



North Charleston Elementary

4921 Durant Avenue
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	447 Students	
Principal	Latisha Vaughn-Brandon	843-745-7107
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	At-Risk	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

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

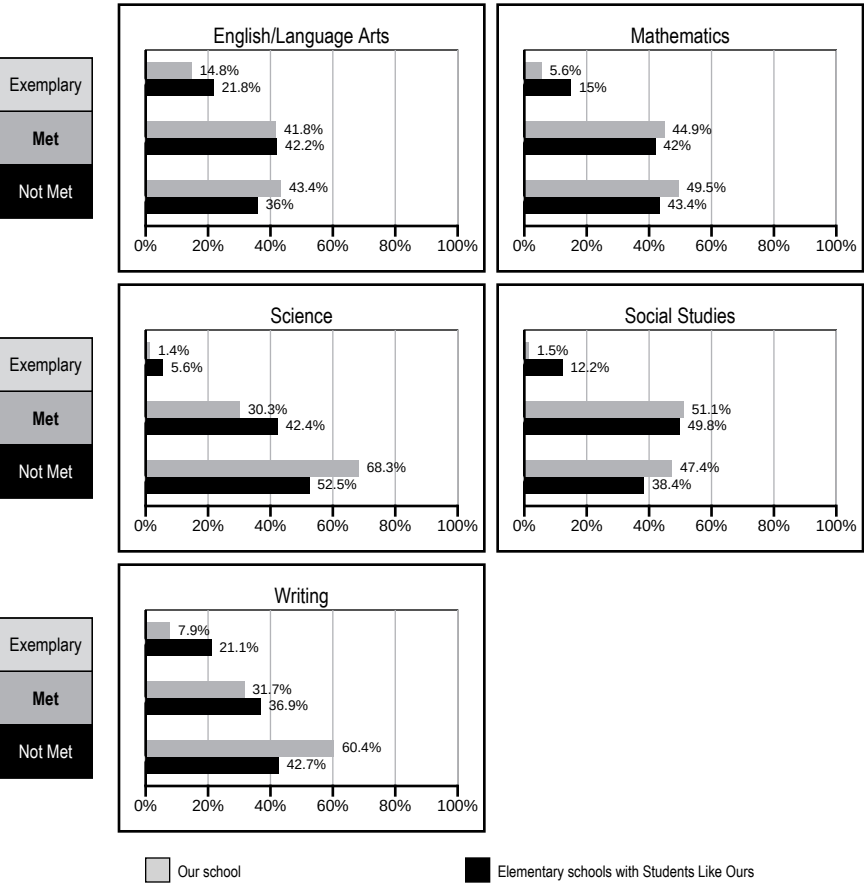
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	63	61	32

* 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=447)				
First graders who attended full-day kindergarten	87.3%	Up from 83.3%	100.0%	100.0%
Retention rate	1.4%	Down from 2.6%	2.5%	1.9%
Attendance rate	95.3%	Up from 94.8%	96.0%	96.3%
Eligible for gifted and talented	1.2%	Up from 1.0%	3.0%	10.0%
With disabilities other than speech	6.7%	Up from 6.4%	7.4%	7.7%
Older than usual for grade	1.0%	Down from 1.2%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Down from 3.1%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	46.9%	Up from 38.6%	57.1%	59.4%
Continuing contract teachers	53.1%	Up from 50.0%	71.8%	80.0%
Teachers with emergency or provisional certificates	8.6%	Up from 8.0%	0.0%	0.0%
Teachers returning from previous year	69.4%	Up from 66.8%	81.6%	85.9%
Teacher attendance rate	93.4%	Down from 95.1%	95.2%	95.1%
Average teacher salary*	\$42,398	Up 5.1%	\$45,854	\$47,149
Professional development days/teacher	15.8 days	Up from 8.6 days	10.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 17.8 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.0%	Down from 89.1%	90.1%	90.4%
Opportunities in the arts	Excellent	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**	\$7,523	Up 6.5%	\$8,669	\$7,458
Percent of expenditures for instruction**	72.8%	Up from 70.7%	68.3%	68.8%
Percent of expenditures for teacher salaries**	66.6%	Up from 61.6%	61.8%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

North Charleston Elementary school is located in the residential section of the city's historic district. Our school is a state-of-the-art, LEED (Leadership in Energy and Environmental Design) Silver-certified facility which replaced the original building constructed in 1922. This "one-of-a-kind in South Carolina" elementary school serves as a community learning hub and gathering place for the children and residents of North Charleston. The school strives to create a healthy teaching and learning environment by emphasizing the importance of making connections between learning and living.

The academic program focuses on Literacy, Mathematics and Writing. The Literacy and Numeracy blocks use a workshop method to teach reading, phonics, writing, mathematics computation and problem solving. Art, Music, Dance, Physical Education and Spanish strive to integrate the core subject areas of Reading, Math, Social Studies, and Science into their curriculum standards. The teachers use benchmark assessments such as MAP (Measures of Academic Progress), common assessments and DIBELS to document student progress and make decisions about differentiating the type, frequency and style of instruction.

We have achieved strong community and family involvement by providing programs such as Parent University, an active School Improvement Council and PTA. Being a Trident United Way Links to Success site also provides additional support for our families through partnerships with Communities in Schools, the Department of Mental Health, the Lowcountry Foodbank, Boys and Girls Club and Reading Soulmates. Additional partnerships with the local Rotary Club, North Charleston United Methodist Church and Mount Moriah Baptist Church provide extra academic and social support for our students. In addition, an active and supportive PTA sponsors student incentives and teacher recognitions throughout the school year.

