



## DUNCAN CHAPEL ELEMENTARY

210 Duncan Chapel Road  
Greenville, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	640 Students	
<b>Principal</b>	Regenia McClain	864-355-2700
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	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>

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

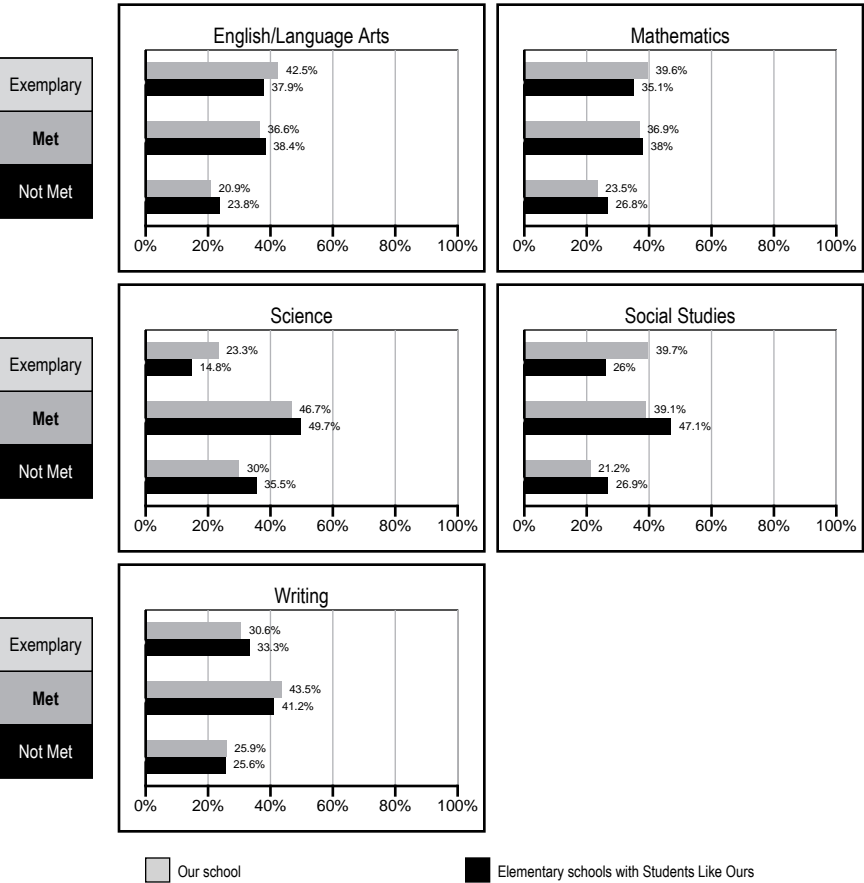
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
10	29	78	6	0

\* 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
<b>Students (n=640)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	No Change	1.2%	1.1%
Attendance rate	95.9%	Up from 95.6%	96.0%	96.2%
Served by gifted and talented program	11.9%	Up from 11.7%	12.7%	13.4%
With disabilities other than speech	5.4%	Down from 10.9%	4.7%	4.1%
Older than usual for grade	0.2%	Down from 0.4%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	57.9%	Down from 58.5%	61.3%	62.5%
Continuing contract teachers	89.5%	Up from 78.0%	90.0%	88.2%
Teachers returning from previous year	84.3%	Down from 85.8%	88.1%	87.8%
Teacher attendance rate	94.7%	Down from 97.2%	95.0%	95.2%
Average teacher salary*	\$43,617	Down 5.2%	\$46,745	\$46,773
Professional development days/teacher	11.2 days	Up from 8.9 days	11.2 days	10.5 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 20.4 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 92.9%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	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**	\$6,325	Down 11.9%	\$7,423	\$7,447
Percent of expenditures for instruction**	67.9%	Down from 69.5%	67.9%	68.4%
Percent of expenditures for teacher salaries**	66.8%	Up from 66.0%	65.3%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## 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, parent volunteer program (over 30,000 hours), 40 years of 100% PTA membership, and a supportive community partnership. Our continued Title I status for 2011-2012 will provide additional technology and instructional support for our school.

Our School-Wide accomplishments include the following:

Red Carpet Award from the State Department of Education

Implementation of Baldrige model for Quality Students

Recognized as a 2011 Safe Kids School by the Greenville Children's Hospital

Reading Intervention Teachers in Grades K5-3rd

After School Tutorial Program by Communities In Schools

Top Ten Finalist for 2011-2012 Teacher of the Year

Our school leadership team developed goals, objectives and strategies for our students for 2011-2012. Two goals were selected as the highest priority for improvement in 2011-2012 based on test scores and surveys. Two desired results for student learning are to increase students achievement in the area of math and Language Arts and to improve public understanding and support that nurture parental, community, and volunteer involvement.

