



Chicora Elementary

1912 Success Street
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	361 Students	
Principal	Camille Lee	843-746-2210
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Average	Good
2004	Average	Good

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

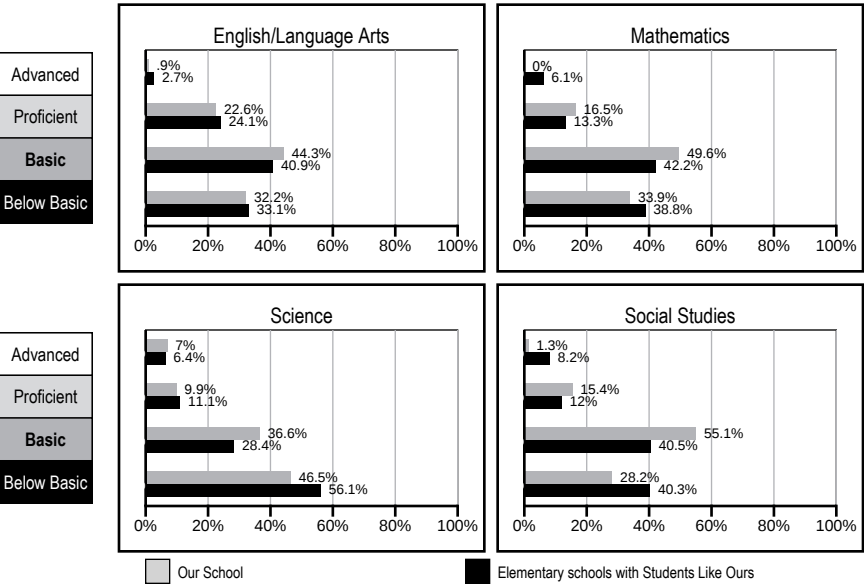
97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	33	48

* 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
Students (n=361)				
First graders who attended full-day kindergarten	100.0%	Up from 95.7%	100.0%	100.0%
Retention rate	3.8%	Up from 1.6%	3.2%	2.3%
Attendance rate	97.5%	Down from 97.7%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 0.7%	2.7%	10.4%
With disabilities other than speech	2.8%	Up from 1.9%	7.6%	7.5%
Older than usual for grade	0.4%	Down from 0.5%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	50.0%	Up from 35.7%	53.1%	56.7%
Continuing contract teachers	55.9%	Down from 57.1%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.4%	Up from 77.1%	81.9%	86.4%
Teacher attendance rate	96.7%	Down from 97.3%	94.8%	94.9%
Average teacher salary	\$44,772	Up 4.1%	\$43,616	\$45,345
Professional development days/teacher	10.0 days	Down from 22.0 days	13.4 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	13.1 to 1	Down from 15.6 to 1	16.1 to 1	18.5 to 1
Prime instructional time	93.4%	No Change	89.2%	89.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.2%	Down from 99.4%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$8,151	Down 6.7%	\$8,399	\$7,052
Percent of expenditures for instruction*	68.4%	Up from 66.9%	68.3%	69.1%
Percent of expenditures for teacher salaries*	52.9%	Down from 61.2%	60.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Chicora Elementary continues to keep "Excellence is our Standard" as its theme and focus. In 2006, Chicora was one of six schools in the nation and the first ever in South Carolina to win the National School Change Award. This award recognizes schools that have made substantial improvements in all areas.

An energetic, highly-qualified, enthusiastic faculty and staff are keys to the success that is visibly transforming Chicora Elementary School. A demonstration classroom and relevant monthly staff development, which address the specific needs of Chicora, are important parts of our school improvement plan. Reduced class size is also important. We evaluate the strengths and weaknesses of our programs and students based on MAP scores, surveys, and other data.

We have had a busy and productive year. We will continue with our school-wide reading program, which includes a reading celebration in May. A highly effective parenting team continues to develop good home/school relationships. Our mentoring program grows every year. Our goal is one mentor for every child. We have recently formed a partnership with Wings, which will provide a quality after school program.

An updated, state-of-the-art computer lab with a certified teacher has been an asset for the school and community. At Chicora, we utilize technology to enrich and increase student achievement in all academic areas. The fifth-grade teachers are excited that their students continue to progress with the Read 180 and Read About programs, two unique reading programs that integrate technology, English Language Arts, and the specific content areas. Successmaker, a reading and math technology program, is used in second through fourth grades. Academy of Reading is also used to support struggling readers in fourth grade.

