



NORTH CHARLESTON ELEMENTARY

4921 Durant Avenue
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	522 Students	
Principal	Latisha Vaughn-Brandon	843-745-7107
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	At-Risk	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

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

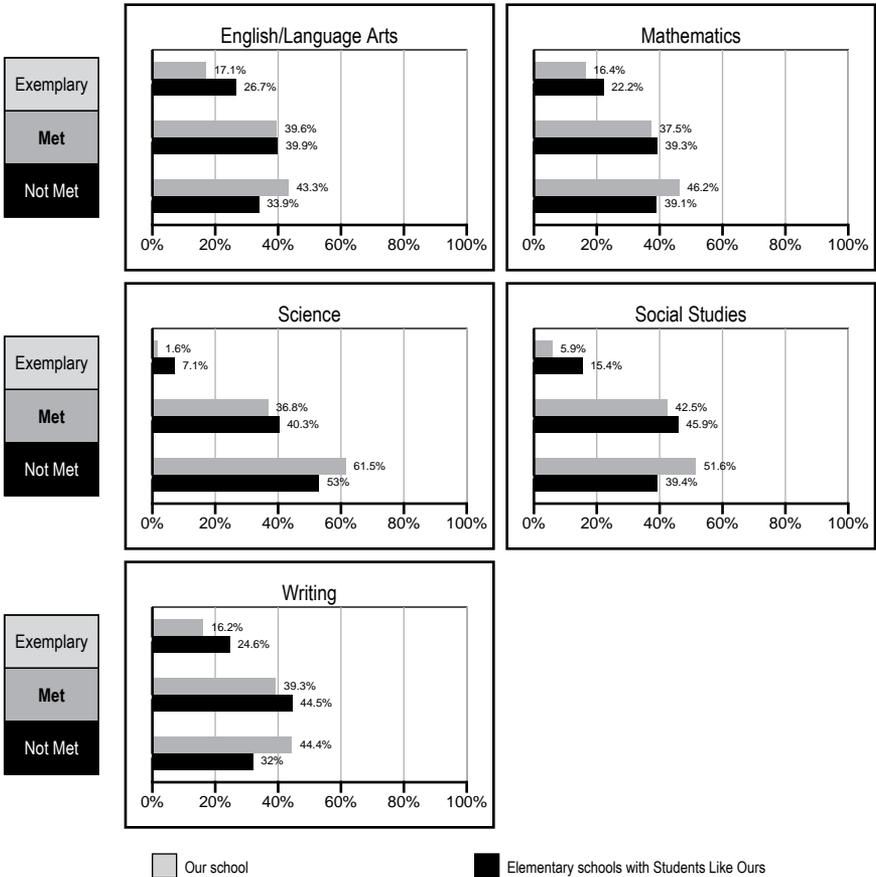
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	87	51	23

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=522)				
First graders who attended full-day kindergarten	100.0%	Up from 95.5%	100.0%	100.0%
Retention rate	0.0%	Down from 0.2%	1.5%	1.1%
Attendance rate	95.5%	Down from 95.8%	96.2%	96.2%
Served by gifted and talented program	3.6%	Down from 7.3%	5.3%	13.4%
With disabilities other than speech	4.5%	Down from 8.8%	4.2%	4.1%
Older than usual for grade	0.6%	Up from 0.5%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.4%	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	50.0%	Up from 48.9%	61.9%	62.5%
Continuing contract teachers	60.0%	Down from 62.2%	82.3%	88.2%
Teachers returning from previous year	76.9%	Up from 71.3%	84.7%	87.8%
Teacher attendance rate	96.4%	Up from 96.3%	95.2%	95.2%
Average teacher salary*	\$41,676	Down 3.4%	\$45,196	\$46,773
Professional development days/teacher	14.3 days	Down from 15.7 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 16.1 to 1	17.6 to 1	19.9 to 1
Prime instructional time	91.6%	Down from 91.7%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,624	Up 0.0%	\$8,435	\$7,447
Percent of expenditures for instruction**	70.9%	Down from 72.5%	67.8%	68.4%
Percent of expenditures for teacher salaries**	68.9%	Up from 66.1%	64.7%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

North Charleston Elementary school is located in the residential section of the city's historic district. Our school is a state-of-the-art, LEED (Leadership in Energy and Environmental Design) Silver-certified facility which replaced the original building constructed in 1922. This "one-of-a-kind in South Carolina" elementary school serves as a community learning hub and gathering place for the children and residents of North Charleston. The school strives to create a healthy teaching and learning environment by emphasizing the importance of making connections between learning and living.

The academic program focuses on Literacy, Mathematics and Writing. The Literacy and Numeracy blocks use a workshop method to teach reading, phonics, writing, mathematics computation and problem solving. Art, Music, Physical Education and Spanish strive to integrate the core subject areas of Reading, Math, Social Studies, and Science into their curriculum standards. The teachers use benchmark assessments such as MAP (Measures of Academic Progress), common assessments and DIBELS to document student progress and make decisions about differentiating the type, frequency and style of instruction.

We have achieved strong community and family involvement by providing programs such as Parent University, an active School Improvement Council and PTA. Being a Trident United Way Links to Success site also provides additional support for our families through partnerships with Communities in Schools, the Department of Mental Health, the Lowcountry Foodbank, Boys and Girls Club and Reading Soulmates. Additional partnerships with the local Rotary Club, North Charleston United Methodist Church and Mount Moriah Baptist Church provide extra academic and social support for our students. In addition, an active and supportive PTA sponsors student incentives and teacher recognitions throughout the school year.

