

MATILDA F DUNSTON ELEMENTARY

1825 Remount Road
North Charleston, SC

Grades	PK-3 Elementary School	
Enrollment	371 Students	
Principal	Janice H. Malone	843-745-7109
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	**Average**	**At-Risk**
2010	Average	At-Risk
2009	Average	Good
2008	At-Risk	At-Risk
2007	Below Average	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

MATILDA F DUNSTON ELEMENTARY	11/09/11-1001072

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

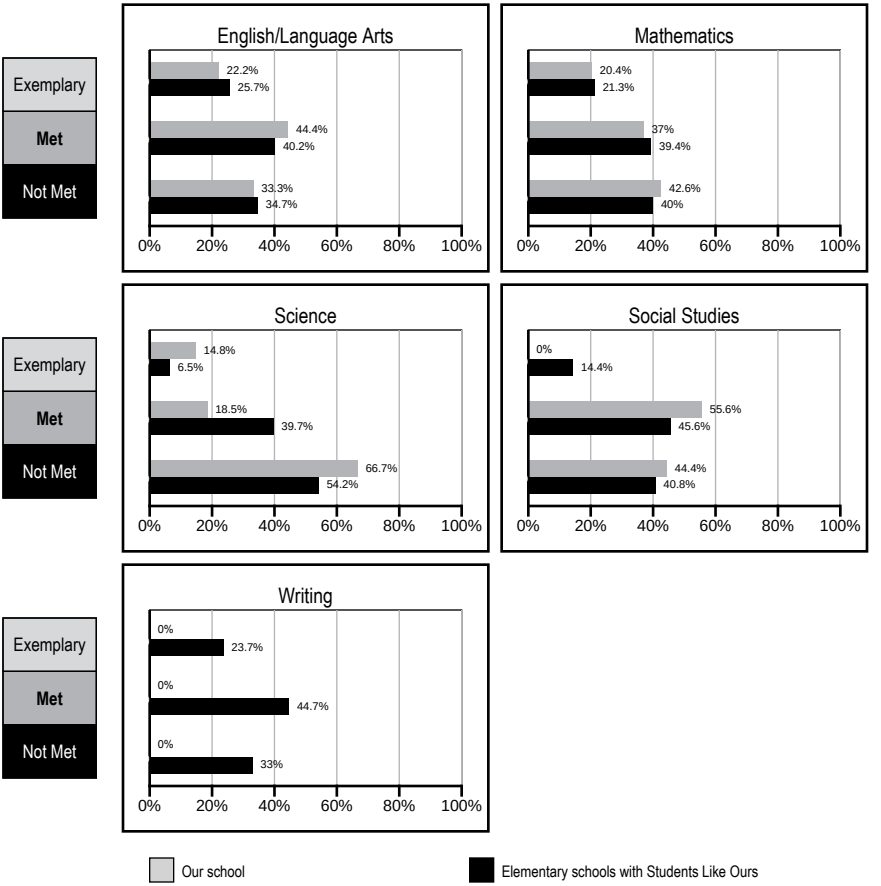
Percent of students tested in 2010-11 whose 2009-10 test scores were located	.%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	71	48	22

* 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=371)				
First graders who attended full-day kindergarten	96.9%	Up from 95.0%	100.0%	100.0%
Retention rate	1.7%	No Change	1.5%	1.1%
Attendance rate	93.9%	Down from 94.5%	96.0%	96.2%
Served by gifted and talented program	1.6%	Up from 0.7%	5.1%	13.4%
With disabilities other than speech	1.1%	Down from 2.9%	4.3%	4.1%
Older than usual for grade	0.5%	Down from 0.6%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	57.1%	Up from 52.2%	61.9%	62.5%
Continuing contract teachers	60.7%	Down from 73.9%	81.8%	88.2%
Teachers returning from previous year	82.1%	Up from 72.3%	84.5%	87.8%
Teacher attendance rate	98.0%	Down from 100.0%	95.2%	95.2%
Average teacher salary*	$40,574	Down 7.4%	$45,188	$46,773
Professional development days/teacher	14.7 days	Up from 5.5 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 19.0 to 1	17.5 to 1	19.9 to 1
Prime instructional time	91.9%	Down from 94.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	$8,207	Down 9.1%	$8,760	$7,447
Percent of expenditures for instruction**	69.6%	Up from 64.5%	67.7%	68.4%
Percent of expenditures for teacher salaries**	63.8%	Up from 61.5%	63.9%	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

Matilda F. Dunston Primary School serves pre-kindergarten through third grade students and their families located in an urban section of North Charleston. The enrollment during the 2010-11 school year consists of 361 students; 71% African American, 23%Hispanic, 4% Caucasian, and 2% other. Dunston Primary, a small community school is truly a place where young children grow and learn in a safe nurturing environment, guided and supported by a dedicated and talented staff.

