



## Douglas Elementary School

215 Samuel E. Diggs Rd.  
Trenton, SC 29847

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	284 Students	
<b>Principal</b>	Bobby R. Turner	803-275-1752
<b>Superintendent</b>	Greg W. Anderson	803-275-4601
<b>Board Chair</b>	J. Carroll Wates	803-637-6732

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Below Average</b>	<b>Good</b>
2012	Below Average	Average
2011	Average	Good
2010	Average	Average
2009	Average	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**

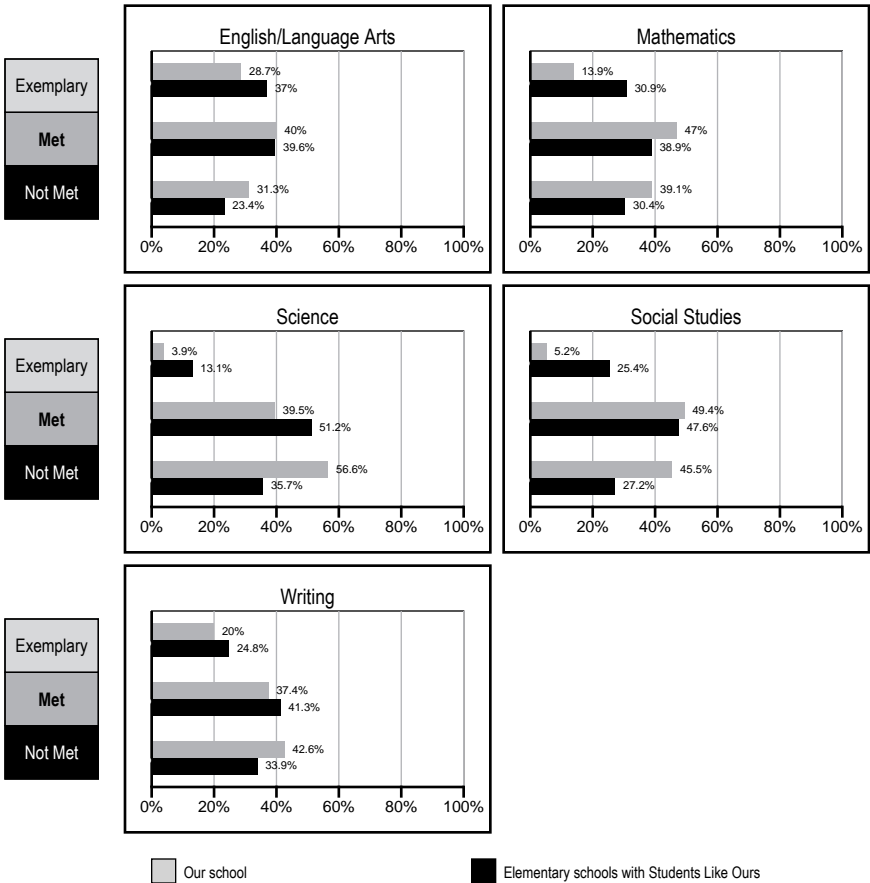
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.8%

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

Excellent	Good	Average	Below Average	At-Risk
10	20	92	10	1

\* Ratings are calculated with data available by 12/14/2013.

**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=284)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.7%	Up from 3.8%	1.2%	0.9%
Attendance rate	95.8%	Down from 96.0%	96.0%	96.3%
Served by gifted and talented program	1.6%	N/A	5.0%	7.2%
With disabilities	27.8%	N/A	14.2%	12.4%
Older than usual for grade	6.0%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	53.6%	Up from 51.9%	61.4%	62.5%
Continuing contract teachers	78.6%	Up from 66.7%	83.3%	83.3%
Teachers returning from previous year	81.8%	Down from 89.6%	88.0%	88.3%
Teacher attendance rate	94.7%	N/R	94.6%	95.0%
Average teacher salary*	\$43,962	Up 1.4%	\$47,372	\$48,193
Professional development days/teacher	8.4 days	Up from 0.1 days	11.1 days	11.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Up from 11.6 to 1	19.9 to 1	20.1 to 1
Prime instructional time	89.5%	N/R	89.5%	90.0%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,918	Down 10.0%	\$7,392	\$7,364
Percent of expenditures for instruction**	69.0%	Up from 66.3%	68.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Up from 65.0%	65.0%	66.0%

\* 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**

The 2012-13 school years provided numerous, intense learning opportunities for students and staff at Douglas Elementary School. Our school is a learning community committed to improving teacher quality and student achievement. The school community designates student achievement as its highest priority while maintaining a safe, productive, and family-oriented environment. The South Carolina Teacher Advancement Program (TAP) was continued for the third year. This program encourages teachers to grow professionally and offers weekly professional development focused on the needs of teachers and students. Our Master Teacher introduced instructional strategies, modeled lessons, team taught, and observed teachers to encourage instructional improvements. The Douglas Elementary School faculty & staff have worked diligently to meet the diverse needs of all students to ensure they are getting the best differentiated classroom instruction.

