



DOUGLAS ELEMENTARY

215 S.E. Diggs Road
Trenton, S.C. 29847

Grades	PK-5 Elementary School	
Enrollment	268 Students	
Principal	Cherya A. Clark	803-275-1752
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Sallie B. Cooks	803-663-6539

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	At-Risk	At-Risk
2006	Below Average	Good

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

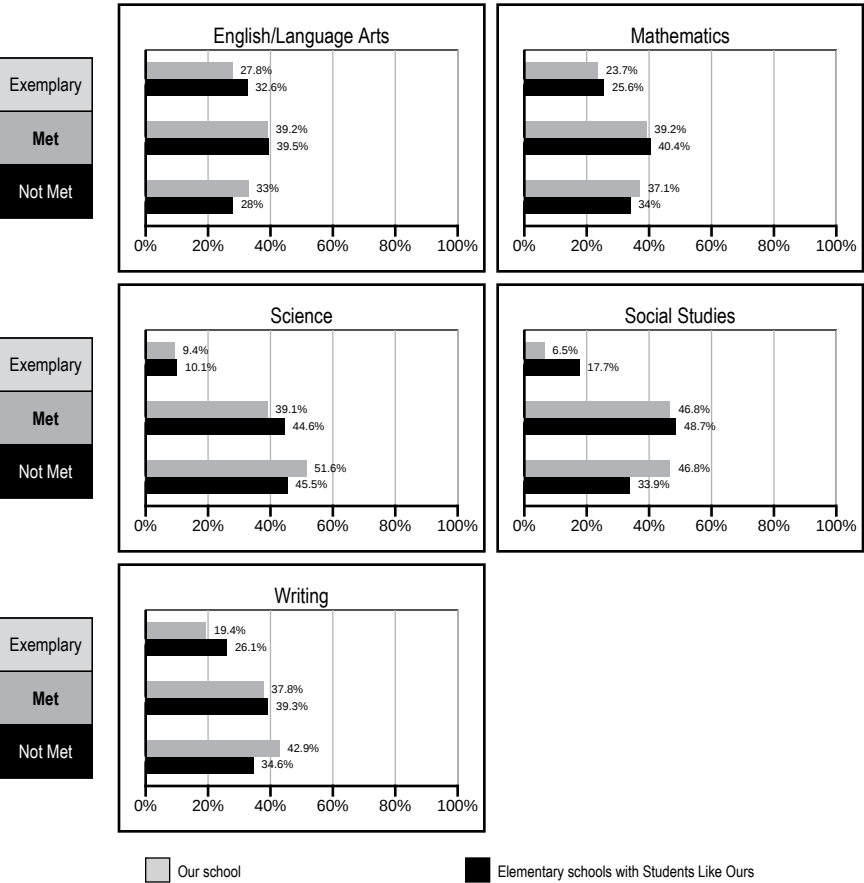
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	10	96	22	3

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=268)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.7%	Up from 4.4%	1.6%	1.2%
Attendance rate	94.6%	Down from 95.2%	95.7%	96.1%
Eligible for gifted and talented	0.0%	Down from 5.4%	7.6%	11.7%
With disabilities other than speech	18.9%	Up from 12.3%	8.8%	8.0%
Older than usual for grade	5.6%	Up from 2.9%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	60.0%	Up from 56.0%	59.2%	60.5%
Continuing contract teachers	92.0%	Down from 96.0%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.8%	Up from 86.4%	86.0%	87.0%
Teacher attendance rate	91.6%	Down from 94.9%	95.1%	95.4%
Average teacher salary*	\$44,605	Up 1.0%	\$46,502	\$47,288
Professional development days/teacher	7.2 days	Down from 11.7 days	11.2 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Up from 10.8 to 1	19.1 to 1	19.2 to 1
Prime instructional time	84.7%	Down from 89.2%	90.0%	90.8%
Opportunities in the arts	Poor	Down from Good	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,642	Up 6.8%	\$7,756	\$7,548
Percent of expenditures for instruction**	73.4%	Up from 71.6%	68.3%	68.7%
Percent of expenditures for teacher salaries**	66.5%	Down from 66.6%	64.6%	65.1%

* 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

The 2009-2010 school year at Douglas Elementary was filled with intense learning opportunities for students and staff. We have worked to meet the diverse needs of our students to ensure they are getting the best classroom instruction, and that our students will not be left behind. Using PASS and MAP data, we continued to implement the Focused School Renewal Plan that addressed three areas in need of improvement: math, reading, and science.

Our students experienced much success throughout the school year, while being exposed to various activities that occurred throughout this school year. Many students were on the honor roll for the entire school year. Students attended a thirty-minute, hands-on math academy in which they were grouped according to MAP data. We held an after-school program that was tailored to meet the needs of students at Douglas Elementary.