Regenia McClain, Principal

Brana Myers, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	80	54
Percent satisfied with learning environment	88.1%	92.5%	93.8%
Percent satisfied with social and physical environment	97.6%	97.5%	84.9%
Percent satisfied with school-home relations	76.2%	96.3%	84.9%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 27 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	
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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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

\* Or greater than last year

**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	293	100	20.9	36.6	42.5	88.8	84.1	82.4	Yes	Yes
<b>Gender</b>										
Male	141	100	20.8	35.4	43.8	86.2	80.8	78.7	N/A	N/A
Female	152	100	21	37.7	41.3	91.3	87.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	135	100	11	33.9	55.1	92.1	89.7	88.9	Yes	Yes
African American	84	100	27.4	45.2	27.4	84.9	72.2	72.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	69	100	33.3	33.3	33.3	85.7	79.2	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	54.3	30.4	15.2	63	48.6	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	68	100	35.5	32.3	32.3	85.5	79.3	78.3	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	225	100	25.2	39.1	35.6	86.6	75.7	75.4	Yes	Yes

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

All Students	293	100	23.5	36.9	39.6	84	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	141	100	22.3	39.2	38.5	84.6	82.9	79.9	N/A	N/A
Female	152	100	24.6	34.8	40.6	83.3	86.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	135	100	15.7	33.9	50.4	89	89.4	88.9	Yes	Yes
African American	84	100	30.1	39.7	30.1	80.8	72	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	69	100	33.3	41.3	25.4	76.2	82.7	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	60.9	23.9	15.2	52.2	47.1	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	68	100	30.6	40.3	29	75.8	83.6	81.4	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	225	100	26.7	42.1	31.2	81.2	76.5	74.9	Yes	Yes

\* 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

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	192	100	30.2	46.9	22.9	69.8	71.6	68.6
Gender								
Male	92	100	31	42.5	26.4	69	71.4	68.3
Female	100	100	29.3	51.1	19.6	70.7	71.9	68.9
Racial/Ethnic Group								
White	93	100	20.5	45.5	34.1	79.5	81	80.7
African American	54	100	37	54.3	8.7	63	52.3	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	41	100	46.3	43.9	9.8	53.7	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	31	100	60.7	25	14.3	39.3	34.8	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	41	100	43.9	43.9	12.2	56.1	61.8	60.7
Socio-Economic Status								
Subsidized meals	145	100	33.6	50.7	15.7	66.4	58.4	57.3

Social Studies

All Students	197	99.5	21	39.8	39.2	79	76.1	72.5
Gender								
Male	99	99	20	36.7	43.3	80	75.9	72
Female	98	100	22	42.9	35.2	78	76.2	73.1
Racial/Ethnic Group								
White	82	100	10.3	38.5	51.3	89.7	82.8	81
African American	61	100	33.3	37	29.6	66.7	61.5	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	51	98	23.9	45.7	30.4	76.1	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	35	100	48.4	35.5	16.1	51.6	41.9	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	51	98	26.7	44.4	28.9	73.3	70.5	69.7
Socio-Economic Status								
Subsidized meals	159	99.4	25.2	43.4	31.5	74.8	65.2	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	90	100	25.9	43.5	30.6	74.1	76	73.2	95.9	96.4
Gender										
Male	39	100	39.5	39.5	21.1	60.5	70.2	67.2	95.8	96.3
Female	51	100	14.9	46.8	38.3	85.1	82.1	79.4	96	96.4
Racial/Ethnic Group										
White	35	100	12.1	39.4	48.5	87.9	83.1	81.5	95.6	96.2
African American	28	100	30.8	50	19.2	69.2	62.2	61.3	95.8	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.3	87	98	97.6
Hispanic	25	100	41.7	41.7	16.7	58.3	64.3	66.7	96.4	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	96	95.8
Disability Status										
Disabled	13	100	76.9	15.4	7.7	23.1	26.5	26	95	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	24	100	41.7	37.5	20.8	58.3	65.3	65.7	96.6	97.2
Socio-Economic Status										
Subsidized meals	68	100	31.7	44.4	23.8	68.3	63.7	63.2	95.7	95.9

Abbreviations for Missing Data

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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	99	99	16	27.7	56.4	84
	4	109	100	28.1	49	22.9	71.9
	5	103	100	24.2	45.3	30.5	75.8
	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	107	100	17.9	22.1	60	82.1
	4	96	100	19.1	46.1	34.8	80.9
	5	90	100	26.2	42.9	31	73.8
	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	99	100	23.2	32.6	44.2	76.8
	4	109	100	26	51	22.9	74
	5	103	100	30.5	46.3	23.2	69.5
	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	107	100	23.2	25.3	51.6	76.8
	4	96	100	19.1	39.3	41.6	80.9
	5	90	100	28.6	47.6	23.8	71.4
	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	49	100	39.6	29.2	31.3	60.4
	4	109	100	27.1	61.5	11.5	72.9
	5	52	100	39.6	56.3	4.2	60.4
	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	52	100	30.4	28.3	41.3	69.6
	4	96	100	20.9	59.3	19.8	79.1
	5	44	100	50	40.5	9.5	50
	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

Abbreviations for Missing Data

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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	50	100	14.9	51.1	34	85.1
	4	109	100	16.7	60.4	22.9	83.3
	5	51	100	38.3	40.4	21.3	61.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	55	98.2	18.8	27.1	54.2	81.3
	4	96	100	13.2	45.1	41.8	86.8
	5	46	100	40.5	42.9	16.7	59.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	98	96.9	21.7	35.9	42.4	78.3
	4	108	100	39.2	43.3	17.5	60.8
	5	103	99	30.5	34.7	34.7	69.5
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	90	100	25.9	43.5	30.6	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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