



EAST NORTH STREET ACADEMY

1720 East North Street
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	655 Students	
Principal	W.LaVelle McCray	864-355-2900
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Good
2006	Below Average	Below Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

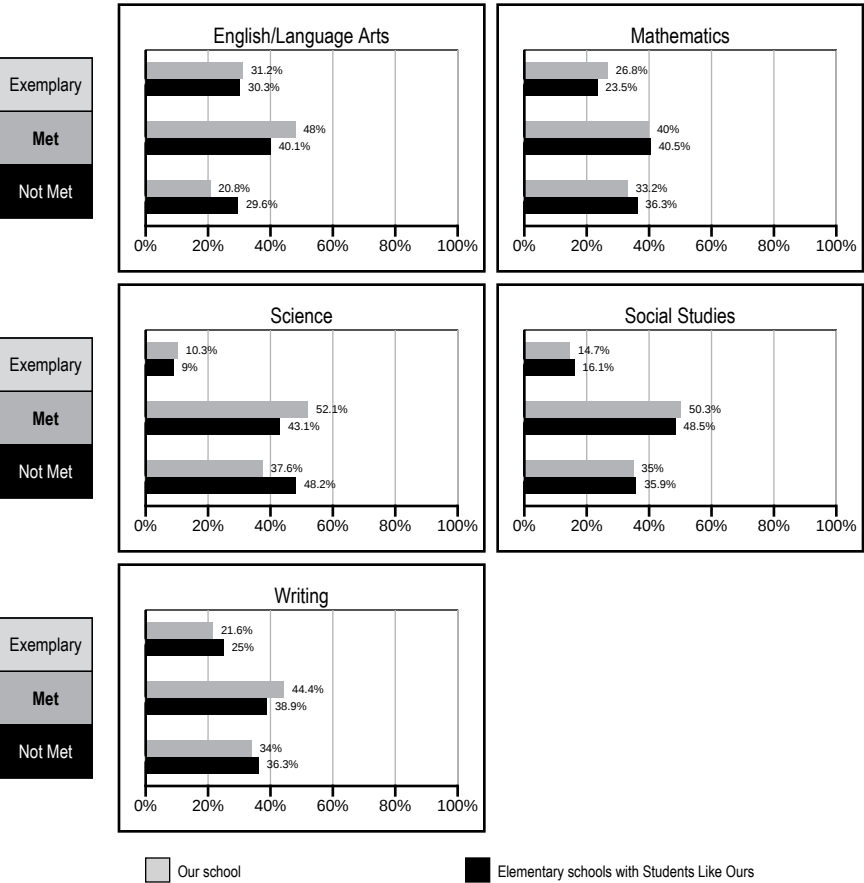
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	99	30	7

* 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=655)				
First graders who attended full-day kindergarten	74.1%	Down from 94.7%	100.0%	100.0%
Retention rate	1.9%	Down from 2.5%	1.6%	1.2%
Attendance rate	96.6%	Down from 97.2%	95.8%	96.1%
Eligible for gifted and talented	8.1%	Up from 6.9%	6.7%	11.7%
With disabilities other than speech	9.9%	Down from 11.6%	8.6%	8.0%
Older than usual for grade	0.6%	Down from 1.0%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	56.0%	Up from 53.8%	57.9%	60.5%
Continuing contract teachers	88.0%	Up from 86.5%	82.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.8%	Up from 85.4%	84.9%	87.0%
Teacher attendance rate	96.6%	Up from 94.6%	95.3%	95.4%
Average teacher salary*	\$46,022	Up 1.7%	\$46,046	\$47,288
Professional development days/teacher	10.1 days	Up from 8.7 days	11.0 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	13.8 to 1	Down from 16.6 to 1	18.4 to 1	19.2 to 1
Prime instructional time	93.4%	Up from 91.4%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,946	Down 4.9%	\$7,946	\$7,548
Percent of expenditures for instruction**	72.0%	Up from 69.5%	67.8%	68.7%
Percent of expenditures for teacher salaries**	70.2%	Up from 65.6%	63.8%	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

The mission of East North Street Academy of Mathematics and Science is to provide each student with a unique learning environment that is tailored to meet individual educational needs. Our high quality instruction is directly aligned to South Carolina state standards and is enhanced by scientific, research-based curriculum, highly qualified teachers, and state of the art instructional materials. Together with our community supporters and business partnerships, we maintain current practices and research educational programs that have proven to be successful.