The principal continues to have an open-door policy to help ensure a school climate that is friendly and inviting. Chicora has a talented, dedicated faculty and staff who work hard each day to provide meaningful experiences and lessons for our students. The students' potential is great, and we must strive daily to unlock that potential and help each of our children become successful. We recognize that high expectations result in exemplary performance, and that is what we demand for and from the students at Chicora Elementary.

Camille Lee, Principal
Shantia Wilder, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	41	32
Percent satisfied with learning environment	96.3%	65.9%	96.9%
Percent satisfied with social and physical environment	96.3%	75.6%	81.3%
Percent satisfied with school-home relations	77.8%	70.7%	93.8%

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

School Adequate Yearly Progress

NO

This school met 9 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

Newly Identified

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	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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.5%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	139	100	32.2	44.3	22.6	0.9	30.4	53.5	48.2	No	Yes
Gender											
Male	77	100	36.4	42.4	21.2	0	24.2	47.3	41.7	N/A	N/A
Female	62	100	26.5	46.9	24.5	2	38.8	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	134	100	33.3	44.1	21.6	0.9	29.7	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	12	100	72.7	27.3	0	0	0	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	134	100	31.5	45	22.5	0.9	29.7	33	34	No	Yes

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

All Students	139	100	33.9	49.6	16.5	0	29.6	49.7	45.8	Yes	Yes
Gender											
Male	77	100	28.8	51.5	19.7	0	33.3	49.5	45.6	N/A	N/A
Female	62	100	40.8	46.9	12.2	0	24.5	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	134	100	35.1	49.5	15.3	0	28.8	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	12	100	81.8	18.2	0	0	0	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	134	100	34.2	50.5	15.3	0	28.8	28.3	31.4	Yes	Yes

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

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
Science											
All Students	90	100	46.5	36.6	9.9	7	16.9	39.2	35.7	97.5	96
Gender											
Male	47	100	44.7	39.5	10.5	5.3	15.8	40.8	37.4	97.6	95.8
Female	43	100	48.5	33.3	9.1	9.1	18.2	37.6	33.8	97.4	96.1
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	98.8	96.1
African American	86	100	47.1	35.3	10.3	7.4	17.6	15.3	17	97.5	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	98.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	97.5	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	98.9	96.3
Socio-Economic Status											
Subsided meals	85	100	47.8	35.8	9	7.5	16.4	17.1	21.1	97.5	95.5

Social Studies

All Students	90	100	28.2	55.1	15.4	1.3	16.7	40.2	34	97.5	96
Gender											
Male	52	100	26.1	60.9	13	0	13	42	36.6	97.6	95.8
Female	38	100	31.3	46.9	18.8	3.1	21.9	38.3	31.3	97.4	96.1
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	98.8	96.1
African American	88	100	28.9	53.9	15.8	1.3	17.1	19.1	19.1	97.5	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	98.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	97.5	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	98.9	96.3
Socio-Economic Status											
Subsided meals	88	100	28.9	55.3	14.5	1.3	15.8	20.1	21	97.5	95.5

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	54	100	34.2	44.7	21.1	0	21.1
	4	47	100	22	56.1	19.5	2.4	22
	5	42	100	47.1	44.1	8.8	0	8.8
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	49	100	26.8	43.9	29.3	0	29.3
	4	41	100	38.2	38.2	20.6	2.9	23.5
	5	49	100	32.5	50	17.5	0	17.5
	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
Mathematics								
2007	3	54	100	42.1	57.9	0	0	0
	4	47	100	31.7	53.7	14.6	0	14.6
	5	42	100	50	44.1	5.9	0	5.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	49	100	46.3	48.8	4.9	0	4.9
	4	41	100	23.5	47.1	29.4	0	29.4
	5	49	100	30	52.5	17.5	0	17.5
	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
Science								
2007	3	27	100	82.4	17.6	0	0	0
	4	47	100	61	34.1	4.9	0	4.9
	5	21	100	75	18.8	0	6.3	6.3
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	24	100	50	33.3	16.7	0	16.7
	4	41	100	32.4	44.1	8.8	14.7	23.5
	5	25	100	68.4	26.3	5.3	0	5.3
	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
Social Studies								
2007	3	27	100	33.3	57.1	9.5	0	9.5
	4	47	100	41.5	48.8	9.8	0	9.8
	5	21	100	72.2	27.8	0	0	0
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	21.7	69.6	8.7	0	8.7
	4	41	100	23.5	47.1	26.5	2.9	29.4
	5	24	100	42.9	52.4	4.8	0	4.8
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample