

CHICORA ELEMENTARY

1912 Success Street
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	405 Students	
Principal	Camille Hendrix	843-746-2210
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Below Average**	**Average**
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	Good
2007	At-Risk	At-Risk

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://.eoc.sc.gov

CHICORA ELEMENTARY	11/09/11-1001033

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

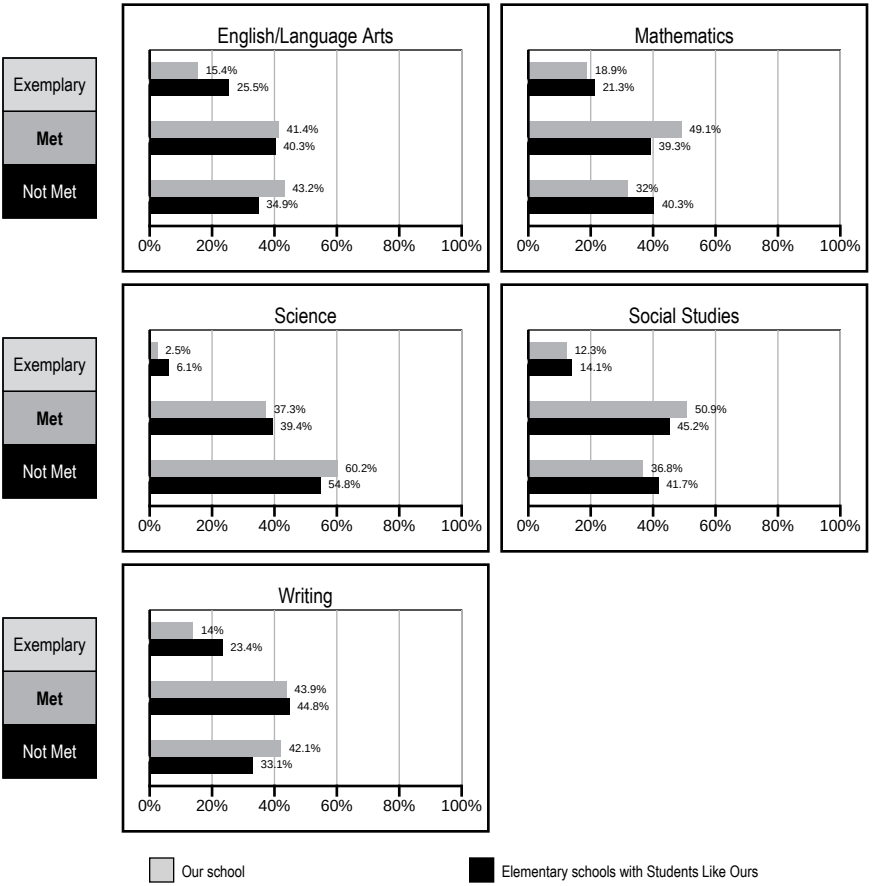
Percent of students tested in 2010-11 whose 2009-10 test scores were located	98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	55	38	18

* Ratings are calculated with data available by 11/09/2011.

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=405)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.3%	1.5%	1.1%
Attendance rate	97.4%	Up from 97.0%	96.1%	96.2%
Served by gifted and talented program	2.1%	Up from 1.7%	4.9%	13.4%
With disabilities other than speech	1.3%	Down from 3.8%	4.4%	4.1%
Older than usual for grade	0.3%	No Change	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	63.9%	Down from 64.5%	61.1%	62.5%
Continuing contract teachers	66.7%	Down from 80.6%	80.0%	88.2%
Teachers returning from previous year	84.9%	Up from 81.0%	84.5%	87.8%
Teacher attendance rate	98.7%	Up from 98.2%	95.3%	95.2%
Average teacher salary*	$43,112	Down 3.3%	$44,959	$46,773
Professional development days/teacher	10.6 days	Up from 9.7 days	10.8 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	14.0 to 1	Down from 16.3 to 1	17.5 to 1	19.9 to 1
Prime instructional time	96.1%	Up from 95.2%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,998	Down 7.3%	$8,515	$7,447
Percent of expenditures for instruction**	68.4%	Down from 70.8%	67.3%	68.4%
Percent of expenditures for teacher salaries**	66.5%	Down from 67.7%	63.8%	65.8%

* 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. Chicora has been 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. A demonstration classroom and relevant monthly staff development that addresses the specific needs of Chicora are important parts of our continuous plan for improvement, as well as, reduced class size that allows teachers to give extra attention to individual students. We evaluate the strengths and weaknesses of our programs and students based on MAP scores, 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 a partnership with Wings, which provides a quality after-school program.

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 have added first and third grade academies for students 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, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	56	30
Percent satisfied with learning environment	100.0%	82.1%	92.9%
Percent satisfied with social and physical environment	97.1%	78.6%	86.7%
Percent satisfied with school-home relations	88.6%	85.7%	92.9%

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

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School Adequate Yearly Progress

NO

This school met 10 out of 13 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	97.4%	94.0%**	Yes

* Or greater than last year

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CHICORA ELEMENTARY										11/09/11-1001033
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 = 79.4% (Met or Exemplary)										
All Students	184	100	43.2	41.4	15.4	72.8	83.1	82.4	No	Yes
Gender										
Male	92	100	47.1	43.5	9.4	67.1	79.9	78.7	N/A	N/A
Female	92	100	39.3	39.3	21.4	78.6	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	174	100	43.8	41.9	14.4	73.1	71.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	33.3	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	43.4	41.6	15.1	72.3	72.9	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	184	100	32	49.1	18.9	78.1	82.8	81.9	Yes	Yes
Gender										
Male	92	100	36.5	47.1	16.5	74.1	81.1	79.9	N/A	N/A
Female	92	100	27.4	51.2	21.4	82.1	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	174	100	31.9	50	18.1	77.5	70.9	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	14	100	75	16.7	8.3	25	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	32.5	48.8	18.7	77.7	72.7	74.9	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	126	98.4	60.2	37.3	2.5	39.8	69.2	68.6
Gender								
Male	62	100	62.7	33.9	3.4	37.3	68.4	68.3
Female	64	96.9	57.6	40.7	1.7	42.4	70	68.9
Racial/Ethnic Group								
White	N/A	N/AV	I/S	I/S	I/S	I/S	90.4	80.7
African American	118	98.3	59.5	37.8	2.7	40.5	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	27.3	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	124	98.4	61.2	36.2	2.6	38.8	51.8	57.3
Social Studies								
All Students	125	100	36.8	50.9	12.3	63.2	75.5	72.5
Gender								
Male	65	100	45	48.3	6.7	55	74.4	72
Female	60	100	27.8	53.7	18.5	72.2	76.6	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	91	81
African American	118	100	37	51.9	11.1	63	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	123	100	37.5	50.9	11.6	62.5	61.8	62.9

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	59	100	42.1	43.9	14	57.9	75.8	73.2	97.4	96
Gender										
Male	28	100	59.3	29.6	11.1	40.7	70.7	67.2	97.5	95.9
Female	31	100	26.7	56.7	16.7	73.3	81.1	79.4	97.2	96.1
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.8	81.5	99.9	96.1
African American	57	100	41.8	45.5	12.7	58.2	61.3	61.3	97.3	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.4	66.7	97.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	23.9	26	97	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	99.2	96.3
Socio-Economic Status										
Subsidized meals	57	100	43.6	43.6	12.7	56.4	62.2	63.2	97.4	95.5

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CHICORA ELEMENTARY 11/09/11-1001033

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	65	100	44.8	36.2	19	55.2
	4	59	100	44	40	16	56
	5	44	100	57.5	30	12.5	42.5
	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
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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	65	100	51.7	32.8	15.5	48.3
	4	59	100	30	68	2	70
	5	44	100	55	37.5	7.5	45
	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
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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	32	100	75	21.4	3.6	25
	4	59	100	58	40	2	42
	5	21	100	N/A	N/A	N/A	15
	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
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
	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							
2010	3	33	100	53.3	36.7	10	46.7
	4	59	100	28	56	16	72
	5	23	95.7	65	30	5	35
	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
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
Writing							
2010	3	66	100	61	30.5	8.5	39
	4	56	100	28.6	57.1	14.3	71.4
	5	45	100	58.5	36.6	4.9	41.5
	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
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

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