



Drayton Hall Elementary

3183 Ashley River Road
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	840 Students	
Principal	John E. Cobb	843-852-0678
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	Below Average

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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

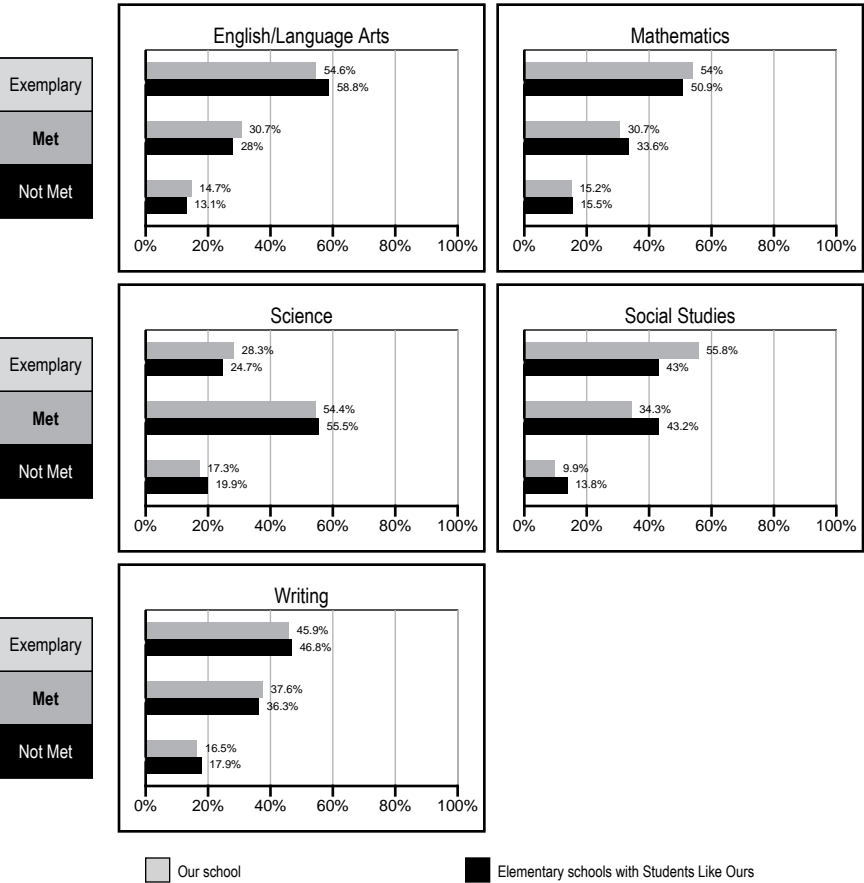
94.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	9	0	1	0

* Ratings are calculated with data available by 11/07/2012.

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

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I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=840)				
First graders who attended full-day kindergarten	96.8%	Down from 100.0%	100.0%	100.0%
Retention rate	0.9%	Up from 0.7%	1.0%	1.0%
Attendance rate	96.9%	Up from 96.3%	97.0%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	60.5%	Down from 62.8%	69.0%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	92.1%	Up from 89.4%	90.7%	88.7%
Teacher attendance rate	98.7%	Up from 97.6%	95.3%	95.1%
Average teacher salary*	\$44,512	Down 0.5%	\$48,368	\$47,210
Professional development days/teacher	7.8 days	Up from 7.7 days	9.6 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	27.1 to 1	Up from 24.1 to 1	20.8 to 1	20.0 to 1
Prime instructional time	95.4%	Up from 93.8%	91.6%	90.5%
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**	\$5,549	Up 3.9%	\$6,824	\$7,247
Percent of expenditures for instruction**	68.5%	Up from 68.1%	68.7%	68.2%
Percent of expenditures for teacher salaries**	66.2%	Down from 66.6%	66.6%	65.7%

* 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

A Message from our School Improvement Council:

Drayton Hall Elementary School, a Palmetto Gold recipient for the past three years, is part of the Charleston County School District. We are located in the West Ashley area of the City of Charleston. Our diverse Pre-K through 5th grade population of 846 students includes students from nine different countries. Our highly-qualified staff includes six National Board Certified Teachers and more than 64% advanced degree teachers. All staff members are committed to excellence through the reinforcement of a rigorous curriculum and high expectations for all students. Enrichment opportunities are provided through co-planning, co-teaching and itinerant teachers to meet the individual needs of all of our students.

Drayton Hall Elementary is one of 4 pilot schools for the district's one-to-one learning initiative integrating iPads into daily instruction. Each student and faculty member has an iPad as an instructional tool. All classes are equipped with interactive SMARTBoards and at least two large-display computers. All students can participate in labs for music and computer instruction. The staff continuously trains in the use of technology and thinking maps curriculum. We have several faculty members who are technology instructors for district-sponsored classes that are available to all teachers in the district. In addition, students benefit from data-driven instructional planning through the use of Measures of Academic Progress (MAP) tests.

At Drayton Hall Elementary, 98% of our teachers are actively-participating members of our PTA. Our PTA remains very involved in school planning by supporting staff development, providing materials to support instruction, and rewarding students for participation in the PTA-sponsored Reflections Program. Drayton Hall was recognized by our constituent district for meeting Adequate Yearly Progress (AYP) for the past 7 years. We are a Red Carpet school, a state award which recognizes our commitment to customer service. The staff and students participate in activities throughout the year to promote a healthy lifestyle. We have been recognized twice by the state as a Healthy School in all 8 areas of the Healthy School Index. Our school-wide discipline model: Safety, Property, Order, Respect, and Task (SPORT) provides monthly recognition of good citizenship and creates a safe learning environment. Students have the opportunity to participate as members of the following groups: Tennis, Roarin' Recyclers Team, Drayton Hall Elementary Jumpers, Wee Deliver, Chorus, Reading Buddies, and our student produced Morning News Program. Students and staff participate in community service activities such as Pennies for Patients, Relay for Life, Red Ribbon Week (Say No to Drugs) and Jump Rope for Heart on a rotating basis. Fifth graders are involved in a number of school clubs designed just for them which include: Jumpers, Running Club, Student Council and Basketball. Drayton Hall also offers interactive before and after school care in the Kaleidoscope Program.

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

John Cobb, Principal

Theresa Owens, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	106	83
Percent satisfied with learning environment	100.0%	95.2%	90.2%
Percent satisfied with social and physical environment	100.0%	91.4%	94.0%
Percent satisfied with school-home relations	96.4%	95.2%	90.0%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	98.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Drayton Hall Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	676.8	670.3	638.9	669.5	99.2	99.5
Male	674.7	673.2	640.4	671.4	99.6	100.0
Female	680.0	666.1	636.9	666.5	98.8	98.8
White	689.4	683.8	650.3	679.4	99.2	99.2
African American	644.1	637.1	613.0	642.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.2	649.5	621.8	648.5	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	118	100	10	26.4	63.6	90
	4	115	100	22.5	29.7	47.7	77.5
	5	117	100	9.6	45.6	44.7	90.4
	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
2012	3	140	100	12.7	14.9	72.4	87.3
	4	125	98.4	11.2	36.2	52.6	88.8
	5	120	99.2	18.5	45.4	36.1	81.5
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	118	100	17.3	27.3	55.5	82.7
	4	115	100	10.8	31.5	57.7	89.2
	5	117	100	8.8	37.7	53.5	91.2
	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
2012	3	140	100	17.2	19.4	63.4	82.8
	4	125	98.4	9.5	37.9	52.6	90.5
	5	120	100	17.4	37.6	45	82.6
	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							
2011	3	57	100	29.6	35.2	35.2	70.4
	4	115	100	19.8	60.4	19.8	80.2
	5	59	100	12.1	60.3	27.6	87.9
	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
2012	3	71	100	20.3	43.5	36.2	79.7
	4	125	98.4	14.7	63.8	21.6	85.3
	5	57	100	16	50	34	84
	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
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Social Studies

2011	3	61	100	8.9	51.8	39.3	91.1
	4	115	100	10.8	42.3	46.8	89.2
	5	58	100	10.7	32.1	57.1	89.3
	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
2012	3	69	98.6	7.7	27.7	64.6	92.3
	4	125	98.4	7.8	40.5	51.7	92.2
	5	63	100	13.6	30.5	55.9	86.4
	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

Writing

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	116	100	6.1	36	57.9	93.9
	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
2012	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	118	99.2	15.7	38	46.3	84.3
	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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