



Malcolm C Hursey Elementary

4542 Simms Street
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	290 Students	
Principal	LaDene Conroy	843-745-7105
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	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	Below Average	At-Risk

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

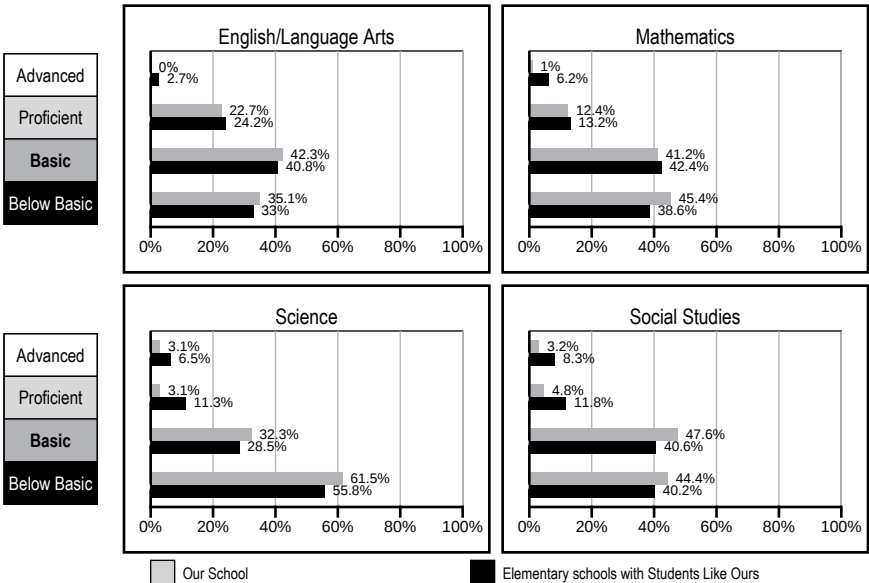
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	30	46

* 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=290)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Down from 8.1%	3.2%	2.3%
Attendance rate	95.1%	No Change	96.0%	96.3%
Eligible for gifted and talented	3.0%	Up from 0.8%	2.7%	10.4%
With disabilities other than speech	9.5%	Down from 10.2%	7.6%	7.5%
Older than usual for grade	1.0%	Down from 1.4%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Up from 0.0%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	40.0%	Down from 44.8%	52.9%	56.7%
Continuing contract teachers	40.0%	Down from 48.3%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 5.6%	0.0%	0.0%
Teachers returning from previous year	71.1%	Up from 68.5%	81.9%	86.4%
Teacher attendance rate	94.2%	Down from 95.6%	94.8%	94.9%
Average teacher salary	\$39,185	Down 1.6%	\$43,616	\$45,345
Professional development days/teacher	20.4 days	Up from 14.5 days	13.5 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	16.1 to 1	Up from 13.2 to 1	16.1 to 1	18.5 to 1
Prime instructional time	87.2%	Down from 88.6%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$9,483	Up 1.9%	\$8,399	\$7,052
Percent of expenditures for instruction*	65.5%	Up from 63.5%	68.3%	69.1%
Percent of expenditures for teacher salaries*	59.7%	Up from 57.8%	60.5%	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

Malcolm C. Hursey aligns itself to innovative practices and creates programs that guarantee results. We collaborate as a professional learning community and work in concert with our Neighborhood Planning Team, designing our school by hand and choosing a partial magnet theme for our school. Hursey will develop the Montessori Children's House in year two. The two primary units invite 40 two to five year-olds. The teachers and principal participate in the Lander University program of study to be Montessori certified. We continue to offer single-gender classrooms in fourth and fifth grades, decreasing our behavior referrals and increasing our students' risk-taking as student learners paired with high achievement.

Our academic rigor offers best literature as a tool to motivate and connect 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 wall provides a visual that shows that we are rigorous and intentional about our teaching. The instructional resource model affords our teaching staff an "over-the-shoulder" perspective in early childhood, elementary, and Montessori strategies, tools, and resources paired with research-based best practices based on the National Professional Development Standards.

The Charleston Plan for Excellence leads Hursey through its instructional framework. The School Improvement Council, the Neighborhood Planning Team, and teaching staff work collaboratively to implement the school renewal, technical assistance, and Title I plans. The SC State Standards and the Coherent Curriculum are the guides for instructional planning and delivery. We set the goals high and nurture the phases of learning development for each child. The teachers are expected to model, guide, coach, and inspire children daily.

We offer a hearty physical education program, meeting all the state-defined guidelines. 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, Readers are Leaders, Senior Volunteers, mentors, volunteers, and business partners like the I'ON GROUP strengthen our continuum of services. The School of the Arts senior teacher cadets serve as partner teachers. We offer parenting classes, job-seeking skills, health related sessions, Motherread, computer classes, and other related services. Our on-site Reading Buddies program (reading side-by-side) ties our younger students to mature readers to build fluency.

Our positive culture and climate creates a nurturing environment where all students may reach their potential and parents feel and know they are welcome. All adults learn beside all children. Our focused commitment nourishes the children's progress toward academic success. The Malcolm C. Hursey "golden compass" guides our children to brighter horizons.

La Dene' A. Conroy, Principal
Angela Gadsden, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	41	21
Percent satisfied with learning environment	80.6%	97.5%	85.7%
Percent satisfied with social and physical environment	81.3%	92.1%	85.7%
Percent satisfied with school-home relations	53.3%	92.5%	76.2%

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

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	RP-HOLD
---------------------------	---------

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	5.0%	0.0%	No
Student attendance rate	95.1%	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	124	100	32.7	42.3	24	1	37.5	53.5	48.2	Yes	Yes
Gender											
Male	68	100	40.7	37.3	20.3	1.7	30.5	47.3	41.7	N/A	N/A
Female	56	100	22.2	48.9	28.9	0	46.7	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	112	100	32.3	45.8	20.8	1	35.4	32.1	31.7	Yes	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	3	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	20	100	33.3	33.3	27.8	5.6	61.1	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	4	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	115	100	33.7	42.1	23.2	1.1	35.8	33	34	Yes	Yes

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

All Students	124	100	42.3	42.3	14.4	1	26	49.7	45.8	No	Yes
Gender											
Male	68	100	47.5	33.9	16.9	1.7	25.4	49.5	45.6	N/A	N/A
Female	56	100	35.6	53.3	11.1	0	26.7	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	112	100	42.7	42.7	14.6	0	25	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	3	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	20	100	33.3	44.4	22.2	0	38.9	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	4	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	115	100	46.3	37.9	14.7	1.1	25.3	28.3	31.4	No	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	82	100	58	33.3	2.9	5.8	8.7	39.2	35.7	95.1	96
Gender											
Male	45	100	59	30.8	5.1	5.1	10.3	40.8	37.4	95	95.8
Female	37	100	56.7	36.7	0	6.7	6.7	37.6	33.8	95.3	96.1
Racial/Ethnic Group											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	93.2	96.1
African American	72	100	61.3	30.6	3.2	4.8	8.1	15.3	17	95.3	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	2	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	97.1	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	14	100	38.5	46.2	0	15.4	15.4	16.6	14	93.3	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	3	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	95.7	96.3
Socio-Economic Status											
Subsided meals	76	100	57.1	34.9	3.2	4.8	7.9	17.1	21.1	95	95.5

Social Studies

All Students	84	100	41.2	47.1	8.8	2.9	11.8	40.2	34	95.1	96
Gender											
Male	46	100	47.4	44.7	2.6	5.3	7.9	42	36.6	95	95.8
Female	38	100	33.3	50	16.7	0	16.7	38.3	31.3	95.3	96.1
Racial/Ethnic Group											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	93.2	96.1
African American	77	100	42.9	46	9.5	1.6	11.1	19.1	19.1	95.3	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	97.1	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	14	100	41.7	33.3	25	0	25	18.2	14.4	93.3	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	95.7	96.3
Socio-Economic Status											
Subsided meals	79	100	41.3	46	9.5	3.2	12.7	20.1	21	95	95.5

* 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*
English/Language Arts								
2007	3	41	100	41.2	38.2	17.6	2.9	20.6
	4	38	100	36.1	47.2	11.1	5.6	16.7
	5	50	100	59.5	35.7	2.4	2.4	4.8
	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	37	100	21.9	40.6	34.4	3.1	37.5
	4	42	100	33.3	48.5	18.2	0	18.2
	5	45	100	41	38.5	20.5	0	20.5
	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	41	100	44.1	50	5.9	0	5.9
	4	38	100	50	33.3	13.9	2.8	16.7
	5	50	100	52.4	33.3	9.5	4.8	14.3
	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	37	100	46.9	46.9	6.3	0	6.3
	4	42	100	33.3	48.5	15.2	3	18.2
	5	45	100	46.2	33.3	20.5	0	20.5
	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	21	100	75	25	0	0	0
	4	38	100	81.8	15.2	0	3	3
	5	26	100	90.5	4.8	4.8	0	4.8
	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	19	100	43.8	50	0	6.3	6.3
	4	42	100	63.6	30.3	0	6.1	6.1
	5	21	100	60	25	10	5	15
	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	21	100	43.8	56.3	0	0	0
	4	38	100	57.6	39.4	3	0	3
	5	26	100	73.7	26.3	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	18	100	25	68.8	6.3	0	6.3
	4	42	100	51.5	42.4	3	3	6.1
	5	24	100	36.8	36.8	21.1	5.3	26.3
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample