhood, ELA & Math, MS Math, Social Studies
Ball State Univ., IN*	2	Elementary, PE
Bowling Green Univ., OH	2	Social Studies, Elementary
Central Michigan Univ.*	5	Elementary, Social Studies, Science, MS ELA
Columbia College, MO	1	Art
Concordia Univ., WI	1	Social Studies
Eastern Illinois Univ.	1	Spec. Ed.
Hope College, MI	1	Early Childhood
Kent St. Univ., OH	1	Early Childhood
Lake Erie College, Oh	1	Language Arts
Northeastern IL Univ., IL*	1	Language Arts
Ohio St. Univ.*	2	Math, Early Childhood
Ohio Univ., Athens*	3	Early Childhood, Spec. Ed.
Univ. Mt. Union, Ohio*	1	Early Childhood
Univ. of Indianapolis, IN	1	Occupational Therapist
Univ. of Michigan,	2	Social Studies, MS ELA, Social Studies
Univ. of St. Francis, IL.*	1	Early Childhood
Wayne St. Univ., MI*	1	Early Childhood
West Michigan Univ.	2	Social Studies, Early Childhood, Spec. Ed.

Winona St. Univ., MN	1	Early Childhood
Wright St. Univ., OH	1	Early Childhood
SOUTHWESTERN REGION	No. of TEACHERS	POSITION
Univ. of (N)Texas*	3	Math, Elementary, Drama
Texas St. Univ.*	2	Spec. Ed., Early Childhood
Texas Women's Univ.*	2	Science, Spec. Ed.
Univ. of Central Oklahoma	2	Elementary, English
AZ State Univ.	1	MS Math
WESTERN REGION	No. of TEACHERS	POSITION
Fort Lewis College, CO	1	Elementary
Western St. Colorado Univ.	1	Early Childhood
ONLINE UNIVERSITIES	No. of TEACHERS	POSITION
University of Phoenix*	6	Early Childhood, English, Elementary, Math
Grand Canyon Univ.*	3	Elementary, Spec. Ed.
Western Governors Univ.	2	Elementary, Math
Cambridge College	1	Guidance
Capella Univ.	1	Technology
Liberty University	1	Elementary
Walden University	1	TCL Protective Services

*Attended BCSD Career Fair.

Summary of Student Teachers 2014 – 2015

The following chart represents the number of student teachers who are conducting their final internship with Beaufort County School District.



Student teachers for the current year are from the following universities:

Armstrong Atlantic State University
Ashland University
Capella University
Clemson University
Grand Canyon University
Liberty University
The Citadel
University of the Cumberland
University of Phoenix
USCB

Annual Human Resources Report

P.E. 6.A.2

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Monitoring Report
Date: October 21, 2014**

Performance Expectation (PE) being monitored: PE 6:A.2

I hereby present my Executive Summary on Performance Expectation 6: Human Resource Services and Monitoring Report on Performance Expectation 6:A.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D
Superintendent

Accepted:

Date: _____

Signed: _____

William M. Evans
Board Chairman

PE 6:A.2 Retain a highly qualified and diverse workforce.

Superintendent's Interpretation

- Improve working conditions.
- Update and maintain appropriate instructional and management technology tools.
- Ensure that all teachers have balanced class loads.
- Provide trained mentors for beginning teachers.
- Continue a comprehensive Induction Program to provide opportunities for beginning teachers to interact with Master teachers.
- Provide mentors for second-year teachers, teachers new to the district, and teachers needing support.

Statement of Compliance

As a part of the work of the Human Resources Office, it is critical that we retain the most qualified and effective staff possible for our district. Reviewing the retention rates at our schools and across the district will assist with this effort.

Maintain appropriate Instructional and Management Technology Tools

Systems: Applitrack, MyLearningPlan

Using our current system, MyLearningPlan Portal, BCSD tracks and lists professional development opportunities for all employees to ensure that BCSD maintains appropriate instructional and management technology tools. In 2014, we converted our application tracking system from WinOcular to AppliTrack. AppliTrack is a multi-dimensional tool that gives us the ability to recruit, screen, select, and manage HR files with the same software.

The infographic is divided into two main sections. The top section, 'What is AppliTrack?', has a light blue background with a geometric pattern. It defines AppliTrack as a collection of online HR solutions that automate the employee lifecycle. The bottom section, 'Who benefits from AppliTrack?', has a white background with a blue geometric pattern on the left side. It lists six user groups and their benefits: Applicants, Employees, HR Staff, Principals, HR Directors, and Technology Directors. Each group's benefit is described in a short paragraph.

What is AppliTrack?

AppliTrack, a collection of online HR solutions, helps districts automate the processes related to the employee lifecycle: from recruiting, screening, tracking and hiring applicants to onboarding new employees and managing all the related forms and files. More than 3,000 districts use AppliTrack's intuitive, web-based tools to easily attract, select and efficiently onboard the very best employees. Districts can customize AppliTrack to meet the specific needs of their district, using automated workflows to improve communication and ensure a fair hiring process.

Three Modules. One Solution.

- *AppliTrack Recruiting:* Web-based recruiting, hiring and onboarding
- *AppliTrack Selection:* Research-based prescreening assessments
- *AppliTrack HR Files:* Paperless workflows and online file storage

Who benefits from AppliTrack?

<h4>Applicants</h4> <p>Easily <i>find and apply for relevant jobs</i> while staying informed about the progress of each application.</p>	<h4>HR Directors</h4> <p>Minimize risk for the district by <i>tracking compliance with legal requirements</i> and maintaining consistent and fair hiring practices.</p>
<h4>Employees</h4> <p><i>Monitor personnel files online</i> and get important updates through an employee portal.</p>	<h4>Technology Directors</h4> <p>Enjoy a turn-key system or configure it to the district's <i>unique needs</i>, all hosted and supported by Frontline Technologies.</p>
<h4>HR Staff</h4> <p>Manage hiring workflows online to eliminate back-and-forth with applicants, <i>reduce paperwork</i> and keep things moving faster.</p>	<h4>Interview Team Members</h4> <p>Access needed applicant information, based on <i>permission settings</i>, in a secure, paperless environment.</p>
<h4>Principals</h4> <p>Get easy <i>access to qualified applicants</i>, quickly filter and sort through candidates, and improve communication throughout the process.</p>	

AppliTrack Selection

Research-based prescreening assessments

Are you sure you're choosing the very best candidate for each position?

AppliTrack Selection gives you the tools to find the perfect fit. Our prescreening assessments take the guesswork out of selecting applicants, *with research-based tools* that gauge your applicants' characteristics and compare them to known statistics of high-performing employees.

Prescreening Tools

- Use proven tests to automatically *highlight top candidates*
- *Prevent frustration* by automatically weeding out poor candidates
- Easily *view applicant scores* right next to their applications
- Support a fair hiring process with *EEOC-compliant tests*
- Access a library of 2,800 pre-built job descriptions or *build your own*

TeacherFit	Identify outstanding teachers
TeacherFit SE	Identify qualified special education teachers
TeacherFit Urban	Identify great teachers for urban schools
JobFit	Identify the best candidates for your support staff
AdminFit	Identify winning administrators

90% of high-scoring applicants are rated as "Excellent" or "Outstanding" performers after they're hired.

Candidate Summary Report

Candidate:
Date Tested:

3/2/2014 4:06:00 PM

ID:

Score Summaries

Job Requirement	Score Level	Graph
Fairness and Respect	High	■ 8
Concern for Student Learning	High	■ 8
Adaptability	High	■ 8
Communication and Persuasion	High	■ 9
Planning and Organizing	High	■ 8
Cultural Competence	High	■ 8
Overall	High	■ 9

Description of Scores

Dimension Definition and Score Interpretation	Score
<p>Fairness and Respect: Ensures that fairness is central to all interactions. Acts with integrity and keeps own word. Recognizes that treating others “fairly” does not always mean “equally” (takes individual circumstances into account). Believes that others matter and deserve respect. Respects and values differences among people, including cultural differences.</p>	8
<p>Score Interpretation: Scores in this range mean that the individual places great value on treating others fairly and with respect. The individual believes that others (students; other teachers, parents) have ideas and opinions that should be understood and respected. He or she approaches others with honesty and integrity, and respects and enjoys the ways people are different. The individual scored within the top 25% in this area.</p>	
Dimension Definition and Score Interpretation	Score
<p>Concern for Student Learning: Likes students and enjoys interacting with them and teaching them. Receives satisfaction from seeing students learn and provides them with positive feedback when they do well. Considers each student individually in developing learning plans. Seeks to motivate students to set and achieve high standards.</p>	8
<p>Score Interpretation: Scores in range indicate that the individual derives great personal satisfaction from interacting with and teaching students and seeing them learn. When developing learning plans, the individual considers each student individually. He or she is very effective at providing feedback to students who perform well and encouraging these students to set and achieve high standards. The individual also demonstrates concern for underperforming students and strives to engage and motivate them in the classroom. He or she scored within the top 25% of this dimension.</p>	

Dimension Definition and Score Interpretation	Score
Adaptability: Flexibility and creatively adapts to changing situations. Alters tactics as appropriate to accomplish goals. Able to derive creative solutions to problems. Handles stressful situations calmly.	8
Score Interpretation: Scores within this range indicate that the individual is highly flexible and can easily adapt to changing situations. He or she is able to alter strategies and try out new approaches as needed to accomplish his/her goals in the classroom. The individual is also adept at deriving creative solutions to problems and is highly effective in handling stressful situations in a calm manner. This score indicates that he or she falls within the top 25% of candidates on this dimension.	
Dimension Definition and Score Interpretation	Score
Communication and Persuasion: Speaks clearly and articulately. Able to present points of view in a diplomatic but persuasive manner when interacting with parents and others. Understands how comments may resonate with a listener and is able to phrase comments empathetically but clearly. Speaks with inflection and conveys interest in addition to information.	9
Score Interpretation: Scores within this range mean that the individual is highly effective at presenting in both one-on-one and group situations. Not only does he or she speak clearly and articulately, but he or she also considers the listener's perspective when framing presentations. The individual presents lessons to students in a manner that is interesting and makes the material come alive. Additionally, he or she is both diplomatic and persuasive when interacting with parents, students, and colleagues. This score indicates that the individual falls within the top 25% of job candidates on this dimension and is likely to be highly effective in this area.	
Dimension Definition and Score Interpretation	Score
Planning and Organizing: Plans ahead. Thinks through the objectives of interactions with students and how those will support the year's final goals. "Wings it" only when learning needs require this flexibility. Thorough in preparation and follow-through (e.g., grading papers).	8
Score Interpretation: Scores within this range indicate that the individual is highly effective at planning and organizing. He or she begins the academic year or semester by outlining objectives for student learning and developing lesson plans to accomplish these goals. Lessons are prepared in advance of implementation. The individual is able to be spontaneous when required, but otherwise is well prepared. Additionally, he or she follows through on lesson plans and grades student work as quickly as possible. This score indicates that the individual is within the top 25% of job candidates within this dimension.	
Dimension Definition and Score Interpretation	Score
Cultural Competence: Has an understanding and awareness of his/her cultural background and how the cultural background of others (students in particular) affects learning. Understands that cultural background also influences teaching style. Recognizes that students often interact with others who have similar cultural backgrounds.	8
Score Interpretation: Scores within this range indicate that the individual has a strong awareness and appreciation for the importance of cultural diversity and has a strong understanding of his/her own cultural background. The individual is cognizant of how cultural background influences teaching style and works to incorporate diversity into the classroom and lesson plans. This score indicates that the individual is within the top 25% of job candidates within this dimension.	
Dimension Definition and Score Interpretation	Score

Overall: Summation of all of the above characteristics.	9
Score Interpretation: Scores in this range mean that the individual is likely to be a highly effective performer and is likely to be in the top ranks of teachers in terms of his or her overall performance.	

Staffing

15

Beaufort County School District					
Basic Staffing Allocation Formula					
High School					
2014-2015					
Position	Enrollment	FTE			Number of Work Days
Administrative Staff					
Principal	0+	1.0	@		260
Assistant Principal	0-750	1.0	@		220
	751-1000	2.0	@		220
	1001-1500	3.0	@		220
	1501+	4.0	@		220
Athletic Director	0+	1.0	@		220
Certified Staff					
Teachers		20.5 to 1	@		190
(low enrollment in related arts areas may result in itinerant staff)					
Guidance Counselor	300 to 1		@		205
Media Specialist	0+	1.0	@		200
Testing Lead Teacher	0+	0.5	@		190
Classified Staff					
Social Worker	Case Driven				
Media Assistant	751+	1.0	@		190
Nurse (RN/LPN)	0+	1.0	@		190
Nurse Assistant	1501+	1.0	@		190
Data Specialist/PowerSchool	0+	1.0	@		260
Bookkeeper	0+	1.0	@		260
Support Staff	0-750	3.0	@		190

		751-1000	4.0	@	190
		1001-1250	5.0	@	190
(one is 260 days, all others are 190 days)		1251+	6.0	@	190
Behavior Interventionist		0+	1.0	@	180
High School		20.5 to 1		@	180
Middle School		21 to 1		@	180
Elementary		Case Driven		@	190
		Pre-K – 20 to 1 Kindergarten – 24 to 1 (classroom aide) Grade 1 – 22 to 1 Grade 2 – 22 to 1 Grade 3 – 22 to 1 Grade 4 – 24 to 1 Grade 5 – 24 to 1			

In order to maintain balanced class loads, BCSD utilizes Staffing Allocation Formulas for elementary, middle and high schools. The following Staffing Allocation Formula for high schools is shown as an example.

Staffing Formula Ratios by Levels

Mentoring/Induction Program Overview

Program Overview

BCSD Mission

The Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

Induction and Mentoring Goals

- Increase the retention of first year-teachers
- Accelerate the efficacy of new teachers
- Meet the distinct needs of each new teacher
- Support the mission and vision of the District
- Fully implement state -mandated guidelines for Induction



Overview of the Induction and Mentoring Initiative

A component of South Carolina's ADEPT system, beginning teacher induction is a **Formative Evaluation Process** designed to promote the professional performance and effectiveness of novice educators through structured assistance and ongoing, formative feedback. **ADEPT Formative Evaluation** applies to and is required for all groups of beginning teachers, including classroom-based teachers, school guidance counselors, library media specialists, and speech-language therapists.

Based upon the passage of Act 231 during the 2012 legislative session, amended Section 59-26-40 of the Code of Laws of South Carolina, Beaufort County School District will provide for an induction period of up to two years for beginning teachers, prior to advancement to an annual contract. The length of the induction-contract period for each teacher – one or two years – is left to the discretion of the employing school district and should be based upon a beginning teacher's successful completion of induction requirements and his or her readiness to participate in the summative evaluation process.

Regulations

State Board of Education Regulation 205.1, Part III, Item B

Each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout the school year.

(South Carolina, Induction and Mentoring Program: Implementation Guidelines, 2006)



Rationale

“To provide all students with quality teachers, we must strive to improve the professional skills and the retention rate of beginning teachers. If we want to build strong school communities that are capable of improving student achievement, we must develop programs that support beginning teachers’ continued growth as they learn on the job how best to meet the needs of their

students. Research shows that intensive, mentor-based induction programs can significantly reduce teacher turnover and help teachers to focus on improving instruction.” (SC South Carolina Induction and Mentoring Program: Implementation Guidelines)

Impact

Data suggests the following impacts of BCSDs Induction and Mentoring Program:

- **Schools** – positive affect on school culture and learning community
- **Student Achievement** - positive student growth
- **Building Mentors** – increased instructional effectiveness, self-efficacy, peer-coaching skills and building leadership capacity
- **Administration** – awareness of Induction teacher needs and increased support
- **Induction Teachers** – increased instructional effectiveness, confidence, self-efficacy, and retention
- **Profession** – higher retention rate, positive changes in pedagogy

Evolution of BCSD Induction and Mentoring Program			
2005		2008	2011
2014			
<ul style="list-style-type: none"> • Graduate Course for Induction teachers (45 seat hours) • Portfolio required • Building Mentors • No District Mentors 	<ul style="list-style-type: none"> • Induction Seminars • Partnerships with community organizations • Portfolio required • Provided professional resources • Building Mentors • District Mentors assigned to select schools • Induction Advisory Committee • District Mentors led State Mentor Training • Mentor Forums • Defined roles of mentors 	<ul style="list-style-type: none"> • Induction Seminars • Partnerships with community organizations • Portfolio required • Provided professional resources • Building Mentors • District Mentors assigned to all schools • Support for ADEPT special areas • Induction Advisory Committee • Mentor Advisory Committee • District Mentors led State Mentor Training • Created a Mentor Guidebook • Mentor Forums • Mentoring Logs using MyLearningPlan • Conscious Classroom Management 	<ul style="list-style-type: none"> • Induction Seminars • Partnerships with community organizations • Provided professional resources • Building Mentors • District Mentors assigned to all schools • Support for ADEPT special areas • Support for School Psychologist • Induction Advisory Committee • Mentor Advisory Committee • District Mentors led State Mentor Training • Mentor Forums • Mentoring Logs using Survey Monkey • Accountability Surveys • Conscious Classroom Management • Professional Networking Web based sites • Assistance Teams • Formative Evaluations using school's evaluation model • Induction II Program

Formative Evaluation Requirements

Formative assessment refers to the ongoing cyclical process during which a beginning teacher examines his or her professional practice with the guidance of an Assistance Team. Formative assessment data are used to identify the teacher's strengths and challenges so that the

appropriate assistance and guidance can be provided to him or her. Formative assessments are usually conducted collaboratively by the Assistance Team and the beginning teacher in response to the teacher's developmental needs. An essential component of the induction and mentoring process, the mentor-guided formative assessment is directed toward the goal of the teacher's professional growth and a resulting rise in the level of student learning.

The ADEPT Formative Evaluation process must address all ADEPT Performance Standards and types of evidence documentation that apply to each group of teachers (classroom-based teachers, school guidance counselors, library media specialists, and speech-language therapists). The most important distinctions between formative and summative processes are that, during Formative Evaluation,

- The observers are to provide immediate feedback to the teacher on all types of performance evidence, including observations and documents;
- The observers are to conference with the teacher and coach the teacher through processes such as reflections, planning and the like;
- The observers are to provide assistance to the teacher, as needed;
- The observers are to ensure that the teacher has the necessary resources and the opportunities to engage in professional collaborations;
- At the end of each evaluation period (preliminary and final), the Assistance Team members are to complete the Performance Data Guide – Induction Teachers Only Summary; and
- School Administrators will create a Professional Growth and Development Plan for Induction Teachers.

During the ADEPT Formative Evaluation process, particular emphasis is placed on the growth of the beginning teacher.

Formative Evaluation for Induction-Contract Educators

	Induction I	Induction II	
District Induction Program	Participation required <ul style="list-style-type: none">○ Seminar attendance○ Electronic portfolio	Targeted participation, as needed	
Assigned Mentor <i>An assigned mentor is specifically matched to the teacher in order to provide more intensive and individualized support, beyond the level of support provided to other teachers.</i>	Required <ul style="list-style-type: none">○ Building Mentor○ District Mentor	Required <ul style="list-style-type: none">○ Building Mentor○ District Mentor	
Assistance Team <i>An Assistance Team must observe and assist the beginning educator.</i>	Required <ul style="list-style-type: none">○ School Administrator○ District Mentor	Required <ul style="list-style-type: none">○ School Administrator○ District Mentor	
Required Processes and Induction Components <i>During the induction period, particular emphasis is placed on the growth of the teacher.</i>	Formative evaluation processes must address all ADEPT Performance Standards <ul style="list-style-type: none">○ Continuum of Teacher Development○ Performance Data Guide○ Induction Formative Evaluation Summary		Formative evaluation processes must address all ADEPT Performance Standards, with targeted focus on the beginning educator’s identified area(s) for improvement <ul style="list-style-type: none">○ Continuum of Teacher Development○ Performance Data Guide○ Induction Formative Evaluation Summary
	Immediate feedback must be provided to the teacher		
	A Professional Growth and Development Plan must be developed with the educator based on data gathered through the formative evaluation process.		The Professional Growth and Development Plan must be reviewed and updated with the educator based on data gathered through the formative evaluation process.
Formative Evaluation Tools			
	Induction I	Induction II	Induction Assistance Team
Calendar of ADEPT Procedures for Induction Staff	Yes	Yes	Yes

Enhanced ADEPT Performance Standards / ADEPT Domains / SAFE-T Teacher Templates	Complete all Induction assignments to develop mastery of the Enhanced ADEPT Performance Standards/ADEPT Domains	Teacher must fulfill all building requirements *It is recommended that teachers continue to develop mastery of the Enhanced ADEPT Performance Standards/ADEPT Domains	Review Templates and provide feedback
Continuum of Teacher Development	Yes	Yes	Yes
Performance Data Guide	Provides Formative Evaluation at the conclusion of both the Preliminary and Final Formative Evaluation cycles	Provides Formative Evaluation at the conclusion of both the Preliminary and Final Formative Evaluation cycles	<ul style="list-style-type: none"> ○ Completed by Assistance Team ○ Developed by School Building Administrators ○ Leads Preliminary and Final Formative Evaluation cycle meetings to review summary with Induction teachers ○ Completed document is submitted to Human Resources
Professional Growth and Development Plan	Fulfills all requirements	Fulfills all requirements	<ul style="list-style-type: none"> ○ Developed by School Building Administrators based upon needs assessment ○ Completed document is submitted to Human Resources

Induction Assistance Team Selection/Assignment

Prior to the beginning of the school year, school administrators complete the assignment of Assistance Teams and submit to the District Mentoring Team. Assistance Teams are comprised of the following:

- At least two observers must be assigned to each educator on the Formative Evaluation level.
- Induction Assistance Teams are made up of a school administrator and an assigned district mentor.

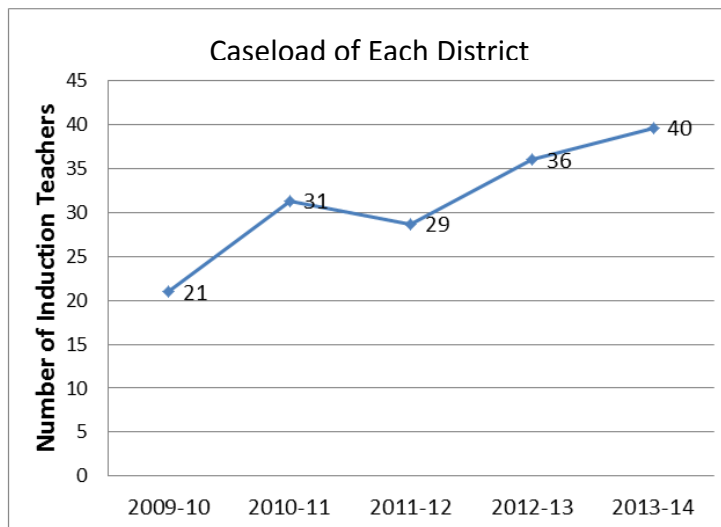
Their work will be supported by a building mentor whose teaching assignment is matched as closely as possible to the Induction teacher's placement. Additional support is provided by building level instructional coaches. (See Building Mentors)

District Mentors

Our district currently has three "full release mentors" (District Mentors) who *each* are directly responsible for up to 40 first year teachers annually.

District Full-Release Mentors Duties:

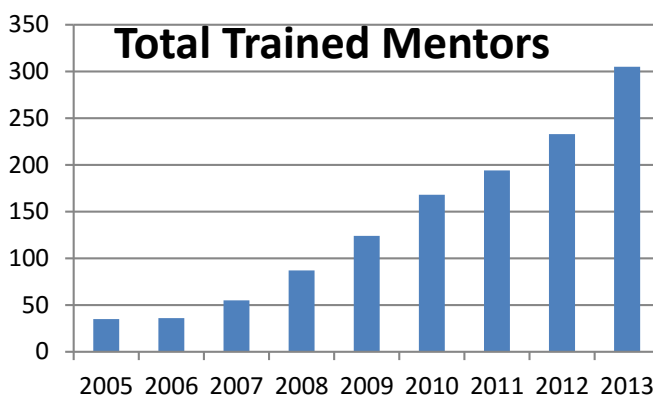
District Lead Mentors as part of the District Mentoring Team develop Beaufort County's Induction and Mentoring Program that provides teachers with comprehensive guidance and assistance throughout the school year, as well as provide teachers with formal written feedback on their strengths and weaknesses relative to state standards for teaching effectiveness.



1. Building Mentor Support
2. Induction I and II Support
3. Formally Evaluated Teachers Support
on an as need basis
4. Facilitate district New Employee Orientations
5. Facilitate sessions for annual CERRA (Center for Educator Recruitment Retention and Advancement) Induction Symposium
6. Oversee Induction Advisory Committee and Mentor Advisory Committee
7. Facilitate district New Employee

Building Mentor Support

- Create and facilitate mentor forums
- Provide ongoing professional development for Building mentors
- Work with and monitor building mentors
- Facilitate state training



Building Mentor Support Continued

- Correspond with building mentors
- Conduct Building Mentor Needs Assessment Annually
- Analyze data obtained from the Mentor Logs bimonthly
- Provide support and coaching
- Send out monthly Mentoring Bulletins
- Manage the assignments of building mentors by school administrators
- Meet with Mentor Advisory Committee to review and update program annually (see Mentor Advisory Committee)



Induction I and II Support

- Support beginning teachers using the South Carolina Mentoring Model through weekly visits with Advisees
- Formatively evaluate all Induction teachers using ADEPT model
- Fulfill requirements as part of Induction Assistance Teams
- Supervise Professional Growth and Development Plan of Induction I and II teachers
- Create, facilitate and oversee Induction Program professional development activities and requirements
 - Facilitate 9 seminars (Including some of the following)
 - Poverty Simulation
 - Stewards of Children
 - Successful Strategies
 - Professionalism
 - Provide reflective feedback to expedite professional growth and development of Induction teachers

- Create networking opportunities among Induction teachers through the use of technology
- Incorporate guest speakers from the community and within the district to enhance Induction Teacher's professional growth and development
- Provide instruction on Classroom Management through the use of an online professional development video series and blogging activities
- Meet with Induction Advisory Committee to review and update program annually

Formal Evaluation Teacher Support

- Fulfill requirements of Assistance Plans **as needed

New Employee Orientation

- Coordinate with other BCSD Departments to determine needs of new employees
- Organize all materials for New Employee Orientation
- Prepare New Employee Guide
- Facilitate an average of 12 sessions each summer welcoming new employees

CERRA Induction Symposium

- Presented several sessions for Induction I and II teachers across the state
- Attended sessions
- Networked with other Induction Coordinators statewide



Induction Advisory Committee

An Induction Advisory Committee has been in place since 2008. The Induction Advisory Committee Members are selected each year from among district administrators, school administrators, teachers who have recently completed the induction process, and mentors from the elementary, middle, and secondary levels. These members generally serve two terms and new members are selected as needed. The committee meets annually at the end of each year to review current practices, analyze survey data, make recommendations and further refine the Induction program. As a result of this ongoing committee, below are some of the programmatic changes that have occurred since its inception:

- Seminars are now held in two locations and shorter durations for the convenience of the large number of participants
- Combined seminars and related topics to allow more effective and efficient use of time
- Modifications of seminars to more closely align topics to ADEPT standards and teaching Domains

- Increased integration of technology (Edmodo for Reflective Writing Prompts; Induction Shared drive Resource folders;) to improve interaction with Induction teachers
- Increased collaboration with instructional support personnel to present district initiatives at Induction Seminars
- Implementation of quarterly on-line mentor surveys to increase accountability for Building Mentors
- Mentor assignments and pairings of Induction teacher and state trained Building Mentors now done by building Administrators and are submitted to District Mentor Team
- Administrators submit building level plans for Induction teacher support
- Increased opportunities for collaboration and networking for Induction teachers in seminars as well as through technology

Mentor Advisory Committee

A Mentor Advisory Committee has been in place since 2012. The Mentor Advisory Committee members are selected each year from among the district's building mentors from the elementary, middle, and secondary levels. These members generally serve two terms and new members are selected as needed. The committee meets annually at the end of each year to review current practices, analyze survey data, make recommendations and further refine the Mentor program. As a result of this ongoing committee, below are some of the programmatic changes that have occurred since its inception:

- Developed accountability measures for building mentors
- Refined the list of duties and responsibilities of building mentors
- Revised format of the mentor log
- Implemented technology to maintain support for building mentors
- Created Edmodo group
- Changed how building mentors are assigned to Induction teachers
- Implementation of quarterly on-line mentor surveys to increase accountability for Building Mentors

Building Mentors

Because induction teacher assistance and support is of primary importance throughout ADEPT Formative Evaluation, mentors play an essential role. Building Administrators and District Lead Mentors work to assist the efforts of building mentors as they support induction teachers.

Requirements for Assigning Mentors

The following building mentor assignment requirements apply to ADEPT Formative and Formal Evaluation:

- A mentor must be assigned to each induction contract teacher.
- A mentor must be assigned to any annual-contract teacher participating in ADEPT Formative Evaluation.

Mentor Qualifications

In order to be eligible to serve as an assigned mentor, the educator must:

- Hold a valid South Carolina professional teaching certificate
- Have completed a minimum of one-year of successful teaching experience in South Carolina at the continuing-contract level
- Express a desire or a willingness to serve as a mentor
- Be recommended by a school or district administrator and by another teacher to serve as a mentor
- Have successfully completed all required South Carolina Department of Education – approved mentor training activities.

Characteristics demonstrated by effective mentors include:

- A knowledge of beginning-teacher professional development and effective adult learning strategies
- A thorough command of the subject matter
- A solid working knowledge of student academic standards and assessments
- A sound working knowledge of effective instructional strategies
- A knowledge of current educational trends, technologies, and literacy requirements
- A solid working knowledge of current educator performance standards, evaluation processes, and evaluation requirements
- Effective communication and interpersonal skills
- The ability to serve as a role model
- The desire and ability to work collaboratively for a common cause and /or for a greater good
- The desire and the ability to continue to grow professionally

Considerations for Matching Mentors to Teachers

In assigning a mentor to a teacher, school administrators must:

- Match the mentor to the teacher according to at least two of the following three factors:
 - Areas of certification
 - Grade levels
 - Physical proximity
- Ensure that the mentor is assigned to and begins working with the teacher in a timely manner – no later than two weeks following the teacher’s start date or the date that a decision is made to assign a mentor

Building Mentor Responsibilities

- Assist the teacher in implementing the Professional Growth and Development Plan
- Assist the teacher in developing and reviewing any required plans, reflections, and other types of evidence documentation
- Assist the teacher in locating and accessing professional development resources and activities
- Conference with the teacher on a regular basis
- Complete mentor surveys as evidence that the required mentoring activities have been accomplished

Mentoring Formal-Evaluation Teachers		
	Annual Formal I and II	Continuing Formal
Assigned Mentor	Required <ul style="list-style-type: none"> ○ Building Mentor *District Mentors may be assigned in specific cases.	Mentor assigned as per the needs of Assistance Plans *District Mentors may be assigned in specific cases.
Mentor Roles for Formal Evaluation Teachers	<ul style="list-style-type: none"> ○ Engage in reflective mentoring conversations with the teacher ○ Review school-related procedures, assignments, and issues ○ Provide intensive and individualized support to improve the teacher's performance and to ensure ongoing professional development 	<ul style="list-style-type: none"> ○ Engage in reflective mentoring conversations with the teacher ○ Review school-related procedures, assignments, and issues ○ Provide intensive and individualized support to improve the teacher's performance and to ensure ongoing professional development
Calendar of ADEPT procedures	Yes	Yes
Assistance Plans	Fulfills all requirements	Fulfills all requirements

Evidence

Holistic Formative Evaluation

- Assistance Teams will formatively evaluate Induction teachers based upon professional standards

Used by the Assistance Team in identifying the Induction teachers' level of performance and expectations for continued growth:

Levels of Induction Teacher Development

- **Beginning:** the teacher relies on ongoing assistance from more experienced colleagues for support, guidance, and survival, and tries to internalize and apply what she or he has learned about teaching
- **Emerging:** the teacher still relies on more experienced colleagues for support but moves toward becoming more self-directed and independent in her or his practice
- **Applying:** the teacher is able to teach independently, internalizes, and easily applies what she or he has learned about teaching
- Results used by Assistance Team when completing Performance Data Guide

Professional Growth and Development Plan

- School Building Administrators will develop individualized PGDP based upon the beginning teacher's evaluation summary
- The creation and implementation of plans are based upon needs assessment (Continuum, ADEPT Performance Standards)

Performance Data Guide

- Completed by Assistance Team during each evaluation cycle
- Assistance Team writes up Performance Data based upon holistic formative evaluation evidence from the ADEPT Performance Standards
- Used to record contract recommendations

Continuum of Teacher Development

- Induction teachers, in conjunction with their mentor or school administrator can use the Continuum of Teacher Development as a self-assessment tool
- The purposes of the collaborative use of the Continuum are to
 - Help beginning teachers and mentors collaboratively assess teacher's level of proficiency
 - Help beginning teachers set clear, professional goals
 - Guide mentor's support and assistance
 - Provide a common language to describe and discuss practice

Quotes from Induction Teachers

My district mentor encouraged me to be creative. She gave constructive feedback. She was able to be an advocate for me and support me mentally. I appreciated her listening ear.

She assisted with feedback after observations.

My district mentor was very helpful. She always gave me feedback and would always listen to me. I enjoyed our talks and she always gave me some great advice.

She helped me come up with ways to get my difficult students engaged in my content, helped me figure out how to create rubrics and assessments for content that I wasn't sure how to grade, helped me see where I was consistent and inconsistent with my classroom management. I would not have been able to survive without her. She was an invaluable support to me. My district mentor gave constructive feedback any visit. She helped me build a functional classroom behavioral management plan.

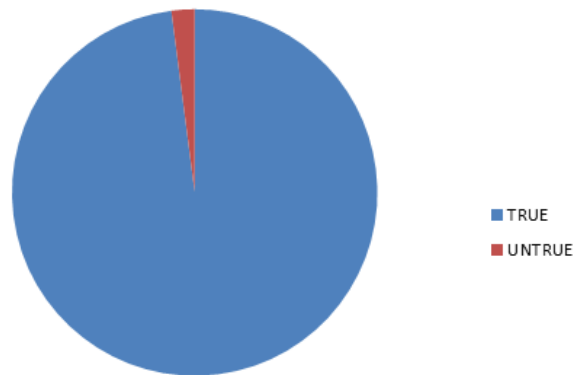
She helped in problem solving, morale, instructional strategies, and classroom management.

Data

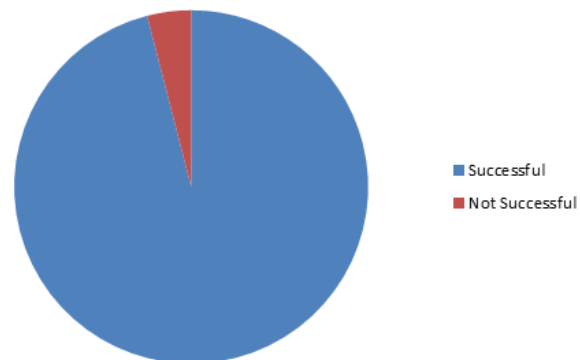
For the 2012-13 school year, 105 Induction teachers were hired. Of these 105 Induction teachers, 20 have left the district, 4 were unsuccessful, and 81 have continued employment in Beaufort County.

Survey Results

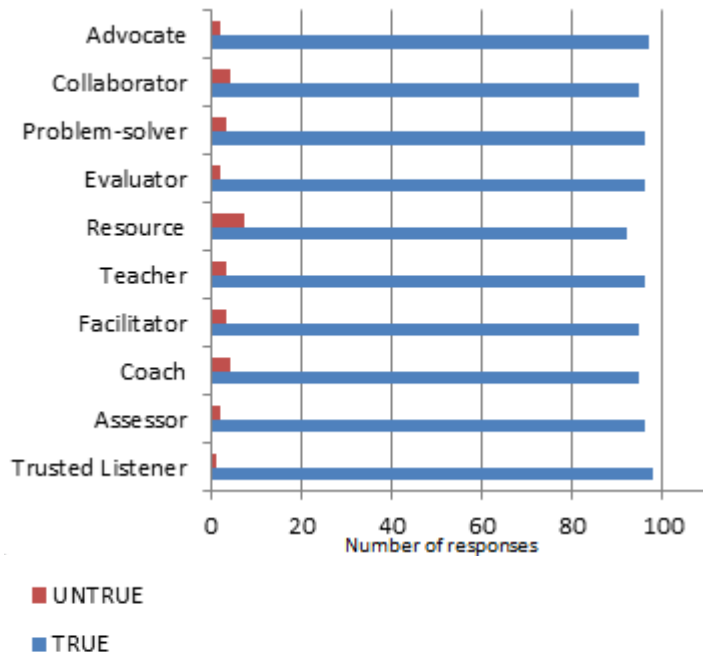
My District Mentor was helpful during my Induction year:



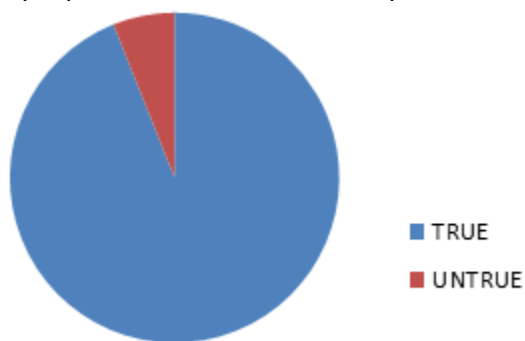
Overall I feel my Induction year was:



My District Mentor was a:



I am prepared for the evaluation process:



Quotes from Induction Teachers

My district mentor was very easy to talk to and confide in. She was always available when I needed further feedback on lessons and documents. She always provided constructive and immediate feedback.

My mentor has been an amazing help to me. She, too, offered me lesson ideas, recommended websites, helped me set up classroom management strategies using my Promethean Board. She offered me her ear, and I feel that she genuinely listened to my concerns and often alleviated them.

My district mentor was always a support system for me. When I was feeling down she was always able to tell me what I was doing well. When there were areas to work on she never made me feel as though I was doing much wrong. It was nice to be able to talk about how I was feeling.

My district mentor was extremely helpful all year when I was having problems within in the school. She was a trusted listener and gave great advice on how to handle every issue. She also gave great ideas for classroom management and instructional strategies.

My district mentor was a huge help in terms of answering questions and providing answers to questions regarding Induction requirements. She gave great feedback after observations and had suggestions of areas which could be improved/changed for next time.

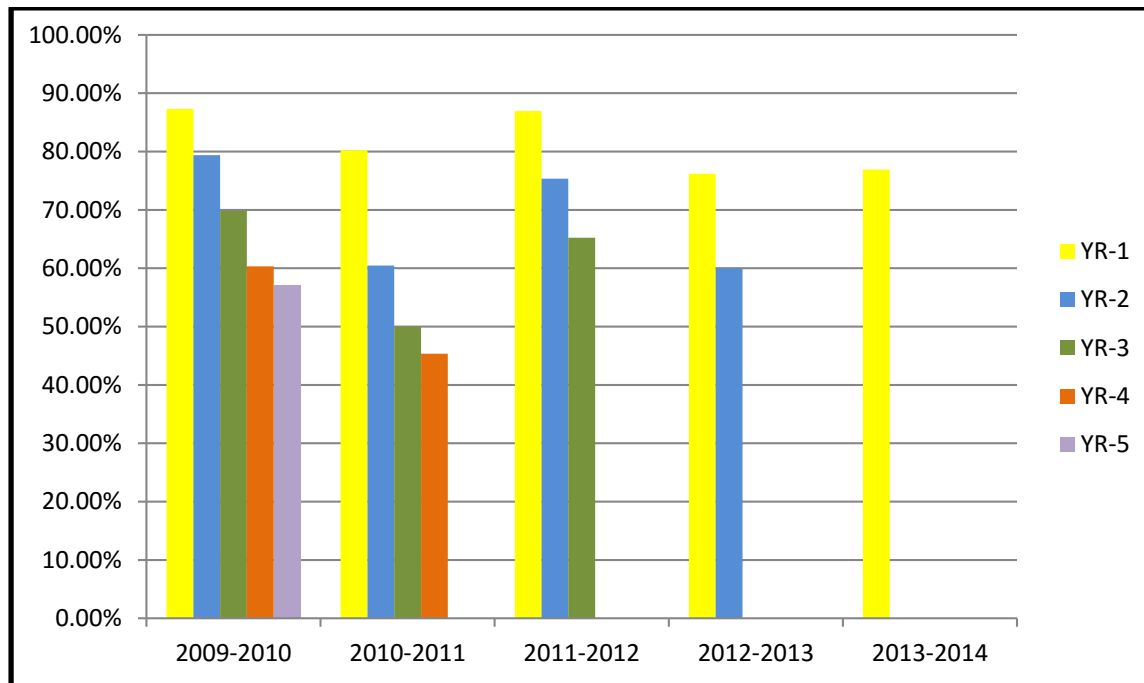
Workforce Retention Rates

Beaufort County School District Induction Teacher Retention Rate

The following chart shows the number of Induction year teachers hired over the past five years and the current retention rates for each of those years.

Induction Teachers Five Year Retention Rates							
SCHOOL YEAR	TOTAL HIRED	Number of Induction Teachers Remaining At The End Of Each Year					CURRENT RETENTION PERCENTAGE
		YR-1	YR-2	YR-3	YR-4	YR-5	
2009-2010	63	55	50	44	38	36	57.14%
2010-2011	86	69	52	43	39		45.35%
2011-2012	69	60	52	45			65.22%
2012-2013	105	80	63				60.00%
2013-2014	104	80					76.92%
2014-2015	101						100.00%

The following graph is a representation of the induction year teacher retention data from the above chart.



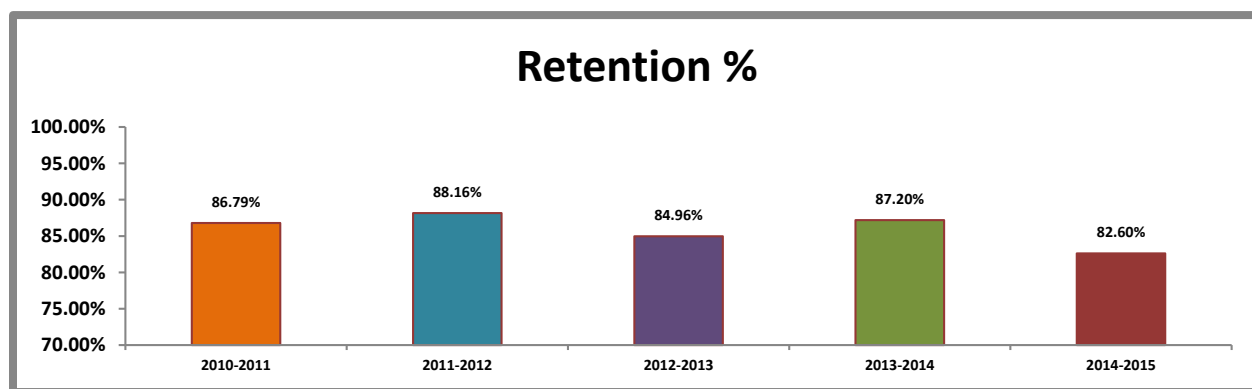
Retention Rate of Employee Groups

The following chart represents the overall "School Level" retention rates for the 2014-2015 school year.

SCHOOL	# BUDGETED	NOT RETURNING FOR 2014-2015 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2013-2014	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2014-2015	2014-2015	RATE
Administrative Staff	89.00	9.00	2.00	1.00		12.00	77.00	88.00	86.52%
Certified Staff	1541.91	201.00	44.00	3.00	2.00	250.00	1291.91	1574.51	83.79%
Classified Staff	403.00	73.00	13.00	4.00	2.00	92.00	311.00	420.00	77.17%
OVERALL TOTALS:		283.00	59.00	8.00	4.00	354.00	1679.91	2082.51	82.60%

RETENTION RATE =	$\frac{\text{\# Retained 2014 - 2015}}{\text{\# Budgeted 2013 - 2014}}$	82.60%
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The following chart represents the overall "School Level" retention rates for the past five years.