PASS and MAP data were used to improve student achievement in all subjects. Students were grouped into enrichment groups based on MAP data to receive intensive, small group instruction. Struggling students were referred to the Response to Intervention (RTI) team to receive individualized interventions aimed at identifying strategies that would make the student more successful.

Our students experienced much success throughout the school year, while being exposed to various instructional activities. An after school program was tailored to meet the instructional needs of all students at Douglas Elementary. The PBIS program was continued to promote and reward positive behavior to avoid losing instructional time. Study Island and Reading Eggs were implemented as these programs are rooted in foundational and statistical research that allows teachers to customize instruction to address students' needs. Our Accelerated Reader program was successful with many students exceeding their goal for the school year. Approximately 70% of our students participated in our "Just Say No to Drugs" club. Many students earned and maintained their Honor Roll status. Douglas Elementary hosted the first-ever Math Olympiads for the elementary schools of Edgefield County to encourage excitement in Math and create an atmosphere of healthy competition.

Our community members continue to provide tremendous support for our school. Local businesses, civic organizations, and individuals all contributed their time and monetary contributions for the continued growth and development toward our goals. The PTO provided educational supplies and created opportunities for our students, parents and teachers to work together as a team. The Sheriff's Department, the local Chief of Police and the local Fire Department join with the school to educate our children on safety, responsibility and civic duty.

Together, we will continue to provide the best educational experiences for our students while building positive relationships with the entire school community. We look forward to continuing to serve our students, parents, and the community.

Bobby R. Turner, Principal

Ilene Griffin, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	22	31	13
Percent satisfied with learning environment	100%	93.5%	69.3%
Percent satisfied with social and physical environment	95.5%	93.6%	69.3%
Percent satisfied with school-home relations	71.4%	93.5%	69.3%

\* 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 2013, 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.

<b>Overall Weighted Points Total</b>	<b>54.3</b>
<b>Overall Grade Conversion</b>	<b>F</b>

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

Douglas Elementary School 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	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.8%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	640.9	624.8	589.6	608.1	97.5	98.3
Male	644.0	627.5	596.8	613.0	97.1	98.6
Female	636.6	621.1	579.1	601.3	98.0	98.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	640.1	623.4	585.4	606.0	97.4	98.7
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	629.9	616.7	580.2	602.4	97.8	98.9
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2012</b>	3	42	100	30.6	30.6	38.9	69.4
	4	46	100	31.8	27.3	40.9	68.2
	5	46	100	37.2	41.9	20.9	62.8
	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
<b>2013</b>	3	42	100	20	40	40	80
	4	45	95.6	33.3	28.6	38.1	66.7
	5	49	100	29.2	39.6	31.3	70.8
	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
<b>Mathematics</b>							
<b>2012</b>	3	42	97.6	42.9	42.9	14.3	57.1
	4	46	100	40.9	36.4	22.7	59.1
	5	46	95.7	26.8	56.1	17.1	73.2
	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
<b>2013</b>	3	42	100	47.5	27.5	25	52.5
	4	45	100	20.5	59.1	20.5	79.5
	5	49	98	40.4	48.9	10.6	59.6
	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
<b>Science</b>							
<b>2012</b>	3	23	100	57.9	21.1	21.1	42.1
	4	44	100	52.4	31	16.7	47.6
	5	21	100	45	40	15	55
	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
<b>2013</b>	3	21	100	65	20	15	35
	4	43	100	52.4	40.5	7.1	47.6
	5	25	100	41.7	45.8	12.5	58.3
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	22	100	40	45	15	60
	4	41	100	41	48.7	10.3	59
	5	26	96.2	33.3	50	16.7	66.7
	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
<b>2013</b>	3	21	95.2	35	60	5	65
	4	43	100	35.7	54.8	9.5	64.3
	5	26	100	57.7	30.8	11.5	42.3
	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
<b>Writing</b>							
<b>2012</b>	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	46	80.4	38.2	47.1	14.7	61.8
	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
<b>2013</b>	3	43	95.4	38.5	41	20.5	61.5
	4	45	84.4	43.2	43.2	13.5	56.8
	5	48	77.1	43.2	29.7	27	56.8
	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

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