

DOUGLAS ELEMENTARY

215 S.E. Diggs Road
Trenton, S.C. 29847

Grades	PK-5 Elementary School	
Enrollment	266 Students	
Principal	Cherya A. Clark	803-275-1752
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Brad Covar	803-637-6689

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
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>

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

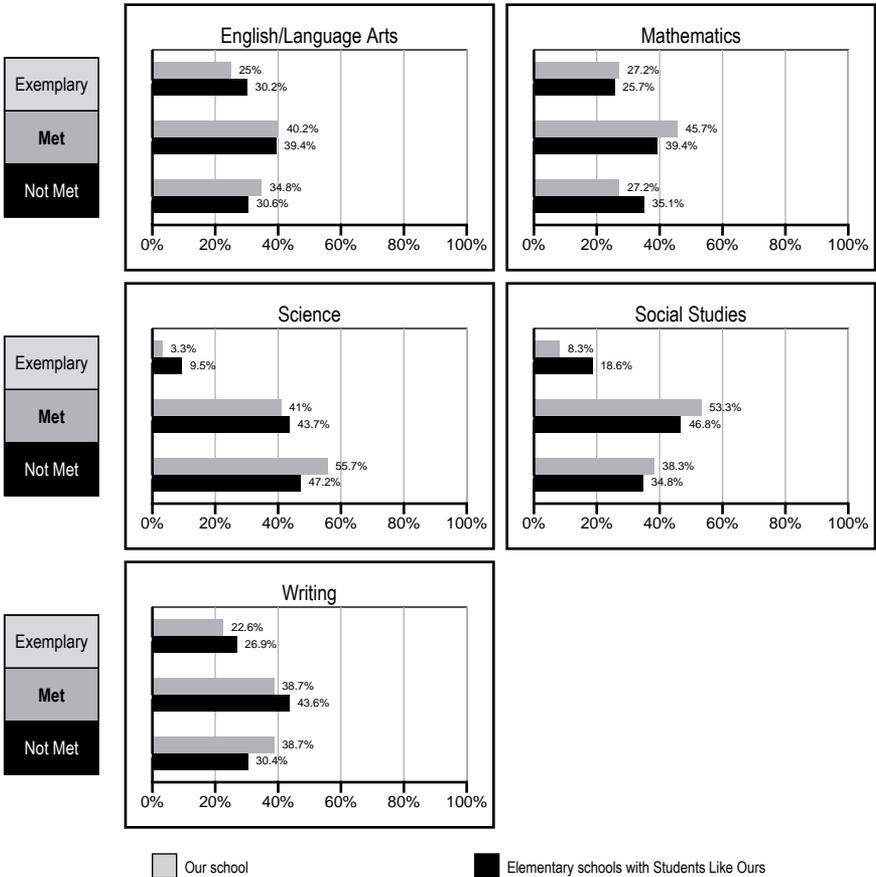
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	98	32	8

* 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=266)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Down from 6.7%	1.5%	1.1%
Attendance rate	95.2%	Up from 94.6%	95.9%	96.2%
Served by gifted and talented program	3.1%	Up from 0.0%	8.0%	13.4%
With disabilities other than speech	8.5%	Down from 18.9%	4.5%	4.1%
Older than usual for grade	3.2%	Down from 5.6%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	56.0%	Down from 60.0%	61.3%	62.5%
Continuing contract teachers	84.0%	Down from 92.0%	85.2%	88.2%
Teachers returning from previous year	88.5%	Down from 91.8%	86.3%	87.8%
Teacher attendance rate	96.2%	Up from 91.6%	95.1%	95.2%
Average teacher salary*	\$43,644	Down 2.2%	\$45,734	\$46,773
Professional development days/teacher	7.6 days	Up from 7.2 days	10.4 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	12.4 to 1	Down from 14.7 to 1	18.2 to 1	19.9 to 1
Prime instructional time	89.9%	Up from 84.7%	89.9%	90.4%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,659	Down 9.2%	\$7,913	\$7,447
Percent of expenditures for instruction**	74.6%	Up from 73.4%	67.9%	68.4%
Percent of expenditures for teacher salaries**	69.6%	Up from 66.5%	64.8%	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

The 2009-2010 school year at Douglas Elementary was filled with intense learning opportunities for students and staff. We have worked to meet the diverse needs of our students to ensure they are getting the best classroom instruction to prevent students at Douglas Elementary from being left behind. Using PASS and MAP data, we continued to focus on improving academic achievement in math, reading, science, and social studies. We worked to create a positive school environment, increase teacher quality, and increase academic success for all students.

Our students experienced much success throughout the school year, while being exposed to various instructional activities. Many students were on the honor roll for the entire school year. Students attended a thirty-minute, hands-on math academy in which they were grouped according to MAP data. We held an after-school program that was tailored to meet the needs of students at Douglas Elementary.

The foundation of the school rests on the shoulders of our teachers who have applied themselves beyond the call of duty. Many teachers are pursuing or have completed graduate degrees. Many more attended educational conferences and several applied for grants. All our teachers have welcomed and attended many professional development opportunities to effectively implement instructional programs. Our teachers continue to demonstrate their willingness to do whatever it takes to ensure all students are successful.

Our parents, community members, and district staff have all played a major role in helping Douglas Elementary strive towards excellence. Many improvements have been made and we are a committed staff that will continue to work together to improve our school. Please continue to support Douglas Elementary in our efforts in moving from a good school to a great school.

