



## East North Street Academy

1720 East North Street  
Greenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	591 Students	
<b>Principal</b>	W.LaVelle McCray	864-355-2900
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	Good
2006	Below Average	Below Average
2005	Average	At-Risk
2004	Good	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

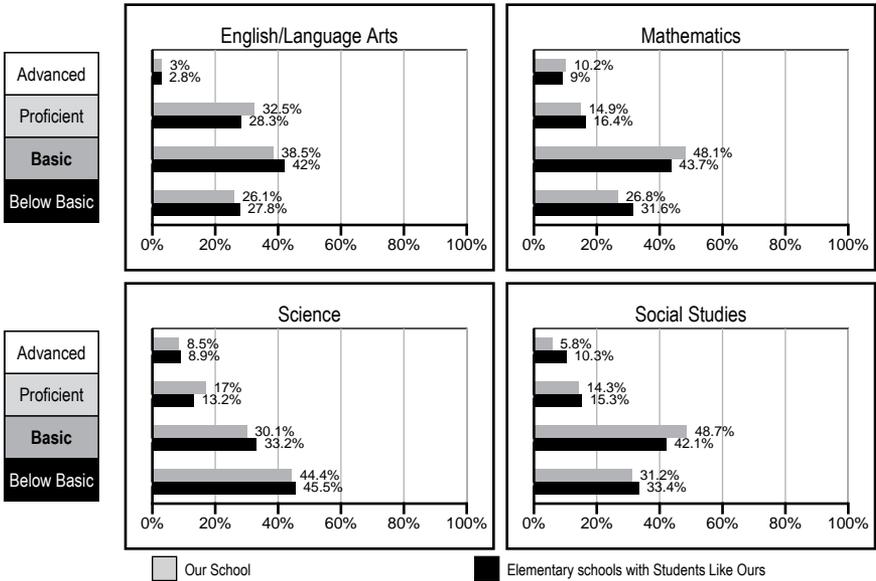
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.4%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	20	64	16

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=591)</b>				
First graders who attended full-day kindergarten	96.8%	Down from 98.7%	100.0%	100.0%
Retention rate	2.0%	Down from 3.5%	2.9%	2.3%
Attendance rate	97.4%	Up from 97.1%	96.0%	96.3%
Eligible for gifted and talented	8.1%	Up from 7.4%	6.3%	10.4%
With disabilities other than speech	13.6%	Up from 13.4%	8.9%	7.5%
Older than usual for grade	0.4%	Down from 1.3%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	48.9%	Up from 48.0%	54.8%	56.7%
Continuing contract teachers	80.9%	Up from 76.0%	72.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.7%	Up from 78.7%	85.5%	86.4%
Teacher attendance rate	94.9%	No Change	94.8%	94.9%
Average teacher salary	\$43,860	Up 5.5%	\$44,395	\$45,345
Professional development days/teacher	9.6 days	No Change	12.8 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 16.2 to 1	17.8 to 1	18.5 to 1
Prime instructional time	91.3%	Up from 91.0%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,868	Up 6.0%	\$7,508	\$7,052
Percent of expenditures for instruction*	69.3%	Down from 71.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	65.7%	Down from 71.1%	63.4%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

The mission of East North Street Academy of Mathematics and Science is to provide each student with an exemplary learning environment that is tailored to meet individual educational needs. Our high quality instruction is directly aligned to South Carolina state standards and is enhanced by a scientific research based curriculum, highly qualified teachers, and state-of-the-art instructional materials. Together with our community, supporters, and business partnerships, we maintain high expectations for all students and continue to evaluate current practices, as well as research educational programs that have proven to be successful across the state.

Our school goals are consistent with learning expectations outlined in Greenville County School's academic goals. Student achievement is paramount at East North Street Academy of Mathematics and Science. We continue to research best practices in education and offer our students a variety of programs that facilitate their success. We provide after school and summer camp tutorial programs that are designed to provide each student with quality instruction that broadens and extends their knowledge in key academic areas. East North Street Academy of Mathematics and Science is a magnet school for Math and Science; therefore, our students are afforded a number of opportunities to explore the math and science curriculum. Classroom science instruction is paired with regularly scheduled exploration and discovery opportunities in the science labs, delivered by highly qualified science instructors. Our mathematics curriculum is further enhanced and extended as students receive additional instruction in our fully equipped math lab.

East North Street Academy of Mathematics and Science celebrates our learning community with a number of distinguished accomplishments. Most recently, we received the Palmetto Achievement Silver Award in recognition of academic excellence. A number of grants, including the "School Improvement Grant" from the state department of South Carolina, and a grant awarded by the Metropolitan Arts Council. East North Street Academy of Mathematics and Science has received notable recognition for our handbook and school website. Additionally, our website frequently receives the Webmaster's Choice Award. We are proud to be further distinguished as a "Red Carpet School."

East North Street Academy of Mathematics and Science is committed to achieving excellence and providing a thriving learning community for all students and staff members. We are privileged to have over 100 dedicated faculty and staff members. All of our teachers are highly qualified, and a number of teachers hold advanced degrees. Our teachers and support staff work diligently to connect instructional practices in each grade level through vertical and school-wide planning sessions. Numerous professional development opportunities are available throughout the year to support and guide us in achieving academic success for each student. Our students, staff, and stakeholders work together at East North Street Academy of Mathematics and Science, as "Excellence is Expected."

