



## Douglas Elementary

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

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	292 Students	
<b>Principal</b>	Cherya Clark	803-275-1752
<b>Superintendent</b>	Dr. Mary Rice-Crenshaw	803-275-4601
<b>Board Chair</b>	Sallie B. Cooks	803-663-6539

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	At-Risk	At-Risk
2006	Below Average	Good
2005	Average	Average
2004	Average	Average

## 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**

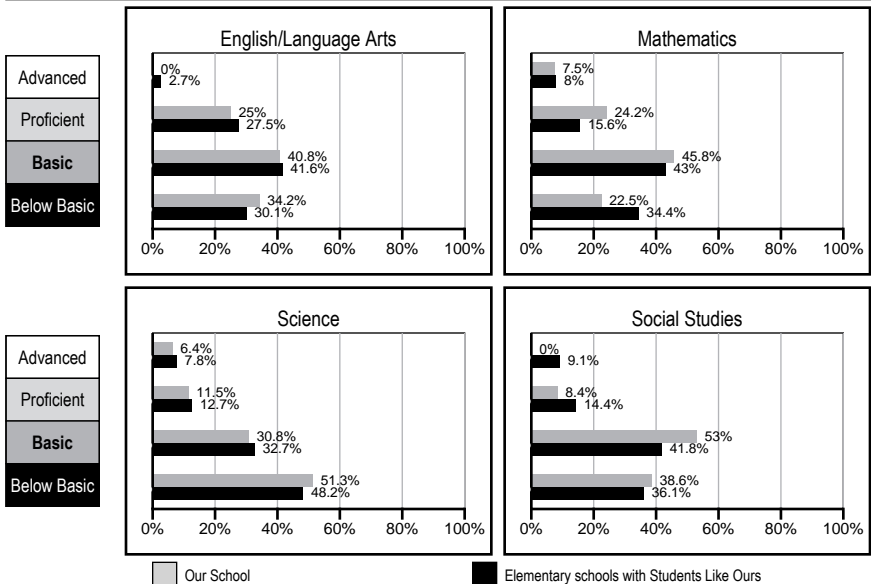
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.7%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	16	67	28

\* 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
<b>Students (n=292)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	8.6%	Up from 7.3%	2.9%	2.3%
Attendance rate	95.8%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	1.4%	Down from 4.5%	6.0%	10.4%
With disabilities other than speech	16.1%	Up from 15.7%	8.3%	7.5%
Older than usual for grade	4.9%	Up from 3.6%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	42.9%	Up from 40.7%	54.3%	56.7%
Continuing contract teachers	75.0%	Down from 92.6%	71.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.9%	Up from 87.0%	84.8%	86.4%
Teacher attendance rate	94.1%	Up from 92.9%	94.9%	94.9%
Average teacher salary	\$42,743	Up 3.6%	\$44,280	\$45,345
Professional development days/teacher	14.7 days	Up from 8.7 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	3.5	4.0
Student-teacher ratio in core subjects	14.1 to 1	Up from 13.3 to 1	17.0 to 1	18.5 to 1
Prime instructional time	88.1%	Up from 87.4%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,345	Up 7.0%	\$7,748	\$7,052
Percent of expenditures for instruction*	70.4%	Up from 68.5%	69.1%	69.1%
Percent of expenditures for teacher salaries*	65.4%	Down from 66.6%	62.5%	64.2%

\* Prior year audited financial data are reported.

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### Report of Principal and School Improvement Council

The 2007-2008 school year at Douglas Elementary began and ended with a positive feeling. We are well aware that we have a very diverse population at our school, but the faculty is willing to do whatever it takes to ensure that our students are getting the best classroom instruction. Although the rigor of the No Child Left Behind Act (NCLB) is challenging, the faculty and staff at Douglas are working hard to ensure that our students are not going to be left behind.

It gives me great pleasure to serve as principal of Douglas Elementary. Our students are our business and their success is our goal. We strive to inspire and teach our students on a daily basis, while giving them the confidence that they can become and accomplish whatever they are focused on.

Our students experienced much success throughout the school year while also being exposed to some new activities that occurred on campus this year. One of our fifth grade students won the district's Lieutenant Governors Essay Contest; many students were on the A/B Honor roll for the entire year; we experienced our very first Vehicle Career Day, which was a success with local agencies volunteering their time to expose students to different careers; athletes from the local high school football team assisted with Red Ribbon Week; our students participated in Pennies for Patients; and local government officials visited students in the classroom.

The foundation of our schools rests on the shoulders of our teachers; when they apply themselves above and beyond the call of duty, the results are evident in our students. Many teachers are currently working on post graduate degrees, many more attended conferences, several applied for grants while receiving exposure on the local news, and one of our teachers started the first local reading council within the district. In order to provide our students the best instructional practices, we must continue to analyze our curriculum as well as analyze our classroom instruction. While in the process of doing the aforementioned, the teachers are willing to do whatever it takes to ensure that our students are successful.

