



Chicora Elementary

1912 Success Street
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	369 Students	
Principal	Camille Hendrix	843-746-2210
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	Good
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Average	Good

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 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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

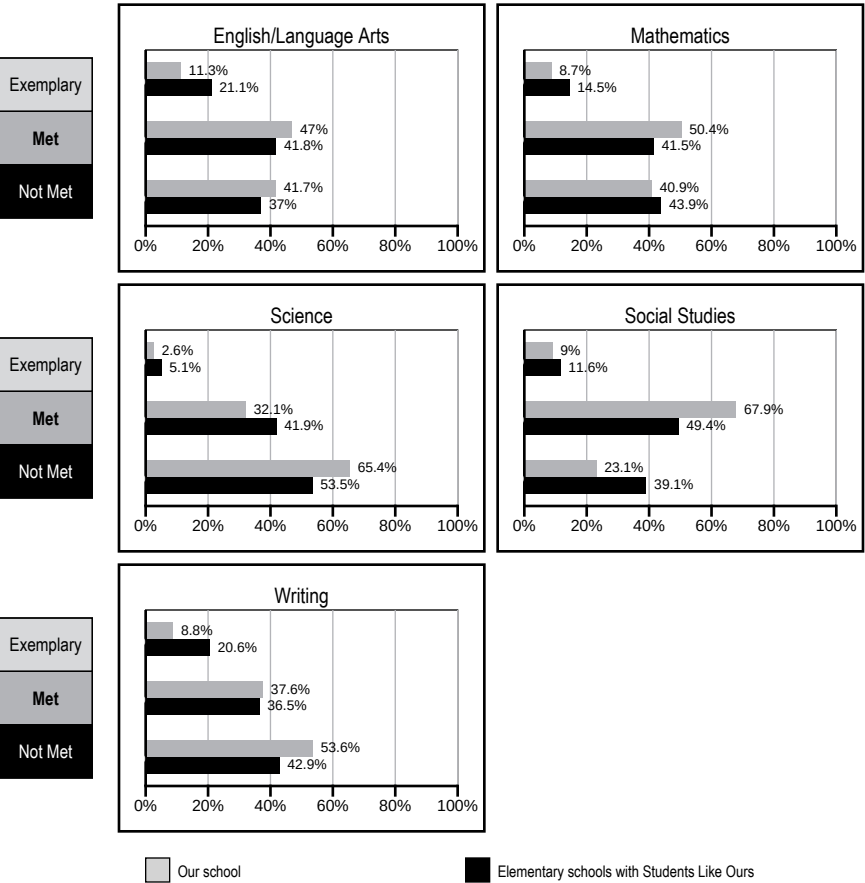
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	48	49	28

* Ratings are calculated with data available by 06/01/2010.

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=369)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 3.8%	2.5%	1.9%
Attendance rate	98.1%	Up from 97.5%	96.1%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.8%	10.0%
With disabilities other than speech	3.4%	Up from 2.8%	7.4%	7.7%
Older than usual for grade	0.0%	Down from 0.4%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	65.7%	Up from 50.0%	57.0%	59.4%
Continuing contract teachers	74.3%	Up from 55.9%	70.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.6%	Up from 77.4%	81.2%	85.9%
Teacher attendance rate	97.3%	Up from 96.7%	95.2%	95.1%
Average teacher salary*	\$46,817	Up 4.6%	\$45,550	\$47,149
Professional development days/teacher	9.3 days	Down from 10.0 days	11.0 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	4.0
Student-teacher ratio in core subjects	13.3 to 1	Up from 13.1 to 1	16.4 to 1	18.8 to 1
Prime instructional time	95.2%	Up from 93.4%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.1%	Down from 97.2%	100.0%	100.0%
Character development program	Excellent	Up from Good	Good	Excellent
Dollars spent per pupil**	\$8,146	Down 0.1%	\$8,730	\$7,458
Percent of expenditures for instruction**	69.9%	Up from 68.4%	68.2%	68.8%
Percent of expenditures for teacher salaries**	66.2%	Up from 52.9%	61.8%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This year Chicora is excited to have become a Communications Magnet School, the only one of its kind in the district. "Excellence is our Standard" is our motto, and our theme and focus will be communications in all types of media.

