



MALCOLM C HURSEY ELEMENTARY

4542 Simms Street
North Charleston, SC

Grades	PK-4 Elementary School	
Enrollment	295 Students	
Principal	Timothy Schavel	843-745-7105
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	At-Risk	Average
2010	At-Risk	Below Average
2009	At-Risk	Below Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average

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

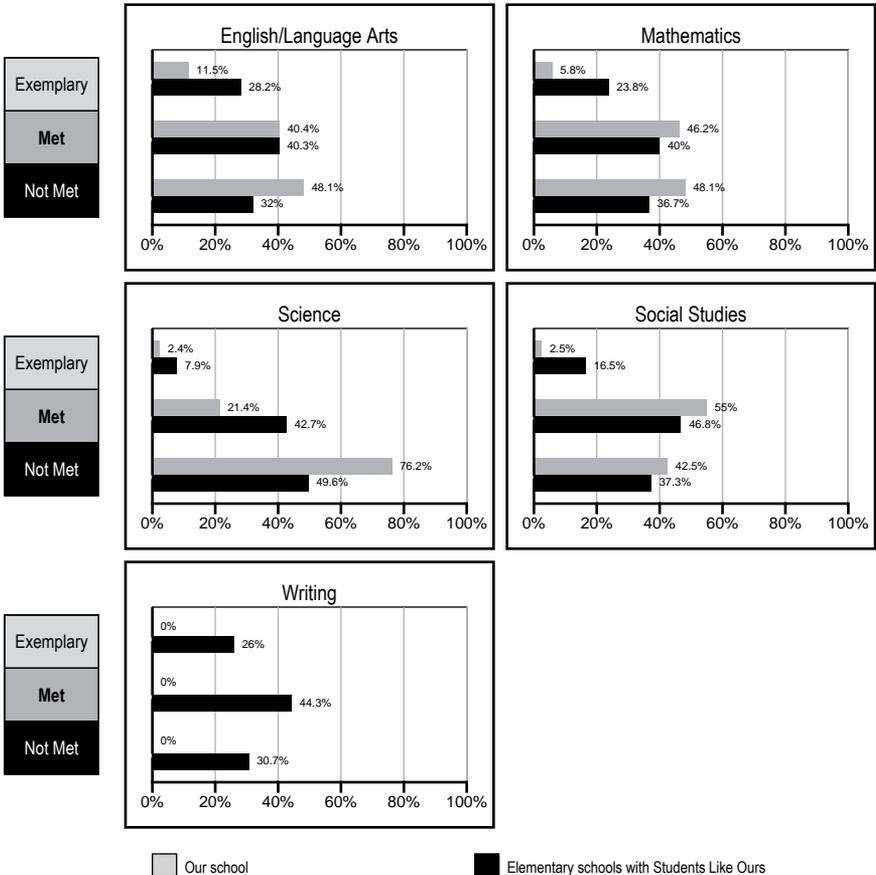
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	8	109	46	16

* 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=295)				
First graders who attended full-day kindergarten	100.0%	Up from 92.5%	100.0%	100.0%
Retention rate	1.7%	No Change	1.5%	1.1%
Attendance rate	94.2%	Down from 94.4%	95.9%	96.2%
Served by gifted and talented program	1.4%	Down from 3.6%	6.3%	13.4%
With disabilities other than speech	1.5%	Down from 7.8%	4.3%	4.1%
Older than usual for grade	0.7%	Up from 0.5%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	54.5%	Down from 57.6%	61.5%	62.5%
Continuing contract teachers	66.7%	Up from 57.6%	83.3%	88.2%
Teachers returning from previous year	75.6%	Down from 77.9%	85.1%	87.8%
Teacher attendance rate	96.3%	Down from 97.5%	95.2%	95.2%
Average teacher salary*	\$38,818	Down 7.8%	\$45,373	\$46,773
Professional development days/teacher	9.4 days	Down from 14.8 days	10.1 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	12.6 to 1	Down from 14.6 to 1	18.0 to 1	19.9 to 1
Prime instructional time	90.4%	Down from 91.5%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 88.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,331	Down 3.1%	\$8,134	\$7,447
Percent of expenditures for instruction**	68.6%	Up from 67.4%	67.9%	68.4%
Percent of expenditures for teacher salaries**	66.3%	Up from 62.5%	64.2%	65.8%

* 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

Malcolm C. Hursey aligns itself to innovative practices and creative programming that guarantees results. We collaborate as a professional learning community and work in concert with our community partners and district-at Hursey we are making school by hand. Hursey successfully constructed the first Montessori Children's House in a Title I school. The three primary units invite sixty, two to five year olds and the two Lower Elementary units serve children 1st-3rd. The Montessori teachers completed their program of studies at Lander University and are AMS credentialed. We are fully involved with the Montessori Project for the North Charleston Innovative Zone. Our configuration will be PreK-5th adding another Montessori Primary, Lower Elementary and our first Upper Elementary Montessori classroom for the upcoming school year.

