



## Duncan Elementary

100 S. Danzler Rd.  
Duncan, SC 29334

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	651 Students	
<b>Principal</b>	Susan B. Hill	864-949-2373
<b>Superintendent</b>	Dr. Scott Turner	864-949-2350
<b>Board Chair</b>	Mr. Butch Coan	864-949-2350

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	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 GOAL

By 2010, SC'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.

## 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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

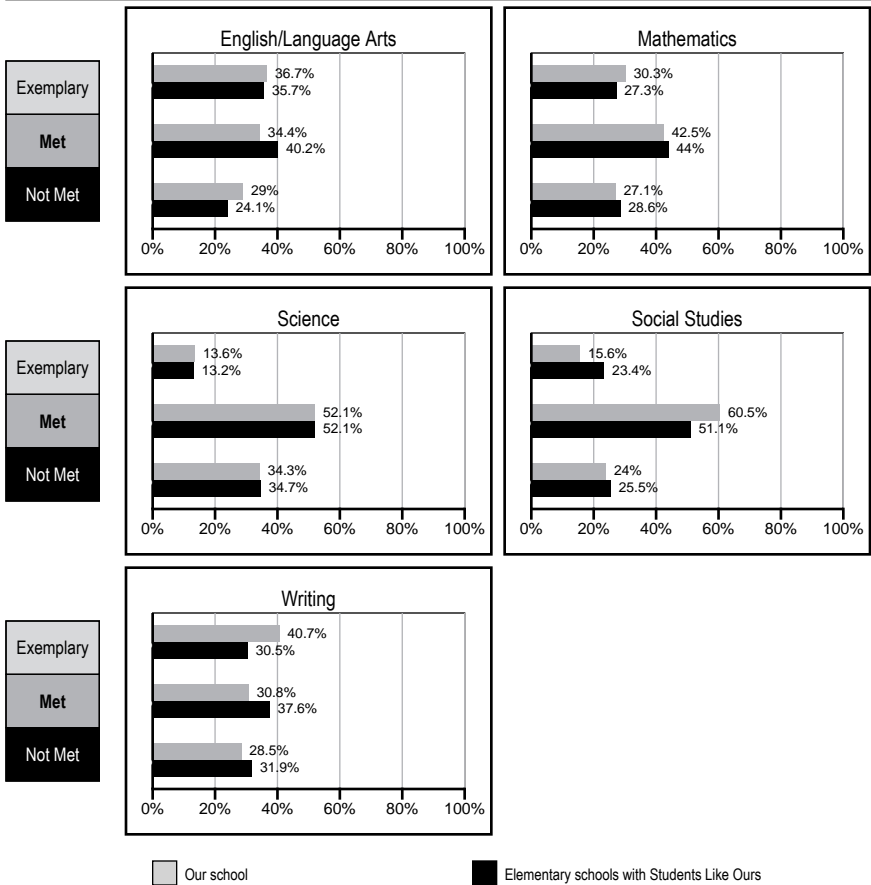
96.5%

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

Excellent	Good	Average	Below Average	At-Risk
2	20	82	7	0

\* Ratings are calculated with data available by 06/01/2010.

**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=651)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Up from 3.8%	2.2%	1.9%
Attendance rate	96.5%	Up from 96.2%	96.2%	96.3%
Eligible for gifted and talented	13.1%	Down from 16.4%	9.3%	10.0%
With disabilities other than speech	8.3%	Down from 9.8%	9.2%	7.7%
Older than usual for grade	0.2%	Down from 0.5%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	62.0%	Down from 66.0%	60.2%	59.4%
Continuing contract teachers	78.0%	Down from 91.5%	83.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.4%	Down from 89.5%	88.1%	85.9%
Teacher attendance rate	96.0%	Up from 95.2%	95.1%	95.1%
Average teacher salary*	\$47,647	Up 0.7%	\$47,415	\$47,149
Professional development days/teacher	9.0 days	Down from 12.9 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 16.5 to 1	19.0 to 1	18.8 to 1
Prime instructional time	91.9%	Up from 90.5%	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**	\$8,122	Up 1.0%	\$7,360	\$7,458
Percent of expenditures for instruction**	73.5%	Up from 71.5%	67.9%	68.8%
Percent of expenditures for teacher salaries**	70.5%	Up from 68.8%	61.5%	63.2%

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

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

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Greetings from Duncan Elementary School!

This year's motto, "Duncan Wildcats...Learning Together!," is so appropriate. Our community of continuous learners was thrilled when we became the recipients of two prestigious state awards. Duncan Elementary School was recognized as a "Palmetto Silver Award" Winner for General Performance/Improved Academic Achievement and for Closing the Achievement Gap in the area of mathematics for 2008-2009.

Our instructional priorities this year included providing explicit strategy instruction in the area of reading, explicit instruction in mathematics at the conceptual level, and assisting our children to become productive citizens. In addition, our grade organization changed this year as fourth grade students returned to the elementary schools in our district.

Our children have done an outstanding job as learners and as citizens! They have made many strides in their academic growth as measured by ongoing assessments like Measures of Academic Progress (MAP) and running records. Teachers used the data to plan instruction and to recognize students for achieving their goals. Ice cream socials, class games, cheers, and other fun activities were used to celebrate success!

Our school participated in "Relay for Life" this year. Our first-year team inspired our school family to raise over \$12,000 for the American Cancer Society. This concerted effort exemplifies the "heart and soul" that our children possess!

During the course of the year, we were able to equip our kindergarten and first grade classrooms with projectors and Interwrite boards. Projectors and Interwrite pads were provided to all second through fourth grade classrooms. The instructional support provided by this added technology was greeted with enthusiasm throughout our building!