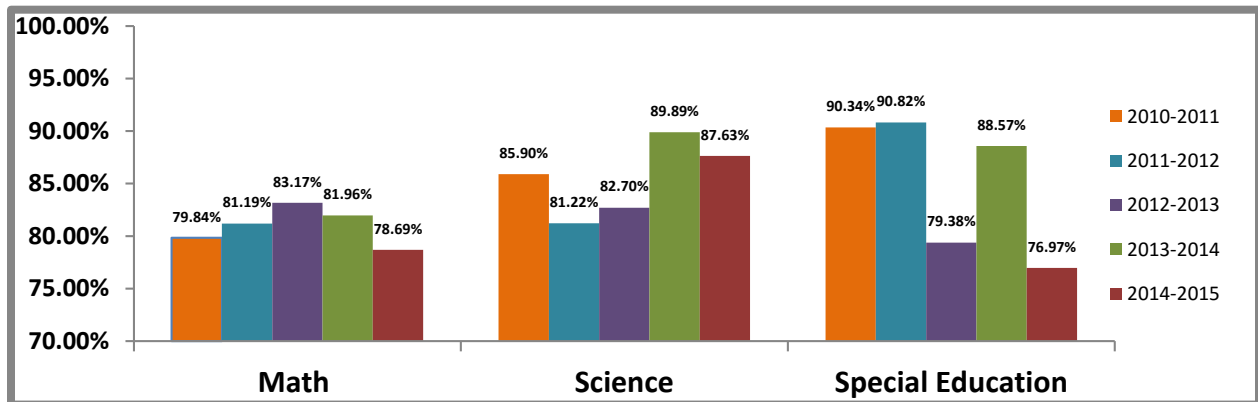


Retention Rate of Math, Science and Special Education

The following data represents the Math, Science and Special Education retention rates.

SUBJECT	# BUDGETED	NOT RETURNING FOR 2014-2015 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2013-2014	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2014-2015	2014-2015	RATE
Math (HS & MS)	103.25	19.00	3.00	0.00	0.00	22.00	81.25	99.80	78.69%
Science (HS & MS)	97.00	9.00	3.00	0.00	0.00	12.00	85.00	99.00	87.63%
Special Education (K-12)	95.53	17.00	4.00	0.00	1.00	22.00	73.53	98.66	76.97%
OVERALL TOTALS:	295.78	45.00	10.00	0.00	1.00	56.00	239.78	297.46	81.07%

The following chart represents the Math, Science and Special Education retention rates for the past five school years.



Annual Human Resources Report

P.E. 6.A.4

**Beaufort County Board of Education
Beaufort County, South Carolina**

**Performance Expectations Monitoring Report
Date: October 21, 2014**

Performance Expectation (PE) being monitored: PE 6.A.4

I hereby present my Executive Summary on Performance Expectation 6: Human Resources Services and Monitoring Report on Performance Expectation 6.A.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D
Superintendent

Accepted:

Date: _____

Signed: _____

William M. Evans
Board Chair

P.E. 6.A.4 Conduct exit interviews of employees voluntarily separating from employment and report trend results annually to the Board.

Superintendent's Interpretation

- When an employee leaves, Human Resources leadership arranges for a system of exit interviews.

Statement of Compliance

As employees voluntarily leave Beaufort County School District, it is the practice of the Office of Human Resources Services to solicit information as to how they viewed their employment within our district to improve conditions as appropriate.

Exit Interview Questions

1. Default Section

*1. What was your job title?

*2. Which of the following factors best describes your reason for leaving?

- | | |
|--|---|
| <input type="checkbox"/> Accepted Administrative Position In Another SC District | <input type="checkbox"/> Lack Of Recognition |
| <input type="checkbox"/> Accepted Administrative Position In Another State | <input type="checkbox"/> Legal Issues |
| <input type="checkbox"/> Accepted Teaching Position In Another SC District | <input type="checkbox"/> Opportunity For Advancement |
| <input type="checkbox"/> Accepted Teaching Position In Another State | <input type="checkbox"/> Poor Wages Or Benefits |
| <input type="checkbox"/> Career Change - Leaving Education | <input type="checkbox"/> Poor Working Conditions - Physical |
| <input type="checkbox"/> Commute Or Other Transportation Related Issue | <input type="checkbox"/> Reduction-In-Force |
| <input type="checkbox"/> Environmental Health Or Safety Issue | <input type="checkbox"/> Relocation |
| <input type="checkbox"/> Excessive Workload | <input type="checkbox"/> Retiring |
| <input type="checkbox"/> Family Circumstances | <input type="checkbox"/> Returning To School |
| <input type="checkbox"/> Health Reasons (self or family) | <input type="checkbox"/> Sexual Or Other Harassment |
| <input type="checkbox"/> Inadequate Training | <input type="checkbox"/> Workplace Threats Or Violence |
| <input type="checkbox"/> International Teacher Returning To Country Of Origin | |
| <input type="checkbox"/> Other (please specify) | |

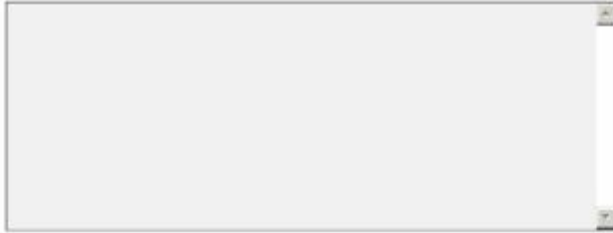
***3. Please rate your former workplace in the following areas:**

	Excellent	Good	Fair	Poor	N/A
Access to adequate information to perform job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate recognition on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits offered to employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication within your school/department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistent application of policies and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation and teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee development through training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair treatment by your principal/supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay for employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receptivity of principal/supervisor to your ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolving employment disputes/grievances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolving equal employment opportunity complaints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

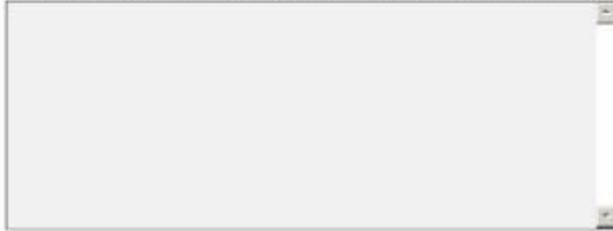
ADDITIONAL COMMENTS:

4. What did you like most about your job?

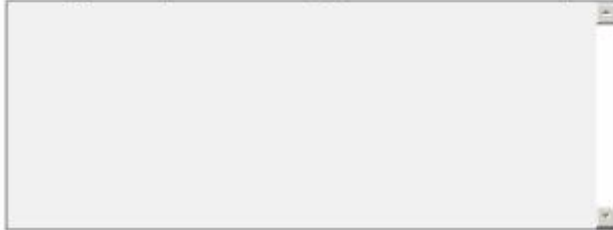
5. What did you like most about the school district?



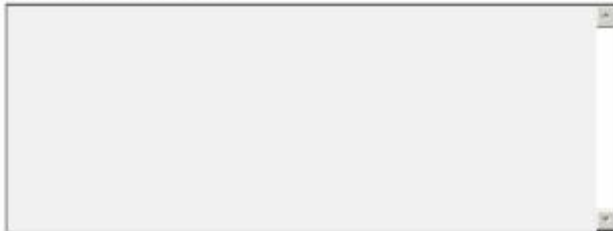
6. If applicable, what action or change would have kept you from leaving?



7. If applicable, before making your decision to leave, did you consider a transfer?



8. What ideas would you like to share that would make Beaufort County School District a better place to work?



9. Do you have plans of returning to Beaufort County School District in the Future?

☐ Yes

☐ No

Other (please specify)

10. What is your age range?

☐ 21-25

☐ 26-30

☐ 31-35

☐ 36-40

☐ 41-45

☐ 46-50

☐ 51-55

☐ 56-60

☐ 61-65

☐ 66 or Older

11. What is your gender?

☐ Female

☐ Male

12. What is your race/ethnicity?

☐ Asian

☐ Asian Pacific Islander

☐ African American

☐ American Indian

☐ Hispanic

☐ Caucasian

Other (please specify)

13. If you would like a personal exit interview with Becky Randazzo, Recruiting Coordinator, please provide the following information.

Name:

Phone Number:

Email Address:

Annual Human Resources Report

P.E. 6.C.1

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 21, 2014**

Performance Expectation being monitored: 6.C.1

I hereby present my stipulation report on Performance Expectation: 6.C.1 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D
Superintendent

Accepted:

Date: _____

Signed: _____

William M. Evans
Board Chair

Stipulated Statement:

P.E. 6.C.1: Ensure certified support staff is evaluated regularly based on job performance aligned with the Board's expectations.

- All certified and support staff were evaluated during the previous school year based on job performance.
- Written ADEPT or classified evaluation forms were used for all evaluations during the previous school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

Annual Human Resources Report

P.E. 6.C.2

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 21, 2014**

Performance Expectation being monitored: 6.C.2

I hereby present my stipulation report on Performance Expectation: 6.C.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

William M. Evans
Board Chair

Stipulated Statement:

P.E. 6.C.2: Ensure that teachers are evaluated in accordance with State statutes and District administrative rules based on job performance expectations aligned to the Board's expectations.

- All teachers new to the District during the previous school year were formally observed and evaluated in writing in accordance with District policies.
- All continuing contract teachers were properly evaluated in the previous school year prior to a renewal contract being offered for the current school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

Annual Human Resources Report

P.E. 6.C.3

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 21, 2014**

Performance Expectation being monitored: 6.C.3

I hereby present my stipulation report on Performance Expectation: 6.C.3 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

William M. Evans
Board Chair

Stipulated Statement:

P.E. 6.C.3: Recognize excellence and provide constructive suggestions for improvements as appropriate.

- Please see listing of BCSD employees and schools recognized for excellence for 2013-2014.

SCHOOL/ LOCATION	2013-2014 POINTS OF CELEBRATION
BCHS	Received a donation from the Mt. Carmel Baptist Church
BCHS	Wrestling team won the State Championship for the 1-A & 2-A Divisions
BCHS	Student represented our state at the National Youth Science Camp in Washington
BCHS	Senior recognized as one of the most promising young scientist in the state- Chosen as one of the prestigious Gates Millennium Scholars
BCSD	71 students achieved the maximum PASS score
BCSD	Rotary Clubs of Sea Island donated \$3,500 for the Outfitting Lowcountry's Youth Program
BCSD	The Learning Center of Beaufort, Inc. of the Coastal Carolina donated \$50,000 for the Child Find Expansion
BCSD	Grants totaling \$5,388 from the Foundation for Educational Excellence for innovative classroom projects
BCSD	Donation of \$4,000 from Parker Companies for Support Staff of the Year
BCSD	Received a donation of \$7,172 from the Little Red Dog Foundation, Coastal Community, Beaufort Kiwanis Club, and Long Cove Club
BCSD	86 district students were named AP Scholars
BCSD	26 district students were named AP Scholars with Honor for averaging 3.5 on all exams taken
BCSD	35 district students were named AP Scholars with Distinction for averaging 3.5 on all exams taken
BCSD	15 teachers certified by National Board for Professional Teaching Standards
BCSD	Approximately 125 students per year are taught CPR through the Sports Medicine Class
BCSD	Almost 50 students committed to pursuing their academic dreams through their athletic talents
BCSD	Teacher received the 2014 South Carolina Foreign Language Teachers Association Study Abroad Scholarship-\$1,000
BCSD	Received granted funds from the Beaufort County Council for the Traveling School Bus
BCSD	Received a grant of \$13,000 from the Department of Education's Family Literacy and Adult Education
BCSD	Received a donation from the Foundation for Educational Excellence from the Fundraising Jewels & Jeans event totaling \$5,500
BCSD	The SC Arts Commission chose our district for the Verner Award
BCSD	Received assistance from the Junior Service League for more than \$20,000 of new and used inventory-Prom Boutique
BCSD	Received a donation from the Children's Relief Fund
BES	Received a donation from the Sea Island Rotary Club through the Angel Tree Program
BES	Awarded the TAP Ambassador Award
BHS	WorldQuest Team won and will represent the World Affairs Council of HHI at the National Tournament in Washington
BHS	AD Named the Regional Athletic Director of the Year for 4A
BHS	Senior won First Place in Aiken at the Southern Cross Junior Tournament
BMS	Recognized for its first year promoting the Project Unify Program
BLHS	Two students named National Merit Semi-Finalists.
BLHS	Highest achieving school in 2013 with 38 AP Scholars, 13 AP Scholars and 19 AP Scholars with Distinction
BLHS	Sophomore assisted in a life-saving action after learning CPR through the Sports Medicine Class
BLHS	Participated in the Youth in Government Program
CES	Created a Veteran's Memorial Garden outside their entrance
DURHAM	Bus Driver wins a State Championship Award from the SC Association for the Pupil Transportation
HHIHS	Boys and Girls team placed first at the 3-A State Cross Country Championship
HHIHS	Received a donation of photography darkroom equipment
HHIHS	Teacher honored by the Daughters of American Revolution for the Teacher of American History Award
HHIHS	Counselor named the Counselor's Association Counselor of the Year Award
HHIHS	AD Named the Regional Athletic Director of the Year for 3A
HHIHS	Won the Sea Island Science Regional Science Fair's Grand Award
HHIHS	Booster Club donated funds to upgrade the landscaping around the stadium

SCHOOL/ LOCATION	2013-2014 POINTS OF CELEBRATION
HHIHS	TD Bank donated \$6,000 to the Booster Club
HHIHS	Received a grant of \$6,250 that covers 200 tutoring hours for after school
HHIHS	Teacher, a member of the American Walker Cup Golf team, assisted in bringing the Walker Cup trophy to US
HHIHS	Kristen Karszes - 2013 District Teacher of the Year
HHIHS	Swim Team won their fourth straight 3A State Championship
HHISCA	Student recognized by the Town of Hilton Head with a Certificate of Commendation
HHISCA	Anti-Bullying poster contest winner
HHIMS	Won Best in Show for the Sea Island Science Fair-Middle School Division
HH SCHOOLS	Received a donation from Kroger Grocery Store
MCRES	PTO purchased equipment for the Early Childhood Center
MCRES	PTO donated funds to cover the cost of new radios for the elementary and early childhood center
OES	2013 National Blue Ribbon School
OES	Awarded the Dick and Tunky Riley Award for School Improvement
OES	Named Palmetto's Finest
OES	The first school in SC to win all three awards in one year-National Blue Ribbon, Riley Award and Palmetto's Finest
OES	Student won the Gold Medal in Sodexo's Future Chef Competition
PRES	5th graders won the elementary division state championship stock market game 2012-2013
PRES	Had a Fifth Grade student's art work displayed on the cover of the Rivers of Words book
PRES	Received Honorable Mention for the Dick and Tunky Riley Award for School Improvement
RCES	Teacher awarded the "Sue West Education of the Year Award"
SHES	Involved in the Farm to School Program
WBECHS & BLHS	Named the champions of the VEX Robotics Championship
WBECHS	AD Named the State Athletic Director of the Year for 1A
WBECHS	Student won first place in the Bamberg Wrestling Tournament
WBECHS	Varsity Boys Basketball team named Lower State Champions for the second consecutive year
WBECS	Received a donation from the Savannah-Hilton Head Mattress Firm for team meals for varsity and JV football teams
WBMS	Recognized by the American School Counselor Association for having a recognized ASCA Model Program
WB SCHOOLS	Received a donation from the Mt. Carmel Baptist Church

Annual Human Resources Report

P.E. 6.C.4

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 21, 2014**

Performance Expectation being monitored: 6.C.4

I hereby present my stipulation report on Performance Expectation: 6.C.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

William M. Evans
Board Chair

Stipulated Statement:

P.E. 6.C.4: Annually recognize a support staff person of the year and a teacher of the year, publicizing the selection criteria in advance.

2014 Teacher of the Year and Support Staff Person of the Year

Support Staff Person of the Year

SCHOOL	EMPLOYEE
ACE	Lillian Mitchell
BCHS	Diane Grooms
BES	Melanie Frazier
BHS	Maureen Butler
BMS	Donna Nance
BLES	Heidi Toon
BLHS	Sandra Bedosky
BLMS	Aldric Browne
BRES	Sharon Glover
CES	Karen Harris
DESC	Clifford Johnson
HEMMS	Laura Lee
HHIHS	Kelly Ward
HHIECC	Teri Lyn Eaton
HHES	Diane Jorgensen
HHISCA	Kathleen Paul
HHHIMS	Antonia Markowitz
JSES	Samuel Jiles, Jr.
LIES	Angela Simmons
LIMS	Latanya Floyd
MCRES	Debra Bryan
MOES	Michele Lipsitz
OES	Guillermina (Mina) Ortega
PRES	Melissa Hibbs
PVES	John Sykes
RCES	Vicki Ratzel
RC	Daniel "Chip" Jardeleza
RSMS	Tenesha Chaplin
SHES	Mary Ann Holmes
WBECHS	Helen Heyward-Smoaks
WBES/JDECC	Arinethia "Neicy" Ferguson
WBMS	Chesney Singleton

Teacher of the Year

SCHOOL	EMPLOYEE
ACE	Brad Childress
BCHS	Makela Wilson
BES	Debra Manyin
BHS	Sheila Catoe
BMS	Patricia Fidrych
BLES	Nikki Sparks
BLHS	Lt. Col. John Carothers
BLMS	Sharon McMahon
BRES	Debra Graf
CES	Nancy Norris
HEMMS	Anthony Smith
HHIECC	Karen Sandlin
HHES	Michelle Quigley
HHIHS	Annette Lee
HHIMS	Steven Moe
HHISCA	Justin Vaughn
JSES	Cindy McKain
LIES	Lori Baggett
LIMS	Eric Mohrman
MCRES	Robin Berkeley
MOES	Carol Pringle
OES	Maryanne Cherry
PRES	Caroleen Hodge
PVES	Christina Cook
RC	Angela Picot
RCES	Michelle Morrison
RSMS	Bob Prawel
SHES	Christina Johnson
WBECHS	Yolanda Saunders-Polk
WBES/JDECC	Michelle Henry
WBMS	Amy Simmons

of the Year

2014 District Teacher of the Year

Amy Simmons

Whale Branch Middle School

ool

Annual Human Resources Report

P.E. 6.B.4

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
October 21, 2014**

Performance Expectation being monitored: 6.B.4

I hereby present my stipulation report on Performance Expectation: 6.B.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

William M. Evans
Board Chair

Stipulated Statement:

P.E. 6.B.4: Publicize the District's Employee Grievance Administrative rule and effectively handle grievance concerns.

- An Employee Grievance procedure was in place during the previous school year.
- The existing Employee Grievance policy and procedures were reviewed during the previous school year and any modifications made were published for the current school year.
- All Employee Grievances during the previous school year were handled in accordance with the established District policy and procedures.
- There were twenty-one grievances handled during the 2013-2014 school year.



Annual Human Resources Report

P.E. 6.A.1	Employee Recruitment Report
P.E. 6.A.2	Employee Retention Report and Employee Retention Improvement Report
P.E. 6.A.4	Employee Exit Interview Report
P.E. 6.A.5 P.E. 6.A.6	Nepotism
P.E. 6.B.4	Employee Grievances
P.E. 6.C. 1	Evaluate Certified Staff
P.E. 6.C.2	Evaluate Teaching Staff
P.E. 6.C.3	Recognize Excellence
P.E. 6.C.4	Recognize Support Staff Person and Teacher of the Year

**Alice W. Walton, Chief Administrative and Human Resources Officer
Presented to the Beaufort County Board of Education
November 3, 2015**

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Annual Human Resources Report

P.E. 6.A.1

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 3, 2015**

Performance Expectation being monitored: 6.A.1

I hereby present my stipulation report on Performance Expectation: 6.A.1 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Vice Chair

Stipulated Statement:

P.E. 6.A.1: Recruit and hire top-quality employees of diverse backgrounds.

Superintendent's Interpretation

- Expand the district's efforts to place more student teachers.
- Establish and maintain strong recruiting strategies, including a focus on recruiting excellent male and minority candidates.
- Consistently use interview screening instruments for hiring with consistent standards.

Statement of Compliance

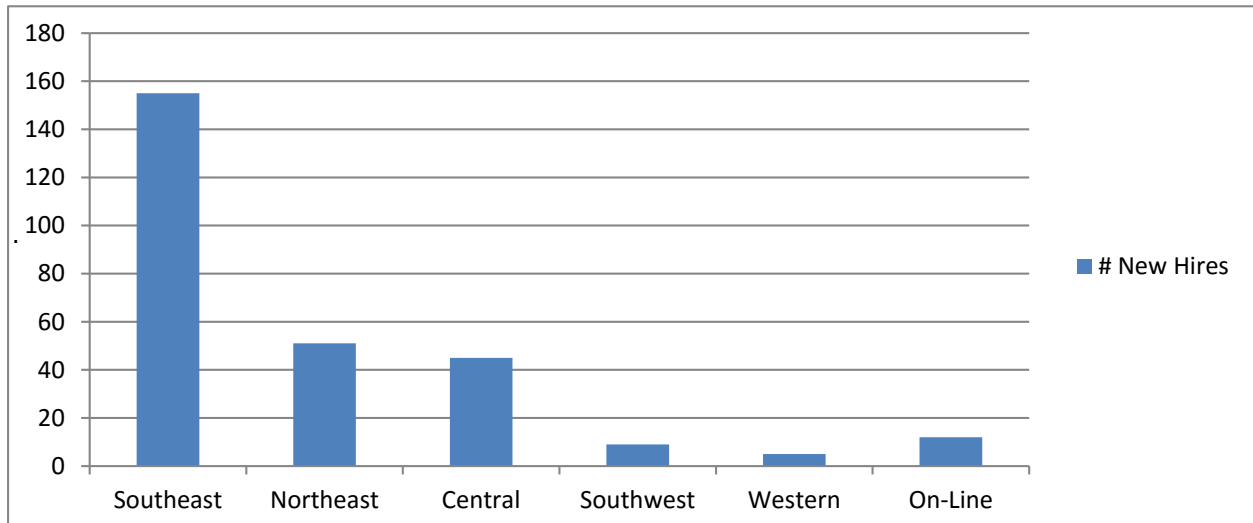
Throughout the year, the Office of Human Resource Services implements recruitment strategies in order to recruit and employ quality professionals for our school district. This is an ongoing effort that focuses on the recruitment, application, and interviewing processes.

BCSD RECRUITING PLAN

GOAL	ACTION1	ACTION 2	INDICATORS
Maintain our recruiting focus on hiring Highly Qualified Teachers (HQT) in order to increase the district's HQT percentage from year-to-year	Set goals to recruit teachers who have proven HQ status with certification.	Require teachers who have not obtained HQ status at time of hire to be cleared by October 1 of the current school year.	Presented at new hire orientation weekly. Emails were sent to the principals. Follow-up letters sent to all teachers not HQ.
Ensure new teachers hired for "class size reduction" or "Title 1" classrooms are HQT at the time of hire.	Require Title 1 teachers to prove HQ status at time of hire.	Verify HQ status before teacher can be placed in a Title 1 classroom.	HQ status was checked on all new hires and current teachers. Checked EVAAS scores and years of experience before transfers were approved to ensure equitable levels at high poverty schools.
Ensure students in high-poverty and/or high-minority schools have equitable access to HQ experienced teachers	Require verification of years of experience at time of hire in order to ensure equitable levels at high-poverty schools.	Maintain data documenting years of experience for all schools.	Checked EVAAS scores and years of experience before transfers were approved to ensure equitable levels at high poverty schools. Data maintained and added to HQ notebook. Average for all schools is 13 yrs. of experience. Title 1 is also 13 yrs.
Foster relationships with HBCU's	Sponsor a visitors forum and invite student placement leaders from Southeastern colleges. Plan site visits to showcase our schools to HBCU leaders.	Plan recruiting trips to include all HBCU colleges who participated in the forum. Establish recruiting team, especially for those schools to maintain continuity.	Planned a site visit for HBCU leaders May 20, 2015. (Plan to revisit in February 2016) Ask HBCU leaders to post positions and pass out interest letters to 2015 education graduates.
Increase the number of career fairs attended for recruiting	Continue recruiting in our local region; and add NC, GA, TX, FL, PA, MI, Ohio, VA, MA, and NY.	Increase the practice of offering contracts for exceptional candidates when interviewed at the career fairs.	Increased participation in career fairs in North Carolina, Michigan, Ohio, and Pennsylvania. (Implemented) We offered contracts to prospective teachers at the Beaufort County Career Fair.
Increase diversity awareness	District will establish "diversity statement" to include all groups of employees and establish diversity goals.	Maintain and regularly report demographic and experience level data to Board.	Will incorporate diversity statement into 5-year strategic plan. Monthly HR status report.
BCSD Career Fair	February or March 2015 BLHS Auditorium	Strive to fill 25% of vacancies from Career Fair candidates.	Filled 25% of vacancies at the BCSD Career Fair March 21, 2015. Current Career Fair is tentatively scheduled for March 12, 2016 at BLHS.

Recruiting Efforts

Our recruiting efforts last year yielded a substantial number of teachers from 5 regions in the country, as well as 11 teachers from online colleges and universities. The chart below represents the regions where our new teachers attended college. The following information names the colleges and universities of our new teachers. Also listed are the subjects and levels of our new employees. We will continue to monitor our efforts to determine the most productive regions for recruiting teachers.



Colleges of 2015 New Hires

SOUTHEASTERN REGION	No. of TEACHERS	POSITION
American Military Univ., W VA	1	Elementary, Math
Anderson College	2	Science, Elementary Education
Armstrong Atl. St. Univ., GA	3	Early Childhood, Speech Therapist, Special Education
Augusta State, GA	1	Language Arts
Barry Univ. FL	1	Special Education
Belmont Abbey College, NC*	2	Early Childhood, Special Education
Brevard College, NC	1	Science
Charleston Southern*	1	Elementary Education
Claflin Univ., SC	2	English, Guidance Counselor
Clemson Univ., SC*	9	Math, Elementary Education, Special Education, Science, Guidance
Coastal Carolina Univ. SC*	3	Early Childhood, Elementary Education, English
Coker College, SC	1	Language Arts
College of Charleston, SC*	2	Psychologist, Special Education
College of William and Mary, VA	1	ESOL
Columbus St. Univ., GA*	1	Special Education

Converse College, SC	1	Elementary Education
Duke University	1	Chemistry
Eastern KY Univ.	1	Strings
Emmanuel College, GA*	2	Science, Early Childhood
Emory University, GA	1	English
FL College, FL	1	ESOL
FL. State Univ.*	1	Special Education
Francis Marion Univ., SC*	2	Elementary Education, Biology
Furman Univ., SC*	3	Early Childhood, PE, ESOL
GA Southern*	5	Guidance, Early Childhood, Montessori, Psychologist, Special Education
High Point Univ., NC	1	Spanish
James Madison Univ., VA*	1	English
Mercer College, GA*	1	Early Childhood
Middle TN State	2	Music, Science
Newberry College, SC	1	Band
North Carolina State, NC	2	Math, Special Education
North Greenville Univ., SC	3	Elementary Education, Early Childhood, Social Studies
North Kentucky Univ., KY	1	Chorus
Pembroke State Univ.	1	PE
Presbyterian College, SC	1	Early Childhood
Radford Univ., VA*	3	Art, Science, Speech Therapist
SCAD, GA	2	Art
SC State Univ., SC*	3	Guidance Counselor, Art, Business
Shorter College, GA	2	Social Studies, English
St. Univ. of FL	3	Early Childhood, Art, Social Studies
The Citadel	3	English
Toccoa Falls College, GA	1	Math
UGA*	13	Science, Early Childhood, Special Education, Guidance, Art, Math, ELA
Univ. of Mary Washington, VA*	1	Special Education
Univ. of North Carolina*	5	Special Education, Chemistry, Science, Literacy, Media Specialist
USC, Aiken	5	Elementary Education, Science, Early Childhood
USCB, SC*	13	Early Childhood, Elementary Education
USC, Columbia, SC*	17	Social Studies, PE, Science, Dance, Montessori, Speech Therapist, Media, Early Childhood, Band, Art, Math, ELA, Literacy
USC, Upstate*	3	Early Childhood, Math, PE
Univ. of South FL	1	Elementary Education
Univ. of TN, Chattanooga	1	Elementary Education
Univ. of West GA	1	Math
VA Commonwealth	1	Special Education
W. Carolina Univ., NC	1	Band

Western Kentucky	1	Numeracy Coach
W. VA. State Univ.*	2	Math, Special Education
Wheelock College, SC	1	Literacy
Winthrop University, SC*	9	Band, Social Studies, Dance, Art, Guidance Counselor, Early Childhood, Chorus
NORTHEASTERN REGION	No. of TEACHERS	POSITION
Adelphi Univ., NY*	1	Early Childhood
Bloomsburg Univ. of PA*	1	Science
Boston College, MA*	1	Early Childhood
Cabrini College, PA	1	Elementary Education
CA Univ. of PA	4	Math, Science, Language Arts, Early Childhood
Central CT St. College, CT*	1	Elementary Education
College of Notre Dame, MD*	1	Elementary Education
Dowling College, NY	1	Special Education
Edinboro Univ., PA	1	Language Arts
Excelsior College, NY	1	Business
Gordon College of MA	1	Social Studies
Hofstra Univ., NY	2	PE, Elementary Education
Marywood Univ., PA*	1	Elementary Education
Montclair St. Univ., NJ*	1	Early Childhood
Millersville Univ., PA	2	Social Studies, Early Childhood
Penn State Univ.	4	Social Studies, PE, Math, Health Science Technology
St. Bonaventure College, NY	2	Early Childhood, PE
St. Francis Univ. PA	1	Special Education
St. Mary's College, MD	1	Art
Slippery Rock Univ., PA	2	Science, Technology Education
SUNY, Brockport, NY*	1	Elementary Education
SUNY, Buffalo, NY	1	Elementary Education
SUNY, Cortland, NY	1	Social Studies
SUNY, New Paltz, NY*	2	Art, Special Education
SUNY, Oswego, NY	1	Early Childhood
SUNY, Potsdam, NY	2	Special Education
Univ. of DE*	1	Literacy
Univ. of Maryland	2	Early Childhood, Firefighter
Univ. of ME*	1	Early Childhood
Univ. of NH*	1	Social Studies
Univ. of PA*	1	PE
Univ. of Pittsburgh, PA*	3	Psychologist, Math, Guidance Counselor
Washington and Jefferson Col. PA	2	Spanish, Art
West Chester Univ. of PA	1	Health

Worcester St. Univ., MA	1	English
CENTRAL REGION	No. of TEACHERS	POSITION
Ashford Univ., IA	1	Gateway to Technology
Ashland Univ., Ohio	1	Early Childhood
Bluffton Univ., Ohio	2	Early Childhood, Special Education
Bowling Green Univ., OH	1	English
Central Michigan Univ.	2	Art, Special Education
Eastern Illinois Univ.	1	Social Studies
Eastern Michigan Univ.	1	Social Studies
Elmhurst College, IL	1	Early Childhood
Ferris State Univ. MI*	1	Business
Grand Valley St. Univ., MI	3	Math
Illinois St. Univ. IL	1	PE
Indiana St. Univ., IN*	2	Early Childhood, Spanish
Kent St. Univ., OH	2	Early Childhood, Band
Northern IL Univ., IL	1	Business
Oakland City, IN	1	Early Childhood, Spanish
Ohio St. Univ.*	5	Business, Early Childhood, Drama, ELA, Science
Olivet Nazarene Univ., IL	2	Spanish, Science
Purdue Univ., IN	1	Early Childhood
St. Ambrose Univ. IA	1	Elementary Education
Univ. of Michigan*	2	Elementary Education, Math
Univ. Of MO	1	Health Science Technology
Univ. of Ohio*	5	English, Guidance Counselor
Univ. of Ohio, Akron	2	Language Arts, Family and Consumer Science
Walsh St. Univ. Ohio	1	Science
Western IL Univ., IL	1	Elementary Education
Wright St. Univ., OH	2	Math, Science
Youngstown State Univ. OH	1	English
SOUTHWESTERN REGION	No. of TEACHERS	POSITION
CA State Univ. *	4	Special Education, Social Studies, PE, Elementary Education
Chapman Univ. of CA	1	Guidance Counselor
Northern AZ Univ.	1	Speech Therapist
South Methodist Univ., TX	1	Spanish
Univ. of CA, Santa Barbara	1	Elementary Education
Univ. of Texas	1	Language Arts
WESTERN REGION	No. of TEACHERS	POSITION
Black Hills St. Univ., SD	1	Social Studies

Colorado St. Univ., CO*	1	Social Studies
Eastern Washington Univ.	1	Montessori
NW Nazarene Univ., ID	1	Elementary Education
Univ. of Alaska, Anchorage	1	Early Childhood
ONLINE UNIVERSITIES	No. of TEACHERS	POSITION
University of Phoenix	3	Elementary Education, Montessori, Language Arts
Grand Canyon Univ.*	4	PE, Health Science Technology, Science, Elementary Education
Western Governors Univ.*	1	Math
Cambridge College*	2	Guidance Counselor, Special Education
Univ. International of the Americas	1	Spanish
Wilton School of Cake Decorating	1	Culinary (CATE)

*BCSD Teacher Career Fair

Summary of New Teachers Hired for the 2015-2016 School Year

The following demographic data is provided on the new teachers hired for the 2015-2016 school year.

Elementary Positions	
1st Grade	20
2nd Grade	11
3rd Grade	11
4th Grade	15
5th Grade	7
AMES	2
Art	5
Dance	1
Drama	1
ESOL	3
Guidance Counselor	3
Kindergarten	8
Literacy Teacher	2
Media Specialist	1
Montessori - All Levels	4
Physical Education	4
Pre-Kindergarten	3
Psychologist	3
Science Lab	2
Special Education	10
Speech Therapist	3
State Reading Coach	2
Technology Education	1
TOTAL	122

Secondary Positions	
Alternative Program	5
Art	7
Band	5
Biology	1
Business Education	5
CAD Drafting	1
Chemistry	2
Chinese	2
Chorus/Chorus Itinerant	2
Dance	1
Drama	1
English	9
ESOL	3
Family & Consumer Science	1
Gateway To Technology	1
Guidance Counselor	8
Health	1
Health Science Technology	3
Instructional Coach	1
Language Arts	11
Math	20
Media Specialist	1
Music	2
Numeracy Coach	2
Physical Education	6
Public Safety/Fire Fighter	1
Science	16
Social Studies	14
Spanish	7
Special Education	14
Speech Therapist	1
Welding	1
TOTAL	155

Contract Levels	
Induction	106
Induction 2	2
Annual - Summative	102
Annual - Summative 2	
Annual - GBE	5
Continuing - GBE	14
Continuing - Summative	41
International	7
Total:	277

Years Experience	
0-5	157
6-10	48
11-15	37
16-20	15
21-25	9
26-30	6
31-35	5
36 & Up	
Total:	277

Age Ranges	
20-25	61
26-30	43
31-35	41
36-40	31
41-45	27
46-50	26
51-55	24
56-60	16
61-65	8
66 & Up	
Total:	277

Degree Levels	
BA	122
BA+18	13
MA	99
MA+30	35
PH.D.	8
Total:	277

NEW HIRE DEMOGRAPHICS

Ethnicity	Females	Males	2015-2016 %	2014-2015 %	2013-2014 %	2012-2013 %
African American	20	3	8.30%	10.00%	13.16%	13.10%
Asian	2		0.72%	0.00%	2.63%	2.20%
Caucasian	186	57	87.73%	87.27%	82.02%	82.50%
Hispanic	5	4	3.25%	2.73%	2.19%	2.20%
Other				0.00%	0.00%	0.00%

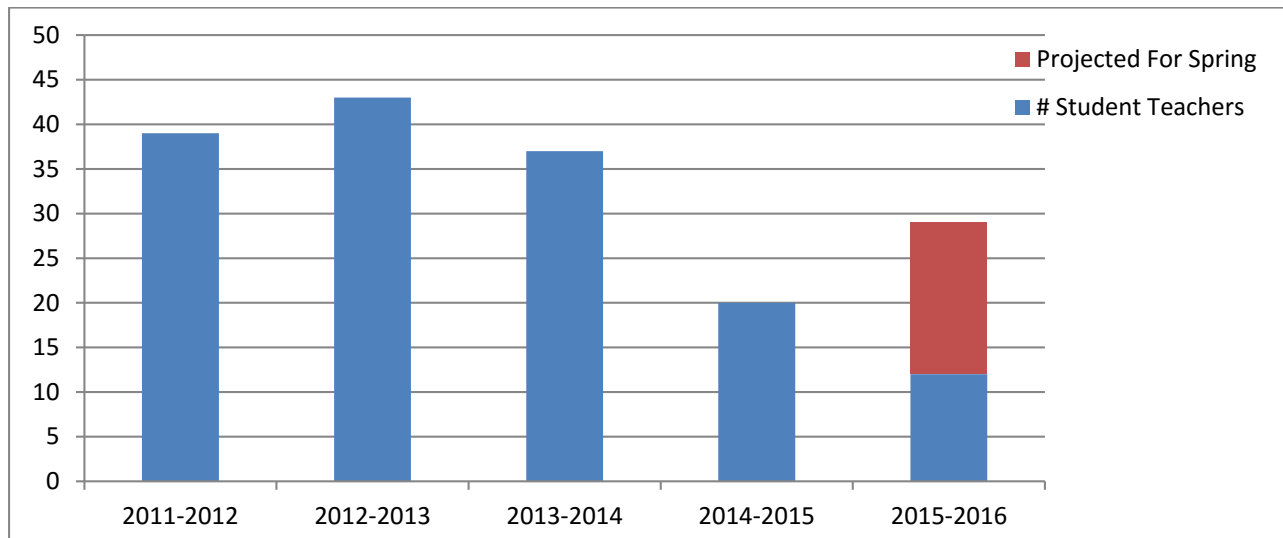
TOTAL MINORITY %	12.27%	12.73%	17.98%	17.50%
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RESIGNATION, RETIREMENT and TERMINATION DEMOGRAPHICS

Ethnicity	Females	Males	2014-2015 %	%	%	%
African American	30	8	14.50%			
Asian		1	0.38%			
Caucasian	176	43	83.59%			
Hispanic	3	1	1.53%			
Other			0.00%			

TOTAL MINORITY %	16.41%			
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Summary of Student Teachers 2015 – 2016



Student teachers for the current year are from the following universities:

Armstrong Atlantic State University
Gardner Webb University
Grand Canyon University
Liberty University
Purdue University
University of West Florida
USCB

Annual Human Resources Report

P.E. 6.A.2

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Monitoring Report
November 3, 2015**

Performance Expectation (PE) being monitored: PE 6:A.2

I hereby present my Executive Summary on Performance Expectation 6: Human Resource Services and Monitoring Report on Performance Expectation 6:A.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Vice Chairman

PE 6:A.2 Retain a highly qualified and diverse workforce.

Superintendent's Interpretation

- Improve working conditions.
- Update and maintain appropriate instructional and management technology tools.
- Ensure that all teachers have balanced class loads.
- Provide trained mentors for beginning teachers.
- Continue a comprehensive Induction Program to provide opportunities for beginning teachers to interact with Master teachers.
- Provide mentors for second-year teachers, teachers new to the district, and teachers needing support.

Statement of Compliance

As a part of the work of the Human Resources Office, it is critical that we retain the most qualified and effective staff possible for our district. Reviewing the retention rates at our schools and across the district will assist with this effort.

Maintain Appropriate Instructional and Management Technology Tools

Systems: Applitrack, MyLearningPlan

Using our current system, MyLearningPlan Portal, BCSD tracks and lists professional development opportunities for all employees to ensure that BCSD maintains appropriate instructional and management technology tools. In 2014, we converted our application tracking system from WinOcular to AppliTrack. AppliTrack is a multi-dimensional tool that gives us the ability to recruit, screen, select, and manage HR files with the same software.

What is AppliTrack?

AppliTrack, a collection of online HR solutions, helps districts automate the processes related to the employee lifecycle: from recruiting, screening, tracking and hiring applicants to onboarding new employees and managing all the related forms and files. More than 3,000 districts use AppliTrack's intuitive, web-based tools to easily attract, select and efficiently onboard the very best employees. Districts can customize AppliTrack to meet the specific needs of their district, using automated workflows to improve communication and ensure a fair hiring process.

Three Modules. One Solution.

- *AppliTrack Recruiting:* Web-based recruiting, hiring and onboarding
- *AppliTrack Selection:* Research-based prescreening assessments
- *AppliTrack HR Files:* Paperless workflows and online file storage

Who benefits from AppliTrack?

<h4>Applicants</h4> <p>Easily <i>find and apply for relevant jobs</i> while staying informed about the progress of each application.</p>	<h4>HR Directors</h4> <p>Minimize risk for the district by <i>tracking compliance with legal requirements</i> and maintaining consistent and fair hiring practices.</p>
<h4>Employees</h4> <p><i>Monitor personnel files online</i> and get important updates through an employee portal.</p>	<h4>Technology Directors</h4> <p>Enjoy a turn-key system or configure it to the district's <i>unique needs</i>, all hosted and supported by Frontline Technologies.</p>
<h4>HR Staff</h4> <p>Manage hiring workflows online to eliminate back-and-forth with applicants, <i>reduce paperwork</i> and keep things moving faster.</p>	<h4>Interview Team Members</h4> <p>Access needed applicant information, based on <i>permission settings</i>, in a secure, paperless environment.</p>
<h4>Principals</h4> <p>Get easy <i>access to qualified applicants</i>, quickly filter and sort through candidates, and improve communication throughout the process.</p>	

AppliTrack Selection

Research-based prescreening assessments

Are you sure you're choosing the very best candidate for each position?

AppliTrack Selection gives you the tools to find the perfect fit. Our prescreening assessments take the guesswork out of selecting applicants, *with research-based tools* that gauge your applicants' characteristics and compare them to known statistics of high-performing employees.

Prescreening Tools

- Use proven tests to automatically *highlight top candidates*
- *Prevent frustration* by automatically weeding out poor candidates
- Easily *view applicant scores* right next to their applications
- Support a fair hiring process with *EEOC-compliant tests*
- Access a library of 2,800 pre-built job descriptions or *build your own*

TeacherFit	Identify outstanding teachers
TeacherFit SE	Identify qualified special education teachers
TeacherFit Urban	Identify great teachers for urban schools
JobFit	Identify the best candidates for your support staff
AdminFit	Identify winning administrators

90% of high-scoring applicants are rated as "Excellent" or "Outstanding" performers after they're hired.

Candidate Summary Report

Candidate:
Date Tested:

3/2/2014 4:06:00 PM

ID:

Score Summaries

Job Requirement	Score Level	Graph
Fairness and Respect	High	■ 8
Concern for Student Learning	High	■ 8
Adaptability	High	■ 8
Communication and Persuasion	High	■ 9
Planning and Organizing	High	■ 8
Cultural Competence	High	■ 8
Overall	High	■ 9

Description of Scores

Dimension Definition and Score Interpretation	Score
<p>Fairness and Respect: Ensures that fairness is central to all interactions. Acts with integrity and keeps own word. Recognizes that treating others “fairly” does not always mean “equally” (takes individual circumstances into account). Believes that others matter and deserve respect. Respects and values differences among people, including cultural differences.</p>	8
<p>Score Interpretation: Scores in this range mean that the individual places great value on treating others fairly and with respect. The individual believes that others (students; other teachers, parents) have ideas and opinions that should be understood and respected. He or she approaches others with honesty and integrity, and respects and enjoys the ways people are different. The individual scored within the top 25% in this area.</p>	
Dimension Definition and Score Interpretation	Score
<p>Concern for Student Learning: Likes students and enjoys interacting with them and teaching them. Receives satisfaction from seeing students learn and provides them with positive feedback when they do well. Considers each student individually in developing learning plans. Seeks to motivate students to set and achieve high standards.</p>	8
<p>Score Interpretation: Scores in range indicate that the individual derives great personal satisfaction from interacting with and teaching students and seeing them learn. When developing learning plans, the individual considers each student individually. He or she is very effective at providing feedback to students who perform well and encouraging these students to set and achieve high standards. The individual also demonstrates concern for underperforming students and strives to engage and motivate them in the classroom. He or she scored within the top 25% of this dimension.</p>	

Dimension Definition and Score Interpretation	Score
Adaptability: Flexibility and creatively adapts to changing situations. Alters tactics as appropriate to accomplish goals. Able to derive creative solutions to problems. Handles stressful situations calmly.	8
Score Interpretation: Scores within this range indicate that the individual is highly flexible and can easily adapt to changing situations. He or she is able to alter strategies and try out new approaches as needed to accomplish his/her goals in the classroom. The individual is also adept at deriving creative solutions to problems and is highly effective in handling stressful situations in a calm manner. This score indicates that he or she falls within the top 25% of candidates on this dimension.	
Dimension Definition and Score Interpretation	Score
Communication and Persuasion: Speaks clearly and articulately. Able to present points of view in a diplomatic but persuasive manner when interacting with parents and others. Understands how comments may resonate with a listener and is able to phrase comments empathetically but clearly. Speaks with inflection and conveys interest in addition to information.	9
Score Interpretation: Scores within this range mean that the individual is highly effective at presenting in both one-on-one and group situations. Not only does he or she speak clearly and articulately, but he or she also considers the listener's perspective when framing presentations. The individual presents lessons to students in a manner that is interesting and makes the material come alive. Additionally, he or she is both diplomatic and persuasive when interacting with parents, students, and colleagues. This score indicates that the individual falls within the top 25% of job candidates on this dimension and is likely to be highly effective in this area.	
Dimension Definition and Score Interpretation	Score
Planning and Organizing: Plans ahead. Thinks through the objectives of interactions with students and how those will support the year's final goals. "Wings it" only when learning needs require this flexibility. Thorough in preparation and follow-through (e.g., grading papers).	8
Score Interpretation: Scores within this range indicate that the individual is highly effective at planning and organizing. He or she begins the academic year or semester by outlining objectives for student learning and developing lesson plans to accomplish these goals. Lessons are prepared in advance of implementation. The individual is able to be spontaneous when required, but otherwise is well prepared. Additionally, he or she follows through on lesson plans and grades student work as quickly as possible. This score indicates that the individual is within the top 25% of job candidates within this dimension.	
Dimension Definition and Score Interpretation	Score
Cultural Competence: Has an understanding and awareness of his/her cultural background and how the cultural background of others (students in particular) affects learning. Understands that cultural background also influences teaching style. Recognizes that students often interact with others who have similar cultural backgrounds.	8
Score Interpretation: Scores within this range indicate that the individual has a strong awareness and appreciation for the importance of cultural diversity and has a strong understanding of his/her own cultural background. The individual is cognizant of how cultural background influences teaching style and works to incorporate diversity into the classroom and lesson plans. This score indicates that the individual is within the top 25% of job candidates within this dimension.	
Dimension Definition and Score Interpretation	Score

Overall: Summation of all of the above characteristics.	9
Score Interpretation: Scores in this range mean that the individual is likely to be a highly effective performer and is likely to be in the top ranks of teachers in terms of his or her overall performance.	

