



MATILDA F DUNSTON ELEMENTARY

1825 Remount Road
North Charleston, SC

Grades	PK-3 Elementary School	
Enrollment	317 Students	
Principal	Janice H. Malone	843-745-7109
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Average	Good
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Average	N/A

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

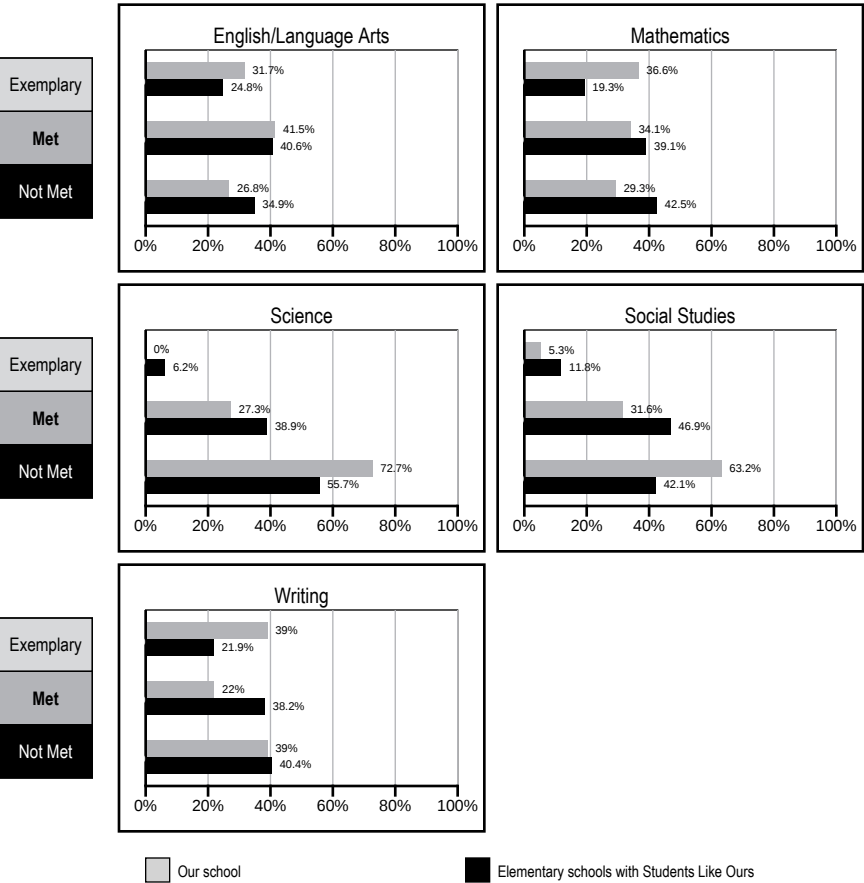
Percent of students tested in 2009-10 whose 2008-09 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	77	56	23

* Ratings are calculated with data available by 03/09/2011.

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=317)				
First graders who attended full-day kindergarten	95.0%	Down from 100.0%	100.0%	100.0%
Retention rate	1.7%	Down from 4.6%	1.4%	1.2%
Attendance rate	94.5%	Down from 96.6%	95.9%	96.1%
Eligible for gifted and talented	0.7%	Up from 0.0%	4.3%	11.7%
With disabilities other than speech	2.9%	Down from 3.1%	8.3%	8.0%
Older than usual for grade	0.6%	Up from 0.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	52.2%	Up from 50.0%	60.0%	60.5%
Continuing contract teachers	73.9%	Up from 62.5%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	72.3%	Up from 70.9%	83.2%	87.0%
Teacher attendance rate	100.0%	Up from 96.1%	95.4%	95.4%
Average teacher salary*	\$43,806	Up 0.7%	\$45,504	\$47,288
Professional development days/teacher	5.5 days	Down from 11.0 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 20.1 to 1	17.1 to 1	19.2 to 1
Prime instructional time	94.5%	Up from 92.6%	90.4%	90.8%
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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,027	Down 9.3%	\$8,766	\$7,548
Percent of expenditures for instruction**	64.5%	Up from 61.1%	68.1%	68.7%
Percent of expenditures for teacher salaries**	61.5%	Up from 58.9%	62.5%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Dunston Elementary School, located in an urban section of North Charleston, serves pre-kindergarten through third grades. The school enrollment during the 2009-10 school year consists of 310 students: 71% African American, 24% Hispanic, 4% white, and 2% other. Over ninety-five percent of the school's population receives free or reduced breakfast and lunch.

We are very proud of our accomplishments this past school year, receiving the Palmetto Silver Award and meeting Adequate Yearly Progress, AYP. Over 70% of our third grade students achieved "met" or "exemplary" status in ELA, reading, math, and social studies. Science remains a challenge as only 60% of students achieved "met" or "exemplary." The number of students being suspended has continued to decline, and parental involvement has increased. Dunston Elementary has received the Banner Award for PBIS: Positive Behavior, Intervention, and Support. The students, staff, and parents are very proud of these accomplishments.