W. LaVelle McCray, Principal  
Ms. Sharon Norris, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	76	41
Percent satisfied with learning environment	88.5%	91.9%	95.0%
Percent satisfied with social and physical environment	94.2%	88.0%	90.2%
Percent satisfied with school-home relations	84.6%	88.2%	85.0%

\* 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 27 out of 29 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

Restructure

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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%	Yes

\* Or greater than last year

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	280	100	23.4	37.1	31.3	8.2	52	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	155	100	30.7	29.9	30.7	8.8	49.6	46.1	41.7	N/A	N/A
Female	125	100	15.1	45.4	31.9	7.6	54.6	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	49	100	15.9	29.5	36.4	18.2	68.2	62.3	60	Yes	Yes
African American	176	100	23	34.2	35.4	7.5	51.6	31.7	31.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	45	100	37.2	51.2	11.6	0	32.6	36.7	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	58	100	42.6	22.2	7.4	27.8	46.3	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	47	100	37.2	51.2	11.6	0	30.2	36.1	36.9	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	218	100	25.4	39.3	29.4	6	48.3	34.3	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	280	100	24.6	44.9	16.8	13.7	41.4	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	155	100	26.3	39.4	17.5	16.8	46	49.9	45.6	N/A	N/A
Female	125	100	22.7	51.3	16	10.1	36.1	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	49	100	4.5	45.5	27.3	22.7	65.9	59.4	59	Yes	Yes
African American	176	100	27.3	41.6	16.8	14.3	39.1	27.2	26.9	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	45	100	34.9	55.8	7	2.3	25.6	37.4	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	58	100	38.9	20.4	18.5	22.2	44.4	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	47	100	37.2	53.5	7	2.3	25.6	38.4	38.7	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	218	100	25.9	48.3	13.9	11.9	37.3	32.2	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	187	100	39.9	28	18.5	13.7	32.1	39.3	35.7	97.4	96.5
<b>Gender</b>											
Male	102	100	34.8	23.6	21.3	20.2	41.6	41.6	37.4	97.3	96.4
Female	85	100	45.6	32.9	15.2	6.3	21.5	36.9	33.8	97.5	96.6
<b>Racial/Ethnic Group</b>											
White	27	100	8.7	21.7	43.5	26.1	69.6	49.7	49.2	96.3	96.4
African American	124	100	41.6	27.4	16.8	14.2	31	18.2	17	97.6	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.1	97.7
Hispanic	29	100	63	29.6	3.7	3.7	7.4	23.7	24.9	97.6	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	N/A	95.3
<b>Disability Status</b>											
Disabled	42	100	48.7	10.3	15.4	25.6	41	16.3	14	96.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	32	100	60.7	32.1	3.6	3.6	7.1	22.6	24.4	97.7	97.2
<b>Socio-Economic Status</b>											
Subsized meals	147	100	42.9	27.8	16.5	12.8	29.3	21.3	21.1	97.5	95.8
<b>Social Studies</b>											
All Students	186	100	28.4	46.7	16	8.9	24.9	38.1	34	97.4	96.5
<b>Gender</b>											
Male	111	100	27.8	46.4	18.6	7.2	25.8	41	36.6	97.3	96.4
Female	75	100	29.2	47.2	12.5	11.1	23.6	35	31.3	97.5	96.6
<b>Racial/Ethnic Group</b>											
White	35	100	12.9	48.4	25.8	12.9	38.7	46.1	44.5	96.3	96.4
African American	115	100	31.7	46.2	11.5	10.6	22.1	20.5	19.1	97.6	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.1	97.7
Hispanic	29	100	39.3	46.4	14.3	0	14.3	27.7	27.5	97.6	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	N/A	95.3
<b>Disability Status</b>											
Disabled	42	100	39.5	28.9	15.8	15.8	31.6	17.1	14.4	96.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	30	100	39.3	42.9	17.9	0	17.9	27.6	27.3	97.7	97.2
<b>Socio-Economic Status</b>											
Subsized meals	140	100	28.5	51.5	13.8	6.2	20	22.8	21	97.5	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	104	99	23.9	28.4	37.5	10.2	47.7	
	4	90	98.9	20.7	40.2	30.5	8.5	39	
	5	75	100	17.1	44.3	31.4	7.1	38.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	101	100	9.5	34.7	50.5	5.3	55.8	
	4	93	100	32.9	35.4	23.2	8.5	31.7	
	5	86	100	30.4	41.8	16.5	11.4	27.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	104	98.1	31.8	46.6	12.5	9.1	21.6	
	4	90	98.9	29.3	35.4	19.5	15.9	35.4	
	5	75	100	12.9	57.1	18.6	11.4	30	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	101	100	21.1	49.5	16.8	12.6	29.5	
	4	93	100	39	39	11	11	22	
	5	86	100	13.9	45.6	22.8	17.7	40.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	59	98.3	47.6	33.3	11.9	7.1	19	
	4	90	100	48	30.7	16	5.3	21.3	
	5	41	100	37.5	50	12.5	0	12.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	52	100	42.6	29.8	23.4	4.3	27.7	
	4	91	100	45	23.8	18.8	12.5	31.3	
	5	44	100	26.8	34.1	12.2	26.8	39	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	55	100	32.4	40.5	27	0	27	
	4	90	100	32	52	6.7	9.3	16	
	5	41	100	28.1	46.9	6.3	18.8	25	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	51	100	12.2	59.2	22.4	6.1	28.6	
	4	92	100	35.8	40.7	17.3	6.2	23.5	
	5	43	100	33.3	43.6	5.1	17.9	23.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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