Staffing

16

Beaufort County School District					
Basic Staffing Allocation Formula					
High School					
2015-2016					
Position	Enrollment	FTE			Number of Work Days
Administrative Staff					
Principal	0+	1.0	@		260
Assistant Principal	0-750	1.0	@		220
	751-1000	2.0	@		220
	1001-1500	3.0	@		220
	1501+	4.0	@		220
Athletic Director	0+	1.0	@		220
Certified Staff					
Teachers		20.5 to 1	@		190
(low enrollment in related arts areas may result in itinerant staff)					
Guidance Counselor	300 to 1		@		205
Media Specialist	0+	1.0	@		200
Testing Lead Teacher	0+	0.5	@		190
Classified Staff					
Social Worker	Case Driven				
Media Assistant	751+	1.0	@		190
Nurse (RN/LPN)	0+	1.0	@		190
Nurse Assistant	1501+	1.0	@		190
Data Specialist/PowerSchool	0+	1.0	@		260
Bookkeeper	0+	1.0	@		260
Support Staff	0-750	3.0	@		190

		751-1000	4.0	@	190
		1001-1250	5.0	@	190
(one is 260 days, all others are 190 days)		1251+	6.0	@	190
Behavior Interventionist		0+	1.0	@	180
High School		20.5 to 1		@	180
Middle School		21 to 1		@	180
Elementary		Case Driven		@	190
		Pre-K – 20 to 1 Kindergarten – 24 to 1 (classroom aide) Grade 1 – 22 to 1 Grade 2 – 22 to 1 Grade 3 – 22 to 1 Grade 4 – 24 to 1 Grade 5 – 24 to 1			

In order to maintain balanced class loads, BCSD utilizes Staffing Allocation Formulas for elementary, middle and high schools. The following Staffing Allocation Formula for high schools is shown as an example.

Staffing Formula Ratios by Levels

Mentoring/Induction Program Overview

Program Overview

Induction and Mentoring Goals

- Increase the retention of first-year teachers
- Accelerate the efficacy of new teachers
- Meet the district needs of each new teacher
- Support the mission and vision of the District
- Fully implement state-mandated guidelines for Induction

Overview of the Induction and Mentoring Initiative

A component of South Carolina's ADEPT system, beginning teacher induction is a **Formative Evaluation Process** designed to promote the professional performance and effectiveness of novice educators through structured assistance and ongoing, formative feedback. **ADEPT Formative Evaluation** applies to and is required for all groups of beginning teachers, including classroom-based teachers, school guidance counselors, library media specialists, and speech-language therapists.

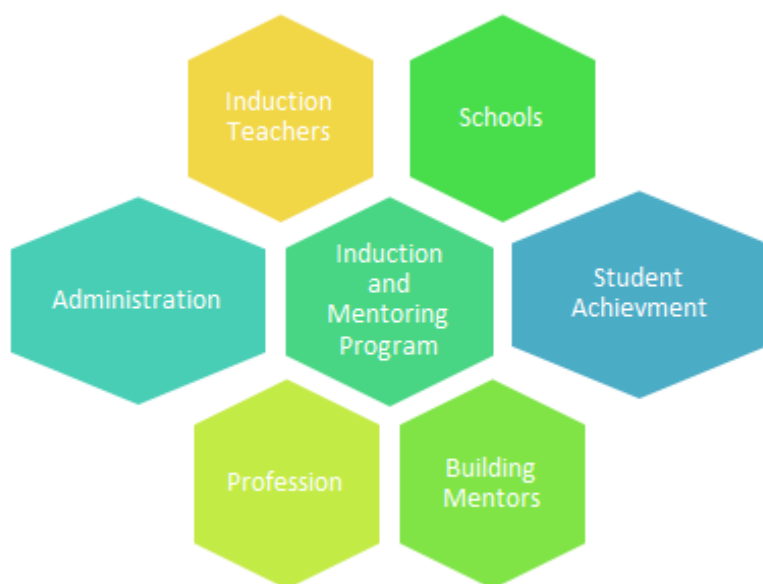
Based upon the passage of Act 231 during the 2012 legislative session, amended Section 59-26-40 of the Code of Laws of South Carolina, Beaufort County School District will provide for an induction period of up to two years for beginning teachers, prior to advancement to an annual contract. The length of the induction-contract period for each teacher – one or two years – is left to the discretion of the employing school district and should be based upon a beginning teacher's successful completion of induction requirements and his or her readiness to participate in the summative evaluation process.

Regulations

State Board of Education Regulation 205.1, Part III, Item B

Each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout the school year.

(South Carolina, Induction and Mentoring Program: Implementation Guidelines, 2006)



Rationale

"To provide all students with quality teachers, we must strive to improve the professional skills and the retention rate of beginning teachers. If we want to build strong school communities that are capable of improving student achievement, we must develop programs that support beginning teachers' continued growth as they learn on the job how best to meet the needs of their students. Research shows that intensive, mentor-based induction programs can significantly reduce teacher turnover and help teachers to focus on improving instruction." (SC South Carolina Induction and Mentoring Program: Implementation Guidelines)

Impact

Data suggests the following impacts of BCSDs Induction and Mentoring Program:

- **Schools** – positive affect on school culture and learning community
- **Student Achievement** - positive student growth
- **Building Mentors** – increased instructional effectiveness, self-efficacy, peer-coaching skills and building leadership capacity
- **Administration** – awareness of Induction teacher needs and increased support
- **Induction Teachers** – increased instructional effectiveness, confidence, self-efficacy, and retention
- **Profession** – higher retention rate, positive changes in pedagogy

Evolution of BCSD Induction and Mentoring Program			
2005		2008	2015
<ul style="list-style-type: none"> • Graduate Course for Induction teachers (45 seat hours) • Portfolio required • Building Mentors • No District Mentors 	<ul style="list-style-type: none"> • Induction Seminars • Partnerships with community organizations • Portfolio required • Provided professional resources • Building Mentors • District Mentors assigned to select schools • Induction Advisory Committee • District Mentors led State Mentor Training • Mentor Forums • Defined roles of mentors 	<ul style="list-style-type: none"> • Induction Seminars • Partnerships with community organizations • Portfolio required • Provided professional resources • Building Mentors • District Mentors assigned to all schools • Support for ADEPT special areas • Induction Advisory Committee • Mentor Advisory Committee • District Mentors led State Mentor Training • Created a Mentor Guidebook • Mentor Forums • Mentoring Logs using MyLearningPlan • Conscious Classroom Management 	<ul style="list-style-type: none"> • Induction Seminars • Partnerships with community organizations • Provided professional resources • Building Mentors • District Mentors assigned to all schools • Support for ADEPT special areas • Support for School Psychologist • Induction Advisory Committee • Mentor Advisory Committee • District Mentors led State Mentor Training • District Mentors presented at the 2015 New Teacher Center Symposium in San Francisco • Mentor Forums • Mentoring Logs using Survey Monkey • Accountability Surveys • Conscious Classroom Management • Professional Networking Web based sites (Schoology) • Assistance Teams • Formative Evaluations using Expanded ADEPT evaluation model • Induction II Program • Provided staff development for SC districts on our Induction and Mentoring Program • Expansion of Orientation to include 4 Professional Development Days prior to the start of school

Based upon district data and changing research, BCSD's Induction and Mentoring Lead Team continues to modify and develop a dynamic program to meet program guidelines, create effective Induction teachers, and increase student growth.

Formative Evaluation Requirements

Formative assessment refers to the ongoing cyclical process during which a beginning teacher examines his or her professional practice with the guidance of an Assistance Team. Formative assessment data are used to identify the teacher's strengths and challenges so that the appropriate assistance and guidance can be provided to him or her. Formative assessments are usually conducted collaboratively by the Assistance Team and the beginning teacher in response to the teacher's developmental needs. An essential component of the induction and mentoring process, the mentor-guided formative assessment is directed toward the goal of the teacher's professional growth and a resulting rise in the level of student learning.

The Expanded ADEPT Formative Evaluation process must address all ADEPT Performance Standards and types of evidence documentation that apply to each group of teachers (classroom-based teachers, school guidance counselors, library media specialists, and speech-language therapists). The most important distinctions between formative and summative processes are that, during Formative Evaluation:

- the observers are to provide immediate feedback to the teacher on all types of performance evidence, including observations and documents;
- the observers are to conference with the teacher and coach the teacher through processes such as reflections, planning and the like;
- the observers are to provide assistance to the teacher, as needed;
- the observers are to ensure that the teacher has the necessary resources and the opportunities to engage in professional collaborations;
- at the end of each evaluation period (preliminary and final), the Assistance Team members are to complete the Performance Data Guide – Induction Teachers Only Summary;
- School Administrators will work with Induction teachers to develop, implement and review Student Learning Objectives; and
- School Administrators will create a Professional Growth and Development Plan for Induction Teachers, as needed.

During the Expanded ADEPT Formative Evaluation process, particular emphasis is placed on the professional growth of the beginning teacher.

Formative Evaluation for Induction-Contract Educators

	Induction I	Induction II
District Induction Program	Participation required <ul style="list-style-type: none"> ○ Seminar attendance ○ Electronic portfolio 	Targeted participation, as needed
Assigned Mentor <i>An assigned mentor is specifically matched to the teacher in order to provide more intensive and individualized support, beyond the level of support provided to other teachers.</i>	Required <ul style="list-style-type: none"> ○ Building Mentor ○ District Mentor 	Required <ul style="list-style-type: none"> ○ Building Mentor ○ District Mentor
Assistance Team <i>An Assistance Team must observe and assist the beginning educator.</i>	Required <ul style="list-style-type: none"> ○ School Administrator ○ District Mentor 	Required <ul style="list-style-type: none"> ○ School Administrator ○ District Mentor
Required Processes and Induction Components <i>During the induction period, particular emphasis is placed on the growth of the teacher.</i>	Formative evaluation processes must address all ADEPT Performance Standards <ul style="list-style-type: none"> ○ Continuum of Teacher Development ○ Performance Data Guide ○ Induction Formative Evaluation Summary 	Formative evaluation processes must address all ADEPT Performance Standards, with targeted focus on the beginning educator's identified area(s) for improvement <ul style="list-style-type: none"> ○ Continuum of Teacher Development ○ Performance Data Guide ○ Induction Formative Evaluation Summary
	Immediate feedback must be provided to the teacher	
	A Professional Growth and Development Plan must be developed with the educator based on data gathered through the formative evaluation process.	The Professional Growth and Development Plan must be reviewed and updated with the educator based on data gathered through the formative evaluation process.

Formative Evaluation Tools			
	Induction I	Induction II	Induction Assistance Team
Calendar of ADEPT Procedures for Induction Staff	Yes	Yes	Yes
Enhanced ADEPT Performance Standards / ADEPT Domains / SAFE-T Teacher Templates	Complete all Induction assignments to develop mastery of the Expanded ADEPT Performance Standards/ADEPT Domains	Teacher must fulfill all building requirements *It is recommended that teachers continue to develop mastery of the Expanded ADEPT Performance Standards/ADEPT Domains	Review Templates and provide feedback
Continuum of Teacher Development	Yes	Yes	Yes
Performance Data Guide	Provides Formative Evaluation at the conclusion of both the Preliminary and Final Formative Evaluation cycles	Provides Formative Evaluation at the conclusion of both the Preliminary and Final Formative Evaluation cycles	<ul style="list-style-type: none">○ Completed by Assistance Team○ Developed by School Building Administrators○ Leads Preliminary and Final Formative Evaluation cycle meetings to review summary with Induction teachers○ Completed document is submitted to Human Resources
Professional Growth and Development Plan	Fulfills all requirements	Fulfills all requirements	<ul style="list-style-type: none">○ Developed by School Building Administrators based upon needs assessment○ Completed document is submitted to Human Resources

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Induction Assistance Team Selection/Assignment

Prior to the beginning of the school year, school administrators complete the assignment of Assistance Teams and submit to the District Mentoring Team. Assistance Teams are comprised of the following:

- At least two observers must be assigned to each educator on the Formative Evaluation level;
- Induction Assistance Teams are made up of a school administrator and an assigned district mentor.

Their work will be supported by a building mentor whose teaching assignment is matched as closely as possible to the Induction teacher's placement. Additional support is provided by building level instructional coaches. (See Building Mentors)

District Mentors

Our district currently has three "full release mentors" (District Mentors) who *each* are directly responsible for up to 40 first year teachers annually. Additionally, the district has several retirees working within the role of adjunct district mentors. Adjunct district mentors work with an average of 7 teachers.

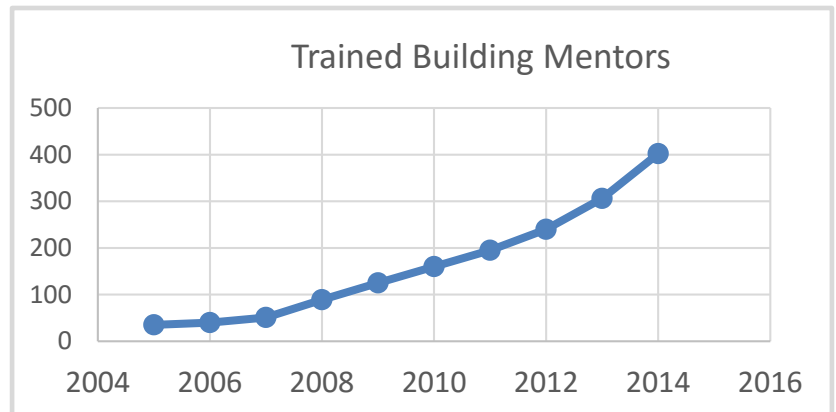
District Full-Release Mentors Duties:

District Lead Mentors, as part of the District Mentoring Team, develop Beaufort County's Induction and Mentoring Program that provides teachers with comprehensive guidance and assistance throughout the school year, as well as provide teachers with formal written feedback on their strengths and weaknesses relative to state standards for teaching effectiveness.

- Building Mentor Support
- Induction I and II Support
- Formally Evaluated Teachers Support *on an as need basis*
- Facilitate district New Employee Orientations
- Facilitate sessions for annual CERRA (Center for Educator Recruitment Retention and Advancement) Induction Symposium
- Oversee Induction Advisory Committee and Mentor Advisory Committee
- Present at national and state conferences

Building Mentor Support

- Create and facilitate mentor forums
- Provide ongoing professional development for Building mentors
- Work with and monitor building mentors
- Implement state mentor training
- Correspond with building mentors
- Conduct Building Mentor Needs Assessment annually
- Analyze data obtained from the Mentor Logs bimonthly
- Provide support and coaching
- Send out monthly Mentoring Bulletins
- Manage the assignments of building mentors by school administrators
- Meet with Mentor Advisory Committee to review and update program annually (see Mentor Advisory Committee)



Induction I and II Support

- Support beginning teachers using the South Carolina Mentoring Model through weekly visits with Advisees
- Formatively evaluate all Induction teachers using ADEPT model
- Fulfill requirements as part of Induction Assistance Teams
- Supervise Professional Growth and Development Plan of Induction I and II teachers
- Create, facilitate and oversee Induction Program professional development activities and requirements
 - Facilitate 9 seminars (Including some of the following)
 - Poverty Simulation
 - Stewards of Children
 - Successful Strategies
 - Professionalism
 - Provide reflective feedback to expedite professional growth and development of Induction teachers
 - Create networking opportunities among Induction teachers through the use of web-based forum (Schoolology)



- “I grew as a professional as I reflected on my own teaching and as I read my colleagues posts I was able to expand my own thought processes based on their experiences.” (Induction teacher response, 2015 Induction Survey)
 - Incorporate guest speakers from the community and within the district to enhance Induction Teacher’s professional growth and development
 - Provide instruction on Classroom Management through the use of an online professional development video series and blogging activities
- Meet with Induction Advisory Committee to review and update program annually

Formal Evaluation Teacher Support

- Fulfill requirements of Assistance Plans **as needed

New Employee Orientation

- Coordinate with other BCSD Departments to determine needs of new employees
- Organize all materials for New Employee Orientation
- Prepare New Employee Guide
- Facilitate an average of 12 sessions each summer welcoming new employees

National and State Presentations

- Presented at the New Teacher Center’s National Induction Symposium
- Presented at CERRA’s Induction Symposium
- Attended sessions at the state and national conventions
- Networked with other Induction Coordinators statewide and nationwide

Induction Advisory Committee

An Induction Advisory Committee has been in place since 2008. The Induction Advisory Committee Members are selected each year from among district administrators, school administrators, teachers who have recently completed the induction process, and mentors from the elementary, middle, and secondary levels. These members generally serve two terms and new members are selected as needed. The committee meets annually at the end of each year to review current practices, analyze survey data, make recommendations and further refine the Induction program. As a result of this ongoing committee, below are some of the programmatic changes that have occurred since its inception:

- seminars are now held in two locations and shorter durations for the convenience of the large number of participants;
- combined seminars and related topics to allow more effective and efficient use of time;
- modifications of seminars to more closely align topics to ADEPT standards and teaching Domains;
- Increased integration of technology (Schoology for Reflective Writing Prompts and Share the Wealth prompts) to improve interaction with Induction teachers

- increased collaboration with instructional support personnel to present district initiatives at Induction Seminars;
- implementation of quarterly on-line mentor surveys to increase accountability for Building Mentors;
- mentor assignments and pairings of Induction teacher and state trained Building Mentors now done by building Administrators and are submitted to District Mentor Team;
- administrators submit building level plans for Induction teacher support;
- increased opportunities for collaboration and networking for Induction teachers in seminars as well as through technology.

Mentor Advisory Committee

A Mentor Advisory Committee has been in place since 2012. The Mentor Advisory Committee members are selected each year from among the district's building mentors from the elementary, middle, and secondary levels. These members generally serve two terms and new members are selected as needed. The committee meets annually at the end of each year to review current practices, analyze survey data, make recommendations and further refine the Mentor program. As a result of this ongoing committee, below are some of the programmatic changes that have occurred since its inception:

- developed accountability measures for building mentors;
- refined the list of duties and responsibilities of building mentors;
- revised format of the mentor log;
- implemented technology to maintain support for building mentors;
- changed how building mentors are assigned to Induction teachers;
- implementation of quarterly on-line mentor surveys to increase accountability for Building Mentors.

Building Mentors

Because induction teacher assistance and support is of primary importance throughout ADEPT Formative Evaluation, mentors play an essential role. Building Administrators and District Lead Mentors work to assist the efforts of building mentors as they support induction teachers.

Requirements for Assigning Mentors

The following building mentor assignment requirements apply to ADEPT Formative and Formal Evaluation:

- A mentor must be assigned to each induction contract teacher.
- A mentor must be assigned to any annual-contract teacher participating in ADEPT Formal/Summative Evaluation.

Mentor Qualifications

In order to be eligible to serve as an assigned mentor, the educator must:

- hold a valid South Carolina professional teaching certificate;
- have completed a minimum of one-year of successful teaching experience in South Carolina at the continuing-contract level;
- have successfully taught a minimum of three years;

- express a desire or a willingness to serve as a mentor;
- be recommended by a school or district administrator and by another teacher to serve as a mentor;
- have successfully completed all required South Carolina Department of Education – approved mentor training activities.

Characteristics demonstrated by effective mentors include:

- a knowledge of beginning-teacher professional development and effective adult learning strategies;
- a thorough command of the subject matter;
- a solid working knowledge of student academic standards and assessments;
- a sound working knowledge of effective instructional strategies;
- a knowledge of current educational trends, technologies, and literacy requirements;
- a solid working knowledge of current educator performance standards, evaluation processes, and evaluation requirements;
- effective communication and interpersonal skills;
- the ability to serve as a role model;
- the desire and ability to work collaboratively for a common cause and /or for a greater good;
- the desire and the ability to continue to grow professionally.

Considerations for Matching Mentors to Teachers

In assigning a mentor to a teacher, school administrators must:

- match the mentor to the teacher according to at least two of the following three factors:
 - areas of certification
 - grade levels
 - physical proximity
- ensure that the mentor is assigned to and begins working with the teacher in a timely manner – no later than two weeks following the teacher’s start date or the date that a decision is made to assign a mentor.

Building Mentor Responsibilities

- Assist the teacher in implementing the Professional Growth and Development Plan
- Assist the teacher in developing and reviewing any required plans, reflections, and other types of evidence documentation
- Assist the teacher in locating and accessing professional development resources and activities
- Conference with the teacher on a regular basis
- Complete mentor surveys as evidence that the required mentoring activities have been accomplished

Mentoring Formal/Summative-Evaluation Teachers		
	Annual Formal I and II	Continuing Formal
Assigned Mentor	Required <ul style="list-style-type: none"> ○ Building Mentor *District Mentors may be assigned in specific cases.	Mentor assigned as per the needs of Assistance Plans *District Mentors may be assigned in specific cases.
Mentor Roles for Formal Evaluation Teachers	<ul style="list-style-type: none"> ○ Engage in reflective mentoring conversations with the teacher ○ Review school-related procedures, assignments, and issues ○ Provide intensive and individualized support to improve the teacher's performance and to ensure ongoing professional development 	<ul style="list-style-type: none"> ○ Engage in reflective mentoring conversations with the teacher ○ Review school-related procedures, assignments, and issues ○ Provide intensive and individualized support to improve the teacher's performance and to ensure ongoing professional development
Calendar of ADEPT procedures	Yes	Yes
Assistance Plans	Fulfills all requirements	Fulfills all requirements

Evidence

Formative Evaluation

- Assistance Teams will formatively evaluate Induction teachers based upon professional standards.
- Used by the Assistance Team in identifying the Induction teachers' level of performance and expectations for continued growth.

Levels of Induction Teacher Development

- **Unsatisfactory:** the teacher relies on ongoing assistance from more experienced colleagues for support, guidance, and survival, and tries to internalize and apply what she or he has learned about teaching.
- **Needs Improvement:** the teacher still relies on more experienced colleagues for support but moves toward becoming more self-directed and independent in her or his practice.
- **Proficient:** the teacher is able to teach independently, internalizes, and easily applies what she or he has learned about teaching.
- Results used by Assistance Team when completing Performance Data Guide.

Professional Growth and Development Plan

- School Building Administrators will develop individualized PGDP based upon the beginning teacher's evaluation summary.
- The creation and implementation of plans are based upon needs assessment (Continuum, ADEPT Performance Standards).

Performance Data Guide

- Completed by Assistance Team during each evaluation cycle.
- Assistance Team writes up Performance Data based upon holistic formative evaluation evidence from the ADEPT Performance Standards.
- Used to record contract recommendations.

Continuum of Teacher Development

- Induction teachers, in conjunction with their mentor or school administrator can use the Continuum of Teacher Development as a self-assessment tool.
- The purposes of the collaborative use of the Continuum are to:
 - help beginning teachers and mentors collaboratively assess teacher's level of proficiency;
 - help beginning teachers set clear, professional goals;
 - guide mentor's support and assistance;
 - provide a common language to describe and discuss practice.

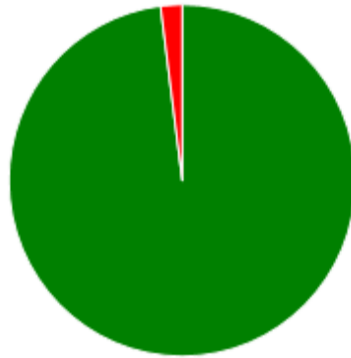
Data

For the 2014-15 school year, 131 Induction teachers were hired. Of these 131 Induction teachers, 2 were unsuccessful in Beaufort County.

Quotes from Induction Teachers

Survey Results

Overall I feel my Induction year was:



■ Successful ■ Not Successful

"I started after the school year, but building a crucial relationship with my mentor was a very thoughtful and intentional way. I especially loved the weekly visits and feedback from my district mentor."

My District Mentor was helpful during my Induction year:

"I started after the school year, but building a crucial relationship with my mentor was a very thoughtful and intentional way. I especially loved the weekly visits and feedback from my district mentor."



■ TRUE ■ UNTRUE

"This year was successful because of the support from my mentor. My relationship with my mentor was a very thoughtful and intentional way. I especially loved the weekly visits and feedback from my district mentor."

"I started after the school year, but building a crucial relationship with my mentor was a very thoughtful and intentional way. I especially loved the weekly visits and feedback from my district mentor."

Workforce Retention Rates

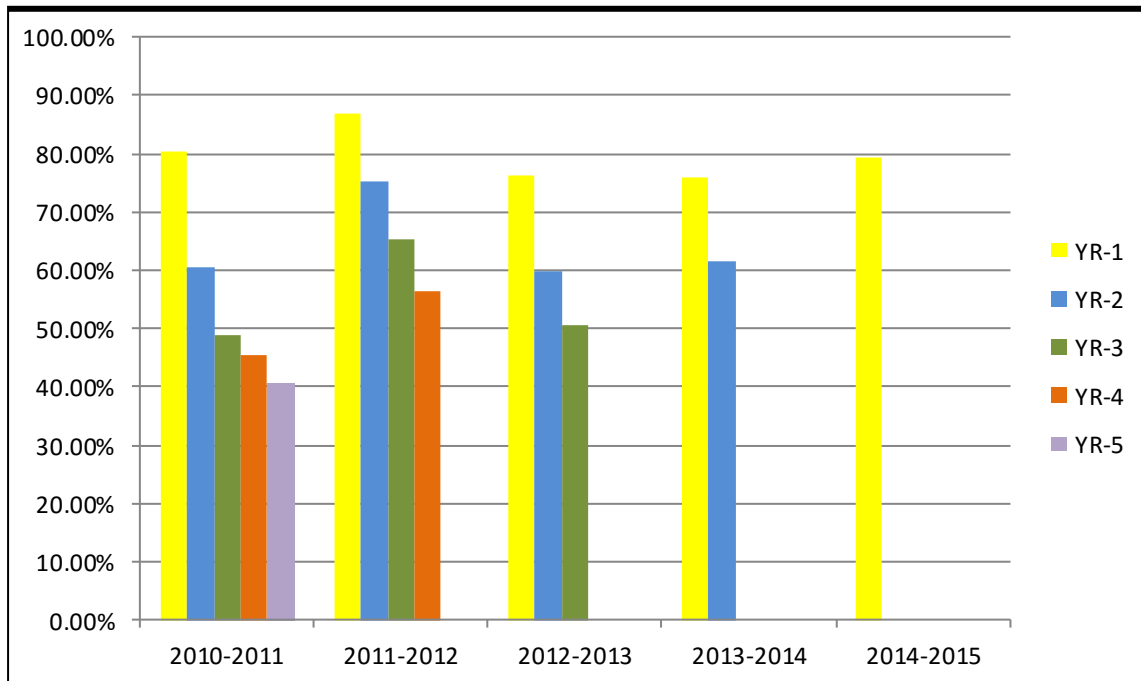
Beaufort County School District Induction Teacher Retention Rate

The following chart shows the number of Induction year teachers hired over the past five years and the current retention rates for each of those years.

Induction Teachers Five Year Retention Rates

SCHOOL YEAR	TOTAL HIRED	Number of Induction Teachers Remaining At The End Of Each Year					CURRENT RETENTION PERCENTAGE
		YR-1	YR-2	YR-3	YR-4	YR-5	
2010-2011	86	69	52	42	39	35	40.70%
2011-2012	69	60	52	45	39		56.52%
2012-2013	105	80	63	53			50.48%
2013-2014	104	79	64				61.54%
2014-2015	101	80					79.21%
2015-2016	130						100.00%

The following graph is a representation of the induction year teacher retention data from the above chart.



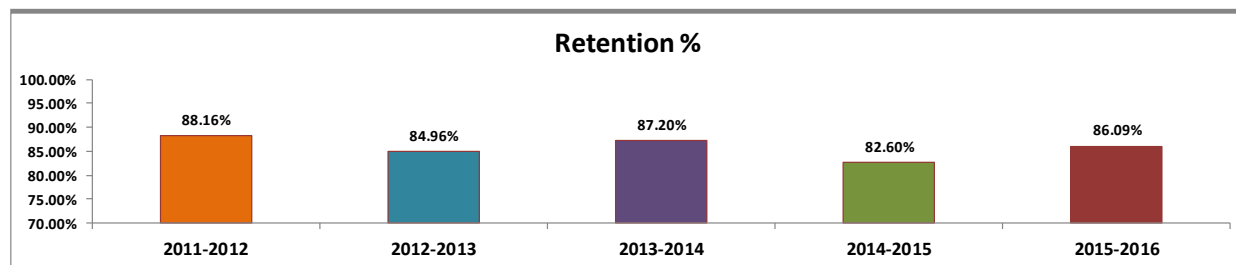
Retention Rate of Employee Groups

The following chart represents the overall "School Level" retention rates for the 2015-2016 school year.

SCHOOL	# BUDGETED	NOT RETURNING FOR 2015-2016 SY					# RETAINED	# BUDGETED	RETENTION
	2014-2015	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS	TOTAL	2015-2016	2015-2016	RATE
Administrative Staff	88.00	4.00	2.00		1.00	7.00	81.00	90.00	92.05%
Certified Staff	1587.20	199.00	57.00	1.00	1.00	258.00	1329.20	1666.00	83.74%
Classified Staff	582.00	31.00	11.00	7.00		49.00	533.00	600.67	91.58%
OVERALL TOTALS:	2257.20	234.00	70.00	8.00	2.00	314.00	1943.20	2356.67	86.09%

RETENTION RATE =	$\frac{\text{\# Retained 2015 - 2016}}{\text{\# Budgeted 2014 - 2015}}$	86.09%
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The following chart represents the overall "School Level" retention rates for the past five years.

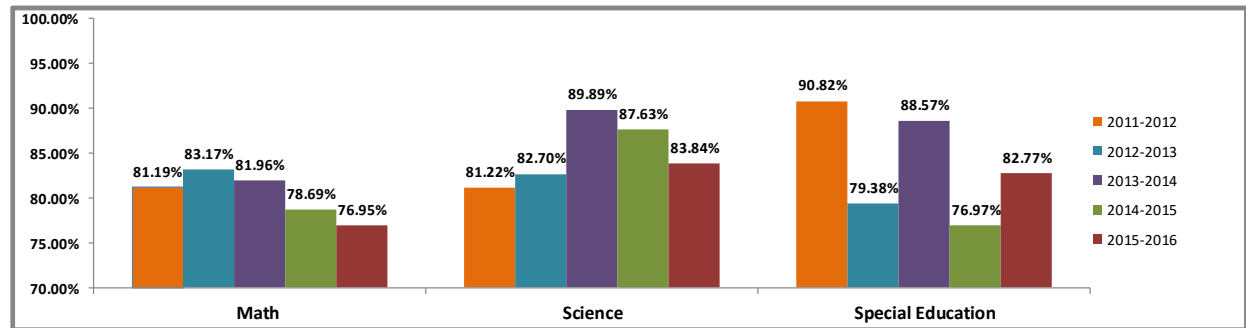


Retention Rate of Math, Science and Special Education

The following data represents the Math, Science and Special Education retention rates.

SUBJECT	# BUDGETED	NOT RETURNING FOR 2015-2016 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2014-2015	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2015-2016	2015-2016	RATE
Math (HS & MS)	99.80	18.00	5.00			23.00	76.80	101.50	76.95%
Science (HS & MS)	99.00	13.00	3.00			16.00	83.00	103.00	83.84%
Special Education (K-12)	98.66	14.00	3.00			17.00	81.66	105.00	82.77%
OVERALL TOTALS:	297.46	45.00	11.00	0.00	0.00	56.00	241.46	309.50	81.17%

The following chart represents the Math, Science and Special Education retention rates for the past five school years.



Annual Human Resources Report

P.E. 6.A.4

**Beaufort County Board of Education
Beaufort County, South Carolina**

**Performance Expectations Monitoring Report
November 3, 2015**

Performance Expectation (PE) being monitored: PE 6.A.4

I hereby present my Executive Summary on Performance Expectation 6: Human Resources Services and Monitoring Report on Performance Expectation 6.A.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Vice Chair

P.E. 6.A.4 Conduct exit interviews of employees voluntarily separating from employment and report trend results annually to the Board.

Superintendent's Interpretation

- When an employee leaves, Human Resources leadership arranges for a system of exit interviews.

Statement of Compliance

As employees voluntarily leave Beaufort County School District, it is the practice of the Office of Human Resources Services to solicit information as to how they viewed their employment within our district to improve conditions as appropriate.

Beaufort County School District Survey

Q1 What was your job title?

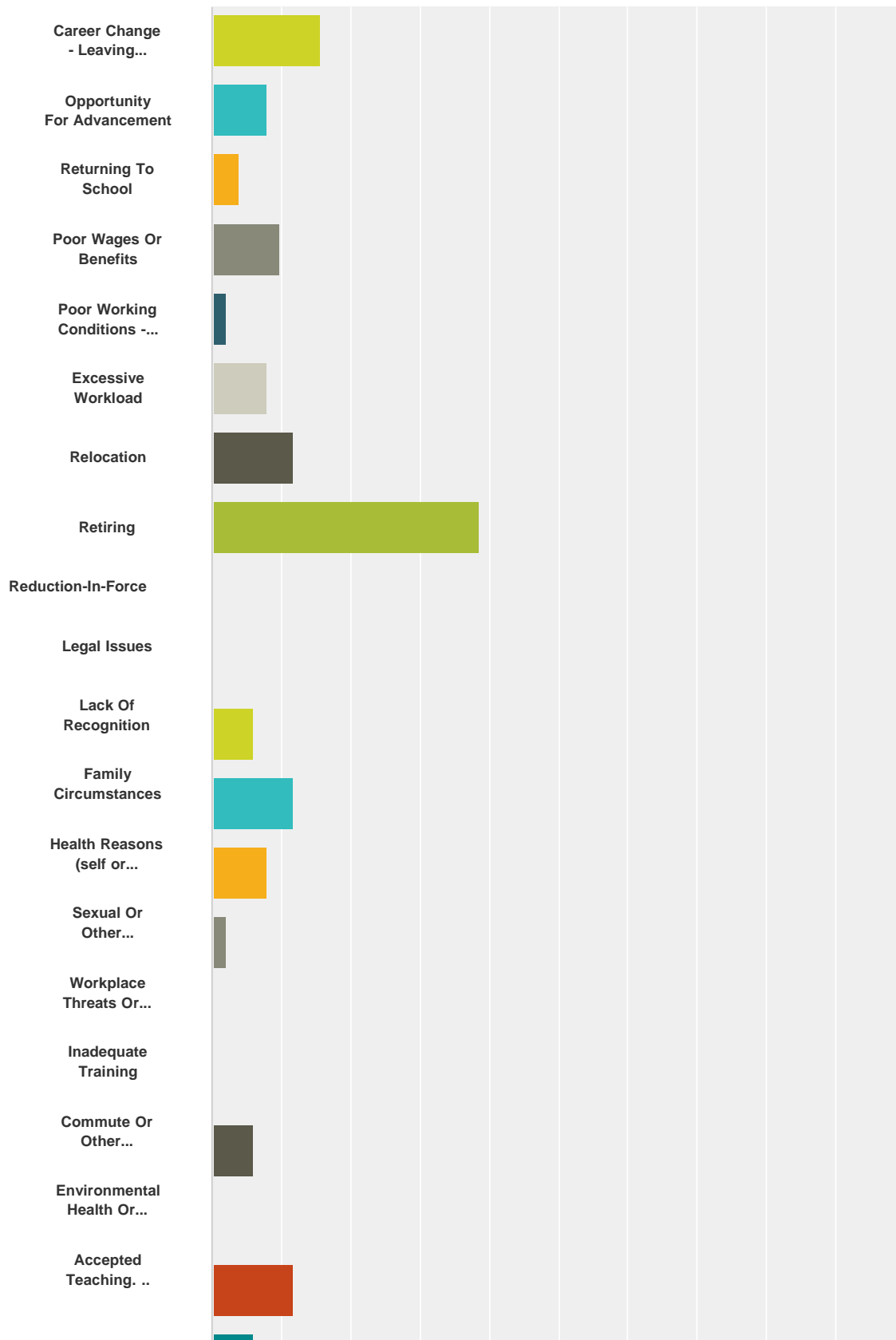
Answered: 52 Skipped: 0

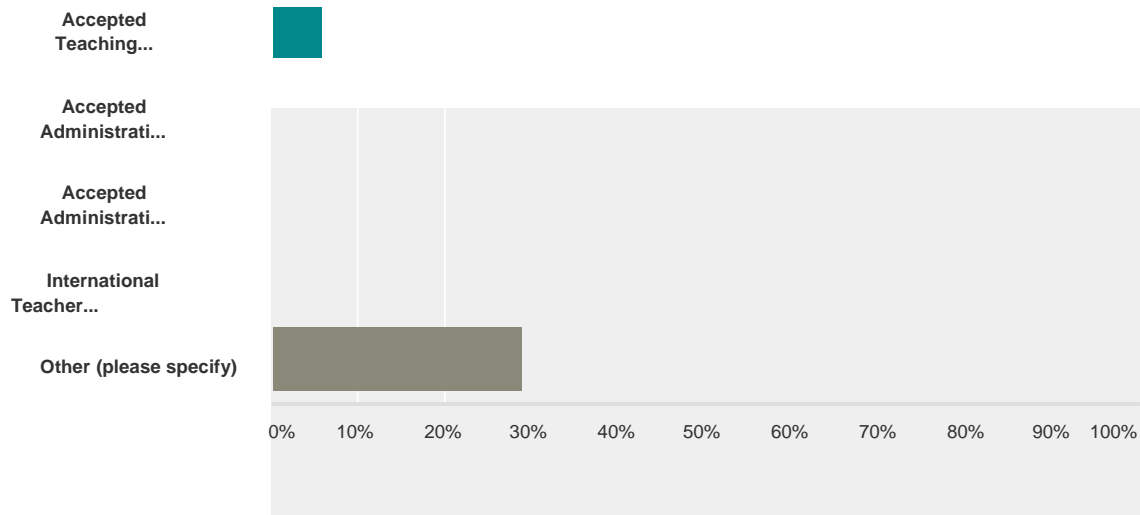
#	Responses	Date
1	ELEMENTARY TEACHER	8/26/2015 9:40 PM
2	Teacher	8/12/2015 2:06 PM
3	Science Teacher	7/20/2015 12:50 PM
4	Elementary Teacher	7/20/2015 11:13 AM
5	First Grade Teacher	7/6/2015 4:41 PM
6	Teacher	7/5/2015 12:17 PM
7	Teacher	7/1/2015 6:18 PM
8	Prek teacher	6/29/2015 4:32 PM
9	Teacher	6/25/2015 5:36 PM
10	Teacher	6/25/2015 7:20 AM
11	Paraprofessional	6/18/2015 12:28 PM
12	English Teacher	6/17/2015 1:16 PM
13	Teacher	6/14/2015 10:32 AM
14	Art Teacher K-5	6/9/2015 11:30 PM
15	teacher	6/8/2015 12:32 PM
16	Computer Teacher	6/8/2015 10:24 AM
17	ParaPro	6/8/2015 9:36 AM
18	elementary teacher	6/7/2015 6:20 PM
19	Teacher	6/5/2015 4:32 PM
20	teacher	6/5/2015 2:11 PM
21	Classroom teacher	6/5/2015 2:01 PM
22	Visual art instructor	6/5/2015 9:36 AM
23	Physical Education teacher	6/4/2015 7:45 PM
24	Teacher	6/4/2015 3:14 PM
25	ESOL Teacher	6/4/2015 10:30 AM
26	ESOL Teacher	6/4/2015 10:11 AM
27	ASST TEACHER	6/4/2015 9:35 AM
28	School Nurse	6/3/2015 11:19 AM
29	Reading Teacher	6/3/2015 9:54 AM
30	Math Teacher	6/2/2015 1:30 PM
31	Teacher of Mathematics	6/1/2015 12:45 PM
32	Support Staff	5/30/2015 5:16 PM
33	Media Specialist	5/29/2015 10:17 PM
34	Teacher	5/29/2015 9:04 PM
35	Gifted and Talented teacher	5/28/2015 9:21 AM

36	Teacher	5/27/2015 3:05 PM
37	ParaEducator for Special Education	5/26/2015 10:08 AM
38	7th Grade Science Teacher	5/24/2015 6:33 PM
39	School Counselor	5/21/2015 1:25 PM
40	Choral Director, Drama Instructor, MYP Coordinator, Department chair	5/21/2015 10:46 AM
41	health teacher	5/21/2015 8:04 AM
42	CATE teacher	5/21/2015 8:02 AM
43	Literacy Coach	5/20/2015 4:59 PM
44	visual arts k-12 teacher	5/20/2015 11:09 AM
45	Teacher	5/20/2015 9:26 AM
46	k-1 assistant	5/19/2015 6:39 PM
47	Assistant Teacher	5/19/2015 4:33 PM
48	Sixth grade ELA teacher	5/18/2015 2:47 PM
49	Community Services Coordinator	3/27/2015 10:38 AM
50	Speech-Language Therapist	3/13/2015 5:49 PM
51	Receptionist	2/14/2015 8:47 PM
52	Athletic Director	1/9/2015 9:34 AM

Q2 Which of the following factors best describes your reason for leaving?

Answered: 52 Skipped: 0





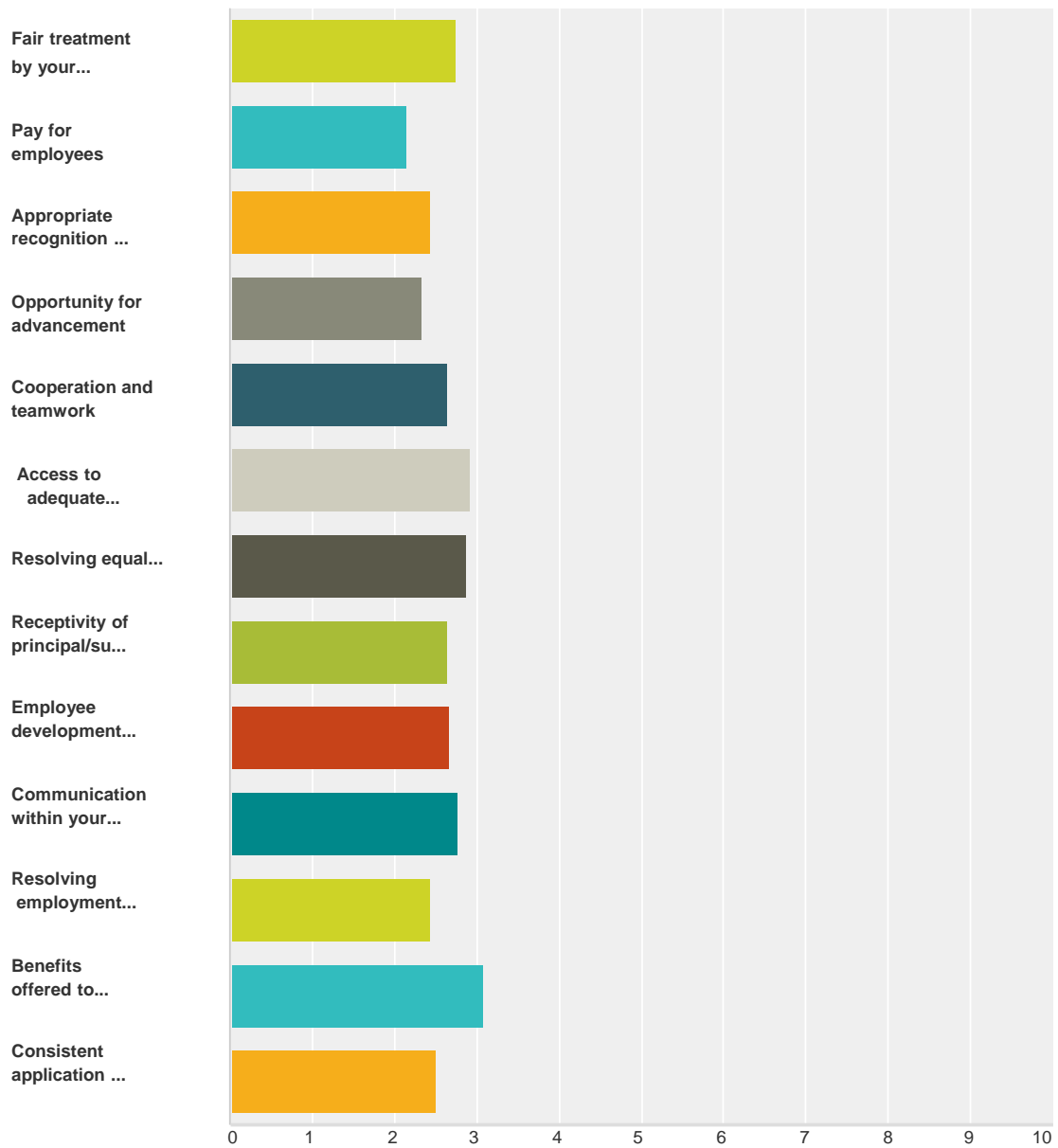
Answer Choices	Responses
Career Change - Leaving Education	15.38%
Opportunity For Advancement	7.69%
Returning To School	3.85%
Poor Wages Or Benefits	9.62%
Poor Working Conditions - Physical	1.92%
Excessive Workload	7.69%
Relocation	11.54%
Retiring	38.46%
Reduction-In-Force	0.00%
Legal Issues	0.00%
Lack Of Recognition	5.77%
Family Circumstances	11.54%
Health Reasons (self or family)	7.69%
Sexual Or Other Harassment	1.92%
Workplace Threats Or Violence	0.00%
Inadequate Training	0.00%
Commute Or Other Transportation Related Issue	5.77%
Environmental Health Or Safety Issue	0.00%
Accepted Teaching Position In Another SC District	11.54%
Accepted Teaching Position In Another State	5.77%
Accepted Administrative Position In Another SC District	0.00%
Accepted Administrative Position In Another State	0.00%
International Teacher Returning To Country Of Origin	0.00%

Other (please specify)	28.85%
Total Respondents: 52	

#	Other (please specify)	Date
1	Lack of leadership--principals who refuse to support teachers, or text you a job offer under a new role via text message, then does not follow through, not following the RTI process which only hurts the students who need services and meetings.	8/26/2015 9:40 PM
2	Poor wages was noted, but it's really that the cost of living in Beaufort County far outweighs the wages received, not necessarily that the salary is low	7/6/2015 4:41 PM
3	Inconsistent working conditions	6/25/2015 7:20 AM
4	Accepted a School Counseling Position in Another State	6/18/2015 12:28 PM
5	For more than 3 years the principal at this school expressed her wish that I "move on." I was hired by the previous principal. The current principal spoke often of my age. I am one year younger than the principal. I had very positive relationships with other administrators, teacher colleagues and classified staff members, and students and their families. As someone who came to teaching later in life, after work in the business sector, I had hoped to teach until retirement. I earned my Master's Degree in Education 10 years ago, graduating Summa Cum Laude. I moved to South Carolina to work for Beaufort County School District. The environment at my school became too uncomfortable for me to be my best as a teacher--and was not healthy for me. I was not alone in the treatment I received. I believe that this could be considered bullying in the workplace.	6/14/2015 10:32 AM
6	Moving to a private school	6/8/2015 12:32 PM
7	Took job in hospital. Pay is double salary here and needed because of son going to college.	6/3/2015 11:19 AM
8	I was treated so badly that I felt unsafe at school and harassed. It caused my blood pressure to sky rocket! I could not finish the year after the problems continued after I resigned.	6/3/2015 9:54 AM
9	I did not agree with the principal's treatment towards her employees. The constant stress and pressure were not worth for the pay. Teamwork was very poor due to the lack of enthusiasm and poor morale.	5/30/2015 5:16 PM
10	Accepted Teaching Position in Another Country	5/29/2015 10:17 PM
11	Stress level causing personal health issues.	5/24/2015 6:33 PM
12	Retirement	5/21/2015 8:02 AM
13	Some teachers treating assistant as a secretary. I have been doing this for 5 years. I am educated and felt like it was time to move on to be more appreciated.	5/19/2015 6:39 PM
14	Daughter having a baby and needs a caretaker.	5/19/2015 4:33 PM
15	I left due to hostile work environment, defamation of character from the Administration, felt racial issues came into play.	2/14/2015 8:47 PM

Q3 Please rate your former workplace in the following areas:

Answered: 52 Skipped: 0



	Excellent	Good	Fair	Poor	N/A	Total	Weighted Average
Fair treatment by your principal/supervisor	23.08% 12	42.31% 22	15.38% 8	17.31% 9	1.92% 1	52	2.73
Pay for employees	5.77% 3	26.92% 14	40.38% 21	26.92% 14	0.00% 0	52	2.12
Appropriate recognition on the job	19.23% 10	30.77% 16	23.08% 12	26.92% 14	0.00% 0	52	2.42
Opportunity for advancement	7.69% 4	26.92% 14	36.54% 19	15.38% 8	13.46% 7	52	2.31

Cooperation and teamwork	17.31% 9	46.15% 24	19.23% 10	17.31% 9	0.00% 0	52	2.63
Access to adequate information to perform job	30.77% 16	38.46% 20	21.15% 11	9.62% 5	0.00% 0	52	2.90
Resolving equal employment opportunity complaints	9.62% 5	26.92% 14	9.62% 5	3.85% 2	50.00% 26	52	2.85
Receptivity of principal/supervisor to your ideas	17.31% 9	42.31% 22	23.08% 12	15.38% 8	1.92% 1	52	2.63
Employee development through training	11.54% 6	50.00% 26	26.92% 14	9.62% 5	1.92% 1	52	2.65
Communication within your school/department	28.85% 15	32.69% 17	19.23% 10	17.31% 9	1.92% 1	52	2.75
Resolving employment disputes/grievances	9.62% 5	30.77% 16	19.23% 10	17.31% 9	23.08% 12	52	2.42
Benefits offered to employees	30.77% 16	44.23% 23	25.00% 13	0.00% 0	0.00% 0	52	3.06
Consistent application of policies and practices	15.38% 8	36.54% 19	28.85% 15	19.23% 10	0.00% 0	52	2.48

#	ADDITIONAL COMMENTS:	Date
1	I enjoy teaching and would have loved to remain in Beaufort county schools; however the administration at my former school was horrible. She does not respect her teachers, value them or their job, and will move or relocate a teacher without any discussion. In addition, the school did not follow through on RTI with over 15 kids in the process, only 1 meeting was ever held, and that was because the mother went through the district. I do not know how that situation of servicing students can be legal. At one point, I had a student with behavioral needs asked for an administration to come assist me, but no one ever came. Later was told, well there are only 3 of us in the building. It was apparent to me that the 3 together were unable to meet the needs of all students. I could go on about so many other reasons, but I doubt anything would be done.	8/26/2015 9:40 PM
2	Effective leadership or lack thereof determines the success of a school. A strong teaching staff is important, but strong leadership has to be in place in order for the school to optimize.	7/20/2015 12:50 PM
3	Teaching has become so burdened with metrics and data that students, their needs, and their education is the last thing considered. Changing everything every 2 years and never letting any set of ideas and practices have an effect frustrates teacher, students and administrators alike. Also, educational decisions everywhere in this country are now in the purview of a for-profit company, Pearson, and until such time as that changes, it will get worse, not better.	7/5/2015 12:17 PM
4	Very poor administrative support. Administration shows favoritism. Very poor communication. Nothing is done with poor teachers; in fact, many seem to get promoted to coaching and intervention jobs. Poor student behavior and inconsistent discipline by administration.	7/1/2015 6:18 PM
5	Retirees should have received more recognition than a line item at a board meeting. A luncheon, coffee or something would have been more appropriate considering years of service retirees have given.	6/25/2015 5:36 PM
6	My school is an environment that is clean, inviting, kid-friendly and all-inclusive. The tone has been set to welcome all students and treat them with respect, no matter their ethnic origin, cognitive abilities, and socio-economic situation.	6/9/2015 11:30 PM
7	I do feel as though the push in the district is to have younger teachers who fit a certain mold. When we do not fit the image of a teacher, we are often "hen pecked" to conform. When we don't, we are often told change this or that or I will put you on an improvement plan.	6/8/2015 12:32 PM
8	No additional comment at this time.	6/8/2015 9:36 AM
9	Everyone should be treated fairly and recognized for their accomplishments.	6/5/2015 4:32 PM
10	I would like to see supervisors making more positive and uplifting comments to the teachers. The folks doing the evaluations always seem to look for the negative. Military precision is not the objective here. Student learning is the objective and too many times the person in charge of the judgement pen doesn't recognize when students are really learning.	6/5/2015 2:01 PM
11	I didn't feel like I was given enough information on my job and how to perform it successfully. I did arrive in October, but didn't have any training to help me prepare for the job.	6/4/2015 10:30 AM

12	None at this time.	6/4/2015 9:35 AM
13	I had a wonderful experience with Beaufort Middle School faculty and staff. The administration at Beaufort Middle School is wonderful! They are clear with their expectations and give feedback that is usable and productive. I enjoyed working at the school. Thank you for the opportunity to serve here!	6/3/2015 11:19 AM
14	I did not understand that the goal was not to help students improve their scores. I heard that in meetings, so I thought since my class did improve their scores that logic would help admin see that placement was important. I was hindered at every step. The district rep. liked my ideas and wanted schools to place them correctly. I did not realize until later that image was more important than growth.	6/3/2015 9:54 AM
15	None	6/1/2015 12:45 PM
16	BCSD officials need to finally realize that the employees at Pritchardville are not being treated fairly by the administration. Many great teachers and support staff have left/are leaving PVES for the same reason. Mrs. Blue does not motivate her staff; instead, she leads by fear and gossip. Moreover, she does not engage with children and does not inspire confidence. You still have some amazing teachers at PVES, it would be not fair for the children to lose them!	5/30/2015 5:16 PM
17	The amount of training/professional development for a new Media Specialist was woeful at best. Unlike a classroom teacher, a Media Specialist has no one else in the building to ask for help. Much of what I do on a daily basis I had to figure out on my own or piece together bits and pieces of information I could garner from other Media Specialists in the district.	5/29/2015 10:17 PM
18	I feel that there needs to be better communication within the school. Currently, I feel that we are isolated into the little groups on our hallways. Unless you are on a hall with someone who teaches a different subject, there is very little collaborative effort to get to know or work with others on lessons. I would like to see professional development opportunities for those in a school who teach the electives. For me, having opportunities to attend professional development at technology conferences would have been great. Need to have a more responsive office staff when helping find administrators when there are issues in the classroom.	5/29/2015 9:04 PM
19	While having continued support from my current principal, I do not believe this district has supported me adequately in my advancement beyond my school. I have served continuously for 5 years in this district. I have had leadership certification prior to coming to Beaufort County. While I have applied numerous times, I have yet to have acquired an interview in hopes to obtain an assistant principal position. This has been my struggle with your district. I have served as Literacy Coach, District mentor, TAP mentor, and last year I served as a Co-Master Teacher. My principal has coached me throughout the years knowing my strengths. This is evident in her recommending me for the leadership roles I have had in the past. I also emailed District Personnel several times to meet and discuss my growth in the District. My emails never received a response. This was very frustrating to me. This year, I have decided to step out on faith and apply in surrounding districts. To my success, I will become utilized for my talents and skills next year and beyond. This is not, by no means, what I wanted to do. In order for me to grow in our profession, this is the only choice I have had. Growth is sometimes uncomfortable, but I am willing to take that step.	5/28/2015 9:21 AM
20	One of my principals was very fair, another was not. This person did not treat all staff equally when it came to scheduling, duties, etc. and many times was not open minded about changing things when a better solution was at hand.	5/20/2015 9:26 AM
21	All employees need to be treated fairly. That being said, for example, not being able to wear strapless shoes at school, the assistant principal wore them quite frequently and it was never an issue. If you were an employee they called you out. As far as assistants, they should all be given the same time aloud for lunch. One assistant got an extra 15 min. each day to leave early and get home and get back. It was not right and not fair. We should of all got the same 15 minutes. Back to be standard on all assistants. Then she would tell every assistant that she gets an extra 15 minutes? Nice!! Because her teachers respect her and her personal time. I don't know why teachers get to give extra time for an assistant. Your lunch time is per your contract with the district not with you teacher.	5/19/2015 6:39 PM
22	Treated unfairly, no breaks, no relief, no help. I was also singled out as to lunch. I was the only one who had to make up a half hour for my lunch. I felt I was discriminated by the some of Front Office Staff & the Administration.	2/14/2015 8:47 PM
23	I think it would be appropriate to say that there has been a shift of priorities on all levels in the schools. The shift from parents, coaches, and administrators, working together as a team (sport or teaching our youth) to focusing on the individual. It is less about supporting the team and more about how does this affect me, my child or my job? Less of how can I help you, to more about what is in this for me. The feeling of how can I deflect blame to someone else. Will it get me in trouble, I have seen outstanding teachers and coaches lose their motivation because they feel someone is watching and waiting for them to make a mistake ---- It saddens me to see this happen. I have also seen an attitude that all our teams should win at all costs. If we don't, parents have told me that it is the coach's fault.	1/9/2015 9:34 AM

Q4 What did you like most about your job?

Answered: 51 Skipped: 1

#	Responses	Date
1	The students.	8/26/2015 9:40 PM
2	I enjoyed the opportunity to have a positive impact on middle school students through academic and life skills support and instruction.	7/20/2015 12:50 PM
3	The opportunity to have a 37 year career doing what I like best...teaching!	7/20/2015 11:13 AM
4	Having an impact on the children and watching them grow as learners	7/6/2015 4:41 PM
5	I loved the long-term relationship I was able to establish with kids. I loved that I got to see them mature, develop, and discover who they are.	7/5/2015 12:17 PM
6	I liked my coworkers at Beaufort Elementary School.	7/1/2015 6:18 PM
7	I enjoyed working with the children and growing professionally.	6/29/2015 4:32 PM
8	Loved teaching students and the rewards gotten from seeing them succeed.	6/25/2015 5:36 PM
9	The people I worked with.	6/25/2015 7:20 AM
10	The people that I worked with and the children that I was able to work with every day.	6/18/2015 12:28 PM
11	I enjoyed the support of the faculty and staff.	6/17/2015 1:16 PM
12	I very much enjoyed teaching first grade. Given the diverse population we served, I had the opportunity to differentiate my teaching. Our families were very appreciative of the educational experience we provided to our students. Other than the principal, there was among the staff a great sense of community and caring. I was moved when teachers, office staff, coaches and other administrators approached me when they learned that I had resigned. They expressed that they would miss someone like me who worked to put children and their education first. I left on very good terms with almost every individual at the school.	6/14/2015 10:32 AM
13	The staff at my school consistently put children first. They are some of the most caring, friendliest, and energetic people I have known. Their commitment to help students develop into the best people they can be was evident from August through June every year. Also, I loved that my administration was so supportive of the the arts, making it a priority in our school. They understood that the arts programs were a lifeline for some students and helped those students connect to our school in ways that the academics could not. The initiative to develop the Leader in Me Program was the right choice for our students. I believe every elementary in the district should implement this program. It develops the set of skills that all children and adults need to be successful and happy in their lives.	6/9/2015 11:30 PM
14	I loved working with the students in the school I was working with. I also had a community of teachers that were helpful and often stood shoulder to shoulder with each other to try to bolster morale. I loved my school- Joseph Shanklin. I had a fabulous 5th grade team for my first three years and then my last year had a 1st grade team that worked very well together.	6/8/2015 12:32 PM
15	The students.	6/8/2015 10:24 AM
16	Working with the student.	6/8/2015 9:36 AM
17	The times I actually got to teach without someone observing me and writing comments on a laptop while I was teaching.	6/7/2015 6:20 PM
18	I enjoyed most is seeing how my students grew academically.	6/5/2015 4:32 PM
19	The staff with whom I worked.	6/5/2015 2:11 PM
20	Fellowship throughout the day with staff members and working with the students who were ready, willing, and able to learn.	6/5/2015 2:01 PM
21	Loving to teach art to my students.	6/5/2015 9:36 AM
22	Working with children every day!	6/4/2015 7:45 PM
23	The students	6/4/2015 3:14 PM
24	The other teachers were enjoyable to work with and supported me with struggles.	6/4/2015 10:30 AM

25	As an ESOL teacher, I had more freedom than classroom teachers do to tailor my lessons to specific student needs.	6/4/2015 10:11 AM
26	Working with the students, and helping them learn.	6/4/2015 9:35 AM
27	Work independence and the teamwork I had with administrators, social worker and guidance counselor. The team I worked with was wonderful, as well as the administration! I wish I had been doing middle school nursing at Beaufort Middle the whole time!	6/3/2015 11:19 AM
28	Working with students and seeing their growth and improvement.	6/3/2015 9:54 AM
29	I enjoyed working with my fellow teachers. I felt as though we were really a family.	6/2/2015 1:30 PM
30	The opportunities to see children blossom while learning is what I like most about my job.	6/1/2015 12:45 PM
31	The interaction with children and their parents. Most of my coworkers.	5/30/2015 5:16 PM
32	The BEST and most rewarding part about being a Media Specialist was interacting/building relationships with students. I began my career in education because I enjoy the challenge of trying to make the complex understandable to children. I especially enjoyed the opportunities to get children excited about reading. Sometimes that meant helping reluctant readers find material that captured their attention and sometimes it required me to meet the needs of some very finicky readers. In both situations, it was always rewarding to hear students express excitement about a book they enjoyed.	5/29/2015 10:17 PM
33	Working with the kids. I also enjoyed the ability to be a teacher leader for my school. I had opportunities to advise several groups and coordinate trips for the students.	5/29/2015 9:04 PM
34	I appreciated that my Principal valued me. She has recommended me for leadership positions in our school and she has challenged me to think beyond our current state of affairs. I think that she is fair and consistent when it comes to the benefit of her faculty and staff, while putting the needs of our students first.	5/28/2015 9:21 AM
35	My department. I have to admit, My department chair was very supportive along with the rest of world language department. Even though they had their differences, you knew what was expected as outlined by my department chair, and my assistant principals.	5/27/2015 3:05 PM
36	Students progressing to a higher level of functioning.	5/26/2015 10:08 AM
37	I enjoyed developing meaningful, long-term relationships with co-workers, students and parents.	5/24/2015 6:33 PM
38	I have loved working with children to help them learn social and emotional skills that will help them not only succeed academically but improve their quality of life. I have loved helping parents learn new skills to address the challenges of raising responsible children. I have also loved helping teachers learn how to build positive relationships with their students.	5/21/2015 1:25 PM
39	The students	5/21/2015 10:46 AM
40	Because of the nature of my subject matter, students enjoyed my class and asked many questions. I felt I was able to reach many of them with the message regarding "making good decisions."	5/21/2015 8:04 AM
41	Elevating student learning. turning the lights on-----connection to real life application	5/21/2015 8:02 AM
42	My knowledge base increased in abundance as a literacy coach. I received a lot of professional development and felt supported in my role.	5/20/2015 4:59 PM
43	The closeness of our school community, the compassion that is shown when there is sickness and misfortune within our community...	5/20/2015 11:09 AM
44	The kids!! Of course some were wonderful, others not so much, but seeing their bright faces and smiles every morning is what I will miss the most.	5/20/2015 9:26 AM
45	Children	5/19/2015 6:39 PM
46	Working with the Children...	5/19/2015 4:33 PM
47	The staff at my school was always willing to help, and has been extremely supportive and influential during my time at my school.	5/18/2015 2:47 PM
48	What I liked most about the Community Services Coordinator was working with all the departments and schools and getting to know and help a lot of people was rewarding.	3/27/2015 10:38 AM
49	I loved working with the Special Needs students.	3/13/2015 5:49 PM
50	Dealing with the Parents, Teachers & Students!	2/14/2015 8:47 PM
51	Watching student athletes develop into better citizens. Seeing our athletes win with pride and lose with dignity.	1/9/2015 9:34 AM

Q5 What did you like most about the school district?

Answered: 44 Skipped: 8

#	Responses	Date
1	Professional development	8/26/2015 9:40 PM
2	Convenience of having a short distance to travel to school. Opportunities for professional development.	7/20/2015 12:50 PM
3	Location in the Low Country	7/20/2015 11:13 AM
4	For a time, we truly cared about the Arts - providing great District support staff for Arts programs. That, however, has changed, and there is no advocacy, knowledge or commitment to the Arts at the District level.	7/5/2015 12:17 PM
5	Nothing	7/1/2015 6:18 PM
6	Technology access was amazing. A great asset for instruction.	6/25/2015 5:36 PM
7	The professional development opportunities.	6/25/2015 7:20 AM
8	The school district always allowed for a great amount of professional development for me which I greatly appreciated and benefited for.	6/18/2015 12:28 PM
9	I enjoyed the collaborative environment.	6/17/2015 1:16 PM
10	I feel that Beaufort County School District is improving each and every year. As a teacher for the district, I had the opportunity for excellent continuing education and education about advances in the field (in technology, for example). I think it's a shame that there is not more district involvement with principals who do not provide positive leadership. Many at my school have shared their concerns with the district about this principal.	6/14/2015 10:32 AM
11	I am proud that it has such high standards and expectations for employees and students. I like the fact that the overcrowding in the Bluffton Cluster is being addressed swiftly and efforts are being made to remedy the problem. I have always appreciated that at my school I received a very adequate budget for my supplies to teach art, and felt that my program, as well as my expertise in my field, was valued. I liked the district's commitment to provide an incentive for teachers who achieved National Board Certification, and am so grateful for that extra income during my last 12 years. I enjoyed being able to mentor new teachers and compliment BCSD for their strong mentor training team. I appreciate the great benefits package that I have enjoyed for the past 17 years.	6/9/2015 11:30 PM
12	I feel that there are many opportunities for continued learning if someone desires it. We also have many cutting edge technology that can be used each day. It made teaching interesting- as long as it worked.	6/8/2015 12:32 PM
13	Nothing stands out. The district is in constant change. Every time we get a new superintendent they throw everything that we are doing and start new things.	6/8/2015 10:24 AM
14	nothing	6/8/2015 9:36 AM
15	It taught me new ideas and techniques I could use in my class as well as being able to meet new people.	6/5/2015 4:32 PM
16	The excessive expectations of the district coupled with lack of empathy (referring to the attitude "if you don't like it, go somewhere else" - never directed towards me personally but came through none the less) coming from district.	6/5/2015 2:11 PM
17	I think Summer Institute and other such professional development opportunities have been very helpful.	6/5/2015 2:01 PM
18	I had a wonderful classroom that made it easy to turn into an art museum to inspire students. I also enjoyed working with Margaret Rushton in the past years in collaborating on creative art projects.	6/5/2015 9:36 AM
19	Opportunities to have additional hours to work during summers, extended learning days and etc. This provided additional monies that I needed to supplement my income. The district supported higher education and achievements such as the National Boards. I'm excited about the future of our schools in the district.	6/4/2015 7:45 PM
20	The district supports the schools and their principals.	6/4/2015 10:30 AM
21	I do not have experience working in other school districts, so I do not have much to compare it to, but overall I have enjoyed working in this school district.	6/4/2015 10:11 AM
22	Not sure.	6/4/2015 9:35 AM
23	Training opportunities and technology	6/3/2015 9:54 AM

24	Beaufort County has plenty of Professional Developmental opportunities throughout the year to help with re-certification.	6/2/2015 1:30 PM
25	The school district presented numerous opportunities for professional development along with the many other fringe benefits of being a BCSD employee.	6/1/2015 12:45 PM
26	The work schedule.	5/30/2015 5:16 PM
27	I enjoyed the level and quality of technology offered to staff and students in the BCSD. I know many teachers throughout the United States that work for districts that are many years behind BCSD in the area of educational technology.	5/29/2015 10:17 PM
28	I love that the district is supporting technology and putting money where it will make a difference. The support of the Robotics program is great. The only thing that would make it better is to treat it like a sport and pay the coaches a stipend. Most of us spent as many hours outside of class as the athletic coaches. I love that the district is focusing on career paths that do not require students go to college but helps them receive the certifications needed.	5/29/2015 9:04 PM
29	The limited movement into leadership within my school.	5/28/2015 9:21 AM
30	Probably the availability and the timely response of the tech department because they were so efficient in blocking me out of my account on the week of grades being due. Although I was perturbed, I empathized with our system administrator who is responsible for the district network. No, I am not being sycophantic, and I'm just stating the facts.	5/27/2015 3:05 PM
31	There are many knowledgeable and committed professionals at my school and at the district level.	5/24/2015 6:33 PM
32	I have liked the district's desire to support teachers' continuing education.	5/21/2015 1:25 PM
33	The fact that it pays better than most in the state	5/21/2015 10:46 AM
34	Communication with the district office was good - one phone call usually rectified the issue at hand.	5/21/2015 8:04 AM
35	Excellent facilities	5/21/2015 8:02 AM
36	There are many opportunities for professional development and the resources are abundant.	5/20/2015 4:59 PM
37	The administrative team(s) keeping up with technological advances for the students/families in the district.	5/20/2015 11:09 AM
38	I of course loved the beautiful location of our low country, I like the way our schools are set up in clusters. I think the summer institute is a great advantage for our teachers.	5/20/2015 9:26 AM
39	The focus is on achievement	5/19/2015 6:39 PM
40	It's a great district, with endless potential.	5/19/2015 4:33 PM
41	The location.	5/18/2015 2:47 PM
42	Dr. Moss is a great leader and a lot of wonderful, talented people work hard to educate our students. . Many have a true passion and make a difference.	3/27/2015 10:38 AM
43	The only thing I like were the Parents, Teachers & Students	2/14/2015 8:47 PM
44	The professional friendships that I developed with all the people I became involve with. Not just other AD's, but District Staff personnel and other schools administrators. For the most part, I enjoyed a great working relationship with District Staff.	1/9/2015 9:34 AM

Q6 If applicable, what action or change would have kept you from leaving?

Answered: 40 Skipped: 12

#	Responses	Date
1	Follow through on word, and actually feeling valued.	8/26/2015 9:40 PM
2	Availability of local or on-line advanced degree program in my area of interest.	7/20/2015 12:50 PM
3	If school schedules had not changed to 4X4 block at the HS level, I might have considered it. Also, an indication that Arts education was still viewed as important and had adequate District-level support instead of a Social Studies teacher, maybe. Forget the stupid tablets at the HS level. That made the battle impossible to fight.	7/5/2015 12:17 PM
4	Better leadership and better behavior from students.	7/1/2015 6:18 PM
5	Higher salary, as well as loan forgiveness. Also to consider the multiple roles and work load teachers carry. The stress can be overwhelming and completely unrealistic.	6/29/2015 4:32 PM
6	It was just time for retirement not at all a reflection of the district.	6/25/2015 5:36 PM
7	Leadership problems. Too many years of inconsistencies.	6/25/2015 7:20 AM
8	Not applicable because I was looking for a School Counseling position.	6/18/2015 12:28 PM
9	N/A- moving due to spouse's career.	6/17/2015 1:16 PM
10	I would have stayed another year, if I had less of a student to teacher ratio. Several years ago, the district recommended that the teacher / student ratio for elementary related arts be 1 per 500. We've gone WAY beyond that. No matter what age group or subject you teach, the key to success with any student is developing a trusting relationship with that child. It is really hard to do that when you are teaching 800 or more children. I became frustrated when I could not do all of the things I wanted to do for my students - simply because there wasn't enough time available. I know how good my program could be, and I felt that I was short-changing the kids.	6/9/2015 11:30 PM
11	The stress level of being told- do this or go on an improvement plan for the last three years has been instrumental in leaving Beaufort County. I work hard, I work well with others, I don't need to be threatened to do my job. I also shouldn't spend 15 hours/week or more trying to write lesson plans that due to the format need to be completely scrapped and redone to follow the "new" lesson plan format each year. Our morale at our school is probably at an all-time low. There aren't many if any who feel that they do anything or much at all correct. This is frustrating. Just like a child who cannot learn with being yelled at/ bullied, neither can a teacher be successful if they are always waiting for "the other shoe to drop".	6/8/2015 12:32 PM
12	None	6/8/2015 10:24 AM
13	N/A	6/8/2015 9:36 AM
14	Less paperwork, some responsibilities taken off the teachers' plate when more are added. Administration that valued my hard work and would let me know periodically.	6/7/2015 6:20 PM
15	If I wasn't persuaded into ADEPT for the Summative Evaluation, I would not be leaving. I had another staff member to help me with the work that needed to be done and because I when to someone else, the material was not accepted.	6/5/2015 4:32 PM
16	Allowing me to do my job without all of the excessive demands.	6/5/2015 2:11 PM
17	I have taught 37 years and just want to work on my time schedule. In the future, I would like to work with district teachers on arts integration projects.	6/5/2015 9:36 AM
18	None	6/4/2015 7:45 PM
19	not going to the 4 by 4, not having IB classes, too many meetings and in-service days that could have been handled via online classes or emails	6/4/2015 3:14 PM
20	If it were closer or if I enjoyed teaching more of the students.	6/4/2015 10:30 AM
21	better pay, and fair treatment by head teacher.	6/4/2015 9:35 AM
22	Competitive pay for nurses.	6/3/2015 11:19 AM

23	<p>If I had been supported by my principals. Only one assistant principal understood that I needed help getting scores (getting the scores and placing students correctly is listed on my job description), and that I would need to communicate with district staff because they ran the program. One guidance counselor was supportive but she left after mistreatment also. Only one principal would respond to discipline emergencies, but she was unable to come to my room because she was in meetings. No other principal would respond. This happened three times this year, and the last instance I saw that principals were available and just did not respond. My room was alone on a hallway with no neighbors, so I felt very unsafe and unsupported. Also, I had many students who had returned from the alternative school. I had a student walk out of my room to go the nurse without a note. He really left to get his phone back from the student I sent to the office. When I informed his grade principal and wrote a referral for phone use in class and walking out I never received a response from the 9th grade principal. Instead she asked the nurse to write up the incident. The nurse stated that I always let students go to the nurse, and that he was defiant and did not follow her directions. I believe this principal tried to get me in trouble but was foiled by the truthful nurse. The last straw was when another assistant principal harassed me for e-mailing referrals. Email is used by all teachers to communicate with parents as phone calls don't always work. I asked five other teachers and they all stated they use this form of communication and was never called about using them. I felt harassed for doing my job. I resigned before many of the incidents above because I was told I was unprofessional for contacting my district supervisor. In a meeting with Mrs. Walton, the principal stated I could call district any time. This was untrue. I had to ask permission to call payroll, benefits, etc. and was not allowed to call Mrs. Walton. He called for me. Earlier in the year, I was told I could contact my district supervisor as there were no R180 reps. now. When I did later I had three administrators come "observe" me the day after the communication. They inquired about my contact and asked to have an observation meeting the next day. The meeting was not about the observation but was to tell me I should not have asked to call the district rep. and e-mail was the only form of communication I was allowed. I reminded Mr. Bornscheuer that he stated since there were no R180 reps. my district rep. was the only person I could contact. He stated he meant e-mail only. I realized then that the "observations" were meant as an intimidation tool. I welcome observers because as they stated I am an excellent classroom teacher. I have never received a bad observation review.</p>	6/3/2015 9:54 AM
24	After working for the BCSD for over thirty years I feel the need to soar in other directions. The love of children will forever be my first love and I will continue to seek ways to keep them challenged in this 21st century.	6/1/2015 12:45 PM
25	I would've liked to see a positive change in my school coming from the principal. I would've liked to see a leader rather than a boss. I would've loved to see more smiley faces rather than seeing teachers overworked, and stressed out. I wanted the teamwork and the "family" feeling back,	5/30/2015 5:16 PM
26	Nothing.	5/29/2015 10:17 PM
27	N/A	5/29/2015 9:04 PM
28	I would have been more than happy to stay if I were supported more at the District Level. To apply for positions that I am more than qualified for and not receive at least an interview, again, has been the deciding factor in my exit. At this point, I would be able to decide that I am truly not what Beaufort County School district is looking for in a potential candidate for Assistant Principal and then make a decision to stay and "hone my craft". I really feel, especially with no response to my emails from the District Level, that I was not even considered and not valued here.	5/28/2015 9:21 AM
29	More organization and actually getting direction and leadership coming in as a new teacher. It is not enough to just to "ask anybody" because when I asked, especially seasoned staff, I just get complaints about there is no follow through, no organization, lack of consistency, no student accountability, etc. So I just quit asking.	5/27/2015 3:05 PM
30	More TIME allowed for planning and preparation during the school day. Less emphasis on standardized testing. More freedom to take kids on field trips and integrate lessons with the real world.	5/24/2015 6:33 PM
31	I was very disappointed to lose our yoga /mindfulness program this January. I spent three years developing a cutting-edge, brain-based curriculum and was able to see the benefits in our students.	5/21/2015 1:25 PM
32	no applicable	5/21/2015 8:04 AM
33	I have had four preps. Feeling burn out. Would like more time to devote to students.	5/21/2015 8:02 AM
34	N/A	5/20/2015 4:59 PM
35	N/A	5/20/2015 11:09 AM
36	None, as I am retiring, not leaving the district	5/20/2015 9:26 AM
37	The lack of respect of teachers to treat an assistant as a person and not a secretary.	5/19/2015 6:39 PM
38	Nothing really	5/19/2015 4:33 PM
39	Better consistency on the part of administration in regards to discipline.	5/18/2015 2:47 PM
40	Fair treatment by the Administration & Staff.	2/14/2015 8:47 PM

Q7 If applicable, before making your decision to leave, did you consider a transfer?

Answered: 43 Skipped: 9

#	Responses	Date
1	Actually tried, but administration refused to allow me too.	8/26/2015 9:40 PM
2	Not applicable in this case.	7/20/2015 12:50 PM
3	No.	7/5/2015 12:17 PM
4	I put in for a transfer after my first year of teaching because I hated the school I was at. I enjoyed the school I transferred to but then got sent back to the school I hated halfway into the first quarter because of overage. I was 8 months pregnant at the time and I was not the most recent person hired at the school and felt I shouldn't have been the one to go.	7/1/2015 6:18 PM
5	Yes, the transfer process was less than ideal.	6/29/2015 4:32 PM
6	Na	6/25/2015 5:36 PM
7	Yes.	6/25/2015 7:20 AM
8	Not applicable because I was looking for a certified position.	6/18/2015 12:28 PM
9	No	6/17/2015 1:16 PM
10	I considered it. However, because of the experience I have had for more than three years, I felt that it was to my personal benefit to leave teaching. This was a VERY difficult decision for me and has hugely impacted my family.	6/14/2015 10:32 AM
11	No.... I LOVED my school!	6/9/2015 11:30 PM
12	I applied for a couple of different jobs, but was told after my last attempt- I needed to put a principal's name on it or it wouldn't be considered. I felt that was something that might have kept my name from being considered.	6/8/2015 12:32 PM
13	No	6/8/2015 10:24 AM
14	N/A	6/8/2015 9:36 AM
15	Yes	6/7/2015 6:20 PM
16	I did but it was to late. I mentioned that I should have left when I started to, and the response was you should have.	6/5/2015 4:32 PM
17	Would not have helped.	6/5/2015 2:11 PM
18	No	6/5/2015 9:36 AM
19	No!	6/4/2015 7:45 PM
20	NO	6/4/2015 3:14 PM
21	No.	6/4/2015 10:30 AM
22	Yes.	6/4/2015 9:35 AM
23	I would not have considered a transfer. I loved it here!!!	6/3/2015 11:19 AM
24	Yes, I did but as the principal had put me on corrective action and wanted to fail me for the professionalism section. I would not have been able to transfer.	6/3/2015 9:54 AM
25	N/A	6/1/2015 12:45 PM
26	Yes, I did.	5/30/2015 5:16 PM
27	N/A	5/29/2015 10:17 PM
28	N/A	5/29/2015 9:04 PM

29	At the point where I began to see other potential candidates who just acquired their certification this year obtain interviews with a personal phone call, and then become assigned a school as Assistant Principal for the 2015-2016 school year, I must say that a transfer was not even a consideration.	5/28/2015 9:21 AM
30	I did not consider a transfer, because of my reason for leaving which is family sickness.	5/27/2015 3:05 PM
31	No	5/26/2015 10:08 AM
32	I considered a transfer, but rejected this option. A "new" full-time job resulting from a transfer is unlikely to allow me freedom to concentrate on my own well-being.	5/24/2015 6:33 PM
33	I was interested in offering a PCIT program for students who were in great need of an evidence-based intervention to support extreme behavior disorders evident in pre-kindergarten. I approached Dr. Mc Cord about this opportunity after a district in-service where we learned about this intervention. I never received any response.	5/21/2015 1:25 PM
34	if I was not retiring, I may have wanted to transfer to the new high school in 2 years.	5/21/2015 8:04 AM
35	No. Retirement available.	5/21/2015 8:02 AM
36	N/A	5/20/2015 4:59 PM
37	NO	5/20/2015 11:09 AM
38	Not applicable.	5/20/2015 9:26 AM
39	none	5/19/2015 6:39 PM
40	No	5/19/2015 4:33 PM
41	No.	5/18/2015 2:47 PM
42	Yes, I had asked several times for a transfer into a different school.	2/14/2015 8:47 PM
43	No. I never wanted to leave Beaufort High School for any other position in the District.	1/9/2015 9:34 AM

Q8 What ideas would you like to share that would make Beaufort County School District a better place to work?

Answered: 44 Skipped: 8

#	Responses	Date
1	Teach principals to value their employees	8/26/2015 9:40 PM
2	Technology is wonderful. However most students still require a form of direct instruction, balanced with the use of technology for reinforcement and enrichment. My concern is that overuse of technology will create a culture of students who have not had enough opportunities to develop problem solving skills and to explore their creativity. Technology does everything for them and has the potential to become a crutch. Problem solving in the workplace is an important skill that our students need to be successful in the 21st Century.	7/20/2015 12:50 PM
3	Better pay for beginning teachers. Pay increase for years of service; my pay increase stopped at 24 years.	7/20/2015 11:13 AM
4	Everything gets changed much too often. Let things work. Get a student panel to work with the District - they'll tell you. Kids go through several years in each school level and they often have a completely different format from year to year. They sit down in MS to plan the 4 years of HS, and then after 1 year or 2 everything changes rules again. Parents don't know what to expect and get really frustrated as do the kids and teachers. The last thing most kids need is one more device in their hand. Really. Perhaps make them available to kids who need them, but forcing them into everyone's hands and overwhelming the Media center staff with the management of these very unreliable devices is completely unfair. Teachers can't do what they are supposed to because so many devices are "in the shop", kids find their way around all of the "blocks" and waste time on games and movies, and we have one more reason to have to be snarky nags instead of teachers.	7/5/2015 12:17 PM
5	Better administration and getting rid of poor teachers.	7/1/2015 6:18 PM
6	Respect the teacher, inquire about the working relationships with administrators to ensure teachers feel safe and respected professionally.	6/29/2015 4:32 PM
7	In school mentors not district mentors need more accountability. Some do a good job others simply get paid. District mentors, however are great but they are only assigned to induction teachers. Other new teachers need support also.	6/25/2015 5:36 PM
8	Often times we do the same things over and over again as a whole, we're a school system - differentiate.	6/25/2015 7:20 AM
9	I think that the work that Paraprofessionals do is so important and that they are forgotten so much of the time. It would be great if they were paid more for all of the great work that they do every day for students. That is not why I left the position but I think it would make it a better place to work for Paraprofessionals.	6/18/2015 12:28 PM
10	I think that some policies and practices need to be better organized before their implementation into the schools. I believe that this would positively benefit the success and consistency of such policies and practices.	6/17/2015 1:16 PM
11	I appreciate recent action on behalf of the district and board to pay teachers more--to enable them to afford to live here. This is especially helpful to new, often young, teachers. It seems that there might be value in making sure that experienced teachers also receive recognition for the work that they have done. There are many excellent teachers who have stuck with the district over the last 10 years--and many longer than that. Some young people entering the field have shared that teaching here is somewhat overwhelming. They are not only leaving because of the cost to live here. Many have expressed that they find teaching in BC to be too much work, not what they expected/learned about in school. I have encouraged those people to consider trying another school in BC. I think that with stronger leadership some of these young teachers might not leave.	6/14/2015 10:32 AM
12	A few years ago, the district made a commitment to keep class sizes small. We had several years of reasonably-sized classes. I recall having 18 children in the typical 3rd - 5th grade class, 16 in some of the 1st grades. It really does make all the difference and I think the district need to think about that - especially in the 1st, 3rd, and 5th grades when so many new skills are being taught. Also, I think the district needs to consider cutting back on some of the testing. We are losing sight of what really is the purpose of education. Also...technology is great, but it is only a tool for learning. It seems that technology is driving the learning, and it should be the other way around. In some cases, the technology is distracting students from learning.	6/9/2015 11:30 PM
13	Often teachers work from the beginning of the day to the end with little or no breaks from students or with meetings that take up any planning/ breaks. Our time and efforts are not appreciated in the classroom.	6/8/2015 12:32 PM

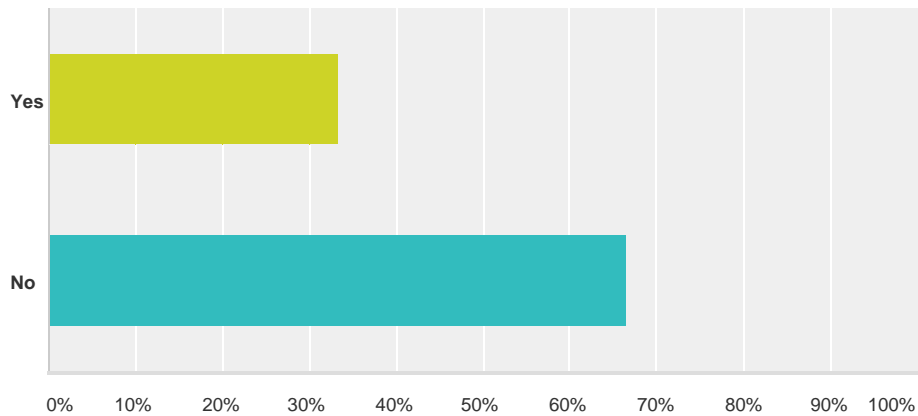
14	Their needs to be a critical Safety for Principals. Principals are the main face of the district and some of the principals are not effective.	6/8/2015 10:24 AM
15	no ideas at this time.	6/8/2015 9:36 AM
16	There needs to be better principals in place in all schools. There also needs to be some incentive for teacher attendance. The substitute situation was pretty bad this year- our school was always looking for subs. More teacher input into how schools are run- they are the ones who know what is happening in the classrooms. Better discipline programs- hold students accountable for bad behavior instead of rewarding them! Also parents need to be accountable and not allowed to override teacher decisions to retain students.	6/7/2015 6:20 PM
17	Please make sure that everyone is being treated fair and not spoken down to. Everyone should be treated with respect.	6/5/2015 4:32 PM
18	1. Find a good solid plan and stick to it. Too much upheaval every time we turn around... 2. Try recognizing the older teachers with upper level positions and stop giving them to the young folks who don't have much experience. You have people in this district who work hard and do good work and they are always passed over. The people who have been here year after year need longevity pay. Think about the folks who stopped getting incremental pay raises after so many years. I'm sure it would be nice to have a fat bonus check for hanging in here so many years. 3. The upper level administrators need to spend more time in the schools getting to know staff members and students. I worked for an administrative team in another state that visited the schools regularly. All the kids knew them and were not bashful about going up to them in restaurants to introduce them to their parents. Under them, the school board members came in and talked to teachers and students. Both the administrators and board members came in at least once a year to teach a couple of classes - with the teacher present. It made the students feel special. 4. Don't be afraid of the discipline problems. Deal with them. Stare the parents down. They need to see administrative backbone at all levels. Back up the principals and the teachers. 5. Remember the people at the top are the facilitators for the school level administrators who are in turn are facilitators for the teachers. The teachers facilitate for the students.	6/5/2015 2:01 PM
19	Better publicity and encouragement. So many great things happen in our schools that never receive attention.	6/5/2015 9:36 AM
20	I'm proud to have been with BCSD for 26 yrs. I have seen so many positive improvements for both students and faculty over the years. Thank you for the opportunity to have served our community. I look forward to substitute teaching in the future in BCSD.	6/4/2015 7:45 PM
21	Professional development days are a waste of time. Allow teachers to do professional development on their own time. District days are particularly a waste of time and money. The only days without students should be at end of the semester. Getting paid for subbing for a teacher who does not have a sub.	6/4/2015 3:14 PM
22	The classroom teachers at my school received a lot of coaching during their planning periods about how to implement their curriculum. While I came to understand that this can take a lot of time away from the actual time spent planning, it would have been nice to have a little more direction from the school district about planning lessons specifically for ESOL. I think that meeting every month or every other week with an ESOL coach who could talk about planning, assessments, and resources would have been beneficial. Perhaps this could be done through meetings in the different areas of the county to pull several ESOL teachers together who work in nearby schools. For example, one ESOL coach could lead a meeting in the Beaufort area while the other leads a meeting in the Bluffton/Hilton Head area. It could be done near the end of a school day so teachers do not miss too much instructional time.	6/4/2015 10:11 AM
23	None at this time.	6/4/2015 9:35 AM
24	Basically, principals and some guidance counselors refuse to help teachers successfully do their jobs. They say they want scores to improve but really want to use classes as dumping grounds. The students who really need reading help may not be identified for the class. It is too much work for them. When the teacher tries to assist them which again is part of their job description they get "in trouble".	6/3/2015 9:54 AM
25	It is very difficult for students to handle teacher changes mid-year. It is also difficult for teachers to change positions during the school year. If this has to happen, plenty of transition time should be given. It was a struggle for me because I constantly felt behind. I think that teacher positions should not be changed when students and the teachers have already set procedures and gotten to know each other.	6/2/2015 1:30 PM
26	I would like to see year round school return for student in our outlined areas. Long summers with nothing for them to do push them further behind academically.	6/1/2015 12:45 PM
27	Please listen to the staff's concerns. When many people come to you with the same concern, please do not disregard the issue as a simple "complaint." We are trying to make the schools a better place for the children, but adults also deserve to work in a place where they feel appreciated and respected.	5/30/2015 5:16 PM