Our primary focus is increasing student achievement and improving the rate of student attendance. To address the challenges of issues such as the high mobility of students and historically low scores on the PACT test and deliver high student achievement, we utilize federal and state money to reduce class sizes, provide technical assistance to teachers, offer Early Childhood programs to 4-year-olds, ensure struggling students receive remediation or extended time, and have on site community partners to provide assistance to students and their families.

LaTisha Vaughn-Brandon, Principal
Vera Polite, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	78	59
Percent satisfied with learning environment	78.8%	83.1%	94.7%
Percent satisfied with social and physical environment	90.9%	79.2%	98.2%
Percent satisfied with school-home relations	34.4%	74.0%	93.0%

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

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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	R-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	3.2%	0.0%	No
Student attendance rate	95.3%	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	231	100	41.9	42.9	15.3	72.4	84.9	82.8	Yes	Yes
Gender										
Male	121	100	38.5	45.9	15.6	72.5	81.8	79.3	N/A	N/A
Female	110	100	45.7	39.4	14.9	72.3	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	16	100	20	33.3	46.7	80	95.8	89.5	I/S	I/S
African American	186	100	42.1	44.5	13.4	73.2	74.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	28	100	52.2	39.1	8.7	60.9	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	30	100	66.7	25.9	7.4	40.7	53.5	52	I/S	I/S
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	54.2	37.5	8.3	62.5	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	214	100	42.5	43	14.5	72.6	74.9	75.5	Yes	Yes

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

All Students	231	100	47.8	45.8	6.4	60.6	81	78.9	Yes	Yes
Gender										
Male	121	100	44	47.7	8.3	64.2	79.3	77	N/A	N/A
Female	110	100	52.1	43.6	4.3	56.4	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	16	100	26.7	40	33.3	80	94.6	87.2	I/S	I/S
African American	186	100	49.4	45.7	4.9	60.4	67.9	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	28	100	N/AV	N/AV	N/AV	52.2	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	30	100	63	29.6	7.4	40.7	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	N/AV	N/AV	N/AV	50	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	214	100	50	44.1	5.9	59.1	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	171	100	65.5	32.4	2	34.5	68.9	67.5
Gender								
Male	94	100	64.3	32.1	3.6	35.7	68.2	67
Female	77	100	N/AV	N/AV	N/AV	32.8	69.6	68
Racial/Ethnic Group								
White	12	100	45.5	45.5	9.1	54.5	90.4	79.5
African American	135	100	68.6	29.7	1.7	31.4	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	23	100	N/AV	N/AV	N/AV	44.4	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	23	100	71.4	23.8	4.8	28.6	36.6	35.6
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	23	100	N/AV	N/AV	N/AV	42.1	58.3	59.6
Socio-Economic Status								
Subsided meals	159	100	66.9	31.6	1.5	33.1	50.2	55.1

Social Studies								
All Students	160	100	45.8	52.1	2.1	54.2	76.8	72.3
Gender								
Male	77	100	40.8	54.9	4.2	59.2	75.3	71.5
Female	83	100	N/AV	N/AV	N/AV	49.3	78.4	73.2
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	134	100	47.9	49.6	2.5	52.1	62.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	17	100	N/AV	N/AV	N/AV	53.3	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	16	100	42.9	50	7.1	57.1	46.6	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	17	100	N/AV	N/AV	N/AV	50	71.6	67.9
Socio-Economic Status								
Subsided meals	147	100	47.3	51.2	1.6	52.7	64	62.1

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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	235	97	60.4	31.7	7.9	39.6	74.1	70.2	95.3	96
Gender										
Male	123	94.3	64.4	28.8	6.7	35.6	67.8	63.2	95.3	95.9
Female	112	100	56.1	34.7	9.2	43.9	80.6	77.5	95.3	96.1
Racial/Ethnic Group										
White	18	94.4	33.3	46.7	20	66.7	90.4	79.1	93.9	95.9
African American	186	96.8	60.6	31.9	7.5	39.4	59.2	57.6	95.2	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.9	86.2	97	97
Hispanic	30	100	73.1	23.1	3.8	26.9	61.1	62.6	96.6	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	24	70.8	N/AV	N/AV	N/AV	6.3	29.6	26.1	95	95
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	54.7	96.1	97.4
English Proficiency										
Limited English Proficient	29	100	76	20	4	24	60.2	61.2	96.7	96.5
Socio-Economic Status										
Subsidized meals	218	97.3	61.3	31.2	7.5	38.7	59.1	58.9	95.2	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	47	100	30.8	33.3	35.9	69.2
	4	100	100	49.4	40.2	10.3	50.6
	5	84	100	39	50.6	10.4	61
	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	47	100	38.5	46.2	15.4	61.5
	4	100	100	41.4	52.9	5.7	58.6
	5	84	100	59.7	37.7	2.6	40.3
	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	25	100	70	20	10	30
	4	100	100	66.7	32.2	1.1	33.3
	5	46	100	N/AV	N/AV	N/AV	39
	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	22	100	26.3	68.4	5.3	73.7
	4	100	100	41.4	57.5	1.1	58.6
	5	38	100	66.7	30.6	2.8	33.3
	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	49	100	60	32.5	7.5	40
	4	100	96	64	27.9	8.1	36
	5	86	96.5	56.6	35.5	7.9	43.4
	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

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