Cherya A. Clark, Principal
Renee Williams, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	34	31
Percent satisfied with learning environment	89.7%	91.2%	93.1%
Percent satisfied with social and physical environment	96.6%	93.9%	90.0%
Percent satisfied with school-home relations	79.3%	90.9%	90.3%

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

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No Child Left Behind

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	5.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.2%	0.0%	No
Student attendance rate	95.2%	94.0%**	Yes

* 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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	125	99.2	30	36.4	33.6	75.5	82.2	82.4	Yes	Yes
Gender										
Male	71	100	39.1	32.8	28.1	68.8	79.3	78.7	N/A	N/A
Female	54	98.2	17.4	41.3	41.3	84.8	85.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	30	100	24.1	41.4	34.5	72.4	88.8	88.9	I/S	I/S
African American	81	98.8	26.8	36.6	36.6	81.7	75.1	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	13	100	I/S	I/S	I/S	I/S	72	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	37	97.3	22.6	29	48.4	67.7	46.3	48.1	I/S	I/S
Migrant Status										
Migrant	2	I/S	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	60.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	109	99.1	32.6	38.9	28.4	72.6	74.8	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	125	100	24.5	45.5	30	79.1	79.4	81.9	Yes	Yes
Gender										
Male	71	100	26.6	50	23.4	75	77.3	79.9	N/A	N/A
Female	54	100	21.7	39.1	39.1	84.8	81.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	30	100	13.8	62.1	24.1	86.2	88.2	88.9	I/S	I/S
African American	81	100	22.5	40.8	36.6	83.1	70	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	13	100	I/S	I/S	I/S	I/S	66	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	37	100	22.6	45.2	32.3	64.5	40.6	47.3	I/S	I/S
Migrant Status										
Migrant	2	I/S	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	57.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	109	100	26.3	46.3	27.4	76.8	71.9	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	86	97.7	46.7	37.3	16	53.3	63.5	68.6
Gender								
Male	51	98	53.3	35.6	11.1	46.7	64.6	68.3
Female	35	97.1	36.7	40	23.3	63.3	62.2	68.9
Racial/Ethnic Group								
White	21	100	30	55	15	70	77.5	80.7
African American	53	98.1	46.8	34	19.1	53.2	48	51.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	11	90.9	I/S	I/S	I/S	I/S	55.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	27	100	30.4	21.7	47.8	69.6	34	35.7
Migrant Status								
Migrant	2	I/S	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	40	60.7
Socio-Economic Status								
Subsidized meals	75	97.3	48.4	35.9	15.6	51.6	51.7	57.3
Social Studies								
All Students	82	98.8	33.8	48.6	17.6	66.2	66.4	72.5
Gender								
Male	43	97.7	32.5	45	22.5	67.5	68.1	72
Female	39	100	35.3	52.9	11.8	64.7	64.6	73.1
Racial/Ethnic Group								
White	23	100	31.8	45.5	22.7	68.2	75.1	81
African American	53	98.1	29.8	53.2	17	70.2	55.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	27	100	27.3	36.4	36.4	72.7	35.8	40.5
Migrant Status								
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	50	69.7
Socio-Economic Status								
Subsidized meals	73	98.6	37.9	45.5	16.7	62.1	56.3	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	41	85.4	38.7	38.7	22.6	61.3	69.3	73.2	95.2	96.2
Gender										
Male	23	91.3	50	33.3	16.7	50	61.8	67.2	95.2	95.9
Female	18	77.8	23.1	46.2	30.8	76.9	77.7	79.4	95.2	96.4
Racial/Ethnic Group										
White	13	76.9	I/S	I/S	I/S	I/S	79.3	81.5	93.3	95.9
African American	24	91.7	26.3	47.4	26.3	73.7	57.1	61.3	95.5	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99	97.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.9	66.7	97.2	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	96.5
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	15.5	26	92.5	94.8
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	40.5	99.9	99.9
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	41.7	65.7	98.4	97.6
Socio-Economic Status										
Subsidized meals	35	82.9	38.5	38.5	23.1	61.5	58.9	63.2	94.8	95.8

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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							
2010	3	38	100	18.8	40.6	40.6	81.3
	4	37	97.3	30	43.3	26.7	70
	5	50	94	34.1	31.8	34.1	65.9
	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	47	97.9	32.5	22.5	45	67.5
	4	37	100	33.3	36.4	30.3	66.7
	5	41	100	24.3	51.4	24.3	75.7
	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							
2010	3	38	100	43.8	37.5	18.8	56.3
	4	37	94.6	20	50	30	80
	5	50	94	31.8	38.6	29.5	68.2
	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	47	100	35	35	30	65
	4	37	100	18.2	60.6	21.2	81.8
	5	41	100	18.9	43.2	37.8	81.1
	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	20	100	52.9	23.5	23.5	47.1
	4	36	100	46.7	50	3.3	53.3
	5	24	95.8	33.3	33.3	33.3	66.7
	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	28	96.4	54.2	12.5	33.3	45.8
	4	35	100	51.6	41.9	6.5	48.4
	5	23	95.7	30	60	10	70
	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	20	95	N/A	N/A	N/A	37.5
	4	35	100	33.3	60	6.7	66.7
	5	25	96	43.5	43.5	13	56.5
	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	24	95.8	52.4	28.6	19	47.6
	4	37	100	30.3	54.5	15.2	69.7
	5	21	100	20	60	20	80
	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	37	89.2	44.8	34.5	20.7	55.2
	4	37	94.6	43.3	36.7	20	56.7
	5	49	77.6	36.1	44.4	19.4	63.9
	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
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	41	85.4	38.7	38.7	22.6	61.3
	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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