

Malcolm C. Hursey Elementary

4542 Simms St.
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	269 Students	
Principal	Dr. Timothy G. Schavel	843-745-7105
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	Below Average	Average
2011	At-Risk	Average
2010	At-Risk	Below Average
2009	At-Risk	Below Average
2008	At-Risk	Below Average

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

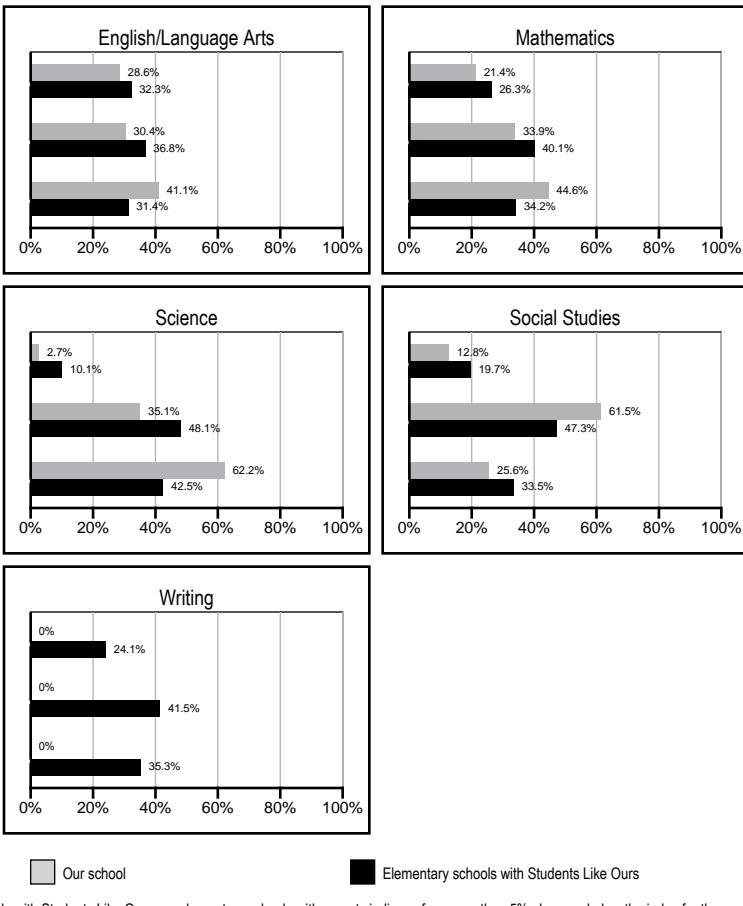
90.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	14	100	22	8

* 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=269)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.7%	1.3%	1.0%
Attendance rate	95.5%	Up from 94.2%	96.3%	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	0.0%	Down from 1.4%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	64.7%	Up from 54.5%	61.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	80.4%	Up from 75.6%	86.8%	88.7%
Teacher attendance rate	97.1%	Up from 96.3%	95.0%	95.1%
Average teacher salary*	\$39,725	Up 2.3%	\$45,866	\$47,210
Professional development days/teacher	10.7 days	Up from 9.4 days	10.8 days	10.5 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	9.5 to 1	Down from 12.6 to 1	19.1 to 1	20.0 to 1
Prime instructional time	92.0%	Up from 90.4%	90.1%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	89.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,707	Up 4.0%	\$7,651	\$7,247
Percent of expenditures for instruction**	68.3%	Down from 68.6%	67.3%	68.2%
Percent of expenditures for teacher salaries**	64.7%	Down from 66.3%	63.6%	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