While we are very proud of our accomplishments, there is much that has to be done until the gains are systemic and consistent from year to year. We will continue to focus our professional development goals on the use of explicit direct instruction, integrating science and social studies with reading to enhance vocabulary and comprehension. CHAMPs, 4-Square Writing, and Everyday Math trainings will be conducted as needed to sustain professional growth and student achievement.

An established school-wide discipline plan that is systematic and utilizes a positive approach to changing inappropriate behavior has proven to be quite effective. The number of student referrals has decreased tremendously. PBIS initiatives have motivated staff and students. The CORE Team has been quite effective in responding to student concerns identified by classroom teachers, interventionists, and other support staff. Due to the team's organization, data collection, and due diligence, academic, behavioral, and attendance concerns were sufficiently addressed.

We look forward to more informative parent sessions this upcoming school year. The PTA has worked hard to engage parents and community members. We are so fortunate to have community business partners such as Sam's Club, Atlas, EMA, SPYWAR, Walgreen's, Progressive Insurance, Pinckney Carter and Associates, and other local businesses that have dedicated countless hours, resources, and personnel who have brought bright smiles to the faces of so many children. In addition to business partners, a number of volunteers have provided mentoring, tutoring opportunities, and support to the Back Pack Club and Lunch Buddy programs.

Dunston Elementary School has achieved huge milestones, and everyone played an important role in making it happen. "Victory is in the classroom" as evidenced by achieving AYP under the No Child Left Behind Act. Together we can; together we did! Let's do it again! As we say at Dunston, "Practice makes permanent."

Janice H. Malone, Principal
Anita Walker, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	46	27
Percent satisfied with learning environment	95.0%	95.6%	92.3%
Percent satisfied with social and physical environment	100.0%	89.1%	88.9%
Percent satisfied with school-home relations	95.0%	93.5%	92.0%

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

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 Adequate Yearly Progress	YES
---------------------------------	-----

This school met 11 out of 11 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	
---------------------------	--

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.0%	0.0%	No
Student attendance rate	94.5%	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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	49	100	26.8	41.5	31.7	90.2	85	83.5	Yes	Yes
Gender										
Male	26	100	25	45	30	90	81.6	80.1	N/A	N/A
Female	23	100	28.6	38.1	33.3	90.5	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	95.3	89.6	I/S	I/S
African American	40	100	25	41.7	33.3	88.9	75.2	74.6	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	46	100	27.5	42.5	30	90	76.4	76.9	Yes	Yes

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

All Students	49	100	29.3	34.1	36.6	82.9	81	80.4	Yes	Yes
Gender										
Male	26	100	25	45	30	80	78.9	78.4	N/A	N/A
Female	23	100	33.3	23.8	42.9	85.7	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	94.5	87.8	I/S	I/S
African American	40	100	27.8	33.3	38.9	86.1	68	69.3	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	46	100	30	35	35	82.5	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	26	100	N/A	N/A	N/A	27.3	67.4	67.3
Gender								
Male	12	100	I/S	I/S	I/S	I/S	66.2	66.9
Female	14	100	N/A	N/A	N/A	15.4	68.5	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	89	79.6
African American	24	100	N/A	N/A	N/A	27.3	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	1	I/S	N/A	N/A	N/A	N/A	58.7	59.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	58.2	58.6
Socio-Economic Status								
Subsidized meals	23	100	N/A	N/A	N/A	23.8	49.3	55.4

Social Studies

All Students	23	100	63.2	31.6	5.3	36.8	73.8	70.9
Gender								
Male	14	100	63.6	27.3	9.1	36.4	72.3	70.1
Female	9	I/S	I/S	I/S	I/S	I/S	75.3	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	90.1	79.2
African American	16	100	N/A	N/A	N/A	42.9	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	0	N/A	N/A	N/A	N/A	N/A	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	23	100	63.2	31.6	5.3	36.8	60.2	60.8

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	48	97.9	39	22	39	61	75	72.1	94.5	95.7
Gender										
Male	24	100	30	40	30	70	69.1	65.2	94.2	95.5
Female	24	95.8	47.6	4.8	47.6	52.4	81	79.2	94.8	95.8
Racial/Ethnic Group										
White	2	I/S	N/A	N/A	N/A	N/A	91	80.8	91.6	95.8
African American	38	100	36.1	22.2	41.7	63.9	60.2	59.7	94.5	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.7	64.6	95.4	96
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	89.1	73.4	78.1	95.6
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	28.4	27.7	93.6	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.5	63.7	95.8	96.3
Socio-Economic Status										
Subsidized meals	45	97.8	40	22.5	37.5	60	61.1	61.9	94.7	95.2

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	42	100	30.6	41.7	27.8	69.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	49	100	26.8	41.5	31.7	73.2
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	42	100	27.8	47.2	25	72.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	49	100	29.3	34.1	36.6	70.7
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	21	100	N/AV	N/AV	N/AV	58.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	26	100	N/A	N/A	N/A	27.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	22	100	26.3	52.6	21.1	73.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	23	100	63.2	31.6	5.3	36.8
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	39	100	32.4	29.7	37.8	67.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	48	97.9	39	22	39	61
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample