



Chicora School of Communications: An Elementary Magnet

3795 Spruill Avenue
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	363 Students	
Principal	Brian S. Agnew	(843) 746-2210
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Cindy Bohn Coats	843-529-2457

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	At-Risk
2012	Average	Average
2011	Below Average	Average
2010	Below Average	Average
2009	Below Average	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

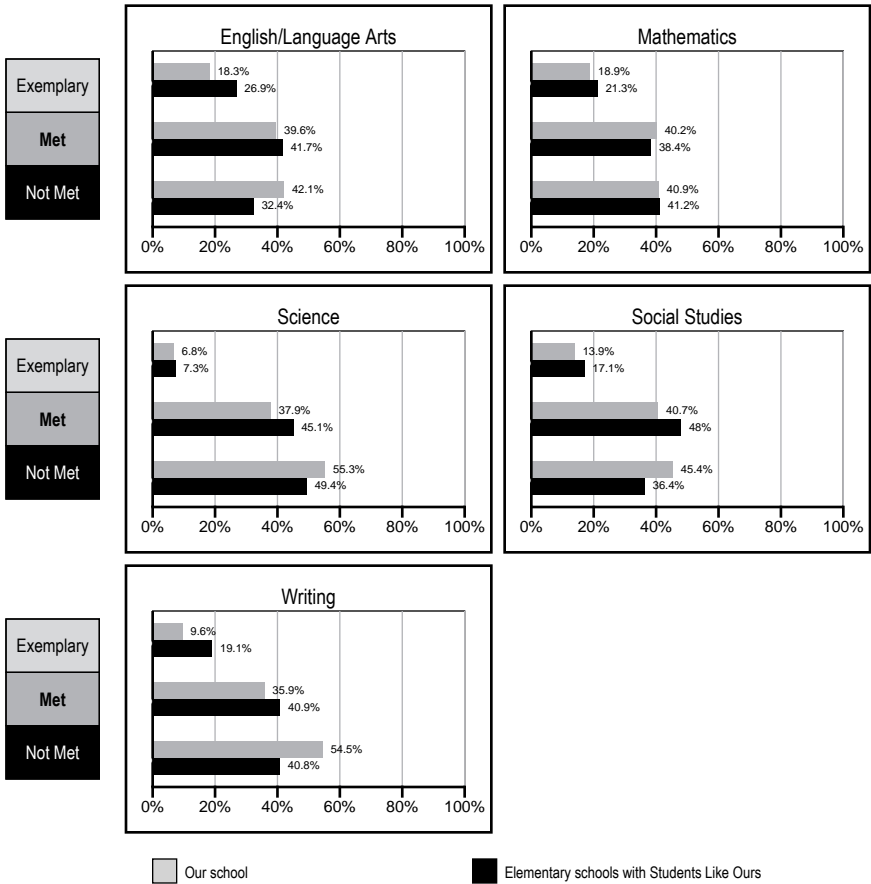
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	73	37	13

* Ratings are calculated with data available by 12/14/2013.

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=363)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.3%	1.1%	0.9%
Attendance rate	97.5%	Down from 98.1%	95.9%	96.3%
Served by gifted and talented program	0.9%	N/A	2.4%	7.2%
With disabilities	9.2%	N/A	13.3%	12.4%
Older than usual for grade	2.1%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Up from 0.2%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	57.1%	Down from 63.2%	60.0%	62.5%
Continuing contract teachers	74.3%	Up from 63.2%	73.7%	83.3%
Teachers returning from previous year	85.3%	Down from 85.7%	84.4%	88.3%
Teacher attendance rate	93.8%	Down from 98.8%	94.9%	95.0%
Average teacher salary*	\$43,627	Up 1.1%	\$45,938	\$48,193
Professional development days/teacher	5.4 days	Down from 12.5 days	10.4 days	11.0 days
School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 14.6 to 1	17.8 to 1	20.1 to 1
Prime instructional time	90.1%	Down from 96.9%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$8,612	Down 0.3%	\$8,594	\$7,364
Percent of expenditures for instruction**	67.0%	Down from 68.6%	67.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Down from 66.8%	63.5%	66.0%

* 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 our focus is communications in all types of media. In 2012, Chicora was 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, and enthusiastic faculty and staff are two keys to success at the Chicora School of Communications. Important parts of our plan for continuous improvement are relevant monthly staff development sessions that address the specific needs of our students and staff as well as reduced class sizes that allow teachers to provide additional student-centered instruction. We evaluate our programs' strengths and weaknesses based on MAP scores, PASS results, surveys, and other data.

One of our great partnerships is with WINGS, our quality after-school program. We are also a Charleston Promise Neighborhood school. This partnership has provided our students and families with additional resources including a college culture and a medical clinic one day per week. Additionally, we are a Trident United Way Links to Success School. This provides our students and families with partnerships such as; Communities in Schools, Reading Partners/Book Buddies, and a Family Navigator. A state-of-the-art computer lab with a certified teacher has been an asset for the school and community. We utilize technology to enrich and increase student achievement in all academic areas. The second through fifth grade teachers are excited that the students continue to progress with Study Island, a computer-based academic program.

We also have the Literacy Pathways for students in kindergarten to third grade. This program addresses students with weak literacy skills. The principal continues to have an open-door policy to help ensure a school climate that is friendly and inviting. Chicora has a talented and dedicated faculty and staff who work hard each day to provide meaningful experiences and lessons for the 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 the Chicora School of Communications.

Brian Agnew, Principal

Angela Stringer, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	56	19
Percent satisfied with learning environment	91.3%	82.1%	78.9%
Percent satisfied with social and physical environment	91.3%	89.3%	79%
Percent satisfied with school-home relations	60.8%	87.5%	89.4%

* 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 2013, 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	34.0
Overall Grade Conversion	F

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 School of Communications: An Elementary Magnet 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	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.5%	94.0%*	Yes

* 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	628.1	625.1	593.1	611.7	100.0	100.0
Male	620.1	615.4	586.6	608.2	100.0	100.0
Female	639.1	638.4	601.2	616.9	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	627.9	625.7	593.6	610.8	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	628.1	625.4	593.8	611.6	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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							
2012	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
	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
2013	3	66	100	38.3	35	26.7	61.7
	4	58	100	57.4	31.9	10.6	42.6
	5	62	100	33.3	50.9	15.8	66.7
	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							
2012	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
	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
2013	3	66	100	46.7	36.7	16.7	53.3
	4	58	100	40.4	36.2	23.4	59.6
	5	62	100	35.1	47.4	17.5	64.9
	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							
2012	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
	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
2013	3	32	100	63.3	30	6.7	36.7
	4	58	100	63.8	29.8	6.4	36.2
	5	29	100	30.8	61.5	7.7	69.2
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2013	3	34	100	46.7	33.3	20	53.3
	4	58	100	38.3	48.9	12.8	61.7
	5	33	100	54.8	35.5	9.7	45.2
	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
Writing							
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
2013	3	66	100	63.9	27.9	8.2	36.1
	4	55	98.2	54.3	39.1	6.5	45.7
	5	64	96.9	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

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