



## Duncan Chapel Elementary

210 Duncan Chapel Road  
Greenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	681 Students	
<b>Principal</b>	Regenia McClain	864-355-2700
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476



# 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

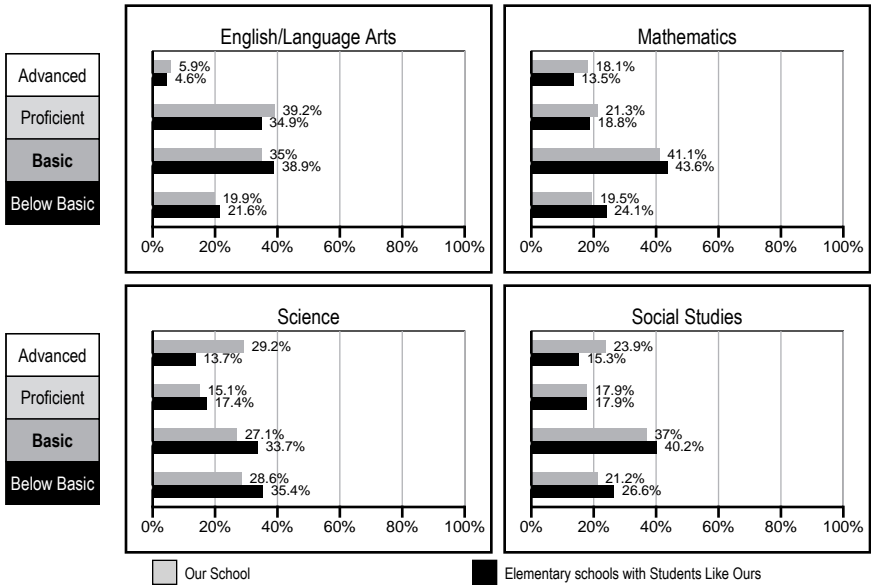
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

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

Excellent	Good	Average	Below Average	At-Risk
0	3	49	34	1

\* 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=681)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 1.4%	2.9%	2.3%
Attendance rate	96.5%	Up from 96.2%	96.2%	96.3%
Eligible for gifted and talented	9.7%	Down from 12.3%	9.7%	10.4%
With disabilities other than speech	10.0%	Down from 11.7%	8.6%	7.5%
Older than usual for grade	0.2%	Down from 0.5%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	51.2%	Up from 50.0%	58.0%	56.7%
Continuing contract teachers	81.4%	Up from 61.4%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.9%	Down from 83.7%	87.2%	86.4%
Teacher attendance rate	97.0%	Up from 96.1%	94.8%	94.9%
Average teacher salary	\$45,317	Up 6.4%	\$45,391	\$45,345
Professional development days/teacher	11.9 days	Down from 12.8 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	91.1%	Up from 89.7%	89.4%	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 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,855	Up 4.5%	\$6,893	\$7,052
Percent of expenditures for instruction*	69.1%	Up from 68.1%	68.7%	69.1%
Percent of expenditures for teacher salaries*	65.0%	Down from 68.1%	64.9%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Duncan Chapel's state-of-the-art facility provides increased opportunities for students to integrate technology, the arts, and literature into stimulating learning experiences. We maintained an All Clear accreditation by the Southern Association of Colleges and Schools and the State Department of Education. The many strengths of the school include strong instructional leadership, fully certified staff, sequentially organized curriculum, a strong PTA (over \$65,000 budget), parent volunteer program (over 40,000 hours), 39 years of 100% PTA membership, and a supportive community partnership.

Our school-wide accomplishments include the following: Red Carpet Award from the State Department of Education; implementation of Baldrige model for Quality Students; recognition as a 2008 Safe Kids School by the Greenville Children's Hospital; 2004-05 District Teacher of the Year; Alliance Grants; and a Greenville Women Giving Grant

Our school Leadership/Portfolio team developed goals, objectives and strategies for our students for 2008-2009. Two goals were selected as the highest priority for improvement in 2008-2009 based on test scores and surveys. Two desired results for student learning are to develop tasks to close gaps in achievement and to improve public understanding and support that nurture parental, community, and volunteer involvement.

Regenia McClain, Principal  
Tina Reid, SIC/PTA

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	75	51
Percent satisfied with learning environment	92.7%	86.7%	90.0%
Percent satisfied with social and physical environment	97.5%	78.7%	87.5%
Percent satisfied with school-home relations	87.8%	94.7%	81.6%

\* 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 24 out of 29 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	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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	319	99.7	19.6	35.1	39.3	6	53.3	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	161	100	25.2	37.4	32.7	4.8	46.3	46.1	41.7	N/A	N/A
Female	158	99.4	13.8	32.6	46.4	7.2	60.9	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	161	100	11.3	35.8	45	7.9	64.9	62.3	60	Yes	Yes
African American	82	100	32.9	39.7	26	1.4	28.8	31.7	31.7	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	62	98.4	29.8	29.8	36.2	4.3	46.8	36.7	38.4	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	56	100	42	40	16	2	26	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	60	98.3	22	36	38	4	50	36.1	36.9	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	190	99.5	29.3	37.2	29.3	4.3	40.2	34.3	34	No	Yes

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

All Students	319	100	19.2	41.3	21.3	18.2	49.7	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	161	100	22.4	39.5	19	19	46.9	49.9	45.6	N/A	N/A
Female	158	100	15.8	43.2	23.7	17.3	52.5	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	161	100	12.6	38.4	23.8	25.2	58.3	59.4	59	Yes	Yes
African American	82	100	34.2	45.2	15.1	5.5	30.1	27.2	26.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	62	100	20.8	50	20.8	8.3	41.7	37.4	38.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	56	100	44	44	6	6	16	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	60	100	17.6	47.1	21.6	13.7	49	38.4	38.7	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	190	100	26.1	44.2	17.6	12.1	39.4	32.2	31.4	Yes	Yes

\* 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 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	214	100	28.3	27.2	15.2	29.3	44.5	39.3	35.7	96.5	96.5
<b>Gender</b>											
Male	111	100	27.6	32.7	16.3	23.5	39.8	41.6	37.4	96.4	96.4
Female	103	100	29	21.5	14	35.5	49.5	36.9	33.8	96.7	96.6
<b>Racial/Ethnic Group</b>											
White	106	100	19	25	16	40	56	49.7	49.2	96.5	96.4
African American	53	100	44.7	29.8	10.6	14.9	25.5	18.2	17	95.9	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.8	97.7
Hispanic	48	100	37.8	29.7	13.5	18.9	32.4	23.7	24.9	97.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	97.7	95.3
<b>Disability Status</b>											
Disabled	46	100	48.8	36.6	2.4	12.2	14.6	16.3	14	96.1	95.5
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	96.8	96.4
<b>English Proficiency</b>											
Limited English Proficient	42	100	34.3	31.4	14.3	20	34.3	22.6	24.4	97.4	97.2
<b>Socio-Economic Status</b>											
Subsided meals	131	100	38.9	27.4	11.5	22.1	33.6	21.3	21.1	96.2	95.8
<b>Social Studies</b>											
All Students	209	100	21.2	37	17.9	23.9	41.8	38.1	34	96.5	96.5
<b>Gender</b>											
Male	108	100	24.2	34.3	17.2	24.2	41.4	41	36.6	96.4	96.4
Female	101	100	17.6	40	18.8	23.5	42.4	35	31.3	96.7	96.6
<b>Racial/Ethnic Group</b>											
White	105	100	10.3	38.1	19.6	32	51.5	46.1	44.5	96.5	96.4
African American	55	100	32.7	44.9	16.3	6.1	22.4	20.5	19.1	95.9	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.8	97.7
Hispanic	39	100	39.3	28.6	14.3	17.9	32.1	27.7	27.5	97.3	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	97.7	95.3
<b>Disability Status</b>											
Disabled	32	100	35.7	53.6	7.1	3.6	10.7	17.1	14.4	96.1	95.5
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	96.8	96.4
<b>English Proficiency</b>											
Limited English Proficient	39	100	37.5	31.3	15.6	15.6	31.3	27.6	27.3	97.4	97.2
<b>Socio-Economic Status</b>											
Subsided meals	120	100	32.7	42.6	10.9	13.9	24.8	22.8	21	96.2	95.8

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

Abbreviations for Missing Data

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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	106	99.1	12.9	28	49.5	9.7	59.1
	4	112	99.1	19.2	46.2	31.7	2.9	34.6
	5	94	100	21.2	44.7	34.1	0	34.1
	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
<b>2008</b>	3	106	99.1	18.8	20.8	50	10.4	60.4
	4	104	100	19.1	34.8	40.4	5.6	46.1
	5	109	100	21	49	28	2	30
	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
<b>Mathematics</b>								
<b>2007</b>	3	106	99.1	12.9	48.4	23.7	15.1	38.7
	4	112	99.1	24	39.4	20.2	16.3	36.5
	5	94	100	25.9	44.7	18.8	10.6	29.4
	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
<b>2008</b>	3	106	100	11.3	41.2	16.5	30.9	47.4
	4	104	100	25.8	40.4	20.2	13.5	33.7
	5	109	100	21	42	27	10	37
	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
<b>Science</b>								
<b>2007</b>	3	52	100	29.2	27.1	29.2	14.6	43.8
	4	112	99.1	38.1	36.2	17.1	8.6	25.7
	5	48	100	25.6	34.9	11.6	27.9	39.5
	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
<b>2008</b>	3	54	100	24	26	24	26	50
	4	104	100	30.3	32.6	13.5	23.6	37.1
	5	56	100	28.8	19.2	9.6	42.3	51.9
	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
<b>Social Studies</b>								
<b>2007</b>	3	53	98.1	6.8	40.9	34.1	18.2	52.3
	4	112	99.1	33.3	39	21.9	5.7	27.6
	5	46	100	31	35.7	23.8	9.5	33.3
	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
<b>2008</b>	3	52	100	6.4	31.9	19.1	42.6	61.7
	4	104	100	23.6	38.2	18	20.2	38.2
	5	53	100	31.3	39.6	16.7	12.5	29.2
	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

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