Our school goals are consistent with learning expectations outlined in Greenville County School's academic goals. We continue to research best practices in education and offer our students a variety of programs that facilitate their success. We provide after school programs that are designed to provide each student with quality instruction that broadens and extends their knowledge in key academic areas. East North Street Academy of Mathematics and Science is a magnet school for mathematics and science; therefore, our students are afforded a number of opportunities to explore the math and science curriculum. Classroom science instruction is paired with regularly scheduled exploration and discovery opportunities in the science labs. Our mathematics curriculum is further enhanced and extended as students receive additional instruction in our fully-equipped math lab.

East North Street Academy of Mathematics and Science celebrate our learning community with a number of distinguished accomplishments. Most recently, we received Adequate Yearly Progress (AYP) and were recognized for our Positive Behavior Intervention System (PBIS). In the past, we have received the Palmetto Achievement Silver Award in recognition of academic excellence. Our website frequently received the Webmaster's Choice Award. We are proud to be further distinguished as a "Red Carpet School". East North Street Academy of Mathematics and Science is committed to achieving excellence and providing a thriving learning community for all students and staff members. We are privileged to have over 100 dedicated faculty and staff members. Our teachers and support staff work diligently to connect instructional practices in each grade level through vertical and schoolwide planning sessions. Our students, staff, and stakeholders work together at East North Street Academy of Mathematics and Science, where "Excellence is Expected".

W. LaVelle McCray, Principal
Ruth Engasser, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	87	45
Percent satisfied with learning environment	91.9%	87.1%	86.7%
Percent satisfied with social and physical environment	100.0%	84.9%	84.4%
Percent satisfied with school-home relations	78.4%	92.9%	81.4%

* 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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 29 out of 29 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	
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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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	308	100	19.9	45.3	34.8	90.2	84.7	83.5	Yes	Yes
Gender										
Male	167	100	20.3	43.9	35.8	89.9	81.3	80.1	N/A	N/A
Female	141	100	19.5	46.9	33.6	90.6	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	51	100	10.6	31.9	57.4	95.7	90	89.6	Yes	Yes
African American	188	100	20.8	48.6	30.6	90.8	73.4	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	60	100	28.6	44.9	26.5	81.6	78.4	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	60	100	25.5	36.4	38.2	81.8	53.3	51.7	Yes	Yes
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	64	100	25	50	25	84.6	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	266	100	22.9	46.2	30.9	88.6	76.1	76.9	Yes	Yes

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

All Students	308	100	31.2	41.3	27.5	83.3	82	80.4	Yes	Yes
Gender										
Male	167	100	29.1	42.6	28.4	86.5	80.5	78.4	N/A	N/A
Female	141	100	33.6	39.8	26.6	79.7	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	51	100	21.3	42.6	36.2	87.2	87.7	87.8	Yes	Yes
African American	188	100	32.9	40.5	26.6	82.1	68.4	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	60	100	30.6	44.9	24.5	81.6	78.3	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	60	100	36.4	43.6	20	76.4	46.1	46.1	Yes	Yes
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	64	100	34.6	44.2	21.2	84.6	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	266	100	33.9	41.9	24.2	81.8	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	207	98.1	35.2	49.7	15.1	64.8	70.6	67.3
Gender								
Male	106	96.2	29.5	50	20.5	70.5	70.1	66.9
Female	101	100	40.7	49.5	9.9	59.3	71.1	67.7
Racial/Ethnic Group								
White	30	93.3	8.3	45.8	45.8	91.7	80.2	79.6
African American	126	98.4	39.3	47.3	13.4	60.7	50.4	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	47	100	42.5	55	2.5	57.5	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	41	90.2	39.4	24.2	36.4	60.6	33.9	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	48	100	41.5	56.1	2.4	58.5	60.6	58.6
Socio-Economic Status								
Subsidized meals	188	98.9	38	49.1	12.9	62	57.1	55.4