Our primary focus is increasing student achievement and improving the rate of student attendance. To address the challenges of issues such as the high mobility of students in order to deliver high student achievement, we utilize federal and state money to reduce class sizes, provide technical assistance to teachers, offer Early Childhood programs to 4-year-olds, ensure struggling students receive remediation or extended time, and have on site community partners to provide assistance to students and their families.

LaTisha Vaughn-Brandon, Principal
 Emily Nelson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	111	89
Percent satisfied with learning environment	80.6%	89.9%	93.3%
Percent satisfied with social and physical environment	83.9%	84.5%	93.2%
Percent satisfied with school-home relations	43.3%	87.3%	92.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 9 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

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

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	95.5%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	313	98.1	41.9	40.4	17.6	73.2	83.1	82.4	No	Yes
Gender										
Male	162	97.5	48.2	34.8	17	67.4	79.9	78.7	N/A	N/A
Female	151	98.7	35.1	46.6	18.3	79.4	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	25	96	20	55	25	85	94.8	88.9	I/S	I/S
African American	256	98.8	45.8	37.8	16.4	70.7	71.9	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	30	96.7	26.9	53.8	19.2	84.6	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	40	92.5	82.4	11.8	5.9	29.4	42.6	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	28	52	20	84	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	295	98	43.2	39.8	17	72.6	72.9	75.4	No	Yes

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

All Students	313	99	45.8	37.5	16.7	64.4	82.8	81.9	No	Yes
Gender										
Male	162	98.2	47.2	33.8	19	64.1	81.1	79.9	N/A	N/A
Female	151	100	44.4	41.4	14.3	64.7	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	25	96	45	30	25	75	94.9	88.9	I/S	I/S
African American	256	99.2	46.9	38.1	15	62.8	70.9	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	30	100	37	40.7	22.2	70.4	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	40	100	81.1	16.2	2.7	27	40.8	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	36	40	24	68	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	295	99	46.6	37	16.4	63.4	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	211	100	60.9	37	2.2	39.1	69.2	68.6
Gender								
Male	107	100	60	36.8	3.2	40	68.4	68.3
Female	104	100	61.8	37.1	1.1	38.2	70	68.9
Racial/Ethnic Group								
White	16	100	50	41.7	8.3	50	90.4	80.7
African American	170	100	63.3	36	0.7	36.7	48.4	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	23	100	50	40	10	50	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	22	100	80	15	5	20	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	20	100	50	38.9	11.1	50	60.4	60.7
Socio-Economic Status								
Subsidized meals	198	100	61.9	35.8	2.3	38.1	51.8	57.3
Social Studies								
All Students	217	98.2	50.3	43.2	6.6	49.7	75.5	72.5
Gender								
Male	111	96.4	45.7	44.7	9.6	54.3	74.4	72
Female	106	100	55.1	41.6	3.4	44.9	76.6	73.1
Racial/Ethnic Group								
White	18	100	35.7	50	14.3	64.3	91	81
African American	177	97.7	51.7	43.6	4.7	48.3	60.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	21	100	47.4	36.8	15.8	52.6	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	32	100	70	26.7	3.3	30	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	19	100	47.1	35.3	17.6	52.9	70.5	69.7
Socio-Economic Status								
Subsidized meals	204	98	51.1	43.1	5.7	48.9	61.8	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	121	99.2	44	39.7	16.4	56	75.8	73.2	95.5	96
Gender										
Male	65	98.5	42.6	42.6	14.8	57.4	70.7	67.2	95.1	95.9
Female	56	100	45.5	36.4	18.2	54.5	81.1	79.4	95.9	96.1
Racial/Ethnic Group										
White	12	100	41.7	33.3	25	58.3	90.8	81.5	95.2	96.1
African American	100	99	45.3	37.9	16.8	54.7	61.3	61.3	95.4	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	97.3	96.9
Hispanic	9	I/S	I/S	I/S	I/S	I/S	69.4	66.7	96.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97	95.9
Disability Status										
Disabled	14	100	78.6	7.1	14.3	21.4	23.9	26	94.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	67.9	65.7	96.8	96.3
Socio-Economic Status										
Subsidized meals	116	99.1	45	39.6	15.3	55	62.2	63.2	95.5	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	73	100	48.4	32.3	19.4	51.6
	4	92	100	40.6	40.6	18.8	59.4
	5	96	100	30.1	53	16.9	69.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	71	98.6	40.6	37.5	21.9	59.4
	4	116	98.3	38	43.5	18.5	62
	5	126	97.6	45.7	39.7	14.7	54.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	73	100	71	25.8	3.2	29
	4	92	100	27.5	49.3	23.2	72.5
	5	96	100	55.4	36.1	8.4	44.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	71	100	61.5	30.8	7.7	38.5
	4	116	100	27.7	43.6	28.7	72.3
	5	126	97.6	51.7	36.2	12.1	48.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	35	100	93.1	3.4	3.4	6.9
	4	92	100	53.6	43.5	2.9	46.4
	5	50	98	45.2	45.2	9.5	54.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	35	100	66.7	30.3	3	33.3
	4	116	100	60.6	37.2	2.1	39.4
	5	60	100	57.9	40.4	1.8	42.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	38	100	63.6	30.3	6.1	36.4
	4	92	100	42	44.9	13	58
	5	46	97.8	59	35.9	5.1	41
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	36	100	71.9	25	3.1	28.1
	4	116	98.3	35.9	57.6	6.5	64.1
	5	65	96.9	61	30.5	8.5	39
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	75	96	70.5	24.6	4.9	29.5
	4	96	97.9	41.1	39.7	19.2	58.9
	5	94	94.7	39.7	46.2	14.1	60.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	121	99.2	44	39.7	16.4	56
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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