



Drayton Hall Elementary

3183 Ashley River Road
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	669 Students	
Principal	John E. Cobb	843-852-0678
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Excellent
2005	Average	Below Average
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

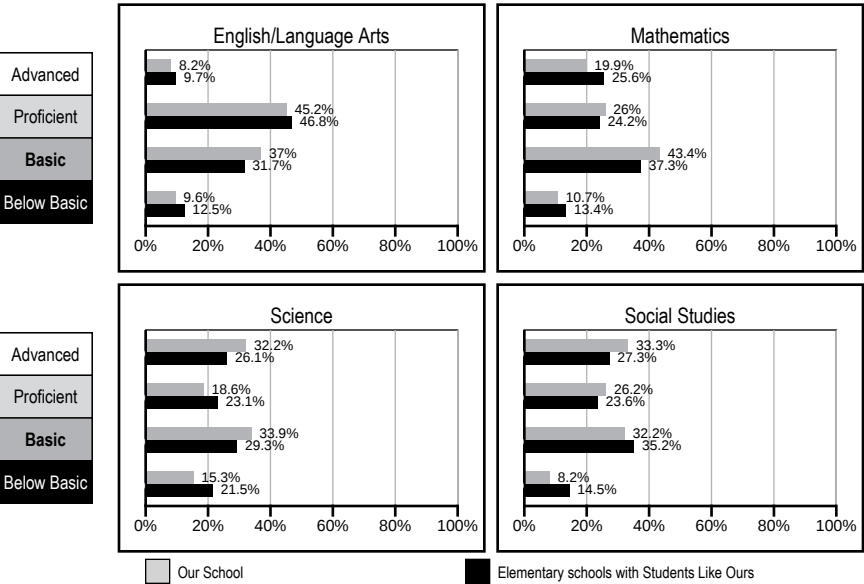
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 89.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	22	16	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=669)				
First graders who attended full-day kindergarten	100.0%	Up from 82.8%	100.0%	100.0%
Retention rate	0.5%	Down from 2.7%	1.6%	2.3%
Attendance rate	97.4%	Up from 96.0%	96.7%	96.3%
Eligible for gifted and talented	16.9%	Down from 18.1%	18.7%	10.4%
With disabilities other than speech	4.6%	Up from 4.3%	6.8%	7.5%
Older than usual for grade	0.6%	No Change	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.5%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	55.6%	Up from 43.9%	60.2%	56.7%
Continuing contract teachers	73.3%	Down from 82.9%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.7%	N/A	87.6%	86.4%
Teacher attendance rate	97.3%	No Change	95.0%	94.9%
Average teacher salary	\$44,362	Up 4.9%	\$46,934	\$45,345
Professional development days/teacher	11.0 days	Up from 7.9 days	12.1 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.5	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 20.2 to 1	20.4 to 1	18.5 to 1
Prime instructional time	94.3%	Up from 92.9%	90.3%	89.8%
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*	\$5,590	Down 3.1%	\$6,778	\$7,052
Percent of expenditures for instruction*	73.9%	No Change	70.5%	69.1%
Percent of expenditures for teacher salaries*	65.5%	Down from 66.5%	66.7%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Drayton Hall Elementary School has evolved into a diverse population of 680 students in the Charleston County School District. Our highly-qualified staff includes six National Board Certified Teachers, and more than 62% of our staff has earned advanced degrees. All staff members are committed to excellence through the reinforcement of a rigorous curriculum and high expectations for all students.

The school uses up-to-date, state-of-the-art technology with at least four computers and a large display monitor in each classroom. Our students and community have access to two computer labs with SmartBoards and select classrooms with various, smart technology manipulatives. The staff has been extensively trained in the implementation of technology in the curriculum. We have many faculty members who are technology instructors for district-sponsored professional development classes. Enrichment opportunities are provided through co-planning, co-teaching, and itinerant teachers to meet the individual needs of all of our students. In addition, students benefit from data-driven instructional planning through the use of Measures of Academic Progress tests (MAP). Our school-wide focus on writing is taught through the implementation of Four Squares Writing organization strategies and Six Traits Writing philosophy.

At Drayton Hall Elementary, 100% of staff are members of and actively participate in the PTA. Our PTA is very involved in school planning by supporting staff development, providing resources to purchase technology equipment, and rewarding students for their participation in the Reflections Program. Our PTA president is also a member of our School Improvement Council. Drayton Hall was recognized for closing the Gap in student achievement and as a Red Carpet School for 08. All staff and students participate in activities throughout the year to promote a healthy lifestyle. Our school-wide discipline model, Safety, Property, Order, Respect, and Task (SPORT), provides monthly recognition of good citizenship and creates a safe learning environment. Drayton Hall offers the opportunity to participate in clubs such as Roarin' Recyclers Team, Drayton Hall Elementary Jumpers, Wee Deliver, Reading Buddies, and our news program, WDHE. Some of our community service activities include The Bobcat Prowl, March of Dimes, Relay for Life, Red Ribbon Week, and Get Out and Get Active. Drayton Hall also offers before and after school care in the Kaleidoscope Program.

