



Chicora Elementary

3795 Spruill Avenue
North Charleston, SC

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 401 Students | |
| Principal | Brian Agnew (Interim) | 843-745-7099 |
| Superintendent | Dr. Nancy J. McGinley | 843-937-6319 |
| Board Chair | Mr. Chris Fraser | 843-725-7200 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2012 | Average | Average |
| 2011 | Below Average | Average |
| 2010 | Below Average | Average |
| 2009 | Below Average | Average |
| 2008 | Below 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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

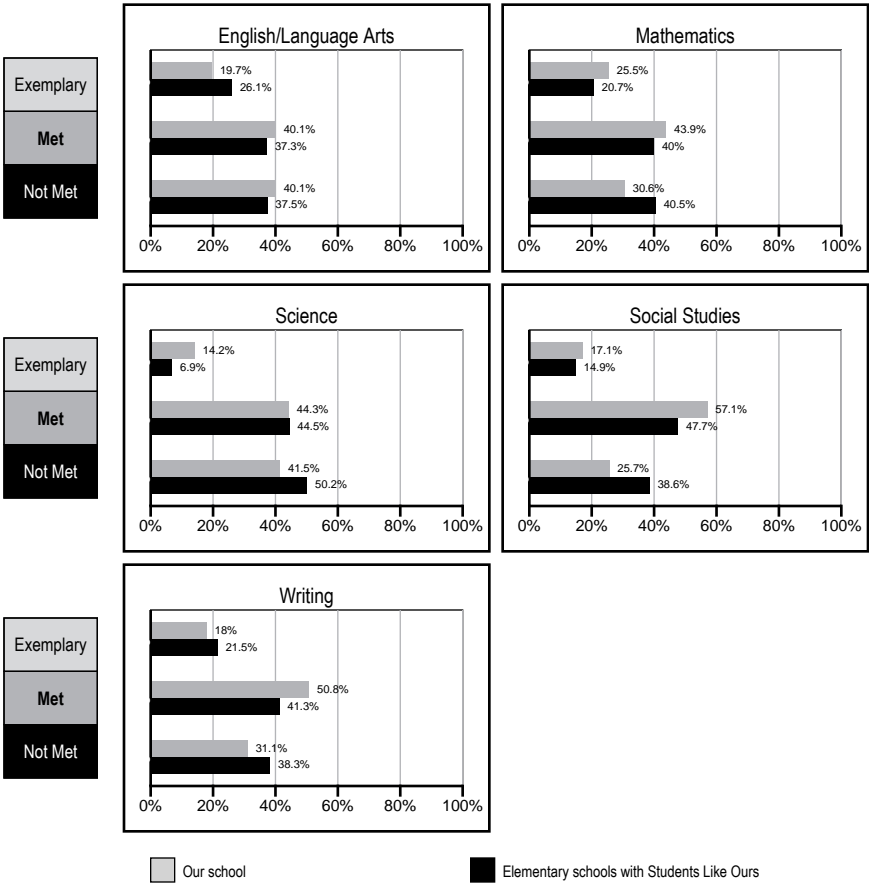
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1 | 5 | 67 | 42 | 16 |

* Ratings are calculated with data available by 11/07/2012.

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=401) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.3% | Up from 0.0% | 1.2% | 1.0% |
| Attendance rate | 98.1% | Up from 97.4% | 96.4% | 96.6% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.2% | No Change | 0.0% | 0.0% |
| Teachers (n=38) | | | | |
| Teachers with advanced degrees | 63.2% | Down from 63.9% | 62.5% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 85.7% | Up from 84.9% | 84.7% | 88.7% |
| Teacher attendance rate | 98.8% | Up from 98.7% | 95.3% | 95.1% |
| Average teacher salary* | \$43,158 | Up 0.1% | \$44,662 | \$47,210 |
| Professional development days/teacher | 12.5 days | Up from 10.6 days | 9.5 days | 10.5 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.6 to 1 | Up from 14.0 to 1 | 18.0 to 1 | 20.0 to 1 |
| Prime instructional time | 96.9% | Up from 96.1% | 90.6% | 90.5% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 99.8% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$8,638 | Up 8.0% | \$8,384 | \$7,247 |
| Percent of expenditures for instruction** | 68.6% | Up from 68.4% | 66.1% | 68.2% |
| Percent of expenditures for teacher salaries** | 66.8% | Up from 66.5% | 62.8% | 65.7% |

* 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

Chicora is 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 is communications in all types of media. In 2012, Chicora has been recognized by the State Department as a Palmetto Silver Medallion winner for substantial improvements over the last three years. Chicora was also recognized by the State Department as a Red Carpet School in 2010.

