



## NORTH CHARLESTON ELEMENTARY

4921 Durant Avenue  
North Charleston, SC

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	454 Students	
<b>Principal</b>	Latisha Vaughn-Brandon	843-745-7107
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	At-Risk	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	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 GOAL

By 2010, SC'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.

## 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.

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

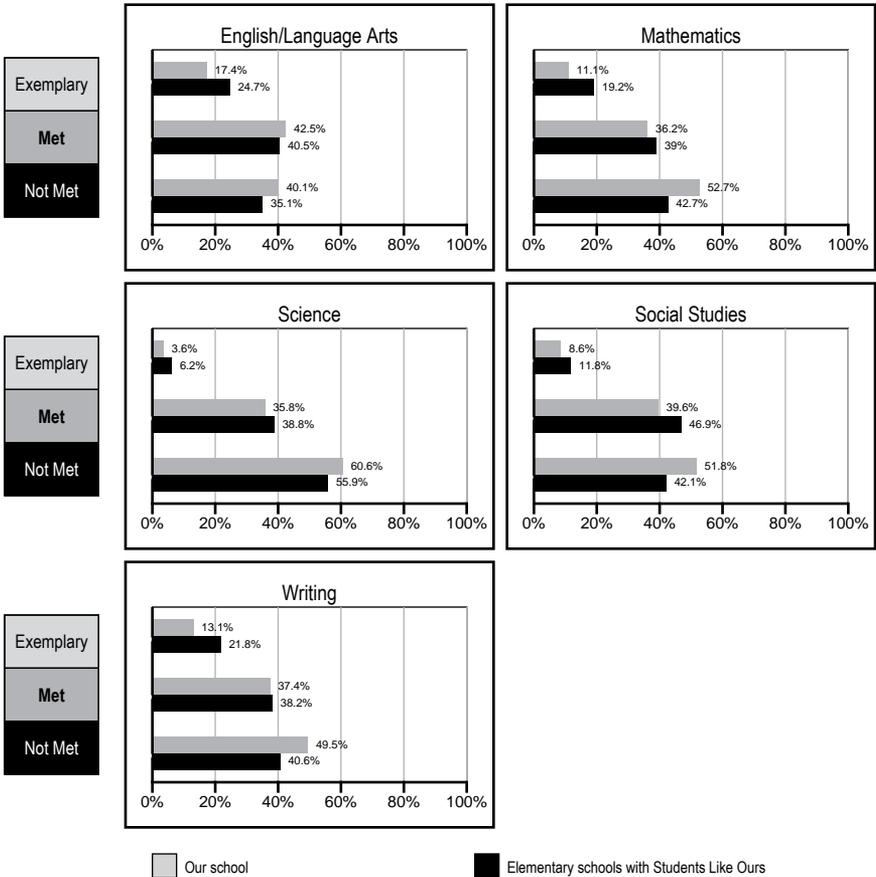
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	74	55	23

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=454)</b>				
First graders who attended full-day kindergarten	95.5%	Up from 87.3%	100.0%	100.0%
Retention rate	0.2%	Down from 1.4%	1.5%	1.2%
Attendance rate	95.8%	Up from 95.3%	95.9%	96.1%
Eligible for gifted and talented	7.3%	Up from 1.2%	4.3%	11.7%
With disabilities other than speech	8.8%	Up from 6.7%	8.3%	8.0%
Older than usual for grade	0.5%	Down from 1.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 2.0%	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	48.9%	Up from 46.9%	60.0%	60.5%
Continuing contract teachers	62.2%	Up from 53.1%	79.1%	84.6%
Teachers with emergency or provisional certificates	8.3%	Down from 8.6%	0.0%	0.0%
Teachers returning from previous year	71.3%	Up from 69.4%	83.2%	87.0%
Teacher attendance rate	96.3%	Up from 93.4%	95.4%	95.4%
Average teacher salary*	\$43,140	Up 1.8%	\$45,504	\$47,288
Professional development days/teacher	15.7 days	Down from 15.8 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 14.9 to 1	17.2 to 1	19.2 to 1
Prime instructional time	91.7%	Up from 88.0%	90.4%	90.8%
Opportunities in the arts	Good	Down from Excellent	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**	\$9,620	Up 27.9%	\$8,757	\$7,548
Percent of expenditures for instruction**	72.5%	Down from 72.8%	68.2%	68.7%
Percent of expenditures for teacher salaries**	66.1%	Down from 66.6%	62.5%	65.1%

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

\*\* Prior year audited financial data are reported.