Dunston Primary has maintained it high rating of "Average" compared to "At-Risk" two years ago. We are proud to be a PBIS Banner School for the second consecutive year. Student achievement continues to increase in the areas of English/Language Arts and math. School-wide, sustained professional development in Explicit Direct Instruction has supported teachers' efforts in increasing student achievement.

The focus of researched-based interventions at the earlier grades have proven to be quite effective with less students needing Tier 2 and 3 interventions in the areas of reading and math. School wide support staff participates in targeted instruction to meet the needs of struggling students. The CORE team has been quite effective in responding to student concerns as identified by classroom teachers.

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, Balanced Literacy, and Everyday Math.

The school is organized to ensure a family friendly environment. Parent, local businesses, community participation are encouraged and welcomed. We are very appreciative of our dedicated PTA and School Improvement Council. These organizations have worked hard to engage parents and community partners.

As we continue our academic and behavior goals, we will work harder to increase parent involvement, therefore, increasing student attendance. It takes all stakeholders working together to achieve the most.

Janice H. Malone, Principal
Anita Walker, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	46	35
Percent satisfied with learning environment	96.3%	89.1%	100.0%
Percent satisfied with social and physical environment	92.6%	93.3%	97.1%
Percent satisfied with school-home relations	85.2%	91.3%	97.0%

* 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 12 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	17.5%	0.0%	No
Student attendance rate	93.9%	94.0%**	No

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	64	100	33.3	44.4	22.2	75.9	83.1	82.4	Yes	Yes
Gender										
Male	33	100	25.9	44.4	29.6	74.1	79.9	78.7	N/A	N/A
Female	31	100	40.7	44.4	14.8	77.8	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	48	100	35.7	40.5	23.8	76.2	71.9	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	14	100	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	6	I/S	I/S	I/S	I/S	I/S	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	12	100	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	63	100	34	45.3	20.8	75.5	72.9	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	64	100	42.6	37	20.4	75.9	82.8	81.9	Yes	Yes
Gender										
Male	33	100	25.9	48.1	25.9	88.9	81.1	79.9	N/A	N/A
Female	31	100	59.3	25.9	14.8	63	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	48	100	42.9	35.7	21.4	76.2	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	14	100	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	6	I/S	I/S	I/S	I/S	I/S	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	12	100	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	63	100	43.4	37.7	18.9	75.5	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	33	100	66.7	18.5	14.8	33.3	69.2	68.6
Gender								
Male	21	100	58.8	23.5	17.6	41.2	68.4	68.3
Female	12	100	I/S	I/S	I/S	I/S	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	28	100	73.9	13	13	26.1	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	5	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	3	I/S	I/S	I/S	I/S	I/S	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	4	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	32	100	69.2	19.2	11.5	30.8	51.8	57.3
Social Studies								
All Students	31	100	N/AV	N/AV	N/AV	55.6	75.5	72.5
Gender								
Male	12	100	I/S	I/S	I/S	I/S	74.4	72
Female	19	100	N/AV	N/AV	N/AV	58.8	76.6	73.1
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	91	81
African American	20	100	N/AV	N/AV	N/AV	57.9	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	9	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	3	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	8	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	31	100	N/AV	N/AV	N/AV	55.6	61.8	62.9

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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	N/A	N/AV	N/A	N/A	N/A	N/A	75.8	73.2	93.9	96
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	70.7	67.2	93.6	95.9
Female	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	79.4	94.3	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	81.5	92.2	96.1
African American	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	61.3	94.3	95.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	93.5	96
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	23.9	26	93.5	94.9
Migrant Status										
Migrant	N/A	N/A	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	93.9	96.3
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	62.2	63.2	93.9	95.5

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MATILDA F DUNSTON ELEMENTARY 11/09/11-1001072

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	64	100	33.3	44.4	22.2	66.7
	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
Mathematics							
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
2011	3	64	100	42.6	37	20.4	57.4
	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
Science							
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
2011	3	33	100	66.7	18.5	14.8	33.3
	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

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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	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
2011	3	31	100	N/AV	N/AV	N/AV	55.6
	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
Writing							
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
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

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