Malcolm C. Hursey has consistently offered students unparalleled instruction that addresses multiple intelligences while creating lessons that drive the South Carolina academic standards. The strong belief that success is attainable by every student forces innovation and creativity in the introduction and reinforcement of South Carolina's elementary standards. The administration, faculty, and staff are committed to continuing our tradition of providing a strong foundation for all students through a coherent curriculum, diverse learning experiences, and special programs meeting the needs of all learners. At Hursey we offer conventional classroom instruction as well as Montessori instruction. Our traditional track runs from 4k-4th grade and our Montessori tracks consists of 3 year olds through 5th grade. This unique feature is one of the many aspects that make Hursey such a dynamic institution of learning. Hursey administration, faculty, and staff continue to seek ways to challenge students in their academics. The results of the MAP assessments and other data are continuously analyzed so that our instruction can meet the needs of our learners and foster growth in our students. One of the most valuable aspects of Hursey is the bond formed between staff and community. The commitment of families and teachers fosters an environment with mutual goals for student success. At Hursey we have established a partnership with the Liberty Hill Improvement Council Afterschool Literacy Program, and Educate 1st which is designed to work with students on a daily basis to improve reading fluency and comprehension. Our partnership with Cummins Turbo Technologies creates meaningful science lessons through our Planet Bone Head Curriculum. In addition, we continue to expand our hands-on learning in the area of science instruction through the use of our Garden Classroom. At Hursey we have been awarded the Fresh Fruits and Vegetable Grant, The Boeing Lean Team Grant and the DHEC Wellness Grant to create and encourage a healthier lifestyle and eating habits for our students. It is through the collaborative efforts of the teachers, staff, administration, parents, and community that we are able to build a positive, nurturing learning environment that fosters high expectations for all of our students. As we celebrate our many accomplishments and achievements, we are confident that we will continue to fulfill our mission and make excellent progress in the years to come.

Timothy G. Schavel, Ed.D., Principal
Edward White, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	8	5
Percent satisfied with learning environment	93.9%	I/S	I/S
Percent satisfied with social and physical environment	84.4%	I/S	I/S
Percent satisfied with school-home relations	39.4%	I/S	I/S

* 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	68.6
Overall Grade Conversion	D

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

Malcolm C. Hursey 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
Classes not taught by highly qualified teachers	16.3%	0.0%
Student attendance rate	95.5%	94.0%*

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	633.2	624.6	594.8	620.3	100.0	100.0
Male	625.5	626.7	594.2	619.7	100.0	100.0
Female	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	630.0	618.3	585.6	614.6	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	633.2	623.0	593.0	619.1	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	33	100	44	36	20	56
	4	39	100	53.1	40.6	6.3	46.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
	3	35	100	34.4	28.1	37.5	65.6
	4	31	100	36	44	20	64
2012	5	6	I/S	I/S	I/S	I/S	I/S
	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
	3	33	100	52	40	8	48
	4	39	100	46.9	50	3.1	53.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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
	3	35	100	40.6	37.5	21.9	59.4
	4	31	100	36	44	20	64
	5	6	I/S	I/S	I/S	I/S	I/S
	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							
2011	3	33	100	52	40	8	48
	4	39	100	46.9	50	3.1	53.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
	3	35	100	40.6	37.5	21.9	59.4
	4	31	100	36	44	20	64
2012	5	6	I/S	I/S	I/S	I/S	I/S
	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
	3	18	94.4	64.3	21.4	14.3	35.7
	4	38	100	75	21.9	3.1	25
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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
	3	16	100	60	33.3	6.7	40
	4	29	100	60.9	34.8	4.3	39.1
	5	3	I/S	I/S	I/S	I/S	I/S
	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							
2012	3	18	94.4	64.3	21.4	14.3	35.7
	4	38	100	75	21.9	3.1	25
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
	3	16	100	60	33.3	6.7	40
	4	29	100	60.9	34.8	4.3	39.1

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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	16	100	33.3	58.3	8.3	66.7
	4	39	100	N/AV	N/AV	N/AV	56.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
	3	19	100	41.2	47.1	11.8	58.8
	4	30	100	12.5	75	12.5	87.5
2012	5	3	I/S	I/S	I/S	I/S	I/S
	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/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
	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
2012	5	6	I/S	I/S	I/S	I/S	I/S
	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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