An energetic, highly-qualified, enthusiastic faculty and staff are keys to the success at Chicora Elementary School. Important parts of our continuous plan for improvement is relevant monthly staff development that addresses the specific needs of Chicora, as well as, reduced class size that allows teachers to give extra attention to individual students. We evaluate our programs' strengths and weaknesses based on MAP scores, PASS, surveys, and other data.

We will continue with our school-wide reading program, the 25 Book Campaign, 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 many partnerships. One of them is with Wings, which provides a quality after-school program. We are also a Charleston Promise Neighborhood school which has provided our students and families with additional resources.

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. Every classroom has a Smartboard and an enhanced sound system. The fifth and fourth 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. We also have the Literacy Pathways for students in kindergarten to third grade who are struggling in reading.

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 School of Communications.

Camille Hendrix, Principal

Leah Spann, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 31 | 56 | 24 |
| Percent satisfied with learning environment | 93.5% | 90.9% | 91.7% |
| Percent satisfied with social and physical environment | 90.3% | 87.5% | 95.8% |
| Percent satisfied with school-home relations | 83.9% | 89.3% | 91.3% |

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

| | |
|-------------------------------|------|
| Overall Weighted Points Total | 95.6 |
| Overall Grade Conversion | A |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Chicora Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☒ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 4.3% | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 8.3% | 5.1% |

| | 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

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 633.0 | 640.3 | 610.6 | 622.5 | 100.0 | 100.0 |
| Male | 626.9 | 637.6 | 606.9 | 621.9 | 100.0 | 100.0 |
| Female | 639.6 | 643.2 | 614.6 | 623.2 | 100.0 | 100.0 |
| White | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | 631.8 | 639.8 | 609.8 | 622.1 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 632.5 | 640.1 | 610.5 | 622.2 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |

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 | | | | | | | |
| 2011 | 3 | 61 | 100 | 45.3 | 28.3 | 26.4 | 54.7 |
| | 4 | 67 | 100 | 41.3 | 46 | 12.7 | 58.7 |
| | 5 | 56 | 100 | 43.4 | 49.1 | 7.5 | 56.6 |
| | 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 |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 43 | 100 | 38.1 | 31 | 31 | 61.9 |
| | 4 | 64 | 100 | 42.6 | 42.6 | 14.8 | 57.4 |
| | 5 | 64 | 100 | 39.3 | 44.3 | 16.4 | 60.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 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 | | | | | | | |
| 2011 | 3 | 61 | 100 | 47.2 | 35.8 | 17 | 52.8 |
| | 4 | 67 | 100 | 20.6 | 50.8 | 28.6 | 79.4 |
| | 5 | 56 | 100 | 30.2 | 60.4 | 9.4 | 69.8 |
| | 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 |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 43 | 100 | 31 | 42.9 | 26.2 | 69 |
| | 4 | 64 | 100 | 31.5 | 35.2 | 33.3 | 68.5 |
| | 5 | 64 | 100 | 29.5 | 52.5 | 18 | 70.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 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 | | | | | | | |
| 2011 | 3 | 30 | 100 | 67.9 | 28.6 | 3.6 | 32.1 |
| | 4 | 67 | 100 | 52.4 | 44.4 | 3.2 | 47.6 |
| | 5 | 29 | 93.1 | N/AV | N/AV | N/AV | 29.6 |
| | 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 |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 23 | 100 | 54.5 | 27.3 | 18.2 | 45.5 |
| | 4 | 64 | 100 | 31.5 | 53.7 | 14.8 | 68.5 |
| | 5 | 33 | 100 | 50 | 40 | 10 | 50 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 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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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2011 | 3 | 31 | 100 | 40 | 48 | 12 | 60 |
| | 4 | 67 | 100 | 30.2 | 55.6 | 14.3 | 69.8 |
| | 5 | 27 | 100 | 50 | 42.3 | 7.7 | 50 |
| | 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 |
| 2012 | 3 | 20 | 100 | 30 | 40 | 30 | 70 |
| | 4 | 64 | 100 | 11.1 | 74.1 | 14.8 | 88.9 |
| | 5 | 31 | 100 | 48.4 | 38.7 | 12.9 | 51.6 |
| | 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 | | | | | | | |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 59 | 100 | 42.1 | 43.9 | 14 | 57.9 |
| | 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 |
| 2012 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 63 | 100 | 31.1 | 50.8 | 18 | 68.9 |
| | 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 |

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