Our academic rigor uses best literature as a tool to motivate and connects students to authentic daily reading and writing experiences across all content areas. The teaching staff participates in weekly team meetings to sustain professional development and analyze the data. Our data walls provide a visual that shows we are rigorous and intentional about our teaching. The instructional coaching and RTI intervention models provide the teaching staff an "over-the-shoulder" perspective in balanced literacy, teaching strategies, and provides the resources paired with proven research-based best practices

The Charleston Plan for Excellence leads Hursey with its instructional framework. The School Improvement Council, The Literacy Leadership Team and teaching staff work collaboratively to implement the school renewal, technical assistance and Title I plan. We set the goals high and nurture the phases of learning development for each child. The teachers are expected to explain, model, demonstrate, guide, coach and inspire children daily. Our academic interventions are carefully monitored and adjusted to insure academic growth and social success.

Connecting families to outside agencies fortifies a network of productive persons who problem-solve and share best plans on behalf of children. We rely on our strong character education program paired with positive intervention systems. Our partnerships with Mental Health, MUSC Nursing School, School of the Arts teacher cadets, Liberty Hill Neighborhood Council and Charleston Human Resources provides access to learning and services. Our star volunteers and business partners strengthen our continuum of services we offer to our students, which in turn supports instructional needs, such as Kids Grow! Garden Classroom. We offer parenting and literacy classes, job-seeking and financial planning skills, and health related sessions to our families.

Our culture and climate creates a nurturing environment where all students have a safe place to reach their potential. Parents trust the leadership and are proud of the school's accomplishments. Our focused commitment nourishes the children's progress towards academic success. The "golden compass" continues to guide us to brighter horizons as we launch new and fresh learning landscapes.

La Dene' A. Conroy, Principal

Tamra Setzer and Ali Fichter, School Improvement Council Co-Chairpersons

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	0	31
Percent satisfied with learning environment	95.8%	FORMS	90.3%
Percent satisfied with social and physical environment	87.5%	LOST IN	87.1%
Percent satisfied with school-home relations	54.2%	SHIPMENT	93.3%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 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

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	13.7%	0.0%	No
Student attendance rate	94.2%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	73	100	48.3	39.7	12.1	69	83.1	82.4	No	Yes
Gender										
Male	42	100	54.5	30.3	15.2	60.6	79.9	78.7	N/A	N/A
Female	31	100	40	52	8	80	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	60	100	49.1	43.4	7.5	69.8	71.9	72.9	No	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	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	16	100	76.9	15.4	7.7	46.2	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	68	100	48.2	39.3	12.5	69.6	72.9	75.4	No	Yes

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

All Students	73	100	50	44.8	5.2	72.4	82.8	81.9	Yes	Yes
Gender										
Male	42	100	48.5	45.5	6.1	72.7	81.1	79.9	N/A	N/A
Female	31	100	52	44	4	72	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	60	100	49.1	47.2	3.8	71.7	70.9	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	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	16	100	N/AV	N/AV	N/AV	46.2	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	68	100	48.2	46.4	5.4	73.2	72.7	74.9	Yes	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	57	98.3	72.3	21.3	6.4	27.7	69.2	68.6
Gender								
Male	32	96.9	73.1	19.2	7.7	26.9	68.4	68.3
Female	25	100	71.4	23.8	4.8	28.6	70	68.9
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	45	100	76.2	21.4	2.4	23.8	48.4	51.4
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	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	12	100	72.7	9.1	18.2	27.3	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	4	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	53	98.1	71.1	22.2	6.7	28.9	51.8	57.3
Social Studies								
All Students	55	100	40.9	56.8	2.3	59.1	75.5	72.5
Gender								
Male	33	100	44.4	51.9	3.7	55.6	74.4	72
Female	22	100	N/AV	N/AV	N/AV	64.7	76.6	73.1
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	91	81
African American	46	100	39	58.5	2.4	61	60.4	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	93.3	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	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	11	100	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	52	100	40.9	56.8	2.3	59.1	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	75.8	73.2	94.2	96
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	70.7	67.2	93.5	95.9
Female	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	79.4	95	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	81.5	93.7	96.1
African American	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	61.3	94.2	95.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	85.4	87	99.9	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	94.8	96
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	23.9	26	93.2	94.9
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	96	96.3
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	62.2	63.2	94.2	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	52	100	59.6	27.7	12.8	40.4
	4	45	100	42.1	50	7.9	57.9
	5	35	100	48.4	45.2	6.5	51.6
	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	33	100	44	36	20	56
	4	39	100	53.1	40.6	6.3	46.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	52	100	78.7	14.9	6.4	21.3
	4	45	100	60.5	28.9	10.5	39.5
	5	35	100	51.6	35.5	12.9	48.4
	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	33	100	52	40	8	48
	4	39	100	46.9	50	3.1	53.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	25	92	N/A	N/A	N/A	5
	4	45	100	65.8	31.6	2.6	34.2
	5	18	100	N/A	N/A	N/A	40
	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	18	94.4	64.3	21.4	14.3	35.7
	4	38	100	75	21.9	3.1	25
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	27	96.3	62.5	33.3	4.2	37.5
	4	45	100	N/A	N/A	N/A	50
	5	17	94.1	N/A	N/A	N/A	33.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	16	100	33.3	58.3	8.3	66.7
	4	39	100	N/AV	N/AV	N/AV	56.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	55	92.7	59.1	31.8	9.1	40.9
	4	45	100	50	36.8	13.2	50
	5	34	94.1	50	43.3	6.7	50
	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/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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