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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 uses 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, 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**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	23	68	72
Percent satisfied with learning environment	90.9%	94.1%	90.0%
Percent satisfied with social and physical environment	100.0%	95.5%	91.3%
Percent satisfied with school-home relations	18.2%	91.2%	87.7%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No
Student attendance rate	95.8%	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 = 58.8% (Met or Exemplary)**

All Students	261	100	38.8	43	18.2	79.9	85	83.5	Yes	Yes
<b>Gender</b>										
Male	129	100	40.5	41.4	18	82	81.6	80.1	N/A	N/A
Female	132	100	36.9	44.7	18.4	77.7	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	20	100	31.3	50	18.8	81.3	95.3	89.6	I/S	I/S
African American	201	100	40.7	41.3	18	79	75.2	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	37	100	28.6	53.6	17.9	85.7	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	64	24	12	40	49	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	32	52	16	88	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	253	100	39.4	42.3	18.3	79.3	76.4	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	261	100	50.9	37.4	11.7	66.4	81	80.4	Yes	Yes
<b>Gender</b>										
Male	129	100	46.8	39.6	13.5	66.7	78.9	78.4	N/A	N/A
Female	132	100	55.3	35	9.7	66	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	20	100	31.3	50	18.8	87.5	94.5	87.8	I/S	I/S
African American	201	100	52.1	37.7	10.2	65.3	68	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	37	100	53.6	32.1	14.3	64.3	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	64	28	8	44	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	56	32	12	64	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	253	100	50.5	38	11.5	65.9	70.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	177	99.4	59.3	35.7	5	40.7	67.4	67.3
<b>Gender</b>								
Male	89	98.9	51.4	40.5	8.1	48.6	66.2	66.9
Female	88	100	68.2	30.3	1.5	31.8	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	15	100	54.5	27.3	18.2	45.5	89	79.6
African American	136	99.3	59.5	36.9	3.6	40.5	46.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	25	100	58.8	35.3	5.9	41.2	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
<b>Disability Status</b>								
Disabled	24	95.8	71.4	14.3	14.3	28.6	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	22	100	62.5	31.3	6.3	37.5	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	173	99.4	59.4	35.5	5.1	40.6	49.3	55.4
<b>Social Studies</b>								
All Students	176	99.4	51.8	39	9.2	48.2	73.8	70.9
<b>Gender</b>								
Male	87	98.9	52.8	40.3	6.9	47.2	72.3	70.1
Female	89	100	50.7	37.7	11.6	49.3	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	14	100	45.5	36.4	18.2	54.5	90.1	79.2
African American	135	99.3	56.5	38	5.6	43.5	58.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	25	100	35	45	20	65	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
<b>Disability Status</b>								
Disabled	23	95.7	85.7	7.1	7.1	14.3	38.9	39.3
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	23	100	33.3	50	16.7	66.7	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	170	100	51.4	39.1	9.4	48.6	60.2	60.8

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	265	96.2	49.1	37.7	13.2	50.9	75	72.1	95.8	95.7
<b>Gender</b>										
Male	134	92.5	47.2	40.6	12.3	52.8	69.1	65.2	95.7	95.5
Female	131	100	50.9	34.9	14.2	49.1	81	79.2	95.9	95.8
<b>Racial/Ethnic Group</b>										
White	18	88.9	35.7	42.9	21.4	64.3	91	80.8	93.9	95.8
African American	206	96.6	49.7	38.3	12	50.3	60.2	59.7	95.9	95.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.2	87	96.8	97
Hispanic	38	97.4	50	35.7	14.3	50	63.7	64.6	96	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	89	95.6
<b>Disability Status</b>										
Disabled	35	77.1	N/AV	N/AV	N/AV	11.8	28.4	27.7	95	94.5
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	99.4	97.7
<b>English Proficiency</b>										
Limited English Proficient	33	97	52	32	16	48	63.5	63.7	96.5	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	258	96.5	48.8	37.7	13.5	51.2	61.1	61.9	95.7	95.2

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	47	100	30.8	33.3	35.9	69.2
	4	100	100	49.4	40.2	10.3	50.6
	5	84	100	39	50.6	10.4	61
	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
<b>2010</b>	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
<b>Mathematics</b>							
<b>2009</b>	3	47	100	38.5	46.2	15.4	61.5
	4	100	100	41.4	52.9	5.7	58.6
	5	84	100	59.7	37.7	2.6	40.3
	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
<b>2010</b>	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
<b>Science</b>							
<b>2009</b>	3	25	100	70	20	10	30
	4	100	100	66.7	32.2	1.1	33.3
	5	46	100	N/AV	N/AV	N/AV	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
<b>2010</b>	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	22	100	26.3	68.4	5.3	73.7
	4	100	100	41.4	57.5	1.1	58.6
	5	38	100	66.7	30.6	2.8	33.3
	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
<b>2010</b>	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
<b>Writing</b>							
<b>2009</b>	3	49	100	60	32.5	7.5	40
	4	100	96	64	27.9	8.1	36
	5	86	96.5	56.6	35.5	7.9	43.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	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

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