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

Bruce Lee, Principal

### Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	38	24
Percent satisfied with learning environment	86.7%	81.6%	83.3%
Percent satisfied with social and physical environment	90.0%	84.2%	87.5%
Percent satisfied with school-home relations	83.3%	83.3%	81.8%

\* 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

Continuing School Improvement

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	0.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

\* Or greater than last year

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## 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	140	97.9	30.5	39.8	25	4.7	35.9	50.5	48.2	No	Yes
<b>Gender</b>											
Male	78	97.4	35.2	39.4	22.5	2.8	29.6	42.7	41.7	N/A	N/A
Female	62	98.4	24.6	40.4	28.1	7	43.9	58.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	36	100	14.7	52.9	23.5	8.8	38.2	61.8	60	I/S	I/S
African American	92	96.7	34.1	36.6	26.8	2.4	35.4	37.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	12	100	50	25	16.7	8.3	33.3	51.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	34	94.1	56.7	16.7	6.7	20	26.7	14.5	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	123	98.4	33.6	40.7	20.4	5.3	31	39	34	No	Yes

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

All Students	140	97.9	19.7	44.9	26.8	8.7	48.8	44.7	45.8	Yes	Yes
<b>Gender</b>											
Male	78	96.2	22.9	45.7	25.7	5.7	44.3	43.5	45.6	N/A	N/A
Female	62	100	15.8	43.9	28.1	12.3	54.4	46.2	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	36	97.2	12.1	36.4	42.4	9.1	69.7	59.5	59	I/S	I/S
African American	92	97.8	22	48.8	19.5	9.8	42.7	27.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	12	100	25	41.7	33.3	0	33.3	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	34	91.2	48.3	27.6	17.2	6.9	34.5	16.6	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	35	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	123	99.2	22.1	46.9	23	8	44.2	32.4	31.4	Yes	Yes

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

Abbreviations for Missing Data

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## 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
<b>Science</b>											
All Students	94	98.9	48.2	29.4	11.8	10.6	22.4	31.7	35.7	95.8	96.5
<b>Gender</b>											
Male	50	98	50	27.3	11.4	11.4	22.7	34.1	37.4	95.5	96.4
Female	44	100	46.3	31.7	12.2	9.8	22	29.2	33.8	96.2	96.5
<b>Racial/Ethnic Group</b>											
White	26	100	25	41.7	12.5	20.8	33.3	46	49.2	94.2	96.1
African American	60	98.3	56.6	26.4	11.3	5.7	17	15.5	17	96.2	96.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	98
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	28.6	24.9	97.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	93.3
<b>Disability Status</b>											
Disabled	20	95	58.8	5.9	5.9	29.4	35.3	17.3	14	93.1	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	95.5	95.5
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	97.6
<b>Socio-Economic Status</b>											
Subsided meals	85	98.8	51.9	29.9	6.5	11.7	18.2	19.9	21.1	95.5	96
<b>Social Studies</b>											
All Students	96	97.9	36	51.7	11.2	1.1	12.4	26.9	34	95.8	96.5
<b>Gender</b>											
Male	56	98.2	30.8	55.8	13.5	0	13.5	29.2	36.6	95.5	96.4
Female	40	97.5	43.2	45.9	8.1	2.7	10.8	24.3	31.3	96.2	96.5
<b>Racial/Ethnic Group</b>											
White	26	92.3	20.8	66.7	12.5	0	12.5	36.5	44.5	94.2	96.1
African American	63	100	41.4	48.3	8.6	1.7	10.3	14.3	19.1	96.2	96.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	98
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	27.5	97.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	93.3
<b>Disability Status</b>											
Disabled	22	90.9	57.9	21.1	15.8	5.3	21.1	11	14.4	93.1	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	95.5	95.5
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	97.6
<b>Socio-Economic Status</b>											
Subsided meals	83	98.8	40.3	46.8	11.7	1.3	13	16.2	21	95.5	96

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	51	100	23.4	46.8	23.4	6.4	29.8	
	4	29	100	30.8	42.3	23.1	3.8	26.9	
	5	47	95.7	52.4	40.5	7.1	0	7.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	49	98	20.5	29.5	38.6	11.4	50	
	4	49	100	23.9	54.3	19.6	2.2	21.7	
	5	42	95.2	50	34.2	15.8	0	15.8	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	51	100	29.8	57.4	10.6	2.1	12.8	
	4	29	100	34.6	34.6	19.2	11.5	30.8	
	5	47	95.7	50	38.1	4.8	7.1	11.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	49	100	18.2	43.2	34.1	4.5	38.6	
	4	49	98	17.8	46.7	24.4	11.1	35.6	
	5	42	95.2	23.7	44.7	21.1	10.5	31.6	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	28	96.4	76.2	23.8	0	0	0	
	4	29	100	53.8	30.8	11.5	3.8	15.4	
	5	22	100	76.2	19	4.8	0	4.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	26	96.2	47.6	28.6	9.5	14.3	23.8	
	4	48	100	42.2	35.6	15.6	6.7	22.2	
	5	20	100	63.2	15.8	5.3	15.8	21.1	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	28	100	31.8	63.6	0	4.5	4.5	
	4	29	100	38.5	30.8	11.5	19.2	30.8	
	5	23	100	75	20	5	0	5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	28	96.4	34.6	42.3	19.2	3.8	23.1	
	4	48	97.9	27.3	61.4	11.4	0	11.4	
	5	20	100	57.9	42.1	0	0	0	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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