



Macolm C. Hursey Elementary

4542 Simms St.
North Charleston, SC

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 269 Students | |
| Principal | Dr. Timothy G. 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 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------|
| 2012 | Below Average | Average |
| 2011 | At-Risk | Average |
| 2010 | At-Risk | Below Average |
| 2009 | At-Risk | Below Average |
| 2008 | 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://www.eoc.sc.gov>

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

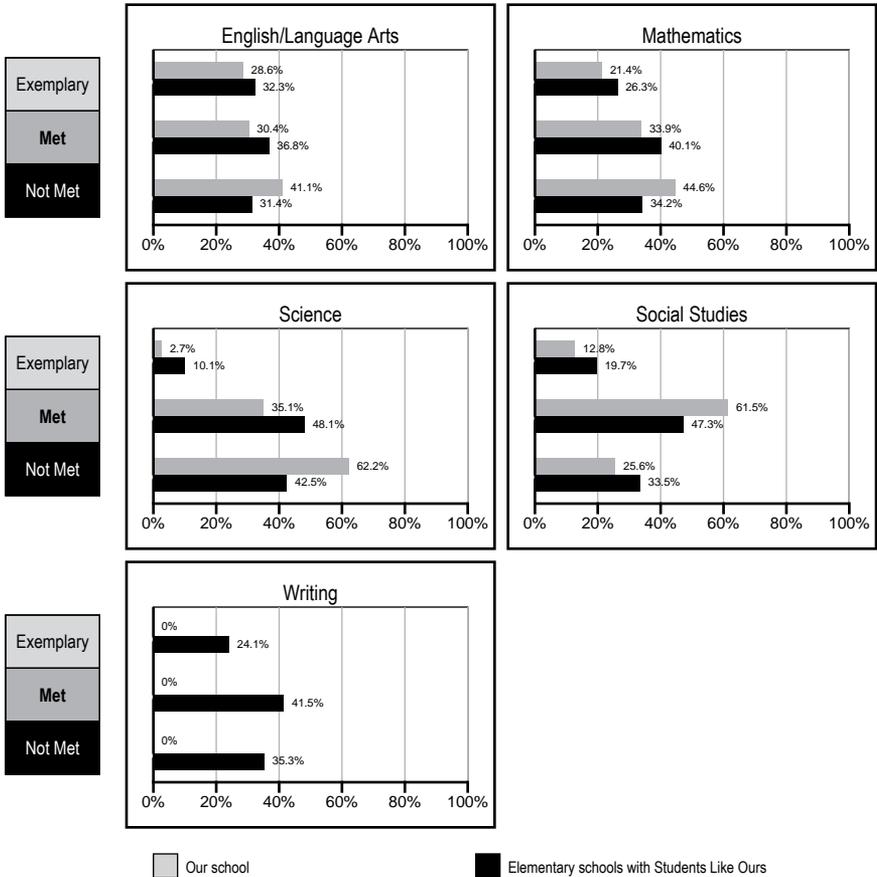
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 90.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 6 | 14 | 100 | 22 | 8 |

* Ratings are calculated with data available by 11/07/2012.

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=269) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.9% | Down from 1.7% | 1.3% | 1.0% |
| Attendance rate | 95.5% | Up from 94.2% | 96.3% | 96.6% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 1.4% | 0.0% | 0.0% |
| Teachers (n=34) | | | | |
| Teachers with advanced degrees | 64.7% | Up from 54.5% | 61.3% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 80.4% | Up from 75.6% | 86.8% | 88.7% |
| Teacher attendance rate | 97.1% | Up from 96.3% | 95.0% | 95.1% |
| Average teacher salary* | \$39,725 | Up 2.3% | \$45,866 | \$47,210 |
| Professional development days/teacher | 10.7 days | Up from 9.4 days | 10.8 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 9.5 to 1 | Down from 12.6 to 1 | 19.1 to 1 | 20.0 to 1 |
| Prime instructional time | 92.0% | Up from 90.4% | 90.1% | 90.5% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 89.4% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$9,707 | Up 4.0% | \$7,651 | \$7,247 |
| Percent of expenditures for instruction** | 68.3% | Down from 68.6% | 67.3% | 68.2% |
| Percent of expenditures for teacher salaries** | 64.7% | Down from 66.3% | 63.6% | 65.7% |