28	<p>1. Stick with a program long enough to see if it is truly effective. In my short six years with BCSD, I saw too many programs come and go much too quickly. Everyday Math is probably one of the few exceptions. The continual change of reading and writing programs is exhausting. I believe too much time, energy and money is spent on introducing "new" programs. Dr. Truesdale addressed this issue at a district-wide gathering a few years ago. I believe it was at a Back-to-School rally. She spoke about the need to stay the course (my words) with educational programs. 2. In elementary schools, I believe we have strayed too far from developmentally appropriate practices. Young children are being asked to accomplish tasks that are simply not appropriate or too difficult for their stage of development. I have been to many professional development meetings, TAP meetings, staff meetings, team meetings, and department meetings over the past six years. I cannot recall one instance when the issue of child development was raised. Perhaps it was and I have forgotten, but it would have been extremely rare. I hear catch phrases like, "make irrelevant" to students or give them a "real world experience," but I have not heard mention of child development. This is frustrating to me because I believe child development should be front and center in education. If the task/assignment/activity is not developmentally appropriate, how can it be effective? 3. Children NEED field trips. Language development cannot occur without experiences. Language cannot develop in a vacuum. Children need to get out of the classrooms and experience the world first hand, and they need it frequently, throughout the school year.</p> <p>4. BCSD needs to change the idea that ALL students need to go to a university. That simply does not make sense. Students need to option to pursue whatever interest they may have. Students that want to master a trade like masonry or culinary arts should not have to spend so much of their teen years in traditional school buildings. There needs to be vocational options for ALL students, not just a few. I know plumbers, electricians, chefs and landscapers that make more money than I do. They have wonderful careers that they enjoy. Why should they be forced to the academic rigors of a traditional high school education if much of it is not applicable to their interests?</p>	5/29/2015 10:17 PM
29	<p>My leaving is due to a transfer but I would like to suggest that: 1. Robotics coaches receive a stipend 2. Hall monitors are used again in the schools 3. Reduce the Instructional Coaches (I felt this was largely a waste of time) Overall I have enjoyed my time in Beaufort County School District and would be happy to teach here again if the opportunity presented itself.</p>	5/29/2015 9:04 PM
30	<p>As Beaufort County School District continues to grow, allow potential leaders grow as well. Allow them to become recommended for other leadership roles in the district and groom them for future positions such as Coaches, Assistant Principals and Principals.</p>	5/28/2015 9:21 AM
31	<p>Your uniform policy needs to be simplified. All too often, students has been rationalizing with it, questioning it due to the phrasing of the rules. Bullying App which is good in theory, has been abused and cause undue stress on my colleagues, which really influenced my uneasy outlook on the workplace. Cellphone policy please see link below: http://www.educationnews.org/technology/study-cell-phone-ban-linked-to-rise-in-test-scores/ Across the board I have never worked with a more frustrated staff in my teaching career since working in an inner city school (and they had challenging students). Their frustration is usually ranges from feedback of teacher practices, follow through of discipline, and more alarmingly the lack of diversity of the staff to complement the diverse population of students. Although the salary schedule of Beaufort county is one of the highest in the state of SC, to attract teachers or at least keep them, you need to have better incentives or partnerships with apartment or surrounding realty.</p>	5/27/2015 3:05 PM
32	<p>Reduce standardized testing. High stakes testing does not foster real learning. Instead, it promotes 'teaching to the tests' which only builds shallow, short-term knowledge. Concentrate on nurturing students as whole people and measure schools & teachers more holistically and over the long term, not year by year and test by test. Support people more. Spend more \$ on salaries and less on technology. Allow teachers more unencumbered time during the school day. Duty-free lunch, dedicated planning time, & fewer new initiatives would allow teachers to do better jobs without sacrificing their own personal health and well-being.</p>	5/24/2015 6:33 PM
33	<p>I believe we as a district have gone through many changes. Each of these changes in isolation may have looked good on paper. Those of us who are implementing those changes see the ramifications of those changes and their negative impact.</p>	5/21/2015 1:25 PM
34	<p>Research an idea, plan for the idea, put the idea in place and give it time to work. This district has always jumped on board any new thing, trained teachers, spent gobs of money and then totally gone in the opposite direction in 1-2 years. Also, stop hiring upper-level administrators who are on a total power trip. Just direct them to the political arena.</p>	5/21/2015 10:46 AM
35	<p>Better pay scale, more continuity across the board -too many variables amongst the schools.</p>	5/21/2015 8:04 AM
36	<p>We have many excellent teachers. I do not feel that we use their experience and knowledge as best we could in planning and organizing our operations. We always need to ask the question for everything we do: What is the student value in this, how will it help students learn? If it does not allow the teacher one on one with the student and parents it should become a very low priority. We get in our own way.</p>	5/21/2015 8:02 AM
37	<p>A monetary incentive (more than \$10.00 per day) for teachers who do not use many of their sick DAYS.....!</p>	5/20/2015 11:09 AM
38	<p>Better pay...no ceiling on pay raises when a certain number of years is reached. Otherwise, teaching in this district has been a great experience.</p>	5/20/2015 9:26 AM
39	<p>See additional comments.</p>	5/19/2015 6:39 PM

40	Raise the Pay for the Assistants and the Teachers...you're going to lose a lot of people eventually because of this. I also think a review should be done of the teachers that the assistants work with. By the assistants. It is only the opinion of the teachers of the assistants not the other way around. And who better then to rate them on their ability within the classroom setting. I believe the Teachers should be held more accountable for the way they treat their assistants as well. Example-to what extent the assistant is being utilized etc. As well as their professional relationship and how well the "TEAM" works together. Perhaps, TEAM building seminars could be made available...	5/19/2015 4:33 PM
41	N/A	5/18/2015 2:47 PM
42	Like all departments, Communications Dept. needs all employees giving 100% in order to be the best support for our schools. Employees who don't give their best effort or aren't making the most of their work hours are not helping the District advance. Supervisors should be more proactive in identifying performance gaps and creating a solution, especially when employees take advantage of flexible working conditions or consistently minimize their workload.	3/27/2015 10:38 AM
43	The District needs to treat all Employees no matter what race or religion, the same. People need to be hired on their qualifications & not on who they know. If you want a great school district, this must start at the top. If you want good teachers & Staff, you need to pay them more. There is no reason you need 3 Assistant Principals in one school. Having ISS, is absolutely ridiculous. You are paying someone a really good salary for being a "glorified babysitter". The Bookkeeper, in the Middle School, could be doing more. Why is this a 260 position? You are paying someone for a full-time position, when they don't have enough to do all day long. She could be doing all the mail, sorting & posting. Plus she should be doing the Sub payroll, not the Office Manager. The Data Specialist should be doing the Attendance & Discipline, not hiring another person to do some of those tasks. That would mean saving another salary. Why is the Guidance Secretary working 260 days? There is not that much work to keep her busy all day long. She could be helping out the Data Specialist That would save the District money if you cut that to a 190 position or whatever the Guidance Counselors work. The Data Specialist, Bookkeeper & Office Manager should have one month off during the summer. Maybe they shouldn't be 260 employees. All I know is that they didn't do much while everyone else was on vacation and they were in the building. That would save a lot of money too. There are so many ways to save money in the District that could be given to the Teacher's & give Employees raises. Instead of all of these "electronic" devices, I think schools should go back to the basics. Have a Computer class as an Elective. It is pathetic that students can't even tell time! Stop worrying about being an IB School. This should be standard learning in every school, ALL THE TIME.	2/14/2015 8:47 PM
44	1. More financial support for athletics in the District. 2. Athletic facilities need to be modernized and improved. a. Turf Fields b. New and improved press boxes at every stadium c. New scoreboards in gyms, and on playing fields - other than the football scoreboard, gym, softball and baseball scoreboards all need to be replace with more efficient LED ones. d. Public Address systems need to be replaced w/ more durable systems that are permanently secured, not portable! e. Locker rooms need air filtration system to reduce the chance of MRSA and other bacterial infections. f. Storage areas for athletic equipment are substandard.	1/9/2015 9:34 AM

Q9 Do you have plans of returning to Beaufort County School District in the Future?

Answered: 42 Skipped: 10



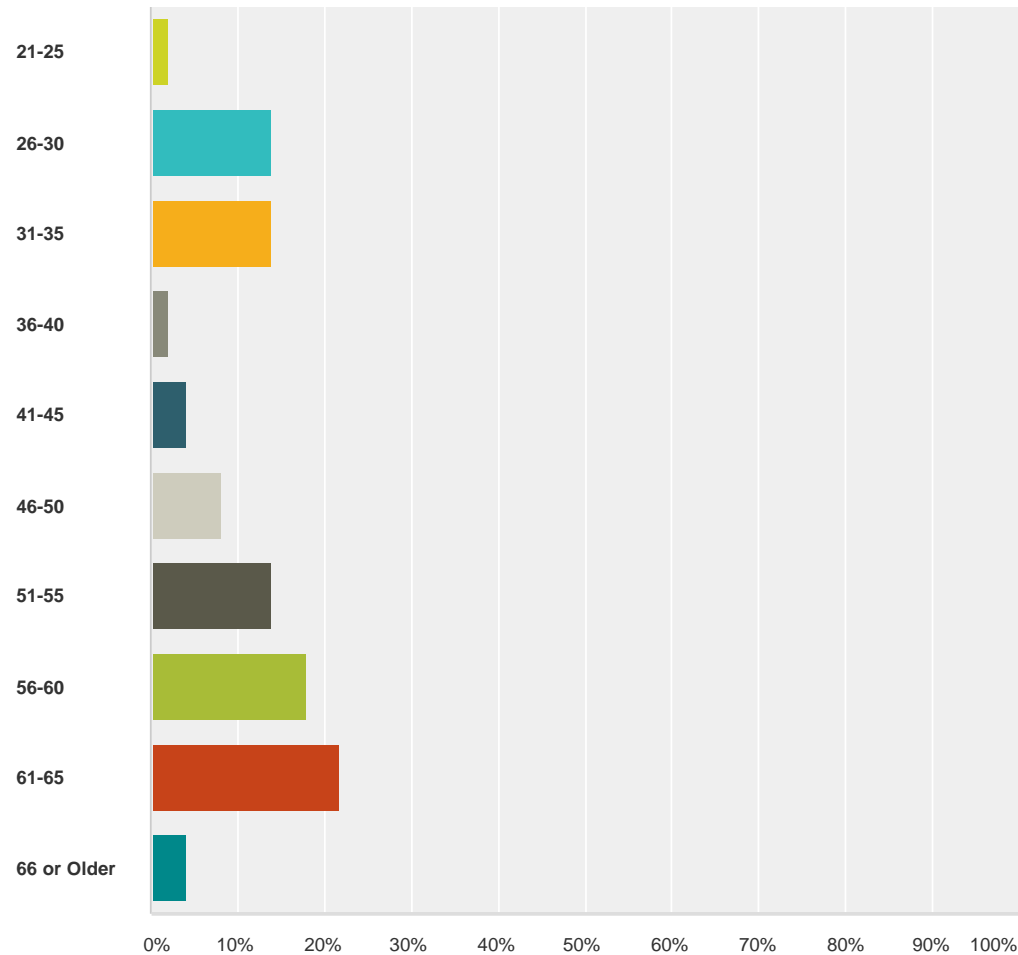
Answer Choices	Responses
Yes	33.33%
No	66.67%
Total	42

#	Other (please specify)	Date
1	Not sure at this time.	7/20/2015 12:50 PM
2	Only if I were to volunteer to assist with a therapy dog for struggling readers	7/20/2015 11:13 AM
3	Possibly	6/29/2015 4:32 PM
4	Part time as available	6/25/2015 5:36 PM
5	I would consider coming back for Beaufort County someday as a School Counselor.	6/18/2015 12:28 PM
6	Possibly--depends on my spouse's career. I love the beautiful surroundings and the friendly people.	6/17/2015 1:16 PM
7	Possibly as a substitute teacher. However, I have found a job outside of education.	6/14/2015 10:32 AM
8	I am staying in the area, and will probably volunteer or substitute later in the year.	6/9/2015 11:30 PM
9	I'm not opposed to working here again.	6/8/2015 12:32 PM
10	Maybe, I love working with student I work with.	6/8/2015 9:36 AM
11	Consultant	6/5/2015 9:36 AM
12	I enjoyed my work experience at the two schools I served. Because I have a child going to college, my family responsibilities have changed which led me to seek employment with better pay. I hope to one day return to school nursing.	6/3/2015 11:19 AM
13	When I moved from ESOL my district leader said she could not protect me if I moved. Why do teachers need protection from administrators in this county? Shouldn't the goal be to do what is	6/3/2015 9:54 AM
14	I am not opposed to returning to BCSD sometime in the future, but that is not something that I have planned nor expect to do.	5/29/2015 10:17 PM
15	I would return if we moved back to the area. My husband is a Methodist minister and he is being transferred to a church in Sumter, SC. We never know when or where the next move will be.	5/29/2015 9:04 PM

16	I would proudly return to Beaufort County School District if the opportunity for growth is opened for me.	5/28/2015 9:21 AM
17	I doubt they would hire me back after reading my responses.	5/27/2015 3:05 PM
18	Perhaps as a volunteer for certain projects.	5/24/2015 6:33 PM
19	I would like to provide in-service for teachers in the following areas: 1. Compassion Fatigue: Self-Care in a Caring Field 2. Classroom Meetings: Teaching problem solving, critical thinking, emotional management and building classroom community.	5/21/2015 1:25 PM
20	If we are ever in the area again, absolutely.	5/20/2015 4:59 PM
21	Hopefully to Sub...	5/20/2015 11:09 AM
22	I may apply to be a sub or a volunteer.	5/19/2015 6:39 PM
23	Perhaps. One day.	5/19/2015 4:33 PM
24	MAYBE	3/27/2015 10:38 AM
25	Maybe	3/13/2015 5:49 PM
26	I wish I didn't feel like I had no other choice but to leave. I had no intentions on leaving until I retired.	2/14/2015 8:47 PM
27	Not to be employed but as a representative from the South Carolina Athletic Administrators Association and South Carolina High School League.	1/9/2015 9:34 AM

Q10 What is your age range?

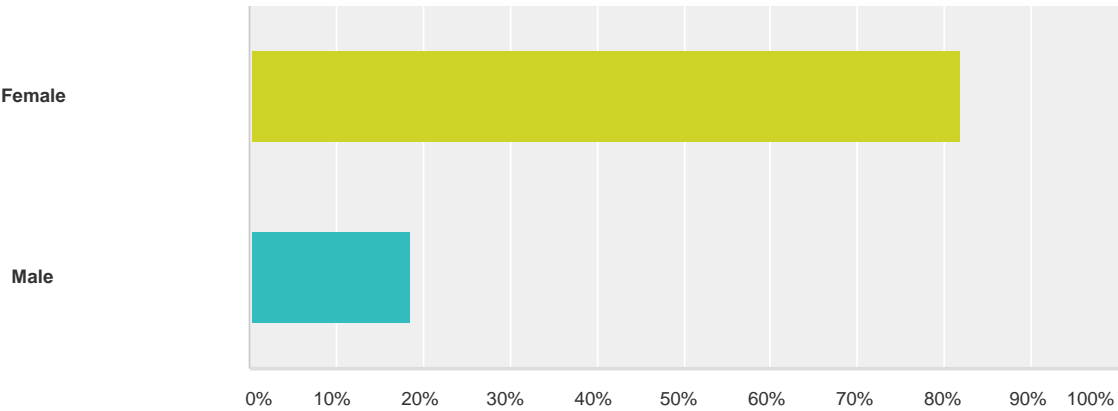
Answered: 51 Skipped: 1



Answer Choices	Responses
21-25	1.96%1
26-30	13.73%7
31-35	13.73%7
36-40	1.96%1
41-45	3.92%2
46-50	7.84%4
51-55	13.73%7
56-60	17.65%9
61-65	21.57%11
66 or Older	3.92%2
Total	51

Q11 What is your gender?

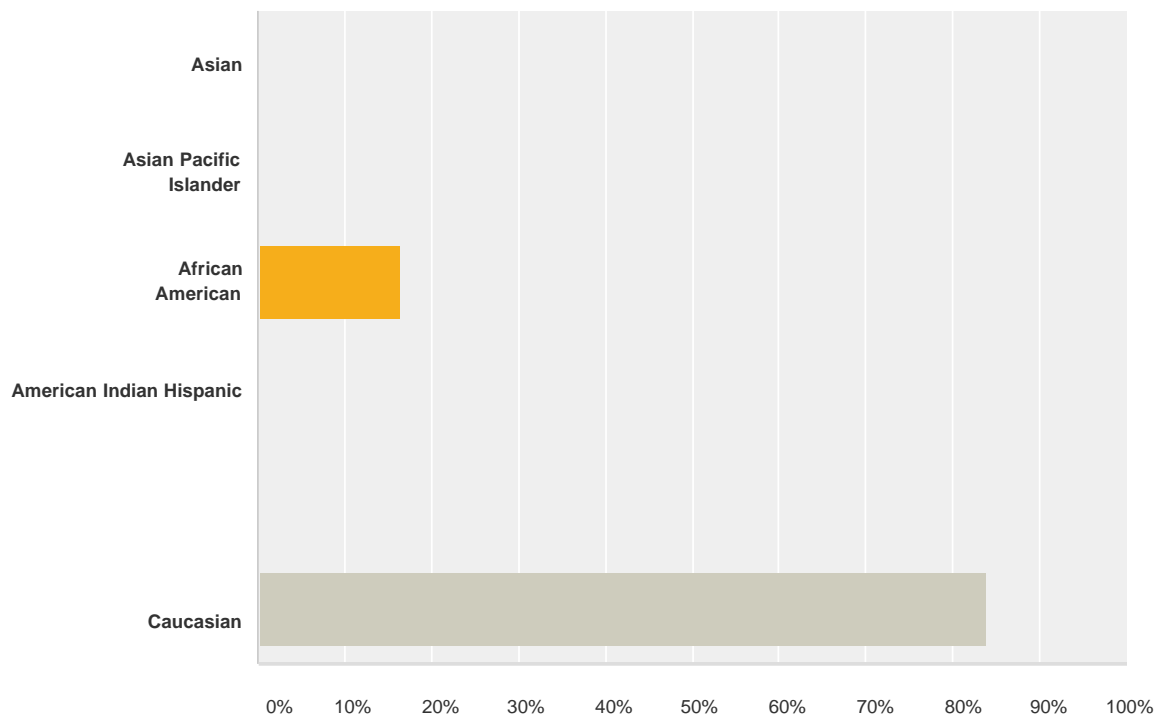
Answered: 49 Skipped: 3



Answer Choices	Responses	
Female	81.63%	40
Male	18.37%	9
Total		49

Q12 What is your race/ethnicity?

Answered: 49 Skipped: 3



Answer Choices	Responses
Asian	0.00%
Asian Pacific Islander	0.00%
African American	16.33%
American Indian	0.00%
Hispanic	0.00%
Caucasian	83.67%
Total	49

#	Other (please specify)	Date
	There are no responses.	

**Q13 If you would like a personal exit
Interview with Becky Randazzo, Recruiting
Coordinator, please provide the following
information.**

Answered: 3 Skipped: 49

Answer Choices	Responses
Name:	100.00% 3
Phone Number:	100.00% 3
Email Address:	100.00% 3

#	Name:	Date
1	Jeff Briggs	6/8/2015 10:24 AM
2	Linda Stenson	6/4/2015 9:35 AM
3	Sarah Gallop	6/3/2015 9:54 AM
#	Phone Number:	Date
1	843 521 7496	6/8/2015 10:24 AM
2	843-295-0088	6/4/2015 9:35 AM
3	843-263-0109	6/3/2015 9:54 AM
#	Email Address:	Date
1	bjornsc25@gmail.com	6/8/2015 10:24 AM
2	ladywhodance@yahoo.com	6/4/2015 9:35 AM
3	sarah.gallop@beaufort.k12.sc	6/3/2015 9:54 AM

Annual Human Resources Report

P.E. 6.A.5 and 6.A.6

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 3, 2015**

Performance Expectation being monitored: 6.A.5 and 6.A.6

I hereby present my stipulation report on Performance Expectation: 6.A.5 and 6.A.6 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human
Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Vice Chair

Stipulated Statements:

P.E. 6.A.5: Inform the Board when initially recommending individuals to administrative level positions or general contracting positions who are immediate family members of the Superintendent, Executive Leadership, or Principals.

P.E. 6.A.6: Inform the Board when an immediate family member of the Superintendent, Executive Leadership Team, Principals, Facilities Planning and Construction Officer, Procurement/Contracting personnel is being employed with a major contracted service or construction vendor.

Annual Human Resources Report

P.E. 6.B.4

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 3, 2015**

Performance Expectation being monitored: 6.B.4

I hereby present my stipulation report on Performance Expectation: 6.B.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Vice Chair

Stipulated Statement:

P.E. 6.B.4: Publicize the District's Employee Grievance Administrative rule and effectively handle grievance concerns.

- An Employee Grievance procedure was in place during the previous school year.
- The existing Employee Grievance policy and procedures were reviewed during the previous school year and any modifications made were published for the current school year.
- All Employee Grievances during the previous school year were handled in accordance with the established District policy and procedures.
- There were 16 Grievances handled during the 2014-15 school year.

Annual Human Resources Report

P.E. 6.C.1

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 3, 2015**

Performance Expectation being monitored: 6.C.1

I hereby present my stipulation report on Performance Expectation: 6.C.1 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Vice Chair

Stipulated Statement:

P.E. 6.C.1: Ensure certified support staff is evaluated regularly based on job performance aligned with the Board's expectations.

- All certified and support staff were evaluated during the previous school year based on job performance.
- Written ADEPT or classified evaluation forms were used for all evaluations during the previous school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

Annual Human Resources Report

P.E. 6.C.2

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 3, 2015**

Performance Expectation being monitored: 6.C.2

I hereby present my stipulation report on Performance Expectation: 6.C.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Vice Chair

Stipulated Statement:

P.E. 6.C.2: Ensure that teachers are evaluated in accordance with State statutes and District administrative rules based on job performance expectations aligned to the Board's expectations.

- All teachers new to the District during the previous school year were formally observed and evaluated in writing in accordance with District policies.
- All continuing contract teachers were properly evaluated in the previous school year prior to a renewal contract being offered for the current school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

Annual Human Resources Report

P.E. 6.C.3

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 3, 2015**

Performance Expectation being monitored: 6.C.3

I hereby present my stipulation report on Performance Expectation: 6.C.3 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Vice Chair

Stipulated Statement:

P.E. 6.C.3: Recognize excellence and provide constructive suggestions for improvements as appropriate.

- Please see listing of BCSD employees and schools recognized for excellence for 2014-2015.

SCHOOL/ LOCATION	POINTS OF CELEBRATION/DONATIONS, ECT.
BCHS	Awarded Gear Up Award
BCHS	Student "Attended "Gear Up Award" Conference in Washington and Honored as 2014 Gear Up Youth of the Year
BCHS	Student saved a home from fire
BCHS	Student chosen nationally for her work displayed in the annual calendar by the National Association of Housing and Redevelopment
BCHS	Received \$1,000 donation from Mt. Carmel Church to share with three other schools in Burton
BCHS	Wrestling State Champs
BCHS	ROTC student received the Superintendent's Leadership Award
BCHS	Received a \$2,500 donation from the Beaufort Tennis Association
BCHS	Girls Track and Field State Champions
BHS	Students (brothers) broke American records and won numerous Youth National Championships in the Amateur Athletic Union and USA Weightlifting

BHS	11th Grader awarded 2015 South Carolina Young Entrepreneur of the Year
BHS	ROTC student received the Superintendent's Leadership Award
BHS	Recognized their Sophomore and Senior - State Champion Wrestlers
BHS	Students win honors in the 2015 Project Lead the Way South Carolina State Engineering Championship
BHS	Received a donation of wireless microphones along with anti-bullying books
BHS	Student wins one of the first Parris Island Scholarships
BHS	Received a \$1,000 donation from 2014-2015 Sun City Vets Scholarship Club
BHS	Received a \$2,500 donation from the Beaufort Tennis Association
BHS	Girls Track and Field State Champions
BHS	Boys Track and Field Individual State Champions
BLHS	Won the AVCA Team Academic Award - nine years in a row
BLHS	Girls Volleyball team was recognized by the American Volleyball Coaches Association for having a cumulative GPA greater than 4.0
BLHS	Solar Panels installed
BLHS	Awarded Athletic Safety Award from the National Athletic Trainers' Association
BLHS	Football player chosen for the prestigious All-American Under Armour Team
BLHS	Awarded Youth in Government Awards from State Conference
BLHS	Personal Finance Knowledge Challenge Winners
BLHS	Students awarded the "Premier Delegation" - eighth consecutive year
BLHS	Awarded Gold Key Art Awards
BLHS	ROTC student received the Superintendent's Leadership Award
BLHS	Recognized their 4-A State Champion Wrestler
BLHS	Students win Gold Medals in the "Advocacy" category at the Family Community and Career Leaders of America Competition
BOE	The SC Boards Association recognized several of our Board Members for their commitment to professional development
BRES	Student presented with the Young Leadership Award from the Beaufort County Education Association
BRES	Chinese Immersion Program students perform
CES	Received a donation of \$1000 from Hometown, Patterson, and Lather
CES	Received nearly \$7,000 from "Leader in Me" program
CES	Coosa Chorale performed - will be the District's first Elementary School to participate in the Carowinds Festival of Music
DISTRICT	Hargray supported the Back-To-School Expo - five years in a row
DISTRICT	Perfect PASS score recognition
DISTRICT	Grant received from Palmetto Clean Energy
DISTRICT	Kiwanis donation of \$1000 for NJROTC equipment
DISTRICT	Financial Aid night a success
DISTRICT	Dress for Success Donations
DISTRICT	Received a donation of \$50,000 from The Learning Center
DISTRICT	Received donations from Colleton River Plantation for "Operation Santa"
DISTRICT	Received \$50,000 from the Learning Center Fund of the Coastal Community Foundation
DISTRICT	5 National Board Certified teachers awarded and 5 National Board Certified teachers renewed
DISTRICT	Received a donation of \$10,000 from Parker's
DISTRICT	Received a donation of 20 \$50 gift cards
DISTRICT	Recognized School Board Recognition Month
DISTRICT	Recognized National Counselors Week
DISTRICT	Recognized 141 Junior Scholars
DISTRICT	Received free dresses for from the Junior Service League of Beaufort for the Cinderella Fella Ball and High School Proms
DISTRICT	Recognized the "River of Words" participants

DISTRICT	Received donations from the Beaufort Tennis Association
DISTRICT	Recognized the Founder of Neighborhood Outreach Connections
DISTRICT	Recognized Retirees
DISTRICT	This year's 1,091 graduating senior earned a record of \$30 million in college scholarships
HHIECC	Kindergarten students perform a musical
HHIES	Awarded Sue West Award
HHIES	Recognized the Soles4Soles Campaign - collected 1,000 pairs of shoes for people in need
HHIHS	Student won the Regional Science Fair and competed the International Science and Engineering Fair in Los Angeles and received a third place award
HHIHS	Story broadcasted on the NBC Nightly News for later start times preferred for high school students
HHIHS	Awarded Athletic Safety Award from the National Athletic Trainers' Association
HHIHS	Swimming State Champs
HHIHS	Girls Swim Team claimed their 5th straight 3-A State Championship
HHIHS	Cross Country Champions and Coach of the Year
HHIHS	SCHSL AAA Players of the year
HHIHS	Home to three state players of the year - swimming, cross country and volleyball
HHIHS	Received a donation of more than 1,500 children's books
HHIHS	Awarded Gold Key Art Awards
HHIHS	Student awarded Special Olympics Athlete of the Year
HHIHS	ROTC student received the Superintendent's Leadership Award
HHIHS	Recognized their Freshman - State Champion Wrestler
HHIHS	Student earned Nation Silver Medal in the 2015 Scholastic Art and Writing Competition
HHIHS	Student competed at the 2015 Sea Island Regional Science Fair
HHIHS	Boys and Girls Track and Field Individual State Champions
HHIHS	Girls Soccer Team Lower State Champs
HHIHS	Boys Soccer Team Lower State Champs
HHIMS	PTA raised \$1000 for a field trip the Art Center of Coastal Carolina
HHIMS	PTA donated TI-34 calculators
LIES	Chorus performed
MCMS	Received \$1,000 from Colleton River Plantation Group
MCMS	Student competed at the 2015 Sea Island Regional Science Fair
MOES	Terry Nash - Awarded Nurse of the Year Award
PRES	5th Graders perform the Star Spangled Banner in honor of the song's 200th Birthday
PVES	Engineering Students Performed
RC	Performed a presentation about Black History Month
RCES	Received Palmetto's Finest Award
RCES	Student received top honors at the 2015 Sodexo Future Chef Competition
RSMS	Recognized students "Hometown Heroes"
WBECHS	Solar Panels installed
WBECHS	Received \$1,000 donation from Mt. Carmel Church to share with three other schools in Burton
WBECHS	Cadets in ROTC commercial
WBECHS	Received a \$2,500 donation from the Beaufort Tennis Association
WBES	Received \$1,000 donation from Mt. Carmel Church to share with three other schools in Burton
WBES	Received Recycling Award
WBES	Recognized with a "Keep Beaufort County Beautiful" award for their school wide recycling program
WBMS	Teacher of the Year Amy Simmons recognized
WBMS	Received \$1,000 donation from Mt. Carmel Church to share with three other schools in Burton

Annual Human Resources Report

P.E. 6.C.4

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 3, 2015**

Performance Expectation being monitored: 6.C.4

I hereby present my stipulation report on Performance Expectation: 6.C.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Vice Chair

Stipulated Statement:

P.E. 6.C.4: Annually recognize a support staff person of the year and a teacher of the year, publicizing the selection criteria in advance.

2015 Teacher of the Year and Support Staff Person of the Year

Support Staff Person of the Year

SCHOOL	EMPLOYEE
ACE	Trudy Unsworth
BCHS	Pamela Darden
BES	Jennifer Slade
BHS	John Walker
BMS	Karen Plair
BLES	Deborah Matlosz
BLHS	Evelyn Blizzard
BLMS	Carin Peluso
BRES	Amy Vinson
CES	Michelle Edgell
DESC	Andrea Johnson
HEMMS	Linda Gail Dietz
HHIHS	Frank Holland
HHIECC	Pamela Joiner
HHES	Carol Caudy
HHISCA	Randi Massett
HHIMS	Stephanie Reed
JSES	Donna Hammond
LIES	Denise Shuford
LIMS	Cori Talbert
MCRES	Tammy Smith
MOES	Derek Johnson
OES	Jody Gourley
PRES	Kristen Burgess
PVES	Charliese Lisa Gilyard
RCES	Rosana Hellstrom
RC	Daryl Harris
RSIA	Julia Jaramillo
SHES	Sherry Heyward
WBECHS	Emanuel Wheeler
WBES/JDECC	Elnora Marcano
WBMS	Sharon Williams

Teacher of the Year

SCHOOL	EMPLOYEE
ACE	Elizabeth Melton
BCHS	Willie Ortiz
BES	Aracely "Cely" Johnson
BHS	Bradley Smith
BMS	Bryanna Dennewitz
BLES	Lori Cribb
BLHS	Tina Mercer
BLMS	Kathleen Sanz
BRES	Geneva Young
CES	Rolanda Gilliard
DIES	Kim Castillo
HEMMS	Stacie Greene
HHIECC	Marianne Carroll
HHES	Donna Rombauer
HHIHS	Michelle Hartman
HHIMS	Matthew Seelman
HHISCA	Kelly Soule
JSES	Michelle Krob
LIES	Brianne Christman
LIMS	Portia Johnson
MCRES	Amy Fleury
MOES	Nancy Altman
OES	Chrissy Story
PRES	Amanda Kata
PVES	Catherine May
RC	Laurie McCall
RCES	Kelly Bausher
RSIA	Donna Martin
SHES	Michelle Thomas
WBECHS	Feronica Hamilton
WBES/JDECC	Renette Oliver
WBMS	Felicia English

of the Year

2015 District Teacher of the Year

Aracely "Cely" Johnson
Beaufort Elementary School

cademy



Annual Human Resources Report

P.E. 5.A.1	Employee Recruitment Report
P.E. 5.A.2	Employee Retention Report and Employee Retention Improvement Report
P.E. 5.A.4	Employee Exit Interview Report
P.E. 5.A.5 P.E. 5.A.6	Nepotism
P.E. 5.B.4	Employee Grievances
P.E. 5.C.1	Evaluate Certified Staff
P.E. 5.C.2	Evaluate Teaching Staff
P.E. 5.C.3	Recognize Excellence
P.E. 5.C.4	Recognize Support Staff Person and Teacher of the Year

**Alice W. Walton, Chief Administrative and Human Resources Officer
Presented to the Beaufort County Board of Education
November 18, 2016**

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Annual Human Resources Report

P.E. 5.A.1

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 18, 2016**

Performance Expectation being monitored: 5.A.1

I hereby present my stipulation report on Performance Expectation: 5.A.1 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Chair

Stipulated Statement:

P.E. 5.A.1: Recruit and hire top-quality employees of diverse backgrounds.

Superintendent's Interpretation

Expand the district's efforts to place more student teachers.

Establish and maintain strong recruiting strategies, including a focus on recruiting excellent male and minority candidates.

Consistently use interview screening instruments for hiring with consistent standards.

Statement of Compliance

Throughout the year, the Office of Human Resource Services implements recruitment strategies in order to recruit and employ quality professionals for our school district. This is an ongoing effort that focuses on the recruitment, application, and interviewing processes.

BCSD RECRUITING PLAN

GOAL 2015-2016: Maintain our recruiting focus on hiring competent educators in order to increase the district's teacher effectiveness from year to year.
Action 1 Recruit exceptional teachers who have proven to be highly effective in the classroom.
Action 2 Require teachers who have not obtained South Carolina certification to be certified by the 45th day of school.
Action 2016-2017 <ul style="list-style-type: none"> Principals will speak with most recent supervisor for verbal reference before hiring. Two positive reference surveys will be required from colleagues. South Carolina certification must be in progress at the time of hire.
GOAL 2015-2016: Ensure students in high-poverty Title 1 schools have equitable access to quality teachers.
Action 1 Actively recruit experienced educators to ensure equitable teaching experience at high-poverty Title 1 schools.
Action 2 Examine data documenting student achievement for students in high poverty schools.
Action 2016-2017 <ul style="list-style-type: none"> HR will verify years of experience, demographics, and contract levels before transfer approval to ensure equitable teaching experience at high-poverty schools.
GOAL 2015-2016: Maintain and foster relationships with Historically Black Colleges and Universities (HBCU's).
Action 1 Attend career fairs at southeastern HBCU's to showcase our schools to foster relationships for future recruits.
Action 2 Prioritize recruiting graduates from HBCU's.
Action 2016-2017 <ul style="list-style-type: none"> Jamal Coleman, from Tennessee State University, will be our contact to begin forming relationships at HBCU's in our region. Request HBCU leaders to post our vacant positions in their education department and distribute our brochures and interest letters to 2017 education graduates. Establish relationship with USC/Columbia Student Diversity and Inclusion Coordinator.
GOAL 2015-2016: Host BCSD Teacher Career Fair
Action 1 BCSD Teacher Career Fair will be held on March 11, 2017 at BLHS Auditorium.
Action 2 Filled 54% of vacancies at the 2016 BCSD Teacher Career Fair.
Action 2016-2017 <ul style="list-style-type: none"> Strive to fill 58% of known vacancies from BCSD Career Fair candidates.

GOAL 2015-2016: Intensify online opportunities to recruit teachers to the Beaufort County School District.
Action 1 Utilize Teachers-Teachers.com, a free online service for teaching candidates to advertise our job openings nationwide.
Action 2 Updated Beaufort County School District website to include hyperlinks for school choice options.
Action 2016-2017 <ul style="list-style-type: none"> In addition to recruiting tools on AppliTrack, increase BCSD social media presence for talent acquisition.
GOAL 2015-2016: Focus attendance at career fairs based on data from previous years of successful recruiting.
Action 1 Continue recruiting in the Southeast, Northeast, and Central regions with a focus on “growing our own.”
Action 2 Offer contracts to exceptional teachers at the BCSD Career Fair. Recommend to Board approval of a classified to certified educational program.
Action 2016-2017 <ul style="list-style-type: none"> Offer on-the-spot contracts for exceptional candidates when interviewed at the perspective fairs.

Rationale:

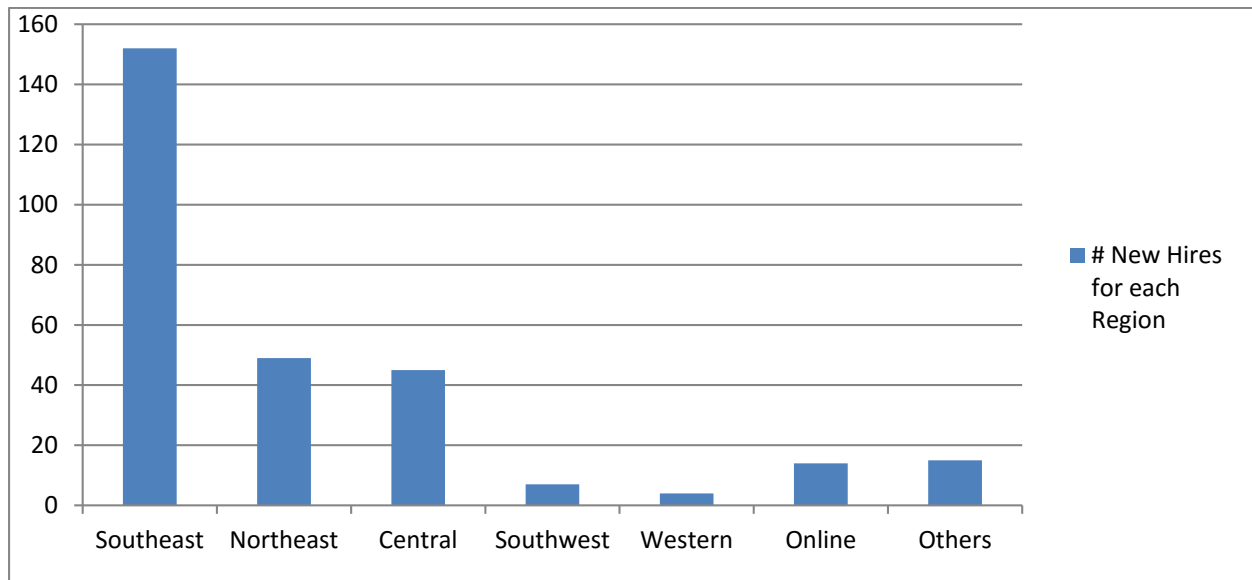
Establishing and maintaining an effective recruiting model is essential to attracting and retaining quality staff. Human Resources is committed to establishing a strong recruiting program that will focus on recruiting excellent candidates. In 2014 we converted our application system to AppliTrack. This system gives us the ability to screen applicants using a multi-level approach. We opened the system to applicants on May 1, 2014. As of October 1, 2016, there are 13,709 applicants on file and 6,552 are active.

The Coordinator of Recruitment and Retention role has been restructured. The position is being divided into two separate position in order to create a defined and succinct focus on level-specific talent for our District. The Elementary Talent Acquisition Specialist will manage and lead the district’s efforts to recruit highly qualified and effective teachers with a focus on elementary staffing. Similarly, the Secondary Talent Acquisition Specialist will focus on middle and high school staffing. This strategic talent acquisition approach was developed to fill current vacancies and build a viable talent pool of teachers for future openings.

Both specialists will continue to implement the District’s recruitment plan. They will develop new and innovative recruitment strategies with colleges and universities with special attention on critical shortage areas. The strategic talent acquisition approach will build relationships with department chairs at colleges and universities, as well as candidates met at teacher career fairs.

Recruiting Efforts

Our recruiting efforts last year yielded a substantial number of teachers from 5 regions in the country, as well as 11 teachers from online colleges and universities. The following chart names the colleges and universities of our new teachers. Also listed are the subjects and levels of the new employees. We will continue to monitor our efforts to determine the most productive regions for recruiting teachers.



