



SC Annual School Report Card Summary

Malcolm C Hursey Elementary

Charleston

Grades: PK-5

Enrollment: 290

Principal: LaDene Conroy

Superintendent: Dr. Nancy J. McGinley

Board Chair: Mr. Hillery Douglas

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	At-Risk	Below Average	TBD	Not Met	RP-HOLD
2007	At-Risk	Below Average	N/A	Not Met	RP
2006	At-Risk	At-Risk	N/A	Not Met	CA

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT

0

GOOD

4

AVERAGE

4

BELOW AVERAGE

30

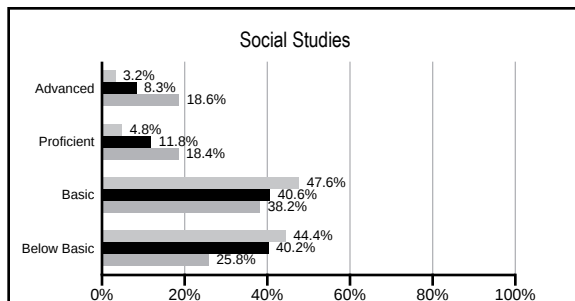
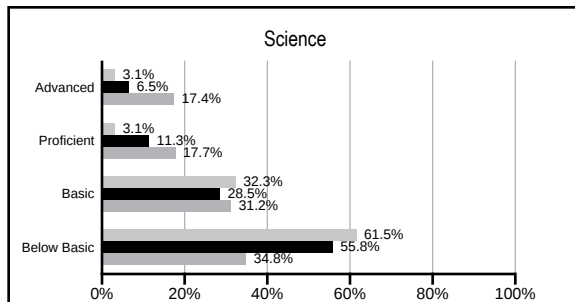
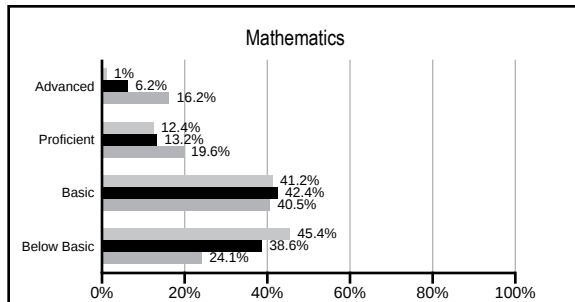
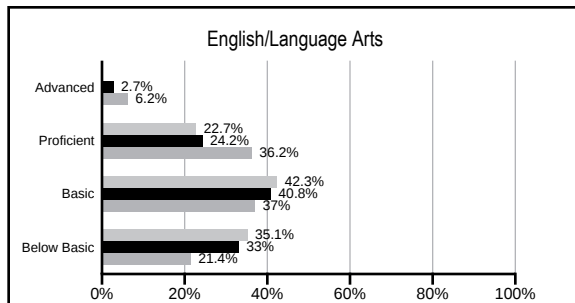
AT-RISK

46

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

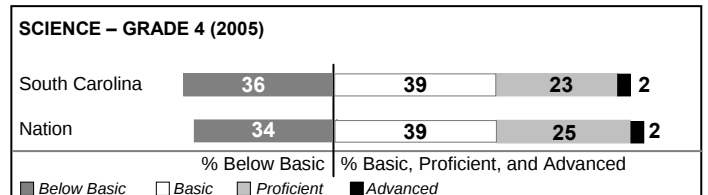
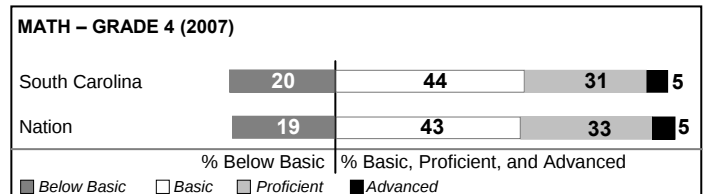
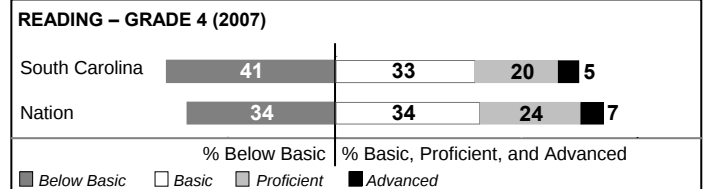
PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Malcolm C Hursey Elementary [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=290)				
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%
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
Classes not taught by highly qualified teachers	5.0%	Up from 0.0%	2.0%	0.0%
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
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%
% of AYP objectives met	76.9%		66.7%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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