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

** 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

Malcolm C. Hursey has consistently offered students unparalleled instruction that addresses multiple intelligences while creating lessons that drive the South Carolina academic standards. The strong belief that success is attainable by every student forces innovation and creativity in the introduction and reinforcement of South Carolina’s elementary standards. The administration, faculty, and staff are committed to continuing our tradition of providing a strong foundation for all students through a coherent curriculum, diverse learning experiences, and special programs meeting the needs of all learners. At Hursey we offer conventional classroom instruction as well as Montessori instruction. Our traditional track runs from 4k-4th grade and our Montessori tracks consists of 3 year olds through 5th grade. This unique feature is one of the many aspects that make Hursey such a dynamic institution of learning. Hursey administration, faculty, and staff continue to seek ways to challenge students in their academics. The results of the MAP assessments and other data are continuously analyzed so that our instruction can meet the needs of our learners and foster growth in our students. One of the most valuable aspects of Hursey is the bond formed between staff and community. The commitment of families and teachers fosters an environment with mutual goals for student success. At Hursey we have established a partnership with the Liberty Hill Improvement Council Afterschool Literacy Program, and Educate 1st which is designed to work with students on a daily basis to improve reading fluency and comprehension. Our partnership with Cummins Turbo Technologies creates meaningful science lessons through our Planet Bone Head Curriculum. In addition, we continue to expand our hands-on learning in the area of science instruction through the use of our Garden Classroom. At Hursey we have been awarded the Fresh Fruits and Vegetable Grant, The Boeing Lean Team Grant and the DHEC Wellness Grant to create and encourage a healthier lifestyle and eating habits for our students. It is through the collaborative efforts of the teachers, staff, administration, parents, and community that we are able to build a positive, nurturing learning environment that fosters high expectations for all of our students. As we celebrate our many accomplishments and achievements, we are confident that we will continue to fulfill our mission and make excellent progress in the years to come.

Timothy G. Schavel, Ed.D., Principal
Edward White, SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 33 | 8 | 5 |
| Percent satisfied with learning environment | 93.9% | I/S | I/S |
| Percent satisfied with social and physical environment | 84.4% | I/S | I/S |
| Percent satisfied with school-home relations | 39.4% | I/S | I/S |

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

Abbreviations for Missing Data

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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 68.6 |
| Overall Grade Conversion | D |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Macolm C. Hursey Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers | 4.3% | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 8.3% | 5.1% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 16.3% | 0.0% | No |
| Student attendance rate | 95.5% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 633.2 | 624.6 | 594.8 | 620.3 | 100.0 | 100.0 |
| Male | 625.5 | 626.7 | 594.2 | 619.7 | 100.0 | 100.0 |
| Female | N/A | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | 630.0 | 618.3 | 585.6 | 614.6 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 633.2 | 623.0 | 593.0 | 619.1 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 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 |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 35 | 100 | 34.4 | 28.1 | 37.5 | 65.6 |
| | 4 | 31 | 100 | 36 | 44 | 20 | 64 |
| | 5 | 6 | I/S | I/S | I/S | I/S | I/S |
| | 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 | | | | | | | |
| 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 |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 35 | 100 | 40.6 | 37.5 | 21.9 | 59.4 |
| | 4 | 31 | 100 | 36 | 44 | 20 | 64 |
| | 5 | 6 | I/S | I/S | I/S | I/S | I/S |
| | 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 | | | | | | | |
| 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 |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 16 | 100 | 60 | 33.3 | 6.7 | 40 |
| | 4 | 29 | 100 | 60.9 | 34.8 | 4.3 | 39.1 |
| | 5 | 3 | I/S | I/S | I/S | I/S | I/S |
| | 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 | |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary | |
|-----------------------|----------------|-------------------------------|----------|-----------|-------|-------------|--------------------|--|
| Social Studies | | | | | | | | |
| 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 | |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A | |
| | 3 | 19 | 100 | 41.2 | 47.1 | 11.8 | 58.8 | |
| | 4 | 30 | 100 | 12.5 | 75 | 12.5 | 87.5 | |
| | 5 | 3 | I/S | I/S | I/S | I/S | I/S | |
| | 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 | |
| 2011 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A | |
| | Writing | | | | | | | |
| | 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 | |
| 2012 | 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 | 6 | I/S | I/S | I/S | I/S | I/S | |
| | 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 | |

Abbreviations for Missing Data

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