A rigorous curriculum, collegiality, leadership, and clear goals with assessment define our success. At Drayton Hall Elementary School, "Students Come First."

John Cobb, Principal
Mary Draper, School Improvement Council President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	65	57
Percent satisfied with learning environment	100.0%	84.4%	98.2%
Percent satisfied with social and physical environment	100.0%	84.6%	94.5%
Percent satisfied with school-home relations	100.0%	90.6%	93.0%

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	97.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	294	100	9.6	37	45.2	8.2	66.9	53.5	48.2	Yes	Yes
Gender											
Male	163	100	13.5	44.2	37.2	5.1	57.1	47.3	41.7	N/A	N/A
Female	131	100	4.8	28	55.2	12	79.2	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	185	100	5.6	27.7	54.2	12.4	75.7	77.6	60	Yes	Yes
African American	94	100	15.7	52.8	30.3	1.1	49.4	32.1	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	18	100	44.4	50	5.6	0	5.6	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	91	100	20.9	46.5	27.9	4.7	50	33	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	294	100	10.7	43.4	26	19.9	61.6	49.7	45.8	Yes	Yes
Gender											
Male	163	100	12.2	43.6	23.7	20.5	57.7	49.5	45.6	N/A	N/A
Female	131	100	8.8	43.2	28.8	19.2	66.4	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	185	100	6.2	32.8	33.3	27.7	76.3	75.6	59	Yes	Yes
African American	94	100	19.1	61.8	13.5	5.6	33.7	26.2	26.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	18	100	50	38.9	5.6	5.6	11.1	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	91	100	24.4	55.8	10.5	9.3	34.9	28.3	31.4	Yes	Yes

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	192	100	15.3	33.9	18.6	32.2	50.8	39.2	35.7	97.4	96
Gender											
Male	109	100	21.9	29.5	17.1	31.4	48.6	40.8	37.4	97.5	95.8
Female	83	100	6.4	39.7	20.5	33.3	53.8	37.6	33.8	97.3	96.1
Racial/Ethnic Group											
White	119	100	9.6	28.7	18.3	43.5	61.7	66.4	49.2	97.2	96.1
African American	64	100	25.4	47.5	16.9	10.2	27.1	15.3	17	97.6	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	97.3	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	97.5	96.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	98.5	95.7
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	97.5	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	98.2	96.3
Socio-Economic Status											
Subsided meals	56	100	32.1	50.9	5.7	11.3	17	17.1	21.1	96.9	95.5

Social Studies

All Students	192	100	8.2	32.2	26.2	33.3	59.6	40.2	34	97.4	96
Gender											
Male	107	100	9.8	31.4	26.5	32.4	58.8	42	36.6	97.5	95.8
Female	85	100	6.2	33.3	25.9	34.6	60.5	38.3	31.3	97.3	96.1
Racial/Ethnic Group											
White	127	100	4.1	24.8	27.3	43.8	71.1	63.3	44.5	97.2	96.1
African American	57	100	16.7	44.4	25.9	13	38.9	19.1	19.1	97.6	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	97.3	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	97.5	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	98.5	95.7
Disability Status											
Disabled	11	100	27.3	54.5	9.1	9.1	18.2	18.2	14.4	97.5	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	98.2	96.3
Socio-Economic Status											
Subsided meals	61	100	21.1	42.1	19.3	17.5	36.8	20.1	21	96.9	95.5

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	77	100	8.2	31.5	54.8	5.5	60.3
	4	100	100	10.3	32	53.6	4.1	57.7
	5	97	100	16	39.4	43.6	1.1	44.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	111	100	6.7	28.6	51.4	13.3	64.8
	4	90	100	4.7	30.6	60	4.7	64.7
	5	93	100	17.6	52.7	24.2	5.5	29.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	77	100	6.8	42.5	37	13.7	50.7
	4	100	100	14.4	36.1	23.7	25.8	49.5
	5	97	100	14.9	41.5	23.4	20.2	43.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	111	100	9.5	50.5	20	20	40
	4	90	100	10.6	31.8	30.6	27.1	57.6
	5	93	100	12.1	46.2	28.6	13.2	41.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	39	100	19.4	27.8	38.9	13.9	52.8
	4	100	100	27.8	26.8	26.8	18.6	45.4
	5	47	100	26.7	26.7	26.7	20	46.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	23.5	31.4	25.5	19.6	45.1
	4	90	100	8.2	38.8	12.9	40	52.9
	5	48	100	19.1	27.7	21.3	31.9	53.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	38	100	0	27	48.6	24.3	73
	4	100	100	6.2	29.9	37.1	26.8	63.9
	5	50	100	18.4	28.6	32.7	20.4	53.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	7.4	48.1	18.5	25.9	44.4
	4	90	100	4.7	23.5	29.4	42.4	71.8
	5	45	100	15.9	29.5	29.5	25	54.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

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I/S--Insufficient Sample