Social Studies								
All Students	202	98	34.7	50	15.3	65.3	73.2	70.9
Gender								
Male	112	97.3	36.8	46.3	16.8	63.2	72.8	70.1
Female	90	98.9	32.1	54.3	13.6	67.9	73.7	71.7
Racial/Ethnic Group								
White	37	94.6	28.1	50	21.9	71.9	79.8	79.2
African American	122	98.4	36.4	46.4	17.3	63.6	57.9	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	36	100	N/A	N/A	N/A	62.1	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	40	90	48.5	42.4	9.1	51.5	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	39	100	35.5	61.3	3.2	64.5	69	68
Socio-Economic Status								
Subsidized meals	172	99.4	36.4	49.7	13.9	63.6	61.6	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	305	90.8	33.9	44.6	21.5	66.1	74	72.1	96.6	96.2
Gender										
Male	165	87.9	38	44.2	17.8	62	67.2	65.2	96.6	96.2
Female	140	94.3	29.5	45.1	25.4	70.5	81.1	79.2	96.7	96.3
Racial/Ethnic Group										
White	52	80.8	26.3	36.8	36.8	73.7	81.6	80.8	95.9	96.1
African American	184	91.3	33.5	45.6	20.9	66.5	58.6	59.7	96.8	96.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.8	87	96.9	97.5
Hispanic	60	98.3	42.9	44.9	12.2	57.1	63.1	64.6	96.7	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
Disability Status										
Disabled	57	54.4	69	27.6	3.4	31	29.5	27.7	96	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	64	98.4	40.4	50	9.6	59.6	62.9	63.7	96.9	97
Socio-Economic Status										
Subsidized meals	260	91.9	36.7	44.2	19.1	63.3	61.1	61.9	96.6	95.6

Abbreviations for Missing Data

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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	106	100	25	45.8	29.2	75
	4	100	100	27.2	48.9	23.9	72.8
	5	101	99	26.4	45.1	28.6	73.6
	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
2010	3	109	100	20.6	36.1	43.3	79.4
	4	99	100	22.4	50.6	27.1	77.6
	5	99	100	17.2	49.5	33.3	82.8
	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	106	100	38.5	43.8	17.7	61.5
	4	100	100	25	62	13	75
	5	101	99	23.1	49.5	27.5	76.9
	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
2010	3	109	100	40.2	29.9	29.9	59.8
	4	99	100	29.4	47.1	23.5	70.6
	5	99	100	23.7	47.3	29	76.3
	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	52	100	47.8	41.3	10.9	52.2
	4	99	100	35.9	54.3	9.8	64.1
	5	50	100	19.1	63.8	17	80.9
	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
2010	3	54	98.2	50	37	13	50
	4	98	100	23.8	63.1	13.1	76.2
	5	54	94.4	41.7	39.6	18.8	58.3
	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

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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							
2009	3	54	100	18	58	24	82
	4	99	100	29.7	53.8	16.5	70.3
	5	50	100	40	46.7	13.3	60
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	58	94.8	36	54	10	64
	4	99	99	32.1	50	17.9	67.9
	5	45	100	38.1	45.2	16.7	61.9
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	104	88.5	42	29.5	28.4	58
	4	102	93.1	34.8	44.9	20.2	65.2
	5	100	89	28	52.4	19.5	72
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	107	90.7	39.3	38.2	22.5	60.7
	4	99	91.9	38.5	46.2	15.4	61.5
	5	99	89.9	23.8	50	26.2	76.2
	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

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