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 has visibly transformed Chicora Elementary School. A demonstration classroom and relevant monthly staff development that addresses the specific needs of Chicora are important parts of our school improvement plan, as well as reduced class size that allows teachers to give extra attention to individual students. 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 formed a partnership with Wings, which provides 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 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 strive daily to unlock that potential and help all of our children become successful. We recognize that students will rise to exemplary performance with high expectations, and that is what we demand for and from the students at Chicora Elementary.

Camille Hendrix, Principal
Shantia Wilder, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	35	39	32
Percent satisfied with learning environment	100.0%	94.9%	87.5%
Percent satisfied with social and physical environment	97.1%	86.8%	86.7%
Percent satisfied with school-home relations	90.9%	92.3%	93.5%

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

School Adequate Yearly Progress	YES
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This school met 13 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	NI-DELAY
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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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.1%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	128	100	41.7	47	11.3	75.7	84.9	82.8	Yes	Yes
Gender										
Male	67	100	46.7	43.3	10	66.7	81.8	79.3	N/A	N/A
Female	61	100	36.4	50.9	12.7	85.5	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	125	100	41.1	47.3	11.6	75.9	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	121	100	43.1	45.9	11	74.3	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	128	100	40.9	50.4	8.7	65.2	81	78.9	Yes	Yes
Gender										
Male	67	100	36.7	50	13.3	70	79.3	77	N/A	N/A
Female	61	100	45.5	50.9	3.6	60	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	125	100	40.2	50.9	8.9	65.2	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	121	100	43.1	49.5	7.3	63.3	69.2	70.2	Yes	Yes

* 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

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	86	100	65.4	32.1	2.6	34.6	68.9	67.5
Gender								
Male	47	100	N/AV	N/AV	N/AV	39.5	68.2	67
Female	39	100	71.4	22.9	5.7	28.6	69.6	68
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	83	100	65.3	32	2.7	34.7	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	83	100	67.1	30.3	2.6	32.9	50.2	55.1

Social Studies

All Students	86	100	23.1	67.9	9	76.9	76.8	72.3
Gender								
Male	45	100	24.4	65.9	9.8	75.6	75.3	71.5
Female	41	100	21.6	70.3	8.1	78.4	78.4	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	80.7
African American	85	100	23.4	67.5	9.1	76.6	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	1	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	80	100	24.7	65.8	9.6	75.3	64	62.1

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 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	134	100	53.6	37.6	8.8	46.4	74.1	70.2	98.1	96
Gender										
Male	68	100	61.5	33.8	4.6	38.5	67.8	63.2	98	95.9
Female	66	100	45	41.7	13.3	55	80.6	77.5	98.2	96.1
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.4	79.1	98.7	95.9
African American	131	100	53.3	37.7	9	46.7	59.2	57.6	98.1	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.1	62.6	98.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	29.6	26.1	97.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.2	61.2	99.3	96.5
Socio-Economic Status										
Subsidized meals	127	100	55.5	37	7.6	44.5	59.1	58.9	98.1	95.7

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	46	100	41	51.3	7.7	59
	4	44	100	53.7	36.6	9.8	46.3
	5	38	100	28.6	54.3	17.1	71.4
	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							
2009	3	46	100	64.1	33.3	2.6	35.9
	4	44	100	39	48.8	12.2	61
	5	38	100	17.1	71.4	11.4	82.9
	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							
2009	3	23	100	N/AV	N/AV	N/AV	15
	4	44	100	58.5	36.6	4.9	41.5
	5	19	100	N/AV	N/AV	N/AV	41.2
	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
Social Studies							
2009	3	23	100	42.1	42.1	15.8	57.9
	4	44	100	14.6	78	7.3	85.4
	5	19	100	22.2	72.2	5.6	77.8
	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							
2009	3	48	100	60.5	27.9	11.6	39.5
	4	47	100	61.4	34.1	4.5	38.6
	5	39	100	36.8	52.6	10.5	63.2
	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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