Colleges of 2016 New Hires

SOUTHEASTERN REGION	No. of TEACHER	POSITION
Appalachian St. Univ., NC	3	Guidance, SPED, English
Armstrong Univ., GA	5	SPED, Social Studies, Elementary
Charleston Southern	2	Elementary, Related Arts
Clafin Univ., SC	1	Science
Clemson Univ., SC	5	ELA, SPED, CATE, Science, English
Coastal Carolina Univ. SC	6	Elementary, Math, Science, Related Arts
College of Charleston, SC	8	Science, Elementary, ELA
Converse College, SC	2	Math, English
Davidson College, NC	1	Foreign Language
East TN State	1	Related Arts
Eastern Carolina Univ., UNC	2	Related Arts, Science
Elon, NC	1	Math
Emmanuel College, GA	1	Elementary
Erskine College, SC	1	Math
Fort Valley St. Univ., GA	1	Elementary
FL College, FL	1	Math
FL International Univ.	1	ESOL

Francis Marion Univ., SC	4	Elementary, CATE
Furman Univ., SC	1	Related Arts
GA Southern	3	Literacy, English, ELA, Elementary
Georgetown College, KY	1	CATE
Guilford College, NC	1	Social Studies
Gulf Coast St. College, FL	1	Elementary
Lander Univ., SC	3	Elementary, Related Arts
Limestone, SC	1	ELA
Marshall Univ., W. VA	1	ESOL
Martin Methodist College, TN	1	Related Arts
Mary Baldwin College, VA	1	Social Studies
Mississippi College	1	Related Arts
Morehead St. Univ., KY	1	ELA
Mt. Olive College, NC	1	CATE
Newberry College, SC	1	Elementary
Old Dominion Univ., VA	2	Literacy, Math
Radford Univ., VA	3	Elementary, Related Arts
Randolph College, VA	2	SPED, Related Arts
SCAD, GA	1	Related Arts
SC State Univ., SC	3	Social Studies, Math, SPED
Shenandoah Univ., VA	1	Science
Shepherd Univ., W VA	1	Related Arts
Univ. of FL; Univ. of West FL	3	Interventionist, SPED, Math
The Citadel	4	CATE, Social Studies, Guidance
Transylvania Univ., KY	1	Elementary
UGA	3	Related Arts, Social Studies, Math
Univ. of Southern Mississippi	1	Interventionist
UNC, Chapel Hill	3	CATE, Elementary, Social Studies
UNC, Charlotte	2	Related Arts, English
UNC, Greensboro	2	CATE, Guidance
UNC, Wilmington	1	Elementary
USC, Aiken	1	SPED
USCB, Beaufort	10	Elementary, Instructional Coach
USC, Columbia, SC	17	Related Arts, Social Studies, Elementary, CATE, SPED, Science
USC, Upstate	3	Elementary, SPED, Literacy
Univ. of AL	2	Elementary, Related Arts
Univ. of KY	2	Related Arts, Elementary
Univ. of Mobile, AL	1	Math
Univ. of FL	2	CATE
Univ. of Southern MS	1	English
Univ. of TN, Chattanooga	2	Elementary, Science
Univ. of VA	1	Media
Voorhees College	1	CATE
Winthrop University, SC	12	CATE, Elementary, Math, Related Arts, MYP Coordinator, Science,

NORTHEASTERN REGION	No. of TEACHER	POSITION
American Univ., DC	1	Math
Bridgewater State Univ.	1	Elementary
CA Univ. of PA	1	English
Clarion Univ. of PA	2	Elementary, Social Studies
Dowling College, NY	2	Math, SPED
Gallaudet, DC	1	SPED
Indiana Univ. of PA	1	Elementary
Lebanon Valley College, PA	1	Elementary
Lesley Univ. , MA	1	SPED
Mercy College, NY	1	SPED
Mercyhurst College. PA	1	Elementary
Monmouth Univ., NJ	1	Elementary
Niagara Univ. NY	1	Elementary
Penn State Univ.	6	English, CATE, ESOL, Elementary
Queens College, NY	1	SPED
Richard Stockton College, NJ	1	Math
Sacred Heart Univ., CT	3	Elementary
St. John's Univ., NY	1	Elementary
St. Peter's College, PA	1	Elementary
SUNY, NY	2	Elementary, ELA
SUNY, Fredonia, NY	1	Guidance
SUNY, Plattsburgh, NY	1	Elementary
Susquehanna Univ., PA	2	Elementary
The Catholic Univ. of America	1	Elementary
Univ. of Maryland	3	Elementary, Math, SPED
Univ. of Southern ME	1	English
Univ. of PA, Slippery Rock	1	Elementary
Univ. of Pittsburgh, PA	1	SPED
Univ. of Scranton, PA	1	Guidance
Utica College, NY	2	Math, Social Studies
Villa Nova Univ., PA	1	ELA
Waynesburg Univ., PA	1	Science
West Chester Univ. of PA	1	Elementary
Western New England Univ.,	1	CATE
Vassar, NY	1	English
CENTRAL REGION	No. of TEACHER	POSITION
Ashford Univ., IA	1	Elementary
Ashland Univ., Ohio	1	Elementary
Ball State Univ., IN	1	Elementary
Bowling Green Univ., OH	1	Math

Central Michigan Univ.	1	Elementary
Columbia College, MO	1	Related Arts
Grand Valley St. Univ., MI	3	Literacy, SPED, Elementary
Harris Stowe St. Univ., MO	1	English
Lourdes Univ., OH	1	Elementary
Loyola Univ., IL	2	ELA, Math
Marquette Univ., WI	1	Media
Michigan St. Univ.,	1	Foreign Language
Minnesota St. Univ.	1	SPED
National Louis Univ., IL	1	Elementary
Northwest Missouri State	1	Elementary
Ohio St. Univ. Marion	1	Elementary
Olivet College, MI	1	English
Olivet Nazarene Univ., IL	2	Elementary, Related Arts
St. Mary College, KS	1	Social Studies
Southern IL Univ.,	1	English
Trinity International Univ., IL	1	Related Arts
Univ. of Central Oklahoma	1	Elementary
Univ. of Central Missouri	1	Elementary
Univ. Of MO, St. Louis	2	SPED, Elementary
Univ. of North Iowa	1	Social Studies
Univ. of Ohio	3	ELA, Related Arts
Univ. of Ohio, Akron	1	Math
Univ. of Ohio, Cincinnati	1	SPED
Univ. of Ohio, Cleveland St.	1	Social Studies
Univ. of Ohio, Toledo	3	Science, Elementary
Univ. of Ohio, Youngstown	1	SPED
Univ. of WI	1	SPED
Western IL Univ., IL	3	Elementary
Wilmington College, OH	1	SPED
SOUTHWESTERN REGION	No. of TEACHERS	POSITION
Austin St. Univ., TX	1	SPED
CA Institute of the Arts	1	Related Arts
Tarrant County College	1	CATE
TX St. Univ.	1	Guidance
TX Women's Univ.	1	Elementary
Wayland Baptist Univ., TX	1	Elementary
Univ. of TX	1	CATE
WESTERN REGION	No. of TEACHERS	POSITION
HI – Univ. of the Nations	1	CATE
Seattle Pacific Univ., WA	1	Elementary
US Air Force Academy	1	Math
USC, CA	1	Elementary

ONLINE UNIVERSITIES	No. of TEACHERS	POSITION
Capella Univ.	1	CATE
Grand Canyon Univ.	3	CATE, Elementary
Liberty University	2	Guidance, Elementary
Park Univ., MO	2	Foreign Language, Elementary
Cambridge College	1	Science
Univ. of Phoenix	4	SPED, Science, ELA, Elementary
Western Governors Univ.	1	ELA
OTHER UNIVERSITIES	No. of TEACHERS	POSITION
Univ. of Glasgow, Scotland	1	Elementary
Paul Smith's College, NY	1	CATE
International Teachers	12	Foreign Language
Automotive Tech.	1	CATE

Summary of New Teachers Hired for the 2016-2017 School Year

Elementary Positions	
1st Grade	12
2nd Grade	14
3rd Grade	16
4th Grade	15
5th Grade	14
Art	2
Chinese	7
Dance	2
ESOL	2
Gifted & Talented	1
Guidance Counselor	1
Kindergarten	13
Literacy Teacher	2
Media Specialist	1
Montessori - All Levels	1
Multi-Age (K-1)	5
Music	5
Physical Education	2
Pre-Kindergarten	4
Psychologist	3
Spanish	2
Special Education	11
Speech Therapist	2
State Reading Coach	2
Tier 3 Intervention	2
TOTAL	141

Secondary Positions	
Agriscience	1
Art	2
Auto Tech	1
Band	6
Business Education	11
Chorus/Chorus Itinerant	1
Computer/Technology Education	2
Culinary Arts	1
Drama	1
Engineering - PLTW	2
English	11
ESOL	1
French	1
Guidance Counselor	5
Health	1
Health Science Technology	3
Instructional Coach	1
Language Arts	11
Math	21
Media Specialist	1
Music	3
MYP Coordinator/English	1
Physical Education	6
Public Safety/Law	1
Science	15
Social Studies	16
Spanish	5
Special Education	13
TCL English	1
Welding	1
TOTAL	146

Contract Levels	
Induction	105
Induction 2	4
Annual - Summative	106
Annual - Summative 2	
Annual - GBE	4
Continuing - GBE	15
Continuing - Summative	39
International	13
Retiree - LOA	1
Total:	287

Years Experience	
0-5	163
6-10	45
11-15	29
16-20	27
21-25	14
26-30	6
31-35	3
36 & Up	
Total:	287

Age Ranges	
20-25	63
26-30	50
31-35	35
36-40	27
41-45	27
46-50	34
51-55	24
56-60	18
61-65	7
66 & Up	2
Total:	287

Degree Levels	
BA	122
BA+18	15
MA	114
MA+30	35
PH.D.	1
Total:	287

NEW HIRE DEMOGRAPHICS

Ethnicity	Females	Males	2016-2017 %	2015-2016 %	2014-2015 %	2013-2014 %	2012-2013 %
African American	24	8	11.15%	8.30%	10.00%	13.16%	13.10%
Asian	7		2.44%	0.72%	0.00%	2.63%	2.20%
Caucasian	188	52	83.62%	87.73%	87.27%	82.02%	82.50%
Hispanic	7	1	2.79%	3.25%	2.73%	2.19%	2.20%
Other			0.00%	0.00%	0.00%	0.00%	0.00%

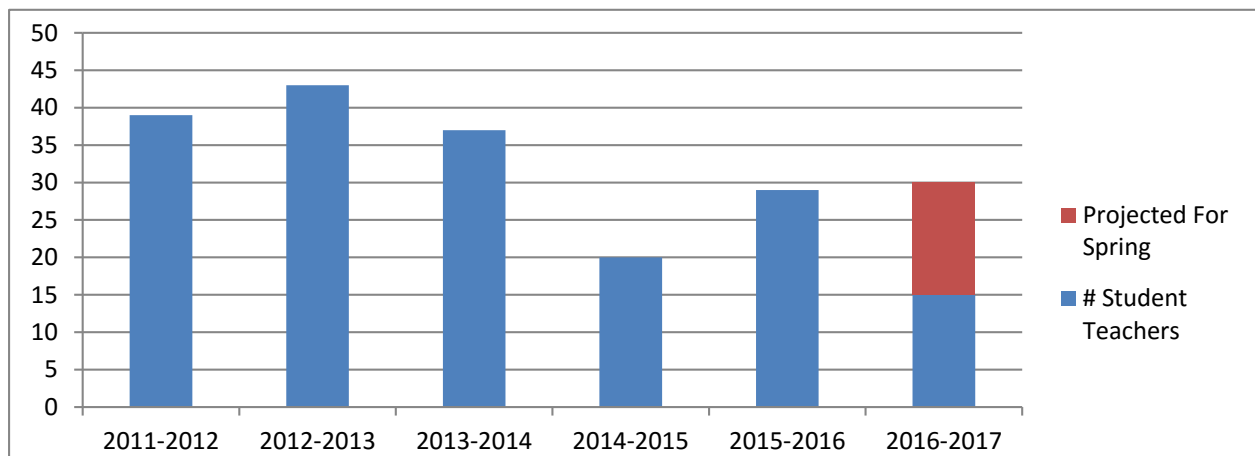
TOTAL MINORITY %	16.38%	12.27%	12.73%	17.98%	17.50%
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RESIGNATION, RETIREMENT and TERMINATION DEMOGRAPHICS

Ethnicity	Females	Males	2015-2016 %	2014-2015 %	%	%	%
African American	28	5	11.54%	14.50%			
Asian	6	2	2.80%	0.38%			
Caucasian	180	55	82.17%	83.59%			
Hispanic	8	2	3.50%	1.53%			
Other			0.00%	0.00%			

TOTAL MINORITY %	17.83%	16.41%	0.00%	0.00%	0.00%
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Summary of Student Teachers 2016-2017



Student teachers for the current year are from the following universities:

Armstrong State University
Cambridge College
Grand Canyon University
Liberty University
University of Phoenix
University of West Florida
USCB
Western Governors University

Annual Human Resources Report

P.E. 5.A.2

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Monitoring Report
November 18, 2016**

Performance Expectation (PE) being monitored: PE 5:A.2

I hereby present my Executive Summary on Performance Expectation 5.A.2: Human Resource Services and Monitoring Report on Performance Expectation 5:A.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____
Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____
Jeffrey C. Moss, Ed.D
Superintendent

Accepted:
Date: _____

Signed: _____
Mary M. Cordray
Chairman

PE 5:A.2 Retain a highly qualified and diverse workforce.

Superintendent's Interpretation

- Improve working conditions.
- Update and maintain appropriate instructional and management technology tools.
- Ensure that all teachers have balanced class loads.
- Provide trained mentors for beginning teachers.
- Continue a comprehensive Induction Program to provide opportunities for beginning teachers to interact with Master teachers.
- Provide mentors for second-year teachers, teachers new to the district, and teachers needing support.

Statement of Compliance

As a part of the work of the Human Resources Office, it is critical that we retain the most qualified and effective staff possible for our district. Reviewing the retention rates at our schools and across the district will assist with this effort.

Maintain Appropriate Instructional and Management Technology Tools

Systems: Applitrack, MyLearningPlan

Using our current system, MyLearningPlan Portal, BCSD tracks and lists professional development opportunities for all employees to ensure that BCSD maintains appropriate instructional and management technology tools. In 2014, we converted our application tracking system from WinOcular to AppliTrack. AppliTrack is a multi-dimensional tool that gives us the ability to recruit, screen, select, and manage HR files with the same software.

What is AppliTrack?

AppliTrack, a collection of online HR solutions, helps districts automate the processes related to the employee lifecycle: from recruiting, screening, tracking and hiring applicants to onboarding new employees and managing all the related forms and files. More than 3,000 districts use AppliTrack's intuitive, web-based tools to easily attract, select and efficiently onboard the very best employees. Districts can customize AppliTrack to meet the specific needs of their district, using automated workflows to improve communication and ensure a fair hiring process.

Three Modules. One Solution.

- *AppliTrack Recruiting:* Web-based recruiting, hiring and onboarding
- *AppliTrack Selection:* Research-based prescreening assessments
- *AppliTrack HR Files:* Paperless workflows and online file storage

Who benefits from AppliTrack?

<h4>Applicants</h4> <p>Easily <i>find and apply for relevant jobs</i> while staying informed about the progress of each application.</p>	<h4>HR Directors</h4> <p>Minimize risk for the district by <i>tracking compliance with legal requirements</i> and maintaining consistent and fair hiring practices.</p>
<h4>Employees</h4> <p><i>Monitor personnel files online</i> and get important updates through an employee portal.</p>	<h4>Technology Directors</h4> <p>Enjoy a turn-key system or configure it to the district's <i>unique needs</i>, all hosted and supported by Frontline Technologies.</p>
<h4>HR Staff</h4> <p>Manage hiring workflows online to eliminate back-and-forth with applicants, <i>reduce paperwork</i> and keep things moving faster.</p>	<h4>Interview Team Members</h4> <p>Access needed applicant information, based on <i>permission settings</i>, in a secure, paperless environment.</p>
<h4>Principals</h4> <p>Get easy <i>access to qualified applicants</i>, quickly filter and sort through candidates, and improve communication throughout the process.</p>	

AppliTrack Selection

Research-based prescreening assessments

Are you sure you're choosing the very best candidate for each position?

AppliTrack Selection gives you the tools to find the perfect fit. Our prescreening assessments take the guesswork out of selecting applicants, *with research-based tools* that gauge your applicants' characteristics and compare them to known statistics of high-performing employees.

Prescreening Tools

- Use proven tests to automatically *highlight top candidates*
- *Prevent frustration* by automatically weeding out poor candidates
- Easily *view applicant scores* right next to their applications
- Support a fair hiring process with *EEOC-compliant tests*
- Access a library of 2,800 pre-built job descriptions or *build your own*

TeacherFit	Identify outstanding teachers
TeacherFit SE	Identify qualified special education teachers
TeacherFit Urban	Identify great teachers for urban schools
JobFit	Identify the best candidates for your support staff
AdminFit	Identify winning administrators

90% of high-scoring applicants are rated as "Excellent" or "Outstanding" performers after they're hired.

Candidate Summary Report

Candidate:

ID:

Date Tested:

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Score Summaries

Job Requirement	Score Level	Graph
Fairness and Respect	High	■ 8
Concern for Student Learning	High	■ 8
Adaptability	High	■ 8
Communication and Persuasion	High	■ 9
Planning and Organizing	High	■ 8
Cultural Competence	High	■ 8
Overall	High	■ 9

Description of Scores

Dimension Definition and Score Interpretation	Score
Fairness and Respect: Ensures that fairness is central to all interactions. Acts with integrity and keeps own word. Recognizes that treating others “fairly” does not always mean “equally” (takes individual circumstances into account). Believes that others matter and deserve respect. Respects and values differences among people, including cultural differences.	8
Score Interpretation: Scores in this range mean that the individual places great value on treating others fairly and with respect. The individual believes that others (students; other teachers, parents) have ideas and opinions that should be understood and respected. He or she approaches others with honesty and integrity, and respects and enjoys the ways people are different. The individual scored within the top 25% in this area.	
Dimension Definition and Score Interpretation	Score
Concern for Student Learning: Likes students and enjoys interacting with them and teaching them. Receives satisfaction from seeing students learn and provides them with positive feedback when they do well. Considers	8

Dimension Definition and Score Interpretation	Score
Adaptability: Flexibility and creatively adapts to changing situations. Alters tactics as appropriate to accomplish goals. Able to derive creative solutions to problems. Handles stressful situations calmly.	8
Score Interpretation: Scores within this range indicate that the individual is highly flexible and can easily adapt to changing situations. He or she is able to alter strategies and try out new approaches as needed to accomplish his/her goals in the classroom. The individual is also adept at deriving creative solutions to problems and is highly effective in handling stressful situations in a calm manner. This score indicates that he or she falls within the top 25% of candidates on this dimension.	
each student individually in developing learning plans. Seeks to motivate students to set and achieve high standards.	
Score Interpretation: Scores in range indicate that the individual derives great personal satisfaction from interacting with and teaching students and seeing them learn. When developing learning plans, the individual considers each student individually. He or she is very effective at providing feedback to students who perform well and encouraging these students to set and achieve high standards. The individual also demonstrates concern for underperforming students and strives to engage and motivate them in the classroom. He or she scored within the top 25% of this dimension.	
Dimension Definition and Score Interpretation	Score
Communication and Persuasion: Speaks clearly and articulately. Able to present points of view in a diplomatic but persuasive manner when interacting with parents and others. Understands how comments may resonate with a listener and is able to phrase comments empathetically but clearly. Speaks with inflection and conveys interest in addition to information.	9
Score Interpretation: Scores within this range mean that the individual is highly effective at presenting in both one-on-one and group situations. Not only does he or she speak clearly and articulately, but he or she also considers the listener's perspective when framing presentations. The individual presents lessons to students in a manner that is interesting and makes the material come alive. Additionally, he or she is both diplomatic and persuasive when interacting with parents, students, and colleagues. This score indicates that the individual falls within the top 25% of job candidates on this dimension and is likely to be highly effective in this area.	
Dimension Definition and Score Interpretation	Score
Planning and Organizing: Plans ahead. Thinks through the objectives of interactions with students and how those will support the year's final goals. "Wings it" only when learning needs require this flexibility. Thorough in preparation and follow-through (e.g., grading papers).	8
Score Interpretation: Scores within this range indicate that the individual is highly effective at planning and organizing. He or she begins the academic year or semester by outlining objectives for student learning and developing lesson plans to accomplish these goals. Lessons are prepared in advance of implementation. The individual is able to be spontaneous when required, but otherwise is well prepared. Additionally, he or she follows through on lesson plans and grades student work as quickly as possible. This score indicates that the individual is within the top 25% of job candidates within this dimension.	
Dimension Definition and Score Interpretation	Score

Cultural Competence: Has an understanding and awareness of his/her cultural background and how the cultural background of others (students in particular) affects learning. Understands that cultural background also influences teaching style. Recognizes that students often interact with others who have similar cultural backgrounds.	8
Score Interpretation: Scores within this range indicate that the individual has a strong awareness and appreciation for the importance of cultural diversity and has a strong understanding of his/her own cultural background. The individual is cognizant of how cultural background influences teaching style and works to incorporate diversity into the classroom and lesson plans. This score indicates that the individual is within the top 25% of job candidates within this dimension.	
Dimension Definition and Score Interpretation	Score
Overall: Summation of all of the above characteristics.	9
Score Interpretation: Scores in this range mean that the individual is likely to be a highly effective performer and is likely to be in the top ranks of teachers in terms of his or her overall performance.	

School Staffing

In order to maintain balanced class loads, BCSD utilizes staffing allocation formulas for elementary, middle and high schools. The following staff allocation formula for high schools is shown as an example:

Beaufort County School District					
Basic Staffing Allocation Formula					
High School					
2015-2016					
Position	Enrollment	FTE			Number of Work Days
Administrative Staff					
Principal	0+	1.0	@		260
Assistant Principal	0-750	1.0	@		220
	751-1000	2.0	@		220
	1001-1500	3.0	@		220
	1501+	4.0	@		220
Athletic Director	0+	1.0	@		220
Certified Staff					
Teachers		20.5 to 1	@		190
(low enrollment in related arts areas may result in itinerant staff)					
Guidance Counselor	300 to 1		@		205
Media Specialist	0+	1.0	@		200
Testing Lead Teacher	0+	0.5	@		190
Classified Staff					
Social Worker	Case Driven				
Media Assistant	751+	1.0	@		190
Nurse (RN/LPN)	0+	1.0	@		190
Nurse Assistant	1501+	1.0	@		190
Data Specialist/PowerSchool	0+	1.0	@		260
Bookkeeper	0+	1.0	@		260
Support Staff	0-750	3.0	@		190
	751-1000	4.0	@		190
	1001-1250	5.0	@		190
(one is 260 days, all others are 190 days)					
	1251+	6.0	@		190
Behavior Interventionist	0+	1.0	@		180
Hall Monitor	Based on need		@		180
Behavior Management Specialist	Case Driven		@		190

Staffing Formula Ratios by Levels

High School	20.5 to 1
Middle School	21 to 1
Elementary	Pre-K – 20 to 1 Kindergarten – 24 to 1 (classroom aide) Grade 1 – 22 to 1 Grade 2 – 22 to 1 Grade 3 – 22 to 1 Grade 4 – 24 to 1 Grade 5 – 24 to 1

Mentoring/Induction Program Overview

Program Overview

Induction and Mentoring Goals

- Increase the retention of first-year teachers
- Accelerate the efficacy of new teachers
- Meet the district needs of each new teacher
- Support the mission and vision of the District
- Fully implement state-mandated guidelines for Induction

Overview of the Induction and Mentoring Initiative

A component of South Carolina's ADEPT system, beginning teacher induction is a **Formative Evaluation Process** designed to promote the professional performance and effectiveness of novice educators through structured assistance and ongoing, formative feedback. **ADEPT Formative Evaluation** applies to and is required for all groups of VIF, College Board, as well as beginning teachers, including classroom-based teachers, school guidance counselors, library media specialists, and speech-language therapists.

Based upon the passage of Act 231 during the 2012 legislative session, amended Section 59-26-40 of the Code of Laws of South Carolina, Beaufort County School District will provide for an induction period of up to two years for beginning teachers, prior to advancement to an annual contract. The length of the induction-contract period for each teacher – one or two years – is left to the discretion of the employing school district and should be based upon a beginning teacher's successful completion of induction requirements and his or her readiness to participate in the summative evaluation process.

Regulations

State Board of Education Regulation 205.1, Part III, Item B

Each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout the school year.



Rationale

"To provide all students with quality teachers, we must strive to improve the professional skills and the retention rate of beginning teachers. If we want to build strong school communities that are capable of improving student achievement, we must develop programs that support beginning teachers' continued growth as they learn on the job how best to meet the needs of their students. Research shows that intensive, mentor-based induction programs can significantly reduce teacher turnover and help teachers to focus on improving instruction." (SC South Carolina Induction and Mentoring Program: Implementation Guidelines)

Impact

Data suggests the following impacts of BCSDs Induction and Mentoring Program:

- **Schools** – positive affect on school culture and learning community
- **Student Achievement** - positive student growth
- **Building Mentors** – increased instructional effectiveness, self-efficacy, peer-coaching skills and building leadership capacity
- **Administration** – awareness of Induction teacher needs and increased support
- **Induction Teachers** – increased instructional effectiveness, confidence, self-efficacy, and retention
- **Profession** – higher retention rate, positive changes in pedagogy

Evolution of BCSD Induction and Mentoring Program

2005	2008	2015	2016
<ul style="list-style-type: none"> • Graduate Course for Induction teachers (45 seat hours) • Portfolio required • Building Mentors • No District Mentors • Induction Seminars • Partnerships with community organizations • Provided professional resources 	<ul style="list-style-type: none"> • Partnerships with community organizations • Provided professional resources • District Mentors assigned to all schools • Support for ADEPT special areas • Mentor Advisory Committee • Created a Mentor Guidebook • Mentoring Logs using MyLearning Plan • Conscious Classroom Management 	<ul style="list-style-type: none"> • Support for School Psychologist • District Mentors presented at the 2015 New Teacher Center Symposium in San Francisco • Mentoring Logs using Survey Monkey • Accountability Surveys • Professional Networking Web based sites (Schoology) • Assistance Teams • Formative Evaluations using Expanded ADEPT evaluation model • Induction II Program • Provided staff development for SC districts on our Induction and Mentoring Program • Expansion of Orientation to include 4 Professional Development Days prior to the start of school 	<ul style="list-style-type: none"> • Induction Seminars offering choice of location and dates • District Mentors and retired adjunct mentors assigned to all schools • Mentor Forums using Blackboard Collaborate • Accountability Surveys using Survey Monkey • Conscious Classroom Management online • Instructional videos on SAFE-T process and documentation • Support of VIF/College Board Teachers • 11 retired District mentors

Based upon district data and changing research, BCSD's Induction and Mentoring Lead Team continues to modify and develop a dynamic program to meet program guidelines, create effective Induction teachers, and increase student growth.

Formative Evaluation Requirements

Formative assessment refers to the ongoing cyclical process during which a beginning teacher examines his or her professional practice with the guidance of an Assistance Team. Formative assessment data are used to identify the teacher's strengths and challenges so that the appropriate assistance and guidance can be provided to him or her. Formative assessments are usually conducted collaboratively by the Assistance Team and the beginning teacher in response to the teacher's developmental needs. An essential component of the induction and mentoring process, the mentor-guided formative assessment is directed toward the goal of the teacher's professional growth and a resulting rise in the level of student learning.

The Expanded ADEPT Formative Evaluation process must address all ADEPT Performance Standards and types of evidence documentation that apply to each group of teachers (classroom-based teachers, school guidance counselors, library media specialists, and speech-language therapists). The most important distinctions between formative and summative processes are that, during Formative Evaluation:

- the observers are to provide immediate feedback to the teacher on all types of performance evidence, including observations and documents;
- the observers are to conference with the teacher and coach the teacher through processes such as reflections, planning and the like;
- the observers are to provide assistance to the teacher, as needed;
- the observers are to ensure that the teacher has the necessary resources and the opportunities to engage in professional collaborations;
- at the end of each evaluation period (preliminary and final), the Assistance Team members are to complete the Performance Data Guide – Induction Teachers Only Summary;
- School Administrators will work with Induction teachers to develop, implement and review Student Learning Objectives; and
- School Administrators will create a Professional Growth and Development Plan for Induction Teachers, as needed.

During the Expanded ADEPT Formative Evaluation process, particular emphasis is placed on the professional growth of the beginning teacher.

Formative Evaluation for Induction-Contract Educators

	Induction I	Induction II
District Induction Program	Participation required <ul style="list-style-type: none"> ○ Seminar attendance ○ Electronic portfolio 	Targeted participation, as needed
Assigned Mentor <i>An assigned mentor is specifically matched to the teacher in order to provide more intensive and individualized support, beyond the level of support provided to other teachers.</i>	Required <ul style="list-style-type: none"> ○ Building Mentor ○ District Mentor 	Required <ul style="list-style-type: none"> ○ Building Mentor ○ District Mentor
Assistance Team <i>An Assistance Team must observe and assist the beginning educator.</i>	Required <ul style="list-style-type: none"> ○ School Administrator ○ District Mentor 	Required <ul style="list-style-type: none"> ○ School Administrator ○ District Mentor
Required Processes and Induction Components <i>During the induction period, particular emphasis is placed on the growth of the teacher.</i>	Formative evaluation processes must address all ADEPT Performance Standards <ul style="list-style-type: none"> ○ Performance Data Guide ○ Induction Formative Evaluation Summary ○ School Induction Support Plan 	Formative evaluation processes must address all ADEPT Performance Standards, with targeted focus on the beginning educator's identified area(s) for improvement <ul style="list-style-type: none"> ○ Performance Data Guide ○ Induction Formative Evaluation Summary ○ School Induction Support Plan
	Immediate feedback must be provided to the teacher	
	A Professional Growth and Development Plan may be developed with the educator based on data gathered through the formative evaluation process.	The Professional Growth and Development Plan must be reviewed and updated with the educator based on data gathered through the formative evaluation process.

Formative Evaluation Tools			
	Induction I	Induction II	Induction Assistance Team
Calendar of ADEPT Procedures for Induction Staff	Yes	Yes	Yes
Enhanced ADEPT Performance Standards / ADEPT Domains / SAFE-T Teacher Templates	Complete all Induction assignments to develop mastery of the Expanded ADEPT Performance Standards/ADEPT Domains	Teacher must fulfill all building requirements *It is recommended that teachers continue to develop mastery of the Expanded ADEPT Performance Standards/ADEPT Domains	Review Templates and provide feedback
Performance Data Guide	Provides Formative Evaluation at the conclusion of both the Preliminary and Final Formative Evaluation cycles	Provides Formative Evaluation at the conclusion of both the Preliminary and Final Formative Evaluation cycles	<ul style="list-style-type: none"> ○ Completed by Assistance Team ○ Developed by School Building Administrators ○ Leads Preliminary and Final Formative Evaluation cycle meetings to review summary with Induction teachers ○ Completed document is submitted to Human Resources
Professional Growth and Development Plan	Fulfills all requirements	Fulfills all requirements	<ul style="list-style-type: none"> ○ Developed by School Building Administrators based upon needs assessment ○ Completed document is submitted to Human Resources

Induction Assistance Team Selection/Assignment

Prior to the beginning of the school year, school administrators complete the assignment of Assistance Teams and submit to the District Mentoring Team. Assistance Teams are comprised of the following:

- At least two observers must be assigned to each educator on the Formative Evaluation level;
- Induction Assistance Teams are made up of a school administrator and an assigned district mentor.

Their work will be supported by a building mentor whose teaching assignment is matched as closely as possible to the Induction teacher's placement. Additional support is provided by building level instructional coaches. (See Building Mentors)

District Mentors

Our district currently has three "full release mentors" (District Mentors) who *each* are directly responsible for up to 40 first year teachers annually. Additionally, the district has several retirees working within the role of adjunct district mentors. Adjunct district mentors work with an average of 7 teachers each.

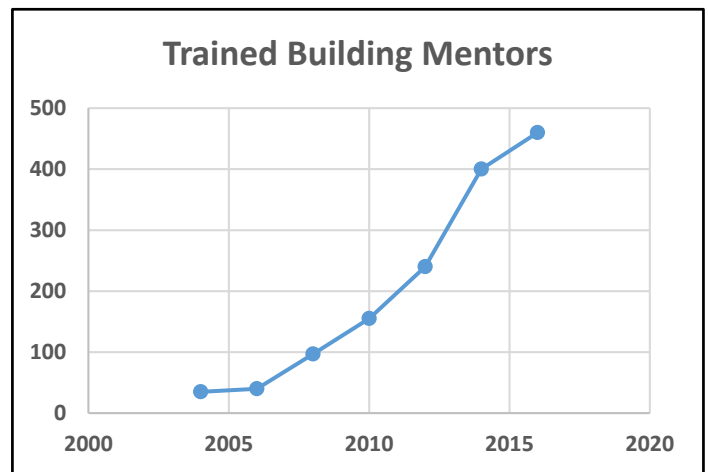
District Full-Release Mentors Duties:

District Lead Mentors, as part of the District Mentoring Team, develop Beaufort County's Induction and Mentoring Program that provides teachers with comprehensive guidance and assistance throughout the school year, as well as provide teachers with formal written feedback on their strengths and weaknesses relative to state standards for teaching effectiveness.

- Building Mentor Support
- Induction I and II Support
- Summative Evaluation Teachers Support *on an as need basis*
- Facilitate district New Employee Orientations throughout the summer
- Facilitate sessions for annual CERRA (Center for Educator Recruitment Retention and Advancement) Induction Symposium
- Oversee Induction Advisory Committee and Mentor Advisory Committee
- Present at national and state conferences
- Training and managing Adjunct retired mentors
- Communicate with building mentors
- Provide support sessions for summative evaluation process teachers
- Provide and assist with SAFE-T trainings and orientations
- Support Building Administrators with working with Induction teachers

Building Mentor Support

- Create and facilitate Blackboard Collaborate mentor forums
- Provide ongoing professional development for Building mentors
- Work with and monitor building mentors
- Implement state mentor training
- Correspond with building mentors
- Conduct Building Mentor Needs Assessment annually
- Analyze data obtained from the Mentor Logs bimonthly
- Provide support and coaching
- Send out monthly Mentoring Bulletins
- Manage the assignments of building mentors by school administrators
- Meet with Mentor Advisory Committee to review and update program annually (see Mentor Advisory Committee)



Induction I and II Support

- Support beginning teachers using the South Carolina Mentoring Model through weekly visits with Advisees.
- Formatively evaluate all Induction teachers using ADEPT model.
- Fulfill requirements as part of Induction Assistance Teams.
- Supervise Professional Growth and Development Plan of Induction I and II teachers.
- Create, facilitate and oversee Induction Program professional development activities and requirements.
 - Facilitate 11 seminars (Including some of the following)
 - Poverty Simulation
 - Stewards of Children
 - Successful Strategies
 - Professionalism
 - “The Poverty Simulation helped me check my perspective on the students I would be working with this year and I have reminded myself of that perspective throughout the year”. (Induction Teacher, 2016)
 - Create instructional videos to support teachers with creating and documenting their professional growth as evidenced by the Enhanced ADEPT documents.
 - Provide reflective feedback to expedite professional growth and development of Induction teachers
 - Create networking opportunities among Induction teachers through the use of web-based forum (Schoolology)
 - “I learned a variety of techniques from many colleagues for teaching strategies and classroom management”. (Induction teacher response, 2016 Induction Survey)



- Incorporate guest speakers from the community and within the district to enhance induction teacher's professional growth and development.
- Provide instruction on Classroom Management through the use of an online professional development video series and blogging activities
- Meet with Induction Advisory Committee to review and update program annually.

Formal Evaluation Teacher Support

- Fulfill requirements of Assistance Plans **as needed
- Provide Blackboard Collaborate meetings to review the components of both long-range and short-range planning.

New Employee Orientation

- Coordinate with other BCSD Departments to determine needs of new employees.
- Organize all materials for New Employee Orientation.
- Prepare New Employee Guide.
- Facilitate an average of 12 sessions each summer welcoming new employees.
- Facilitate breakout sessions for Induction teachers.

National and State Presentations

- Presented at the New Teacher Center's National Induction Symposium.
- Presented at CERRA's Induction Symposium.
- Attended sessions at the state and national conventions.
- Networked with other Induction Coordinators statewide and nationwide.

Induction Advisory Committee

An Induction Advisory Committee has been in place since 2008. The Induction Advisory Committee members are selected each year from among district administrators, school administrators, teachers who have recently completed the induction process, and mentors from the elementary, middle, and secondary levels. These members generally serve two terms and new members are selected as needed. The committee meets annually at the end of each year to review current practices, analyze survey data, make recommendations and further refine the Induction program. As a result of this ongoing committee, below are some of the programmatic changes that have occurred since its inception:

- combined seminars and related topics to allow more effective and efficient use of time;
- modifications of seminars to more closely align topics to ADEPT standards and teaching Domains;
- increased integration of technology (Schoology for Reflective Writing Prompts and Share the Wealth prompts) to improve interaction with Induction teachers;
- increased collaboration with instructional support personnel to present district initiatives at Induction seminars;
- implementation of quarterly on-line mentor surveys to increase accountability for building mentors;
- mentor assignments and pairings of induction teacher and state-trained building mentors now done by building Administrators and are submitted to District Mentor Team;
- administrators submit building level plans for induction teacher support;

- increased opportunities for collaboration and networking for induction teachers in seminars, as well as through technology.

Mentor Advisory Committee

A Mentor Advisory Committee has been in place since 2012. The Mentor Advisory Committee members are selected each year from among the district's building mentors from the elementary, middle, and secondary levels. These members generally serve two terms and new members are selected as needed. The committee meets annually at the end of each year to review current practices, analyze survey data, make recommendations and further refine the Mentor program. As a result of this ongoing committee, below are some of the programmatic changes that have occurred since its inception:

- developed accountability measures for building mentors;
- refined the list of duties and responsibilities of building mentors;
- revised format of the mentor log;
- implemented technology to maintain support for building mentors;
- changed how building mentors are assigned to induction teachers;
- implementation of quarterly on-line mentor surveys to increase accountability for Building Mentors.

Building Mentors

Because induction teacher assistance and support is of primary importance throughout ADEPT Formative Evaluation, mentors play an essential role. Building Administrators and District Lead Mentors work to assist the efforts of building mentors as they support induction teachers.

Requirements for Assigning Mentors

The following building mentor assignment requirements apply to ADEPT Formative and Summative Evaluation:

- A mentor must be assigned to each induction contract teacher.
- A mentor must be assigned to any annual-contract teacher participating in ADEPT Formal/Summative Evaluation.

Mentor Qualifications

In order to be eligible to serve as an assigned mentor, the educator must:

- hold a valid South Carolina professional teaching certificate;
- have completed a minimum of one-year of successful teaching experience in South Carolina at the continuing-contract level;
- have successfully taught a minimum of three years;
- express a desire or a willingness to serve as a mentor;
- be recommended by a school or district administrator and by another teacher to serve as a mentor;
- have successfully completed all required South Carolina Department of Education – approved mentor training activities.

Characteristics demonstrated by effective mentors include:

- a knowledge of beginning-teacher professional development and effective adult learning strategies;
- a thorough command of the subject matter;

- a solid working knowledge of student academic standards and assessments;
- a sound working knowledge of effective instructional strategies;
- a knowledge of current educational trends, technologies, and literacy requirements;
- a solid working knowledge of current educator performance standards, evaluation processes, and evaluation requirements;
- effective communication and interpersonal skills;
- the ability to serve as a role model;
- the desire and ability to work collaboratively for a common cause and /or for a greater good;
- the desire and the ability to continue to grow professionally.

Considerations for Matching Mentors to Teachers

In assigning a mentor to a teacher, school administrators must:

- match the mentor to the teacher according to at least two of the following three factors:
 - areas of certification
 - grade levels
 - physical proximity
- ensure that the mentor is assigned to and begins working with the teacher in a timely manner – no later than two weeks following the teacher’s start date or the date that a decision is made to assign a mentor.

Building Mentor Responsibilities

- Assist the teacher in implementing the Professional Growth and Development Plan
- Assist the teacher in developing and reviewing any required plans, reflections, and other types of evidence documentation
- Assist the teacher in locating and accessing professional development resources and activities
- Conference with the teacher on a regular basis
- Complete mentor surveys as evidence that the required mentoring activities have been accomplished

Mentoring Formal/Summative-Evaluation Teachers		
	Annual Summative I and II	Continuing Summative
Assigned Mentor	Required <ul style="list-style-type: none"> ○ Building Mentor *District Mentors may be assigned in specific cases.	Mentor assigned as per the needs of Assistance Plans *District Mentors may be assigned in specific cases.
Mentor Roles for Summative Evaluation Teachers	<ul style="list-style-type: none"> ○ Engage in reflective mentoring conversations with the teacher ○ Review school-related procedures, assignments, and issues ○ Provide intensive and individualized support to improve the teacher's performance and to ensure ongoing professional development 	<ul style="list-style-type: none"> ○ Engage in reflective mentoring conversations with the teacher ○ Review school-related procedures, assignments, and issues ○ Provide intensive and individualized support to improve the teacher's performance and to ensure ongoing professional development
Calendar of ADEPT procedures	Yes	Yes
Assistance Plans	Fulfills all requirements	Fulfills all requirements

Evidence

Formative Evaluation

- Assistance Teams will formatively evaluate induction teachers based upon professional standards.
- Used by the Assistance Team in identifying the induction teachers' level of performance and expectations for continued growth.

Induction Teachers Reflection: Impact of Administrator Feedback on Induction Teacher Professional Growth



■ Effective ■ Not effective ■ Did not Occur

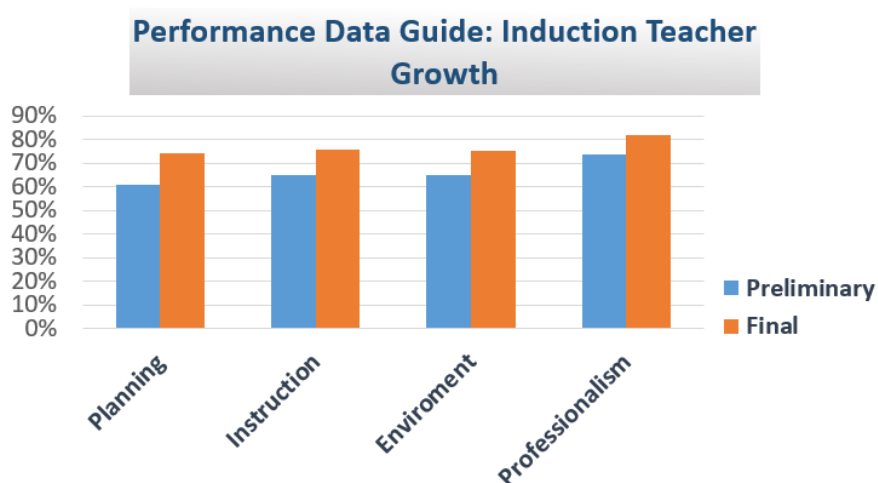
Levels of Induction Teacher Development

- **Unsatisfactory:** the teacher relies on ongoing assistance from more experienced colleagues for support, guidance, and survival, and tries to internalize and apply what she or he has learned about teaching.
- **Needs Improvement:** the teacher still relies on more experienced colleagues for support but moves toward becoming more self-directed and independent in her or his practice.
- **Proficient:** the teacher is able to teach independently, internalizes, and easily applies what she or he has learned about teaching.
- Results used by Assistance Team when completing Performance Data Guide.

Professional Growth and Development Plan

- School Building Administrators will develop individualized PGDP based upon the beginning teacher's evaluation summary.
- The creation and implementation of plans are based upon needs assessment (ADEPT Performance Standards).

Performance Data Guide



- Completed by Assistance Team during each evaluation cycle.
- Assistance Team writes up Performance Data based upon holistic formative evaluation evidence from the ADEPT Performance Standards.
- Used to record contract recommendations.

Quotes from Induction Teachers

"My district mentor was absolutely wonderful! I was able to ask questions about everything from lesson planning, to resources, to classroom management, to things other teachers say. My mentor always pointed me in the right direction and was confidential to talk to. She always offered valuable feedback to me and had me thinking of ways to improve myself. "

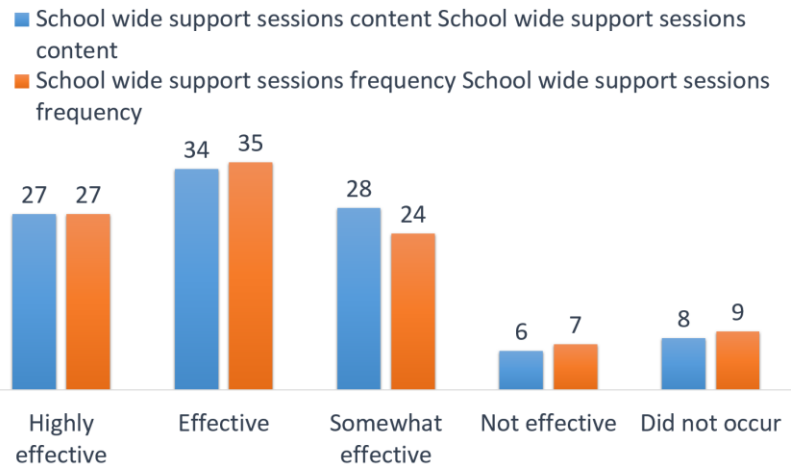
"I am very happy with all of the support that I received from the district and from my school. All of it has been helpful and very encouraging.

"I learned something from each seminar that was helpful to me professionally."

"My building mentor has assisted me this year in a lot of ways. She was a problem solver and a great resource for me when I had any school related questions. If I had any problems that I didn't know who to go to about she was there and would make sure I knew who to go to no matter what obstacles came my way. "

School Induction Support Plan

- Created by the building administrator to provide school level support for all Induction I and II teachers

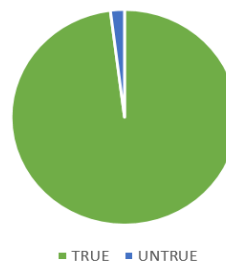


Survey Results

Overall I feel my induction year was:



My District Mentor was helpful during my induction year:



Workforce Retention Rates

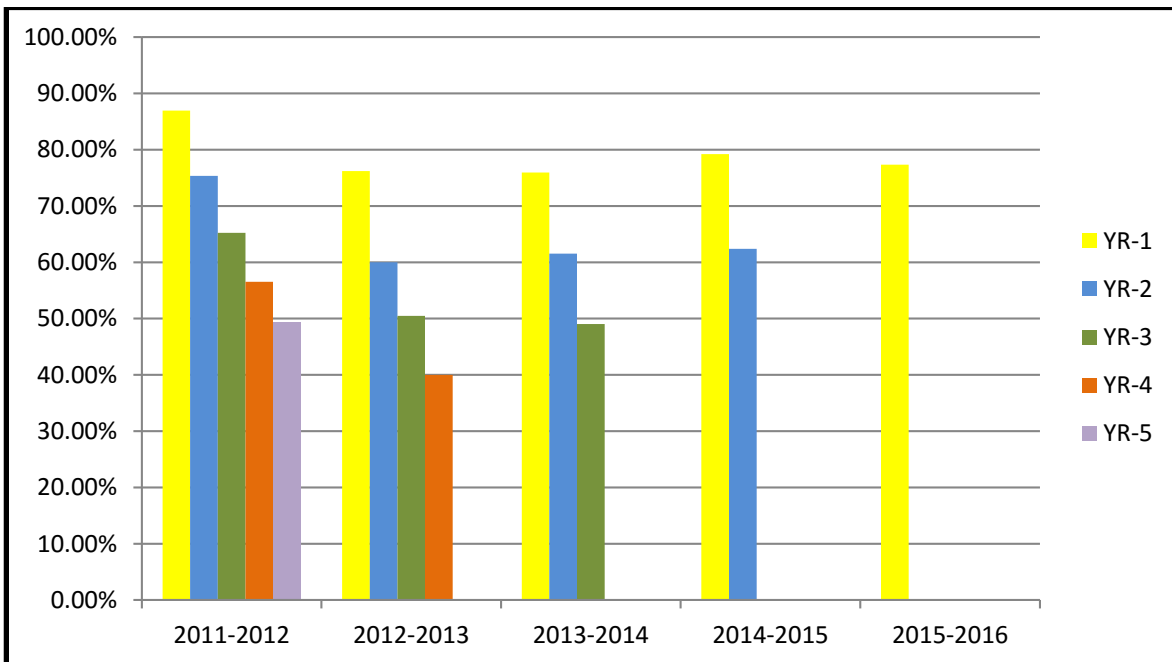
Beaufort County School District Induction Teacher Retention Rate

The following chart shows the number of Induction year teachers hired over the past five years and the current retention rates for each of those years.

Induction Teachers Five Year Retention Rates

SCHOOL YEAR	TOTAL HIRED	Number of Induction Teachers Remaining At The End Of Each Year					CURRENT RETENTION PERCENTAGE
		YR-1	YR-2	YR-3	YR-4	YR-5	
2011-2012	69	60	52	45	39	34	49.28%
2012-2013	105	80	63	53	42		40.00%
2013-2014	104	79	64	51			49.04%
2014-2015	101	80	63				62.38%
2015-2016	128	99					77.34%
2016-2017	137						0.00%

The following graph is a representation of the induction year teacher retention data from the above chart.



Retention Rate of Employee Groups

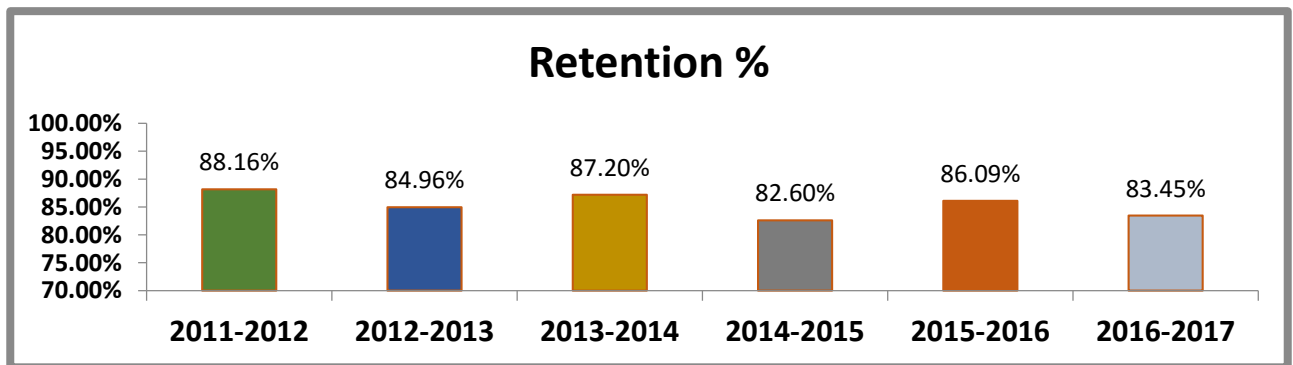
The following chart represents the overall "School Level" retention rates for the 2015-2016 school year.

SCHOOL	# BUDGETED	NOT RETURNING FOR 2016-2017 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2015-2016	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2016-2017	2016-2017	RATE
Administrative Staff	90.00	6.00	4.00		1.00	11.00	79.00	92.00	87.78%
Certified Staff	1666.00	238.00	36.00	7.00	5.00	286.00	1380.00	1716.30	82.83%
Classified Staff	600.67	63.00	22.00	6.00	2.00	93.00	507.67	618.90	84.52%

OVERALL TOTALS:	2356.67	307.00	62.00	13.00	8.00	390.00	1966.67	2427.20	83.45%
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RETENTION RATE =	$\frac{\text{\# Retained 2016 - 2017}}{\text{\# Budgeted 2015 - 2016}}$	83.45%
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The following chart represents the overall "School Level" retention rates for the past five years.

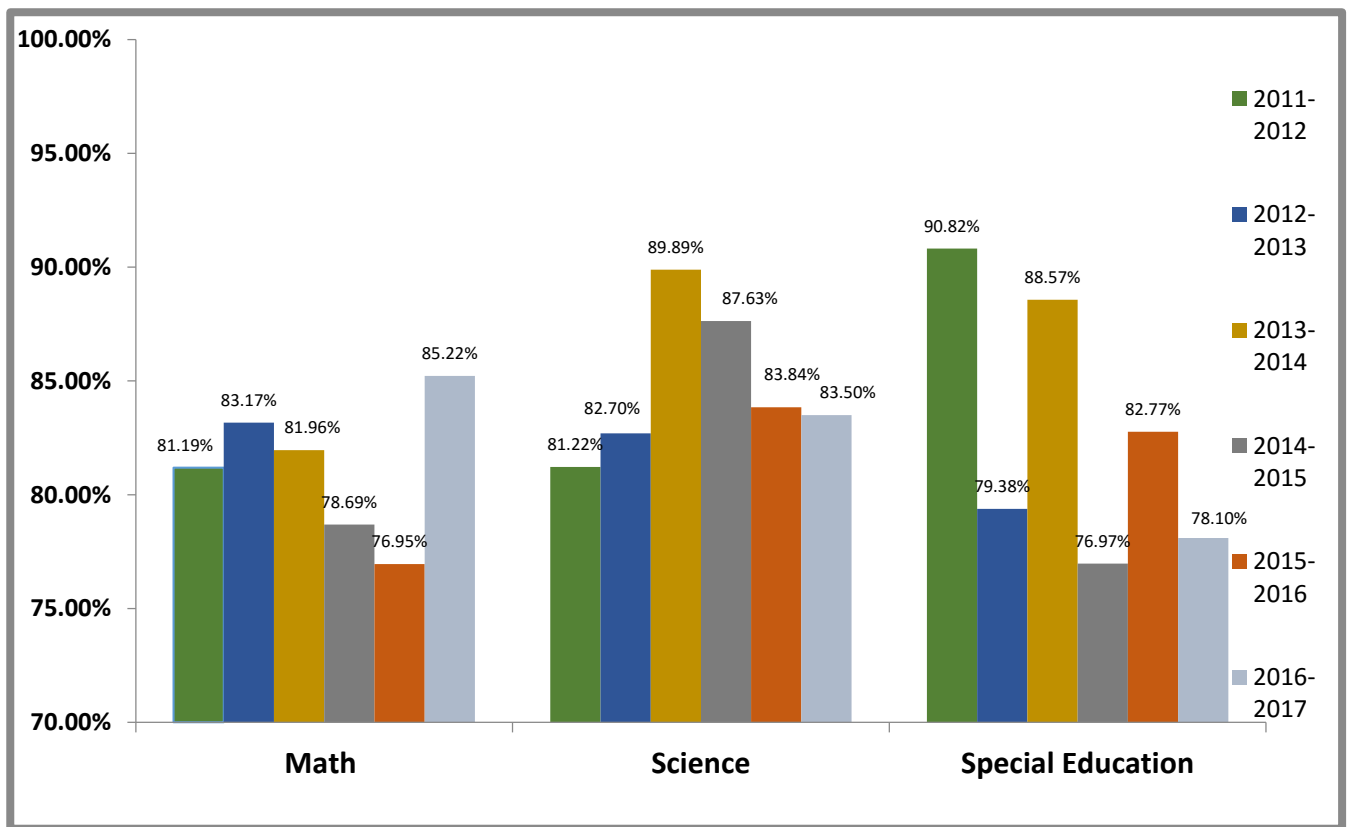


Retention Rate of Math, Science and Special Education

The following data represents the Math, Science and Special Education retention rates.

SUBJECT	# BUDGETED 2015-2016	NOT RETURNING FOR 2016-2017 SY				TOTAL	# RETAINED 2016-2017	# BUDGETED 2016-2017	RETENTION RATE
		# RESIGNED	# RETIRED	# TERMINATED	# OTHERS				
Math (HS & MS)	101.50	14.00	1.00			15.00	86.50	109.00	85.22%
Science (HS & MS)	103.00	16.00			1.00	17.00	86.00	102.00	83.50%
Special Education (K-12)	105.00	20.00	3.00			23.00	82.00	114.50	78.10%
OVERALL TOTALS:		50.00	4.00	0.00	1.00	55.00	254.50	325.50	82.23%

The following chart represents the Math, Science and Special Education retention rates for the past five school



years.

Annual Human Resources Report

P.E. 5.A.4

**Beaufort County Board of Education
Beaufort County, South Carolina**

**Performance Expectations Monitoring Report
November 18, 2016**

Performance Expectation (PE) being monitored: PE 5.A.4

I hereby present my Executive Summary on Performance Expectation 5: Human Resources Services and Monitoring Report on Performance Expectation 5.A.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____
Alice W. Walton
Chief Administrative and Human Resources
Officer

Date: _____

Signed: _____
Jeffrey C. Moss, Ed.D
Superintendent

Accepted:

Date: _____

Signed: _____
Mary M. Cordray
Chair

P.E. 5.A.4 Conduct exit interviews of employees voluntarily separating from employment and report trend results annually to the Board.

Superintendent's Interpretation

When an employee leaves, Human Resources leadership arranges for a system of exit interviews.

Statement of Compliance

As employees voluntarily leave Beaufort County School District, it is the practice of the Office of Human Resources Services to solicit information as to how they viewed their employment within our district to improve conditions as appropriate.

Beaufort County School District Exit Survey

Q1 - What was your job title?

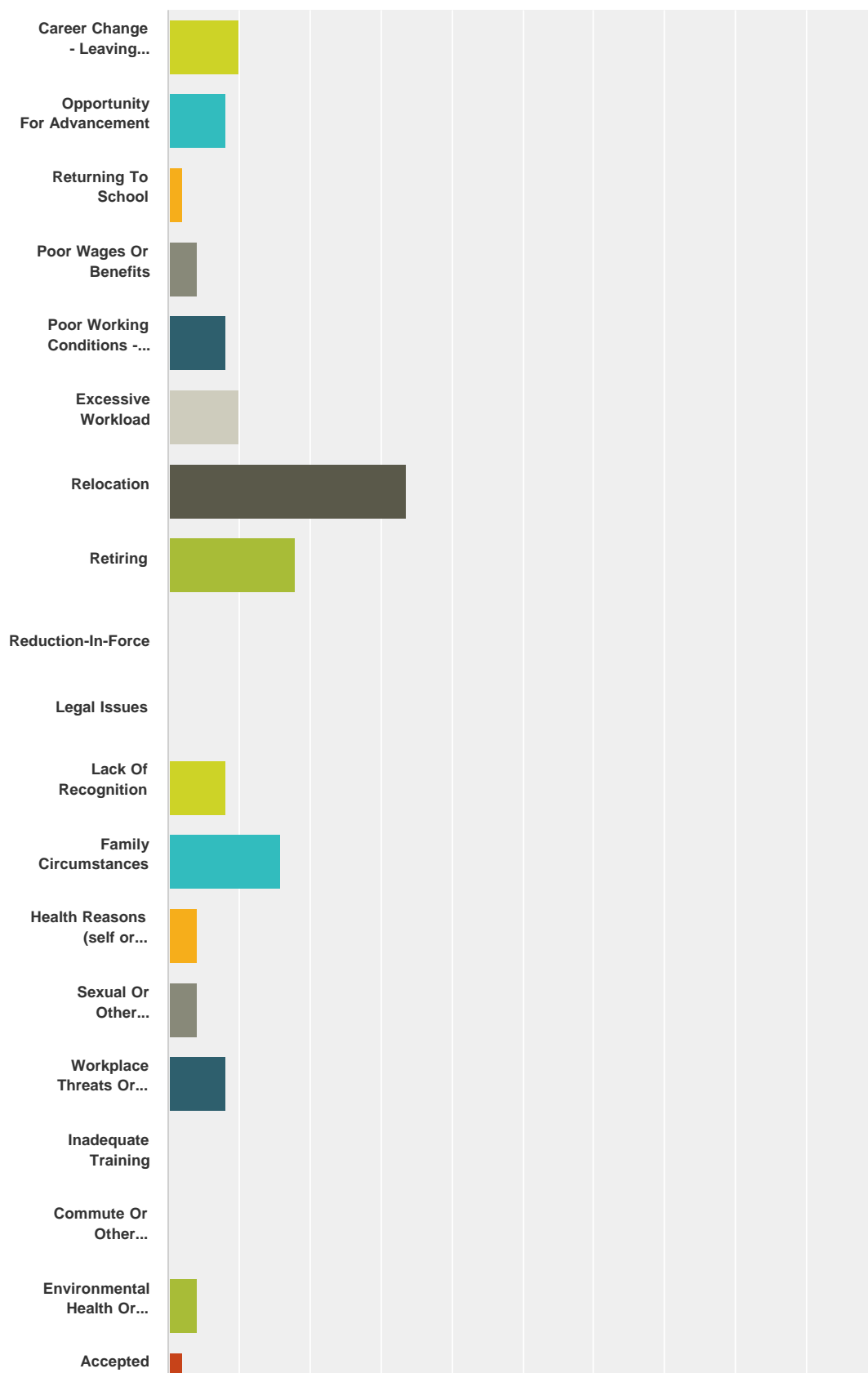
Answered: 51 Skipped: 0

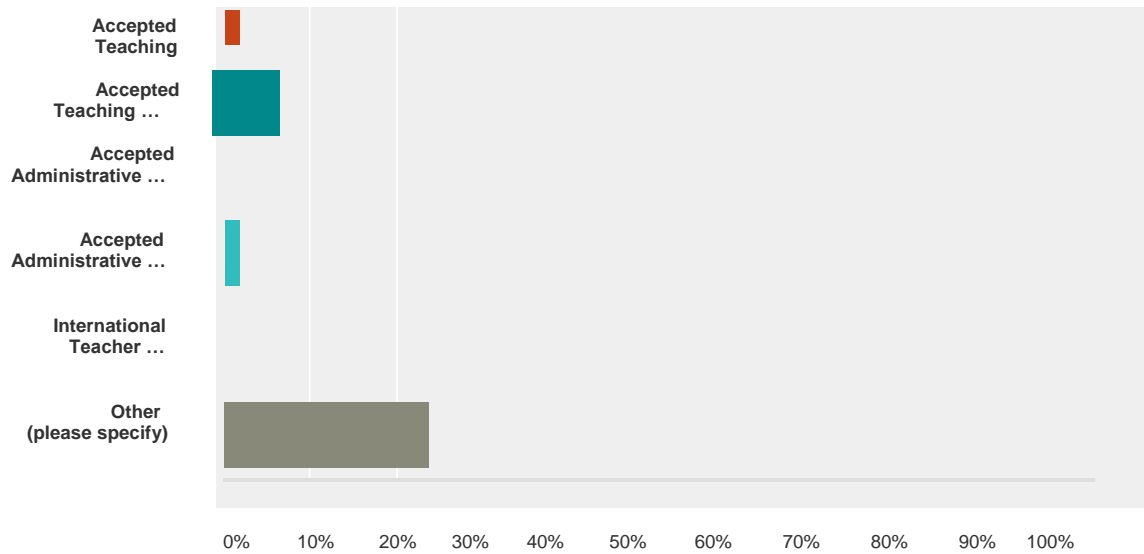
#	Responses	Date
1	State Reading Coach	7/9/2016 11:29 PM
2	Teacher and Instructional Coach	6/27/2016 12:20 PM
3	Business Ed Teacher	6/25/2016 3:27 PM
4	High School Bookkeeper	6/25/2016 1:45 PM
5	Middle School Social Studies Teacher	6/19/2016 3:36 PM
6	K/1 Assistant	6/10/2016 10:25 AM
7	teacher assistant special ed	6/9/2016 3:19 PM
8	Elementary Classroom Teacher	6/8/2016 10:10 AM
9	5th grade teacher	6/7/2016 12:52 PM
10	K-2 Reading Interventionist (for the past year) Literacy Coach/State Reading Coach (from 2009-2015) Library Media Specialist (from 2006-2009)	6/6/2016 3:39 PM
11	Teacher	6/6/2016 2:07 PM
12	Teacher	6/6/2016 1:47 PM
13	Physical Education Teacher	6/5/2016 10:01 PM
14	Teacher	6/3/2016 2:35 PM
15	1st Grade Teacher	6/1/2016 9:01 PM
16	Teacher, Robert Smalls International Academy	5/31/2016 10:56 PM
17	Business Teacher, Beaufort High School Ben Barnes	5/29/2016 8:42 PM
18	Sped Teacher	5/29/2016 12:15 PM
19	English Teacher	5/27/2016 9:11 AM
20	Teacher	5/26/2016 8:14 AM
21	Speech Language Pathologist	5/23/2016 7:50 AM
22	School Counselor	5/22/2016 9:54 AM
23	TEACHER	5/21/2016 12:08 PM
24	Teacher	5/18/2016 8:51 AM
25	Full-time Teacher	5/17/2016 10:17 PM
26	teacher/coach	5/17/2016 4:27 PM
27	Teacher	5/17/2016 12:51 PM
28	Math Interventionist	5/17/2016 10:16 AM
29	8th grade science teacher	5/15/2016 11:37 AM
30	Director of Bands	5/13/2016 1:11 PM
31	Secondary Science Teacher	5/12/2016 12:30 PM
32	Speech pathologist	5/5/2016 4:53 PM
33	Pre-k teacher.	4/28/2016 9:05 PM
34	Band Director/ Orchestra Teacher	4/25/2016 10:04 PM
35	Teacher	4/25/2016 9:30 PM
36	1st Grade Teacher	4/25/2016 2:00 PM

37	Teacher	4/21/2016 4:43 PM
38	Spanish Teacher for Dual language Kinder and First Grade	4/19/2016 7:06 PM
39	Math Teacher	4/1/2016 12:27 PM
40	TEACHER	4/1/2016 8:03 AM
41	Special Education Teacher at H.E. McCracken Middle School	3/28/2016 11:25 AM
42	Teacher	3/15/2016 2:05 PM
43	Teacher	3/12/2016 12:17 PM
44	Administrative Assistant for Student Success	2/10/2016 3:39 PM
45	Teacher	2/10/2016 10:53 AM
46	School Counselor	1/15/2016 1:07 PM
47	Teacher	1/11/2016 6:56 PM
48	School Counselor 7th and 8th grade Beaufort Middle School	1/9/2016 1:48 PM
49	Teacher	12/14/2015 11:42 AM
50	Family and Consumer Science Teacher	12/1/2015 11:39 AM
51	This is a TEST from Dale!!!	11/4/2015 11:13 AM

Q2 - Which of the following factors best describes your reason for leaving?

Answered: 51 Skipped: 0





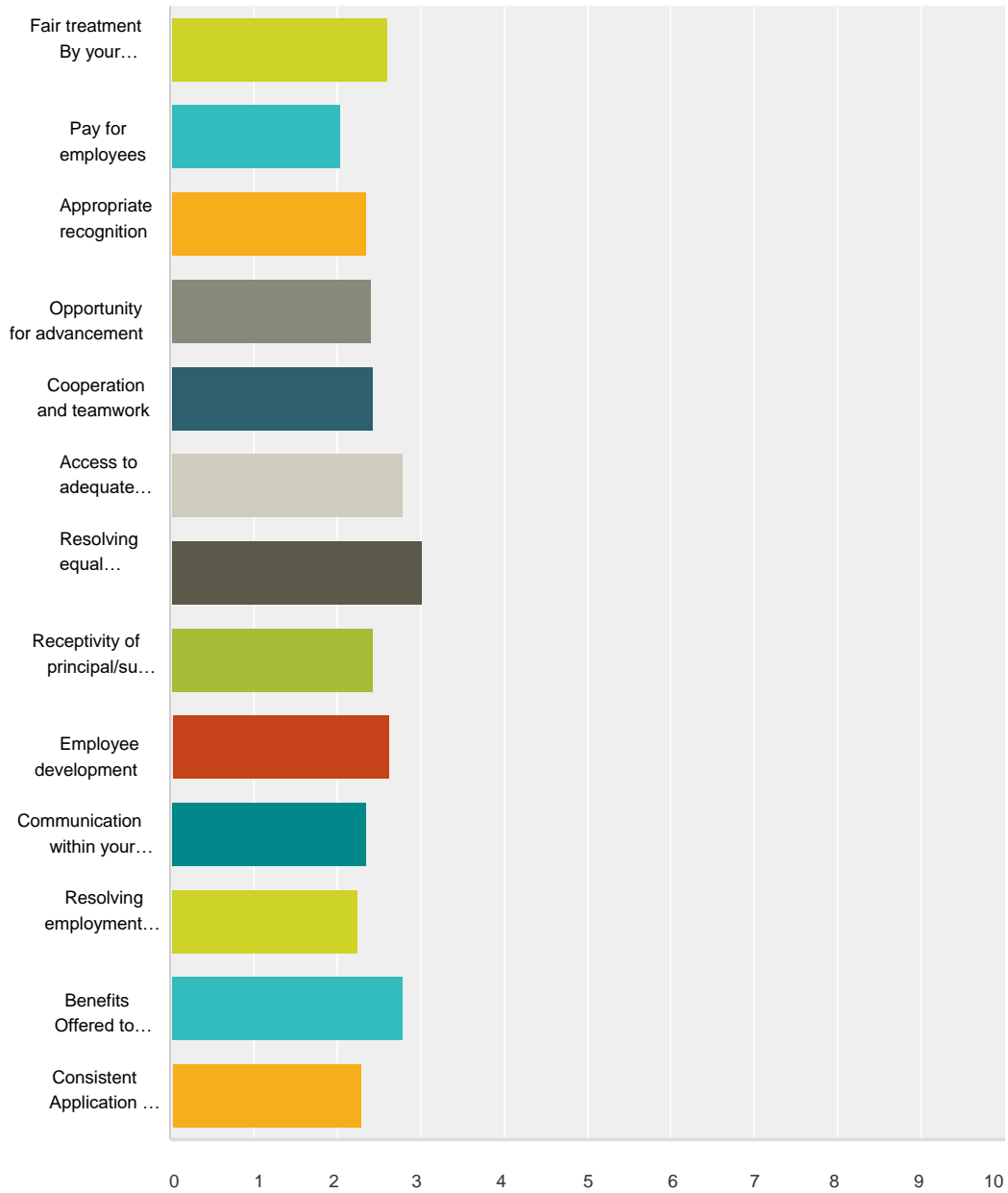
Answer Choices	Responses
Career Change - Leaving Education	9.80%
Opportunity For Advancement	7.84%
Returning To School	1.96%
Poor Wages Or Benefits	3.92%
Poor Working Conditions - Physical	7.84%
Excessive Workload	9.80%
Relocation	33.33%
Retiring	17.65%
Reduction-In-Force	0.00%
Legal Issues	0.00%
Lack Of Recognition	7.84%
Family Circumstances	15.69%
Health Reasons (self or family)	3.92%
Sexual Or Other Harassment	3.92%
Workplace Threats Or Violence	7.84%
Inadequate Training	0.00%
Commute Or Other Transportation Related Issue	0.00%
Environmental Health Or Safety Issue	3.92%
Accepted Teaching Position In Another SC District	1.96%

Accepted Teaching Position In Another State	7.84%
Accepted Administrative Position In Another SC District	0.00%
Accepted Administrative Position In Another State	1.96%
International Teacher Returning To Country Of Origin	0.00%
Other (please specify)	23.53%
Total Respondents: 51	

#	Other (please specify)	Date
1	We are military and got a transfer	6/27/2016 12:20 PM
2	Poor administrative leadership blaming teachers for lack of disciplinary procedures that should be directed by administration. Inconsistency and very low teacher moral.	6/5/2016 10:01 PM
3	Lack of consistency in enforcement of student behavior standards. School administration expects teachers to "deal with" extreme student misbehaviors/ defiance / refusal to obey/ blatant disrespect without support.	5/31/2016 10:56 PM
4	Adversarial relationship between District office staff and teachers Too little focus on making sure teachers are ok	5/29/2016 8:42 PM
5	We are relocating	5/29/2016 12:15 PM
6	No student discipline outside of my classroom.	5/17/2016 10:17 PM
7	Not happy with lack of support for the Fine Arts.	5/13/2016 1:11 PM
8	suggested not to resign in lieu of not met for ADEPT	4/25/2016 10:04 PM
9	Unhappy with admin...no support, student disciplinary action lacking. No enforcement of policy. Felt completely disrespected by admin, did way more than my contract required. Was placed in sub positions for a teacher when it was my lunch break.	3/15/2016 2:05 PM
10	poor leadership in the school and not willing to risk my work ethic and integrity	2/10/2016 3:39 PM
11	I feel that administration is more concerned with how they look when it comes to numbers especially when dealing with discipline. The obsession to show that their numbers are atop the district has allowed for an environment among students where they are aware that there is no consequences. Students and parents are always right and there is very little administrative support towards teachers.	2/10/2016 10:53 AM
12	1) Professional differences in treatment/discipline of students between myself and administration. 2) Lack of professionalism and confidentiality.	1/9/2016 1:48 PM

Q3 - Please rate your former workplace in the following areas:

Answered: 51 Skipped: 0



	Excellent	Good	Fair	Poor	N/A	Total	Weighted Average
Fair treatment by your principal/supervisor	33.33% 17	19.61% 10	15.69% 8	29.41% 15	1.96% 1	51	2.58
Pay for employees	5.88% 3	27.45% 14	27.45% 14	37.25% 19	1.96% 1	51	2.02
Appropriate recognition on the job	17.65% 9	25.49% 13	23.53% 12	29.41% 15	3.92% 2	51	2.33
Opportunity for advancement	15.69% 8	27.45% 14	19.61% 10	23.53% 12	13.73% 7	51	2.41
Cooperation and teamwork	21.57% 11	23.53% 12	25.49% 13	25.49% 13	3.92% 2	51	2.43
Access to adequate information to perform job	29.41% 15	27.45% 14	19.61% 10	15.69% 8	7.84% 4	51	2.77
Resolving equal employment opportunity complaints	19.61% 10	15.69% 8	11.76% 6	3.92% 2	49.02% 25	51	3.00
Receptivity of principal/supervisor to your ideas	21.57% 11	25.49% 13	21.57% 11	27.45% 14	3.92% 2	51	2.43
Employee development through training	21.57% 11	31.37% 16	27.45% 14	15.69% 8	3.92% 2	51	2.61
Communication within your school/department	23.53% 12	27.45% 14	5.88% 3	41.18% 21	1.96% 1	51	2.34
Resolving employment disputes/grievances	15.69% 8	11.76% 6	21.57% 11	25.49% 13	25.49% 13	51	2.24
Benefits offered to employees	17.65% 9	47.06% 24	19.61% 10	9.80% 5	5.88% 3	51	2.77
Consistent application of policies and practices	21.57% 11	19.61% 10	21.57% 11	35.29% 18	1.96% 1	51	2.28

#	ADDITIONAL COMMENTS:	Date
1	I think many teachers feel unappreciated on a daily basis (by the students), so it is important for them to feel appreciated by someone - like their employer.	6/27/2016 12:20 PM
2	Communication between the District Office and the School is poor. There was information provided to the principal at Leadership meetings that was not communicated to the staff of the school. The District finance department has a high expectation of all of the Bookkeeper's but there was not adequate compensation or authority given to the Bookkeeper's to satisfy the expectation. The Principal is the "final word" according to the District office but when the Principal or other Staff members violated policy and procurement procedures there was not any support given to the Bookkeeper that reported the violation.	6/25/2016 1:45 PM
3	I was employed at Red Cedar Elementary this year. The administration is excellent and it was a great place to work. Wish I would have transferred sooner. Prior to this I was at Bluffton Elementary and the 2014-2015 school year was a disaster. The administration is horrible and there is no communication. It's run like a prison and it's Christine Brown's way or the highway, although she takes no responsibility for anything. Mary Rozek is her henchwoman. Hopefully the district will take a look at how many staff members have left the school because of her inability to be an effective leader. Also, they should take a look at how many lawsuits happened on her watch. How much did the school district pay???	6/10/2016 10:25 AM
4	My responses relate to my most recent school assignments at SHES.	6/6/2016 3:39 PM
5	The district does not take advantage of the local university/colleges in order to work together to provide teachers with training, graduate courses free of charge or at low costs. There is no such connection to benefit the teachers like in other similar communities.	6/6/2016 2:07 PM

6	The district does not take advantage of the local university/colleges in order to work together to provide teacher with training, graduate courses free of charge or at low costs. There is no such connection to benefit the teachers like in other similar communities.	6/6/2016 1:47 PM
7	In 25 years of teaching worst administration I have ever worked with. I have worked with many fantastic principals over the years. This one I will never work with again.	6/5/2016 10:01 PM
8	This school has a major problem with communication between admin and teachers. Teachers are not included in the decision-making process and don't feel supported in their efforts to solve problems on their own. Frequently, I was told, "NO, you can't do that," but was not given any support in determining an alternative method of solving my problem.	5/31/2016 10:56 PM
9	School district is too focused on providing and utilizing technology as an end. I was assaulted 2 times this year. Students were suspended for a short time but District staff refused to send them to Right Choices because "not enough interventions were done" (student in question had more than 10 referrals to his credit at the time). Teacher morale is extremely low. When we see the negative press that the District gets because of the behavior of its officials, it is disheartening. When we make MUCH less than district officials and district office staff and WE are the ones who are interfacing and have the greatest responsibility for educational outcomes, we get a bad attitude and feel the district's priorities are upside down.	5/29/2016 8:42 PM
10	Principal is not referring to Ms Brown. This refers to Heidi Neeson our AP. She has a volatile temper and is prone to outbursts. I feel with 100% certainty that the number of transfer requests were in connection with the subjective evaluations she gave.	5/29/2016 12:15 PM
11	I have never worked at such a poorly run school. I was conducting a parent teacher conference in which the parent and the teacher got hostile with one another. I went to go find the administration to assist with this matter. i ran into the principal and explained the situation and he told me "Well I'm not going in there." What kind of principal doesn't help his employees? This not just affected my moral but also the teacher who was being threatened by the parent. Within the school there are over 700 unprocessed referrals. We have specifically been told be administrators "We don't want our numbers to look bad." I was threatened at two different times by parents of socially promoted students at this job. I can't understand how we allowed numerous students to be socially promoted from middle school? If they didn't pass the curriculum in their middle school classes they are not ready for high school curriculum. I was never threatened by the students though, I had earned their respect. It was the parents and the way they engaged with the staff that was inappropriate and nothing was done about it.	5/22/2016 9:54 AM
12	* The lack of subs made it impossible to participate in valuable training opportunities.	5/17/2016 10:17 PM
13	The administrator at my school (Beaufort High) does not know how to run a school and should be removed. It is true that people don't quit jobs they quit bosses, and BHS is losing over 20 teachers again this year for that reason.	5/17/2016 4:27 PM
14	I applied for a First grade job position and then after contract was signed I was assigned to two different grade level. The amount of work was huge.	4/19/2016 7:06 PM
15	I've always been treated fairly in the district. On a couple of occasions I asked for help from the district office and both Valerie Truesdale and Sean Alford were very helpful, and I was able to get what I thought I needed to benefit my students.	4/1/2016 12:27 PM
16	The only shortcoming of HEMMS and its wonderful staff was communication of necessary procedures that are district or state mandated. Most of this communication occurred after a deadline was missed or an issue was already raised, which is too late for me to be able to properly do my job with integrity.	3/28/2016 11:25 AM
17	very disappointing experience.	3/15/2016 2:05 PM
18	would be nice if the teachers got recognized for the student achievement instead of the principal taking credit	2/10/2016 3:39 PM
19	N/A	12/1/2015 11:39 AM
20	THIS IS A TEST...	11/4/2015 11:13 AM

Q4 - What did you like most about your job?

Answered 47 Skipped 4

#	Responses	Date
1	Consistent contact with students.	7/9/2016 11:29 PM
2	Great training (summer institute, tech coaches, mentor teachers and coaches). All opportunities were excellent and the ability to advance is there for teachers who want it!	6/27/2016 12:20 PM
3	My students	6/25/2016 3:27 PM
4	My Principal allowed me to do my job with autonomy. I was not micro managed and my opinions were heard.	6/25/2016 1:45 PM
5	I worked with a wonderful group of teachers that were supportive, helpful and were highly qualified in their subject area.	6/19/2016 3:36 PM
6	At Red Cedar, the people. Everyone worked as a team.	6/10/2016 10:25 AM
7	Collaborating with the teachers to meet the children's needs.	6/9/2016 3:19 PM
8	My grade level team was excellent at utilizing each other's strengths and maximizing our time.	6/8/2016 10:10 AM
9	I really enjoyed teaching fifth grade and helping students prepare for middle school. My favorite part of the job was seeing students set goals and reach them. I have really learned a lot from the ESOL population at my school/grade level. These students are very resilient and work hard.	6/7/2016 12:52 PM
10	I enjoyed being able to work in my field of literacy education and I enjoyed working directly with the students as interventionist and with teachers as coach. As a coach, the professional development provided was excellent.	6/6/2016 3:39 PM
11	The great teachers I work with. The beautiful town views.	6/6/2016 2:07 PM
12	The great teachers I work with. The beautiful town views.	6/6/2016 1:47 PM
13	Loved the staff and kids.	6/5/2016 10:01 PM
14	Helping students realize their dreams and setting goals to ensure success in achieving their dreams.	6/3/2016 2:35 PM
15	I loved the children and the teachers on my team. We had great team collaboration and worked very hard to support each other in spite of the lack of administrative support. I will miss many of the students and teachers.	5/31/2016 10:56 PM
16	The students and most of my peers. Beaufort High School has an incredible student body. There are phenomenal athletes, scholars and people that make up our school. Our students outperform, on almost every level, the other students in the district. My peers are an amazing, talented group of educators who are very rarely encouraged by our administration or district.	5/29/2016 8:42 PM
17	The teachers in our building.	5/29/2016 12:15 PM
18	Working with the students.	5/27/2016 9:11 AM
19	I teach at Red Cedar Elementary. I have been there for three years and have loved every minute of it. Dr. Corley and Ms. Vogt are consistent across the board, and it makes everything very pleasant. I love that there is an opportunity to join the leadership team if one would like. Unfortunately the leadership waiting list at Red Cedar is very long, but that just shows that we have a strong, supportive staff.	5/26/2016 8:14 AM
20	helping my students, my room was nice	5/23/2016 7:50 AM
21	I enjoyed working with the students. I loved being able to help and assist them with their transition.	5/22/2016 9:54 AM
22	I enjoyed working with my grade level teams and of course the kids.	5/21/2016 12:08 PM
23	The students.	5/18/2016 8:51 AM
24	I was satisfied with the professionalism of the administration at my school and enjoyed working with my colleagues. I enjoyed the cooperation from the Literacy Coach and the framework I was to use in my teaching.	5/17/2016 10:17 PM
25	Interacting with the students and helping them become successful.	5/17/2016 4:27 PM
26	I love watching my students learn and grow. I am grateful that I was chosen to be a part of this wonderful experience.	5/17/2016 12:51 PM

27	I most enjoyed the interaction and relationships I was able to form with my students. Since I worked with small groups, I knew my students well and it was a joy to see them grow and improve in their skills and confidence.	5/17/2016 10:16 AM
28	The diversity amongst the students. Working with the kids was/is the reason I teach. I liked my colleagues too.	5/15/2016 11:37 AM
29	Teaching the students who had an interest for music, not the ones who were thrown into my classes since my classes are viewed as a dumping ground.	5/13/2016 1:11 PM
30	Teaching students from diverse backgrounds	5/12/2016 12:30 PM
31	The way the staff cooperated at this school and how everyone came together when there was any kind of problems or tragedy. I also have enjoyed working with the students and the staff.	5/5/2016 4:53 PM
32	My fellow teachers.	4/28/2016 9:05 PM
33	The students and how they wanted to grow and learn	4/25/2016 10:04 PM
34	Meeting a few great people and being able to depend on them for moral support when this job was getting to stressful as well as work as a team for the fun activities.	4/25/2016 9:30 PM
35	my students	4/19/2016 7:06 PM
36	I like teaching math. If I could sit down one-on-one with a student without interruptions and help them that would be an ideal world.	4/1/2016 12:27 PM
37	The camaraderie between teachers to support each other for best practices	4/1/2016 8:03 AM
38	I love that BCSD has a devotion to student learning and that professional development opportunities are offered to assist teachers in doing so. I loved the people I worked with as well. BCSD and HEMMS have hired fine educators and administrators. Pamela Maddox is a saint and is an incredible boss to work for.	3/28/2016 11:25 AM
39	230	3/15/2016 2:05 PM
40	Interactions with students, parents, community and colleagues.	3/12/2016 12:17 PM
41	working with academically at risk students using my education and counseling skills	2/10/2016 3:39 PM
42	Very little.	2/10/2016 10:53 AM
43	I thoroughly enjoyed collaborating with the community in order to provide the most appropriate and best possible services to the students. I also liked collaborating with the parents to assist with helping them understand the adolescent child.	1/15/2016 1:07 PM
44	Addressing the social, academic and career needs of students as a school counselor was the reason I applied, accepted and was employed at Beaufort Middle School. Fostering caring relationships with students and creating an environment of acceptance and understanding were kept at the forefront of each day.	1/9/2016 1:48 PM
45	Working with students; recognition for using technology in the classroom	12/14/2015 11:42 AM
46	I enjoyed teaching the content area that I am passionate about. The support from administration and staff was excellent.	12/1/2015 11:39 AM

Q5 - What did you like most about the school district?

Answered: 43 Skipped: 8

#	Responses	Date
1	I've appreciated all of the professional growth opportunities.	7/9/2016 11:29 PM
2	Decent pay, great facilities and materials!	6/27/2016 12:20 PM
3	I liked some of the people that work for BCSD.	6/25/2016 1:45 PM
4	What I liked most about the school district were the teachers I worked with. They made my school year much easier with their support and teamwork.	6/19/2016 3:36 PM
5	Can't really say.	6/10/2016 10:25 AM
6	Willingness to improve.	6/9/2016 3:19 PM
7	My principal, colleagues, district technology team (Eve Heaton and others), and 1 to 1 initiative.	6/8/2016 10:10 AM
8	I really appreciated all the support that was given to me throughout the past three years. It has tremendously helped as a new teacher to feel like there are so many people and policies in place to help me learn, grow, and be successful as a professional.	6/7/2016 12:52 PM
9	I enjoyed the support provided to me as a literacy coach. The professional development was outstanding - of the highest caliber. The camaraderie among the district coaching staff and the ISD was uplifting.	6/6/2016 3:39 PM
10	People seemed friendly.	6/6/2016 2:07 PM
11	People seem friendly.	6/6/2016 1:47 PM
12	I enjoyed working in the schools for 25 years.	6/5/2016 10:01 PM
13	The district does put forth a considerable amount of effort to provide training in best practices.	6/3/2016 2:35 PM
14	Unfortunately, my impression of the school district is based solely on my impression of this one school.	5/31/2016 10:56 PM
15	The benefits (medical, dental...etc) (except the statement you sent out, you calculated as a monetary benefit our leave days - seriously?) To maximize this benefit, we would have to take every sick day we earn - is that what you really want?	5/29/2016 8:42 PM
16	The professional development opportunities	5/29/2016 12:15 PM
17	Working at HHIHS.	5/27/2016 9:11 AM
18	I feel that BCSD values teacher development, and I greatly appreciate that. Our literacy coach and administration were always supportive if we wanted to go to a conference or take an online class so we could better meet the needs of our students.	5/26/2016 8:14 AM
19	high expectations for students and teachers	5/23/2016 7:50 AM
20	I grew up in this school district. I was so happy to be returning to the school I graduated from. I was so ready to make a difference with the students. I wanted to help student's achieve their goals as my school counselor had done for me.	5/22/2016 9:54 AM
21	The variety of professional development that was offered.	5/21/2016 12:08 PM
22	I loved the students and colleagues I had the opportunity to work with.	5/17/2016 10:17 PM
23	Its location on the coast.	5/17/2016 4:27 PM
24	Having spent most of my career in another SC district, I appreciated the opportunity to come to Beaufort (this area is my home) and finish my teaching life in my final home. This district has tremendous resources compared to my previous work-place.	5/17/2016 10:16 AM
25	Working w/Karen Anne Koenig & Katie Cox. That my \$8000 BA degree was paid for. Also, that I got a free Master in Education through a USC cohort program.	5/15/2016 11:37 AM
26	The support given for induction teachers is great. I really enjoyed having a mentor and being able to reach to them if I ever needed to.	5/13/2016 1:11 PM

27	A variety of professional development possibilities.	5/12/2016 12:30 PM
28	The in service opportunities such as summer institute.	5/5/2016 4:53 PM
29	To be honest I didn't like anything.	4/28/2016 9:05 PM
30	The opportunities for the arts	4/25/2016 10:04 PM
31	The effort made to get district mentors involved.	4/25/2016 9:30 PM
32	The people were very friendly.	4/19/2016 7:06 PM
33	I was provided any technology that I needed. We are on the cutting edge. I don't always use all the technology available, but I use what works for me. I especially like the immediate feedback devices we use and have been using immediate feedback since 2005.	4/1/2016 12:27 PM
34	NA	4/1/2016 8:03 AM
35	The offering of professional development and training to educators. Also, this school district is at the cutting edge of technological advancements in education.	3/28/2016 11:25 AM
36	Ability to return home and give back to the district which provided the foundation of my education.	3/12/2016 12:17 PM
37	most of the teachers at BLHS who give their all every day for student success and those students who struggle	2/10/2016 3:39 PM
38	Its location.	2/10/2016 10:53 AM
39	The school district has hired a lead school counselor who has created monthly school counselor professional development opportunities where every school counselor from the district comes together to collaborate and learn.	1/15/2016 1:07 PM
40	Monthly district school counseling meetings organized by Geri Henderson were invaluable to me as a counselor. Kelley Richardson, my lead counselor for induction was also amazingly helpful and insightful throughout the fall semester.	1/9/2016 1:48 PM
41	encouragement of district in technology implementation	12/14/2015 11:42 AM
42	The knowledge gained from the district-wide professional-developments were useful to me while teaching	12/1/2015 11:39 AM

Q6 - If applicable, what action or change would have kept you from leaving?