Our teachers are continuously striving to improve the quality of teaching and learning that occurs at Duncan. As part of this endeavor, all staff members have participated in intense, specific, and ongoing training to acquire and refine the skills necessary to implement the Learning Focused teaching/learning model. We are also proud that seven of our teachers are recognized as holding National Board Certifications.

Along with students and staff, parents are an integral part of the Duncan Elementary Family, and their support is invaluable. We enjoy having them attend various functions during and after the school day. Parent involvement continued to increase during 2008-2009. We are so appreciative of the support provided to our staff and students.

Duncan Elementary School is a very, very special place to learn and grow. We are so thankful for the wonderful students that we have the privilege to work with every day. Thank you for sharing your precious children with us.

Susan Hill, Principal  
Shirley Hames, SIC/Title I Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	113	58
Percent satisfied with learning environment	88.0%	90.3%	91.2%
Percent satisfied with social and physical environment	100.0%	87.5%	91.2%
Percent satisfied with school-home relations	79.2%	90.2%	93.1%

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

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**School Adequate Yearly Progress**

YES

This school met 17 out of 17 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
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

Abbreviations for Missing Data

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	244	100	29	34.4	36.7	84.2	86.3	82.8	Yes	Yes
<b>Gender</b>										
Male	133	100	31.9	28.6	39.5	79.8	83.5	79.3	N/A	N/A
Female	111	100	25.5	41.2	33.3	89.2	89.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	144	100	22.8	32.3	44.9	86.6	89.1	89.5	Yes	Yes
African American	73	100	37.7	34.8	27.5	78.3	78.9	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.2	92.3	I/S	I/S
Hispanic	19	100	38.9	44.4	16.7	88.9	82.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	67.7	19.4	12.9	41.9	54.8	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	38.1	38.1	23.8	85.7	77.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	155	100	33.6	36.4	30	81.4	81.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	244	100	27.1	42.5	30.3	77.8	85.3	78.9	Yes	Yes
<b>Gender</b>										
Male	133	100	28.6	39.5	31.9	78.2	83.2	77	N/A	N/A
Female	111	100	25.5	46.1	28.4	77.5	87.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	144	100	18.1	46.5	35.4	84.3	88.6	87.2	Yes	Yes
African American	73	100	43.5	37.7	18.8	66.7	75.2	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.3	93	I/S	I/S
Hispanic	19	100	33.3	44.4	22.2	72.2	81.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	71	19.4	9.7	32.3	48.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	28.6	47.6	23.8	76.2	75.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	155	100	32.9	41.4	25.7	72.1	79.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
<b>Science</b>								
All Students	185	100	34.3	52.1	13.6	65.7	75.1	67.5
<b>Gender</b>								
Male	103	100	29.5	53.7	16.8	70.5	74.8	67
Female	82	100	40.5	50	9.5	59.5	75.4	68
<b>Racial/Ethnic Group</b>								
White	109	100	24.7	55.7	19.6	75.3	80.5	79.5
African American	55	100	53.8	40.4	5.8	46.2	58.5	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.5	84.3
Hispanic	14	100	38.5	53.8	7.7	61.5	68.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	27	100	79.2	16.7	4.2	20.8	36.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	16	100	33.3	53.3	13.3	66.7	64.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	111	100	39.6	50.5	9.9	60.4	65.7	55.1
<b>Social Studies</b>								
All Students	182	100	24	60.5	15.6	76	77.9	72.3
<b>Gender</b>								
Male	101	100	22	58.2	19.8	78	77.6	71.5
Female	81	100	26.3	63.2	10.5	73.7	78.2	73.2
<b>Racial/Ethnic Group</b>								
White	107	100	19.6	58.8	21.6	80.4	81.2	80.7
African American	54	100	36	56	8	64	66.7	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.8	88.5
Hispanic	13	100	23.1	69.2	7.7	76.9	72.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	25	100	65	25	10	35	45.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	15	100	20	66.7	13.3	80	76.5	67.9
<b>Socio-Economic Status</b>								
Subsided meals	117	100	27.8	63	9.3	72.2	69.9	62.1

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	236	100	28.5	30.8	40.7	71.5	75.1	70.2	96.5	96.5
<b>Gender</b>										
Male	128	100	32.8	31.9	35.3	67.2	68.5	63.2	96.3	96.3
Female	108	100	23.5	29.4	47.1	76.5	82.4	77.5	96.8	96.7
<b>Racial/Ethnic Group</b>										
White	137	100	22	28.3	49.6	78	79.1	79.1	96.1	96.3
African American	73	100	40.6	30.4	29	59.4	63.4	57.6	97.2	97.1
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.1	86.2	98.5	97.4
Hispanic	19	100	33.3	33.3	33.3	66.7	65.3	62.6	96.5	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	92.2	95.3
<b>Disability Status</b>										
Disabled	36	100	80.6	9.7	9.7	19.4	27.8	26.1	96.2	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	28.6	38.1	33.3	71.4	64.9	61.2	97.3	96.9
<b>Socio-Economic Status</b>										
Subsided meals	150	100	33.6	32.9	33.6	66.4	66.1	58.9	96.2	96

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
<b>English/Language Arts</b>							
<b>2009</b>	3	121	100	29.2	28.3	42.5	70.8
	4	123	100	28.7	40	31.3	71.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>2009</b>	3	121	100	41.5	38.7	19.8	58.5
	4	123	100	13.9	46.1	40	86.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>2009</b>	3	62	100	48.1	44.4	7.4	51.9
	4	123	100	27.8	55.7	16.5	72.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>Social Studies</b>							
<b>2009</b>	3	59	100	30.8	51.9	17.3	69.2
	4	123	100	20.9	64.3	14.8	79.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>2009</b>	3	115	100	34	18.9	47.2	66
	4	121	100	23.5	41.7	34.8	76.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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