Answered: 42

Skipped: 9

#	Responses	Date
1	None	7/9/2016 11:29 PM
2	None b/c it was a family military move.	6/27/2016 12:20 PM
3	N/A	6/25/2016 1:45 PM
4	N/A	6/10/2016 10:25 AM
5	NA	6/9/2016 3:19 PM
6	n/a	6/8/2016 10:10 AM
7	I have accepted a "specials" teacher position. If I had been offered a position like this in the district I would have stayed. I feel like I will be able to enjoy teaching more in this new role and not be as stressed.	6/7/2016 12:52 PM
8	I decided to retire and this question is irrelevant to that decision.	6/6/2016 3:39 PM
9	Higher pay. Effective/knowledgeable/competent administration capable of dealing with the unique demographic of the school.	6/6/2016 2:07 PM
10	Higher pay. Effective/knowledgeable/competent administration capable of dealing with the unique demographic of the school.	6/6/2016 1:47 PM
11	A better principal that didn't destroy the staff's moral and had a consistent disciplinary procedure in place. Never appreciated, constantly criticized. Many teachers are leaving because of the administration. Had things been different most of these teachers would have stayed.	6/5/2016 10:01 PM
12	Support for teachers; consistency in enforcing a uniform standard of student behavior.	5/31/2016 10:56 PM
13	Raise in pay equal to district office staff - we work harder and affect the outcome of our children more than you do, we deserve more. Appreciation Positive feedback The ability to publicly offer constructive criticism without intimidation.	5/29/2016 8:42 PM
14	Less of a workload where I did not work 7 days a week.	5/29/2016 12:15 PM
15	Receptivity of teacher ideas by principal (i.e. recognition that we are the experts of our practice). I felt very unappreciated as a result of the lack of receptivity and decided I would be better appreciated by my family at home (instead of working and paying for daycare).	5/27/2016 9:11 AM
16	Unfortunately my husband took a job in Charleston, so nothing could be done.	5/26/2016 8:14 AM
17	More support from my department	5/23/2016 7:50 AM
18	The incompetent principal needs to be fired. The school moral is so low because no one feels supported at this school. PLEASE LOOK AT THE TURN OVER AT THIS SCHOOL THIS YEAR AND YOU WILL SEE THERE IS AN ISSUE. Out of the three administrators who work at that school only one of them truly cares about the students and wants that school to run well. However, one person cannot do the job of three. You can see that her trying to do all that work is starting to take effect on her health and wellbeing.	5/22/2016 9:54 AM
19	Nothing. I am returning to work as a RN while completing the educational requirements to become a Nurse Practitioner.	5/18/2016 8:51 AM

20	Basic teacher rights would have kept me from leaving such as my planning time at the beginning of the day, end of the day, my conference time, as well as a duty-free lunch to name a few. I was to report to school at 7:00. Students were to report at 7:30, however, I was to pick them up by 7:10 (hence 20 minutes of my prep time gone). Four-five days of our conference time was designated to professional development, meetings and so forth weekly. I had about 10 minutes to eat lunch (with my students) each day, after I monitored lunch lines and allowed students to sit down first. After school duty was about another 15 minutes of my time waiting for kids to get on buses. I believe the school needed lunch/hall monitors to give teachers time to eat a normal lunch and to avoid additional before and after school duty. At the end, my work was carrying into my family time (about 7-10 hours of planning and grading that had to be done on Sundays). Attention has to be kept on students in the classrooms and hallways at all times leaving maybe a 5 minute window to use the restroom right before a meeting towards the end of the day. Deplorable. I was preparing lesson plans for a regular class, RtI class, a lower level class with a majority of IEP students, and an advanced class. This was about 20 different lessons weekly where all the planning took place at home. I have always differentiated my instruction, but this was ridiculous. Preparing materials/copies for these classes also meant late hours. I have successfully obtained excellent performance ratings in all five districts in states around the US in which I have worked. I am sorry I couldn't do my best in this district.	5/17/2016 10:17 PM
21	A change in administrators- for I am retiring from the district but going to teach in a private school.	5/17/2016 4:27 PM
22	None, it was time to retire.	5/17/2016 10:16 AM
23	Making more money. Although, I am leaving for family reasons I have been offered jobs in Michigan and with 9 years' experience and a master's degree I will be getting approximately a 10,000 dollar raise. If I made this money here, I would be moving my family to SC instead of me moving there.	5/15/2016 11:37 AM
24	Increasing the support given to the fine arts. More specifically at my school, recognizing that the fine arts are a vital aspect to a student's education and not ignoring that they exist and not making zero efforts to improve the department and hear the staff's opinions. Also, a schedule that allowed for more than 1 hour of planning every other day would have been nice.	5/13/2016 1:11 PM
25	N/A	5/12/2016 12:30 PM
26	Decrease in paper work	5/5/2016 4:53 PM
27	The class sizes need to be smaller. And the children's behavior needs to be changed and addressed.	4/28/2016 9:05 PM
28	Standing up for myself and not teaching orchestra as well, or turning in grievances earlier	4/25/2016 10:04 PM
29	A better community within the school and more collaboration among employees to allow growth as educators.	4/25/2016 9:30 PM
30	I'm just tired and ready to relax.	4/1/2016 12:27 PM
31	NA	4/1/2016 8:03 AM
32	I received an offer for employment that was too good to pass up and that fit my desires to be a leader in a place closer to family and friends. Nothing that BCSD could have done, it was a wonderful place to work.	3/28/2016 11:25 AM
33	N/a	3/15/2016 2:05 PM
34	Better health	3/12/2016 12:17 PM
35	change in administration and colleague being held accountable for not doing his job which in turn effected my job	2/10/2016 3:39 PM
36	Administration holding students accountable for their actions as opposed to asking teachers to have taken care of the problem. Admin needs to quit worrying about numbers and how they look in certain areas.	2/10/2016 10:53 AM
37	If I were able to move to another school within the district, I would not have resigned.	1/15/2016 1:07 PM
38	Any attempt to keep teachers from "reinventing the wheel", administration offering adequate support and recognition to those who need it, wasting time during "necessary" meetings, having an administrator that acted professionally.	1/11/2016 6:56 PM

39	There were countless situations in which administration exhibited inequitable discipline, consequences and treatment of students. I chose to resign in order to prevent jeopardizing my professional integrity. Changes to my work situation are secondary to these infractions and when I tried to address these concerns I was then ignored and excluded from administration's interaction with students. It is difficult to advocate for a student's social, academic and career needs at BMS and I have never been faced with this type of attitude from any other school administration. In addition, I truly believe the administration at Beaufort Middle School does not value or understand a comprehensive counseling program. It is impossible for a counselor to go into a situation and succeed when this is the prevailing and accepted attitude. From being assigned clerical, teaching and school support duties to attending countless trainings/meetings consisting of information not applicable to counseling it became clear this was not the place for me.	1/9/2016 1:48 PM
40	Increased pay to adjust for high cost of living in the area	12/14/2015 11:42 AM
41	N/A	12/1/2015 11:39 AM

Q7 - If applicable, before making your decision to leave, did you consider a transfer? Answered: 37 Skipped: 14

#	Responses	Date
1	No	7/9/2016 11:29 PM
2	n/a	6/27/2016 12:20 PM
3	N/A	6/25/2016 1:45 PM
4	N/A	6/10/2016 10:25 AM
5	NA	6/9/2016 3:19 PM
6	n/a	6/8/2016 10:10 AM
7	I did consider a transfer but this did not work out.	6/7/2016 12:52 PM
8	No, not applicable.	6/6/2016 3:39 PM
9	There was not such a possibility after the directives given by the DO., which does not consider personal situations.	6/6/2016 2:07 PM
10	There was not such a possibility after the directives given by the DO., which does not consider personal situations.	6/6/2016 1:47 PM
11	I tried unsuccessfully. I would still consider staying with the district just had to leave my current position.	6/5/2016 10:01 PM
12	No	5/31/2016 10:56 PM
13	No	5/29/2016 12:15 PM
14	Yes	5/27/2016 9:11 AM
15	no	5/23/2016 7:50 AM
16	Yes. I was considering a transfer to May River High School. However, when I went to interview, I was interviewed for the Guidance Director position. However, the position posted online said it was just for a guidance counselor position and that the position only worked 205 days. Guidance directors in the high school setting always work a minimum of 210 if not 225. My point being that the job was posted under an incorrect title and had inaccurate information on the job posting as guidance directors never work 205 days.	5/22/2016 9:54 AM
17	Yes. A transfer would not have allowed me to finish my education.	5/18/2016 8:51 AM
18	No.	5/17/2016 10:17 PM
19	No	5/17/2016 4:27 PM
20	No, the family issue was either go home to fix the problem or fly the family member here to live with me. However, I need the extra funds that MI will pay to take care of the family member.	5/15/2016 11:37 AM
21	No.	5/13/2016 1:11 PM
22	N/A	5/12/2016 12:30 PM
23	No	5/5/2016 4:53 PM
24	Nope. I wanted out.	4/28/2016 9:05 PM
25	I wasn't offered that opportunity	4/25/2016 10:04 PM
26	No.	4/25/2016 9:30 PM
27	N/A	4/1/2016 12:27 PM
28	NA	4/1/2016 8:03 AM
29	I did, in fact, I had received notification that I was approved to teach at May River High School.	3/28/2016 11:25 AM
30	No	3/12/2016 12:17 PM
31	yes	2/10/2016 3:39 PM
32	Nope.	2/10/2016 10:53 AM

33	Yes, I asked human resources several times for a transfer in which I was denied.	1/15/2016 1:07 PM
34	I was told by Human Resource mid-year transfers are not allowed.	1/9/2016 1:48 PM
35	No	12/14/2015 11:42 AM
36	N/A	12/1/2015 11:39 AM

Q8 - What ideas would you like to share that would make Beaufort County School District a better place to work?

Answered: 44 Skipped: 7

#	Responses	Date
1	Maintaining consistency with the teacher evaluation process.	7/9/2016 11:29 PM
2	One way to make the teachers feel more appreciated is to support them in disciplinary situations instead of siding with the students/parents. Teachers need to know that they are not alone in enforcing rules or that if they set a standard, it will be supported by admin. When it is not, the students know that and the teachers loses credibility. There should be NO rules that are not enforced.	6/27/2016 12:20 PM
3	Communication to teachers behind decisions that impact them before the decisions are finalized. Like purchases of 1-1 devices, IP phones, software changes. A willingness to bring teachers into the decision making process at the district level.	6/25/2016 3:27 PM
4	Better communication from the District office to the employees especially when decisions are being made that directly affect an employee's ability to do their job. Also, I think consideration should be given to splitting the High school Bookkeeper's position into two jobs. A "cashier" position for someone to collect money and fees and process athletic gate receipts and a Bookkeeper position that allows the bookkeeper to actually process orders and focus on the allocated budget for the school and do reports. Consideration should be given to actually hiring a high school bookkeeper with either prior experience or a two or four year related finance degree. The High school Bookkeeper should be a salaried position much like the Athletic Director and the Bookkeeper should have the authority to reprimand staff for procurement policy violations. It is difficult when the Principal is the only one with that authority because sometimes it is the Principal that is complicit with the violation of the procurement policies. The Bookkeeper has no recourse in those situations except for telling the Finance department of the violation and then being told that there is little that can be done since the Principal is the "final word" of what happens in the school. The "payroll study" that BCSD paid to have done was a total and complete waste of time and money. BCSD would have been better served by taking the money they wasted on the study and putting it back into a more fair pay structure for the classified employees. The main complaint by classified employees was that there was a pay inequity caused by a pay freeze and then new employees being hired in at a higher rate than employees that had been at BCSD for many years. The pay study still allowed for the pay inequity to continue and did not alleviate the concerns of long term district employees. Fix the pay inequity. The district expects too much from their classified employees for little to no compensation. The pay study was a slap in the face to me and many other Bookkeepers in the district and you	6/25/2016 1:45 PM
5	Beaufort County School District needs to truly look at who they are placing in Administrative positions. They need to come in and truly see how their administration is with consistency in discipline, communication of expectations with staff and their treatment and support of their staff. I also think the district needs to understand that in order for some of the issues they have in their schools to get better and improve that things must get worse first. Their students need consistent discipline practices and consequences in order to grow into reflective, successful adults. When you pressure administration and teachers to cut back on referrals etc. without actually confronting the issue you are only creating an atmosphere that does not allow students to	6/19/2016 3:36 PM
6	Take a look at the administration at Bluffton Elementary!!!	6/10/2016 10:25 AM
7	Better pay increases for qualified classified staff. More district recognition.	6/9/2016 3:19 PM

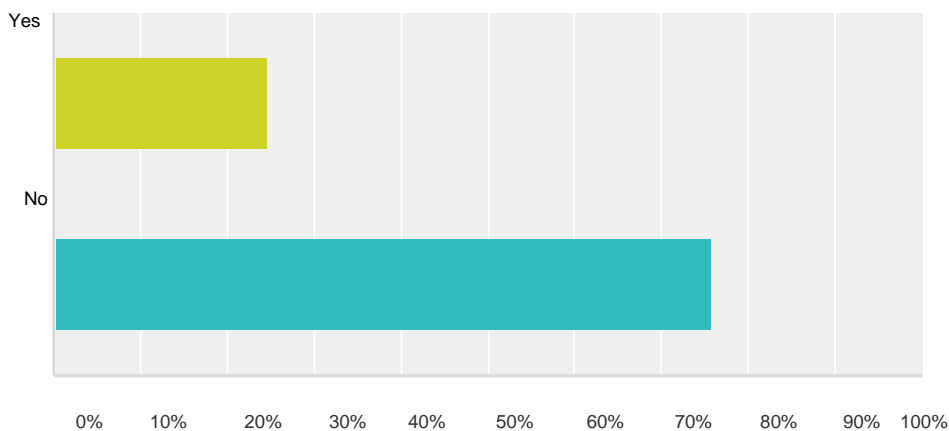
8	I was very unhappy with how severe behavior problems were handled as well as the system for identifying students who required IEPs. It seems to me that in certain schools it is acceptable or almost expected to have certain behavior issues and that the classroom teacher needs to handle it with little regard to how it impacts the rest of the class. Every year I experienced a very severe behavior problem (if not several) and did all of the required steps and more to ensure the success of the student to have nothing done in the end, when every educator in the building could plainly see the student needed services. I realize there are district policies regarding behavior, but at what point does it mandate that a student be immediately and permanently removed from a classroom to ensure a safe learning environment for the rest of the class? Suspension is not the answer. Our school district requires more money and space dedicated to programs to address these mental health issues that so many of our children face. Many of our youngest come in with these problems and all research proves that early intervention is the best. Some of the programs in the district discriminate based on age. If it is a state or federal funding issue that is mandating the age requirement than BCSD needs to come up with an alternate plan for our youngest students. These children are our best hope for the future, we need to invest in the "whole" child not just academics. I know the district spend lots of time looking at MAP scores and State testing, but how often is the district looking at behavior and research to support the transformation of it? These schools are struggling	6/8/2016 10:10 AM
9	I think that there are many positives to working in BCSD. The biggest challenge was the amount of content that I was required to teach. I felt like I was never able to really become an expert in any area because I was so spread out across 3 different subject areas each day. My recommendation is that all schools should be required to departmentalize 4th & 5th grade. I think this would lead to happier and more successful teachers and	6/7/2016 12:52 PM
10	Effective system in place for evaluating school level administrators, including seeking feedback from teachers regarding their supervisors (even if the feedback is sought by and given directly to the	6/6/2016 3:39 PM
11	Working with individuals, students, teachers, and parents is a high skill, a difficult task. Everyone involved should be HIGHLY QUALIFIED in these skills. Regretfully, that is not what I saw. Teachers were NOT respected, valued, and kept safe, as much as the children. That produced a negative atmosphere that lead many teachers to leave my school. Teacher's safety was openly ignored. Therefore discipline declined in an outrageous manner. But everything was done in a way that would look good, not right. Aside of my personal reasons that is why I'm leaving the school. I am an experienced teacher. I know when things work right or when they don't. Here they do not. And that is a very sad and dangerous thing. I hope someone takes notice.	6/6/2016 2:07 PM
12	Working with individuals, students, teachers, and parents is a high skill, a difficult task. Everyone involved should be HIGHLY QUALIFIED in these skills. Regretfully, that is not what I saw. Teachers were NOT respected, valued, and kept safe, as much as the children. That produced a negative atmosphere that lead many teachers to leave my school. Teacher's safety was openly ignored. Therefore discipline declined in an outrageous manner. But everything was done in a way that would look good, not right. Aside of my personal reasons that is why I'm leaving the school. I am an experienced teacher. I know when things work right or when they don't. Here they do not. And that is a very sad and dangerous thing. I hope someone takes notice.	6/6/2016 1:47 PM
13	Hire more qualified principals.	6/5/2016 10:01 PM
14	Evaluate your technology plan. The district has spent a ridiculous amount of money on devices and just thrown them into the hands of students with little to no training. This has led to abuse of the devices and students have too much freedom to use them in inappropriate ways. What does current research suggest about children and technology? How does your plan align with this research? Remember there is a difference between a 21st century learner and a technology dependent student.	6/3/2016 2:35 PM
15	no suggestions	5/31/2016 10:56 PM
16	Reverse the discrepancy in teacher pay by making it a promotion to be a classroom teacher. Pay district staff at the level teachers are paid and teachers at the level of district office staff Allow for no-risk 360 degree feedback between teachers and administrators and teachers and district staff.	5/29/2016 8:42 PM
17	The allowable profanity by students. I really tired of hearing young adults cursing loudly using the F word as common language with no consequence.	5/29/2016 12:15 PM
18	Because I have worked at both HHIHS and BHS, I have come to see the value in a true leader who cares about the teachers, students and community. Ineffective leaders (as evidenced by high turnover rates/exit interviews) should be addressed and/or dismissed.	5/27/2016 9:11 AM

19	I have loved being in Beaufort County for the past three years. Prior to that, I was in a district that I felt did not support teachers nor did they care about our development. It has been interesting to hear others who have been here for their entire career talk about their unhappiness because quite honestly, I feel as though BCSD does a great job making teachers feel appreciated. I think the way teachers are going to get the change that they want is to join county council or other political parts of the district. Administration, at least the team at Red Cedar, is doing an amazing job at making us happy.	5/26/2016 8:14 AM
20	I feel the special education policies and paperwork were very challenging to learn, even for someone with my amount of experience. I always felt like I was doing something incorrect and many times I didn't know about policies until I made a mistake.	5/23/2016 7:50 AM
21	MORE COMMUNICATION. There is a huge break down of information coming from the District Office to the employees of the school. There is also a huge break down of communication, at least in my school, between admin and staff. You need to get principals that CARE about the students and success of the school. Stop hiring admin based on their criteria of sex and race. Find individuals who are LEADERS and can handle the responsibility and challenges of our student population.	5/22/2016 9:54 AM
22	I believe that as schools continue to grow make sure that lines of communication between all staff members are kept open.	5/21/2016 12:08 PM
23	More adherence to policies across the board. Better communication from school leadership to employees.	5/18/2016 8:51 AM
24	- Less money on technology. It sounds great to be technologically advanced, but most of the time devices didn't work, or cords were stolen. Overall, it took away from valuable instructional time. Carefully select what is really beneficial to the student and learning objectives. - Hire paraprofessionals or lunch/hall monitors. Teachers were unable to enjoy a regular lunch, planning, or restroom break. - More parental involvement. I've worked at schools where mothers came in to make copies and help classroom teachers. - Structured discipline. My only option was to assign a silent lunch which I also had to monitor while I ate. Referrals meant an hour or so in ISS. I have never worked in a school that granted one hour ISS time. Students thought it was a joke. After school detention was out of the question because of bus riders (told students wouldn't have a way to get home). I've worked at schools with high-risk students, and always had support outside of the classroom which benefited my teaching. Here, I didn't have that. Classroom disruptions take away from the learning of other students and having students sent back to the classroom after extreme or repeated offenses was a slap in the face. - Hire more subs and pay them for the 6 hours of training they are to complete. I called in once because of a sick child. I stayed late to prepare detailed lessons for my students, only to find out there was no sub. My students did not have instruction that day and were split among the other teachers. Unacceptable.	5/17/2016 10:17 PM
25	Value your teachers as the professionals they are, and listen to them when they have ideas. As teachers are the experts in the classroom they know best what they need. Change how you train your school administrators- they are no longer Principals and that is sorely missed. If a school consistently loses its best teachers year after year, someone from the district office should look into it. My school has lost 1/3 of its staff and faculty each of the last 3 years- this should be unacceptable to the district office.	5/17/2016 4:27 PM
26	It's too greater work for one. We are all in this together: parents, teachers, students, community, and the school district.	5/17/2016 12:51 PM
27	Pay the teachers what they are worth. Other than that fact, I feel the district is a good one.	5/15/2016 11:37 AM
28	Mentioned above.	5/13/2016 1:11 PM
29	Offer incentives to those areas of need such as special education and cut down the paper work. Have more workshops for speech pathologists.	5/5/2016 4:53 PM
30	You really need to consider your class sizes they are WAY too big. The children's behavior was just awful. I wasn't teaching, I was refereeing.	4/28/2016 9:05 PM
31	Make sure that if a teacher truly comes with an issue, hear them out and not just suggest they "have a grievance" and give them HR's number	4/25/2016 10:04 PM
32	Making sure the leadership team has everything organized and ALL can contribute solutions to problems (not just depending on one or two), allowing all to share ideas to help educators grow individually and as team members and giving all tools needed, physically and mentally, to allow teachers to be successful in the classroom to benefit their students.	4/25/2016 9:30 PM

33	Dual Language program (Spanish) needs more support. I spent most of my free time working at home including weekends. I needed to find and translate both curriculum to Spanish. It was too much work honestly. I would not recommend this position.	4/19/2016 7:06 PM
34	The one thing I do not appreciate is being forced to use technology. I've been using various technologies since I began teaching, but now it is becoming overwhelming. Let me use the technology that works for my classroom and if I'm getting results, leave me alone.	4/1/2016 12:27 PM
35	Increase pay.	4/1/2016 8:03 AM
36	Utilize and truly infuse Positive Behavior and Intervention Supports in this school district. It will help educate teachers and administrators in dealing with student needs and behaviors.	3/28/2016 11:25 AM
37	Consistency in behavior management. It was completely ineffective in this school. Even uniforms were not monitored.	3/15/2016 2:05 PM
38	I suggest that more hires should come from this area, particularly those who are more willing to embrace the uniqueness of low country. Those hired should realize that the socioeconomics of the area is quite diverse and it cannot be taken for granted that all students have had the exposure to overcome many educational	3/12/2016 12:17 PM
39	Seeking more academic input from the teachers. Doing a climate survey once a quarter during the school year to see where the morale is and what could be done to encourage and support teachers and staff.	2/10/2016 3:39 PM
40	Work with the state to change ADEPT because it is a completely unfair process.	2/10/2016 10:53 AM
41	It is a known fact that Beaufort County School District is consistently losing effective, knowledgeable, young, hardworking, educators due to a multitude of factors that include but are not limited to negative school environments, low wages, high living expenses, and the inability to hold second and third jobs to make ends meet. If the school district wants to retain these intelligent, promising educators to improve the future of the district, then a plan must be put into place to make them want to stay in Beaufort County. Yes, there is a plan for low income housing and currently there is plan in place for housing reimbursement, however there needs to be a long term, every day incentive that makes this job worthwhile for them to move here and work hard at every day. In my opinion, this does not include making them lock into their school contract that they will stay at their school for five years unless the environments at the schools are forced to change.	1/15/2016 1:07 PM
42	Increased support for teachers new to the area/state; Non-shared labs for science classes; Higher pay to adjust for higher cost of living	12/14/2015 11:42 AM
43	N/A	12/1/2015 11:39 AM

Q9 - Do you have plans of returning to Beaufort County School District in the Future?

Answered: 45 Skipped: 6



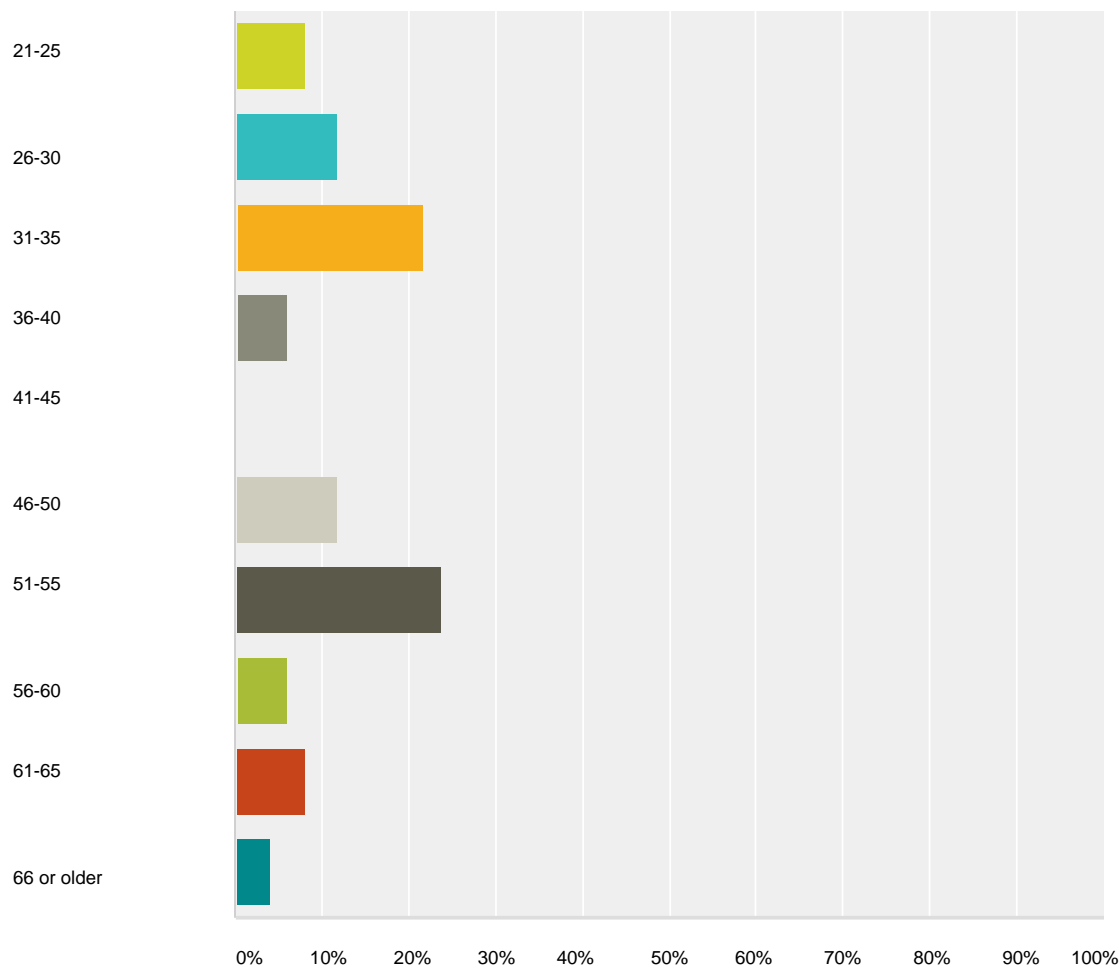
Answer Choices	Responses
Yes	24.44% 11
No	75.56% 34
Total	45

#	Other (please specify)	Date
1	At this moment, I plan to keep my certificate active.	6/25/2016 3:27 PM
2	Unknown	6/9/2016 3:19 PM
3	Thank you for the opportunity to be part of the BCSD family. I wish the district all the best. As a parent of students attending within the district I appreciate all of the hard work and effort put forth by my children's school.	6/8/2016 10:10 AM
4	I would like to be involved in some kind of part-time, intermittent work to remain active in my career.	6/6/2016 3:39 PM
5	Maybe under the right circumstances.	6/5/2016 10:01 PM
6	Pay vs. Cost of Living is not worth it	6/1/2016 9:01 PM
7	Certainly not to the same school.	5/31/2016 10:56 PM
8	If I could then I would in a heartbeat.	5/26/2016 8:14 AM
9	Unsure. I am sure that I will miss teaching. I am considering applying to be a substitute.	5/18/2016 8:51 AM
10	I do not have a problem with sharing my expertise in any way I can.	5/17/2016 12:51 PM
11	I hope to secure a part-time position.	5/17/2016 10:16 AM
12	yes & no, I hope that when my family matter has been handled that I will be able to make a choice of coming back to SC or wanting to stay in MI. I don't know what the future holds.	5/15/2016 11:37 AM
13	I would apply to schools north of the broad.	4/28/2016 9:05 PM
14	I don't want to leave, but I need to get my certification right first	4/25/2016 10:04 PM
15	Only if there is a dramatic improvement in health.	3/12/2016 12:17 PM
16	if a position became available where I could use my education and training as a Licensed Professional Counselor	2/10/2016 3:39 PM
17	I would consider returning to Beaufort County School District in the future if the appropriate position opened up that suited me.	1/15/2016 1:07 PM

Q10 - What is your age range:

Answered: 51

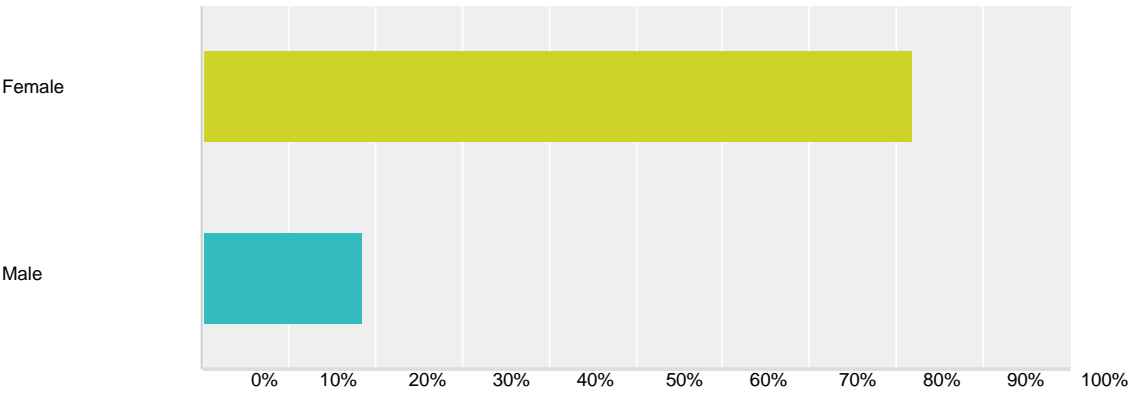
Skipped: 0



Answer Choices	Responses
21-25	7.84% 4
26-30	11.76% 6
31-35	21.57% 11
36-40	5.88% 3
41-45	0.00% 0
46-50	11.76% 6
51-55	23.53% 12
56-60	5.88% 3
61-65	7.84% 4
66 or Older	3.92% 2
Total	51

Q11 - What is your gender?

Answered: 49 Skipped: 2

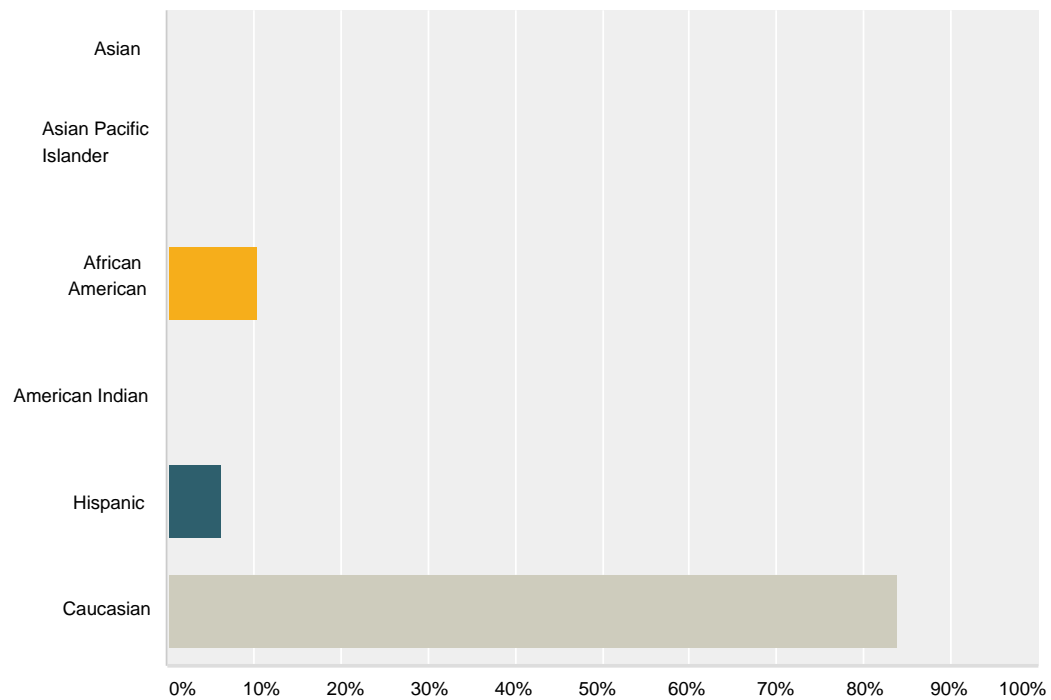


Answer Choices	Responses	
Female	81.63%	40
Male	18.37%	9
Total		49

Q12 - What is your race/ethnicity?

Answered: 49

Skipped: 2



Answer Choices	Responses	
Asian	0.00%	0
Asian Pacific Islander	0.00%	0
African American	10.20%	5
American Indian	0.00%	0
Hispanic	6.12%	3
Caucasian	83.67%	41
Total	49	
Other (please specify)		Date
There are no responses.		

Q13 - If you would like a personal exit interview with Becky Randazzo, Recruiting Coordinator, please provide the following information:

Answered: 2

Skipped: 49

Answer Choices		Responses
Name:		100.00% 2
Phone Number:		100.00% 2
Email Address:		100.00% 2
#	Name:	Date
1	Karen Caboy	6/25/2016 1:45 PM
2	L. Celeste Prince-Brown	6/6/2016 3:39 PM
#	Phone Number:	Date
1	843-706-8813	6/25/2016 1:45 PM
2	843-812-0453	6/6/2016 3:39 PM
#	Email Address:	Date
1	karen.caboy@beaufort.k12.sc.us	6/25/2016 1:45 PM
2	celestepincebrown@gmail.com	6/6/2016 3:39 PM

Annual Human Resources Report
P.E. 5.A.5 and 5.A.6

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 18, 2016**

Performance Expectation being monitored: 5.A.5 and 5.A.6

I hereby present my stipulation report on Performance Expectation: 5.A.5 and 5.A.6 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____
Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____
Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____
Mary M. Cordray
Chair

Stipulated Statements:

P.E. 5.A.5: Inform the Board when initially recommending individuals to administrative level positions or general contracting positions who are immediate family members of the Superintendent, Executive Leadership, or Principals.

P.E. 5.A.6: Inform the Board when an immediate family member of the Superintendent, Executive Leadership Team, Principals, Facilities Planning and Construction Officer, Procurement/Contracting personnel is being employed with a major contracted service or construction vendor.

Annual Human Resources Report

P.E. 5.B.4

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 18, 2016**

Performance Expectation being monitored: 5.B.4

I hereby present my stipulation report on Performance Expectation: 5.B.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Chair

Stipulated Statement:

P.E. 5.B.4: Publicize the District's Employee Grievance Administrative rule and effectively handle grievance concerns.

- An Employee Grievance procedure was in place during the previous school year.
- The existing Employee Grievance policy and procedures were reviewed during the previous school year and any modifications made were published for the current school year.
- All Employee Grievances during the previous school year were handled in accordance with the established District policy and procedures.
- There were five Grievances handled during the 2015-2016 school year.

Annual Human Resources Report

P.E. 5.C.1

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 18, 2016**

Performance Expectation being monitored: 5.C.1

I hereby present my stipulation report on Performance Expectation: 5.C.1 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____
Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____
Jeffrey C. Moss, Ed.D
Superintendent

Accepted:

Date: _____

Signed: _____
Mary M. Cordray
Chair

Stipulated Statement:

P.E. 5.C.1: Ensure certified support staff is evaluated regularly based on job performance aligned with the Board's expectations.

- All certified and support staff were evaluated during the previous school year based on job performance.
- Written ADEPT or classified evaluation forms were used for all evaluations during the previous school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

Annual Human Resources Report

P.E. 5.C.2

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 18, 2016**

Performance Expectation being monitored: 5.C.2

I hereby present my stipulation report on Performance Expectation: 5.C.2 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Chair

Stipulated Statement:

P.E. 5.C.2: Ensure that teachers are evaluated in accordance with State statutes and District administrative rules based on job performance expectations aligned to the Board's expectations.

- All teachers new to the District during the previous school year were formally observed and evaluated in writing in accordance with District policies.
- All continuing contract teachers were properly evaluated in the previous school year prior to a renewal contract being offered for the current school year.
- The results of each evaluation were communicated by a personal meeting held with the employee.

Annual Human Resources Report
P.E. 5.C.3

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 18, 2016**

Performance Expectation being monitored: 5.C.3

I hereby present my stipulation report on Performance Expectation: 5.C.3 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Chair

Stipulated Statement:

P.E. 5.C.3: Recognize excellence and provide constructive suggestions for improvements as appropriate.

- Please see listing of BCSD employees and schools recognized for excellence for 2015-2016.

SCHOOL/ LOCATION	POINTS OF CELEBRATION/DONATIONS, ECT.
Adult Ed	Received 403 WorkKey Career Readiness Certificates
Adult Ed	Received the New Building Award (districts who have provided a new facility for the Adult Ed Program)
Adult Ed	Teacher received the Part-Time Teacher of the Year Award for Region 3
Adult Ed	Teachers (3) received the Administrative Hall of Fame Award for 10 or more years of services in the Adult Ed Program
BCHS	Teacher honored with the 2015 Outstanding Award from the SC Division on Career Development and Transition
BCHS	Received a \$1,000 donation from Mt. Carmel Baptist Church
BCHS	Received a \$4,000 donation from the Beaufort Wildcats Football/Cheerleading Teams
BCHS	Student receives recognition for "River of Words" artwork and is awarded the cover of the publication
BCHS	Received a donation to enhance the culinary arts program from Sodexo
BCHS	Received a donation for a student scholarship at a post-secondary culinary school from Sodexo
BCHS	2-A Track Coach of the Year awarded to Tyrone Pierce

BCHS	Student named 2-A Track Athlete of the Year
BCHS	Student named Art Competition Winner
BCHS	Student named National FBLA Competition winner
BCHS	Student-Senior won the Sixth District Artistic Discovery Art Competition
BCHS	Received a donation of remote-controlled helicopters and parts from Peggy Copley for the AeroClub
BHS	Counselor receives District High School Counselor of the Year Award
BHS	Air Force Junior ROTC Unit winner of the Superintendent's Cup competition
BHS	Won the Top Spot in Beaufort County's annual Academic WorldQuest Competition – 4 years in a row now
BHS	Students earned nine statewide awards at the recent state HOSA-Future Health Professional conference.
BHS	State Wrestling Champs
BHS	Students earn statewide honors in the 2016 Project Lead the Way South Carolina State Engineering Championship
BHS	Girls Track Team won its second straight 3A State Track and Field Championship
BHS	3-A Track Coach of the Year awarded to Herbert Glaze
BHS	Student named 3-A Track Athlete of the Year
BHS	Student attended National Guard Training and was the top female finisher in her squadron & accepted for combat engineer training
BHS	Drama Students receive a \$5,000 donation to extend their Anti-Bullying message
BHS	Voices Choral Group compete in State and National Competitions. Last Spring they received a superior rating and a Bronze "Mickey" for their performance at the Festival Disney in Orlando, FL.
BHS	Running back student athlete recognized as a world-class weight-lifter and scoring 8 touchdowns (one short of the SC State Record) over Berkeley High School, putting the Eagles into the State Football Playoffs
BLES	4 th Grade Student essay will be published in TIME for kids magazine
BLES	PTO Donated \$3,600 for educational experiences, purchasing education magazines, and end-of-year picnic
BLES	Received a \$1,000 donation from Vaden Automotive Group for their 2 nd grade field trip to the Charleston Aquarium
BLHS	Received a \$1,000 donation from The World Affairs Council of Hilton Head
BLHS	State championship Winner of the 2016 South Carolina Personal Finance Challenge and also three of the top five spots
BLHS	Science Fair Grand Award student will travel to Phoenix for the Intel International Science and Engineering Fair
BLHS	Student awarded the Outstanding Delegate Award from the Model United Nations
BLHS	Student in the Final 8 of "American Idol" contestants
BLHS	JV State Champion
BLHS	Previous students (two) - Special Olympics USA team 2015 win a gold, bronze and silver metals
BLHS	65 students competed in the SC Fall Finance Challenge, 4 earned the State Championship, 6 teams involving 24 of our students placed in the Top-16 teams out of 99 teams
BLHS	Youth In Government students competed in the State Youth In Government Conference, they received bills signed by the governor, the RTI conference scholarship and the outstanding attorney award
BLMS	Received a \$4,999 donation for landscaping from McGinnis Orthodontics
BLMS	Honor Roll SIC-Award to recognize contributions made by the School Improvement Council members
BLMS	PTO donated \$2,000 to the First Lego League Robotics Team to assist with registration and travel
BMS	Teacher/Athletic Director, Scott Lopatka was named the SCCEC General Educator of the Year
BMS	Awarded 1 st place in SC Statewide competition for the recycling awareness campaign along with \$3,000 in savings bonds for the three student participants
CES	Students performed at the Carowinds Festival of Music
DISTRICT	Received \$70,000 for the Child Find Expansion Program from the Learning Center Fund of Coastal Community Foundation.
DISTRICT	Received a \$5,000 donation for technology scholarships.
DISTRICT	Parker's convenience store company donated \$15,000 to BCSD for "Fueling the Community" program
DISTRICT	Parker's convenience store supports the Support Person of the Year program
DISTRICT	Awarded over \$90,000 in grants from the Foundation for Educational Excellence since 2009

DISTRICT	400 BCSD Students were top finishers at individual science fairs across the country
DISTRICT	Finance receives the GFOA's Distinguished Budget Presentation Award
DISTRICT	Support Staff of the Year Award goes to Ada McDonald
DISTRICT	Received \$5,000 donation to purchase elementary and middle school uniforms in northern Beaufort County
DISTRICT	Recognized Retirees
DISTRICT	Recognized Support Staff
HEMMS	Named as one of five finalists for the 2016 Dick and Tunky Riley Award
HEMMS	Honor Roll SIC-Award to recognize contributions made by the School Improvement Council members
HEMMS	Science Fair Grand Award student will travel to Phoenix for the Intel International Science and Engineering Fair
HEMMS	Student 4 th Place winner in the Materials Science Division and \$500 from the International Science Fair
HEMMS	Received a \$2,000 donation for School's Garden Project from McGinnis Orthodontics
HHIES	Received a Lowe's Toolbox for Education grant in the amount of \$5000 for the schools "Secret Garden" project
HHIES	51 students have earned Scholastic Awards
HHIHS	State Champion Wrestlers
HHIHS	Science Fair Grand Award student will travel to Phoenix for the Intel International Science and Engineering Fair
HHIHS	Student receives special science scholarship from West Virginia University from the International Science Fair
HHIHS	Teacher of the Year – Elizabeth McMurray
HHIHS	Received a donation to enhance the culinary arts program from Sodexo
HHIHS	Received a donation for a student scholarship at a post-secondary culinary school from Sodexo
HHIHS	Earned their first state volleyball championship in their schools history
HHIHS	Cross Country Athletes earned Region champions, individual region champions, State Champions and All State Runners for the 3 rd consecutive year in a row
DES	Received a \$500 donation from Mt. Carmel Baptist Church
LIMS	Counselor received District Middle School Counselor of the Year Award
MCMS	Named as one of five finalists for the 2016 Dick and Tunky Riley Award
MCMS	Honor Roll SIC-Award to recognize contributions made by the School Improvement Council members
MCMS	Science Fair Grand Award student will travel to Phoenix for the Intel International Science and Engineering Fair
MCMS	Student 4 th Place winner in the Materials Science Division and \$500 from the International Science Fair
MCMS	Received a \$2,000 donation for School's Garden Project from McGinnis Orthodontics
PRES	Honor Roll SIC-Award to recognize contributions made by the School Improvement Council members
PVES	Counselor received District Elementary School Counselor of the Year Award
WBES	A charter member of the National Junior Beta Club
WBECHS	Received a \$1,000 donation from Mt. Carmel Baptist Church
WBMS	Received a \$1,000 donation from Mt. Carmel Baptist Church

Annual Human Resources Report
P.E. 5.C.4

**Beaufort County Board of Education
Beaufort, South Carolina**

**Performance Expectations Stipulation Report
November 18, 2016**

Performance Expectation being monitored: 5.C.4

I hereby present my stipulation report on Performance Expectation: 5.C.4 according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true.

Date: _____

Signed: _____

Alice W. Walton
Chief Administrative and Human Resources Officer

Date: _____

Signed: _____

Jeffrey C. Moss, Ed.D.
Superintendent

Accepted:

Date: _____

Signed: _____

Mary M. Cordray
Chair

Stipulated Statement:

P.E. 5.C.4: Annually recognize a support staff person of the year and a teacher of the year, publicizing the selection criteria in advance.

2016 Teacher of the Year and Support Staff Person of the Year

Support Staff Person of the Year

SCHOOL	EMPLOYEE
ACE	Lillian Mitchell
BCHS	Robert Shannon
BES	Imogene Yongue
BHS	Clyde Simmons
BMS	Reginald Jones
BLES	Linda Graves
BLHS	Melissa Lather
BLMS	Stephanie Vanderpool
BRES	Mary Weber
CES	Nichelle McEwan-Tyson
DESC	Ada McDonald
HEMMS	Kelly Minasi
HHIHS	Laurie Hernandez Aguilera
HHIECC	Albina McGrane
HHES	Jovanka Giric
HHISCA	Lori Webster
HHIMS	Miranda Patterson
IA/RC	Patricia Bussey
JSES	Lorna Lamar
LIES	Melinda Hagins
LIMS	LaTanya Floyd
MCRES	Melissa Murray
MOES	Rebecca Taylor
OES	Marylynn Workman
PRES	Deborah Hughes
PVES	Cherie Snyder
RCES	Michaela Sykes
RRA	Jerica Newton
RSIA	Patsy Bishop
SHES	Lucille Gadson
WBECHS	Geneva Wing
WBES/JDECC	Joretta Simmons
WBMS	Andrew Stewart

Teacher of the Year

SCHOOL	EMPLOYEE
ACE	Demeterie Warren
BCHS	Martha Sette
BES	Rachel Hickman
BHS	Jordan Plair
BMS	Jennifer Stoddard
BLES	Brian Lewis
BLHS	Shannon Reilly
BLMS	Lee Trew
BRES	Jacqueline Simmons
CES	Anna Wheeler
DIES	Bebe Cifaldi
HEMMS	Sara Ricciardi
HHIECC	Sandra Ferguson
HHES	Mary Baker
HHIHS	Elizabeth MacMurray
HHIMS	Kathleen Clark
HHISCA	Bebe Cifaldi
IA/RC	Margaret Engler
JSES	Marvette Washington
LIES	Lisa Ten Eyck
LIMS	Nan Burvenich
MCRES	Linda Burton
MOES	Lawrence Anderson
OES	Bree Lauffer
PRES	Anne Glaze
PVES	Michelle Quisenberry
RCES	Polly Gump
RRA	Amanda Bray
RSIA	Kelly Goude
SHES	Sara Reynolds-Green
WBECHS	Tyrone Jackson
WBES/JDECC	April Smalls
WBMS	Felicia English

2016 District Support Person of the Year

Melissa Lather
Bluffton High School

2016 District Teacher of the Year

Elizabeth MacMurray
Hilton Head School