The foundation of the school rests on the shoulders of our teachers who have applied themselves beyond the call of duty. Many teachers are pursuing or have completed graduate degrees; many more attended educational conferences, and several applied for grants. All our teachers have welcomed and attended many professional development opportunities to effectively implement instructional programs. Our teachers continue to demonstrate that they will do whatever it takes to ensure all students are successful.

Our parents, community members, and district staff have all played a major role in helping Douglas strive towards excellence. Many improvements have been made, and we are a committed staff that will continue to work together to improve our school. Please continue to support Douglas Elementary in our efforts in moving from a good school to a great school.

Cherya A. Clark, Principal
Karlene Butler, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	34	19
Percent satisfied with learning environment	90.5%	88.2%	94.7%
Percent satisfied with social and physical environment	100.0%	85.3%	84.2%
Percent satisfied with school-home relations	70.0%	82.4%	100.0%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 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	6.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	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 = 58.8% (Met or Exemplary)

All Students	130	96.9	27	36	36.9	82	83.9	83.5	Yes	Yes
Gender										
Male	68	95.6	32.2	28.8	39	78	80.7	80.1	N/A	N/A
Female	62	98.4	21.2	44.2	34.6	86.5	87.4	87	N/A	N/A
Racial/Ethnic Group										
White	37	97.3	20.7	31	48.3	82.8	90.3	89.6	I/S	I/S
African American	85	96.5	28.4	37.8	33.8	82.4	76.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	83	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	39	89.7	33.3	20	46.7	76.7	49.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	109	96.3	30.8	38.5	30.8	79.1	77.6	76.9	Yes	Yes

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

All Students	130	96.2	30.6	42.3	27	73.9	76.3	80.4	Yes	Yes
Gender										
Male	68	94.1	33.9	37.3	28.8	69.5	74.3	78.4	N/A	N/A
Female	62	98.4	26.9	48.1	25	78.8	78.4	82.5	N/A	N/A
Racial/Ethnic Group										
White	37	97.3	17.2	55.2	27.6	82.8	85.4	87.8	I/S	I/S
African American	85	95.3	32.4	40.5	27	74.3	65.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	39	87.2	40	33.3	26.7	60	39.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	109	95.4	34.1	40.7	25.3	69.2	68.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	85	96.5	42.3	36.6	21.1	57.7	61.3	67.3
Gender								
Male	43	95.4	52.8	25	22.2	47.2	62.4	66.9
Female	42	97.6	31.4	48.6	20	68.6	60	67.7
Racial/Ethnic Group								
White	28	100	31.8	40.9	27.3	68.2	72.4	79.6
African American	52	94.2	43.2	38.6	18.2	56.8	47.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	22	86.4	37.5	6.3	56.3	62.5	25.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	55	58.6
Socio-Economic Status								
Subsidized meals	70	95.7	43.9	36.8	19.3	56.1	50.6	55.4

Social Studies

All Students	82	97.6	42.3	49.3	8.5	57.7	64.4	70.9
Gender								
Male	45	97.8	36.6	53.7	9.8	63.4	64.2	70.1
Female	37	97.3	50	43.3	6.7	50	64.7	71.7
Racial/Ethnic Group								
White	25	96	40	55	5	60	74.3	79.2
African American	52	98.1	39.1	50	10.9	60.9	52.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	55.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	91.7	45	45	10	55	34.1	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	50	68
Socio-Economic Status								
Subsidized meals	68	97.1	47.4	43.9	8.8	52.6	54	60.8

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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	123	86.2	41.1	38.9	20	58.9	70.6	72.1	94.6	95.9
Gender										
Male	66	84.9	47.1	37.3	15.7	52.9	63.3	65.2	94.7	95.7
Female	57	87.7	34.1	40.9	25	65.9	78.5	79.2	94.4	96
Racial/Ethnic Group										
White	33	81.8	45.5	40.9	13.6	54.5	79	80.8	92.3	95.5
African American	81	87.7	34.8	42.4	22.7	65.2	60.9	59.7	95.2	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97
Hispanic	8	I/S	I/S	I/S	I/S	I/S	57.8	64.6	96.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	90.8
Disability Status										
Disabled	32	46.9	N/AV	N/AV	N/AV	7.7	23.2	27.7	92	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	99.9	99.9
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	46.2	63.7	98.3	97.4
Socio-Economic Status										
Subsidized meals	97	84.5	44.7	35.5	19.7	55.3	60.2	61.9	94.2	95.5

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							
2009	3	37	100	27.3	45.5	27.3	72.7
	4	44	100	30.8	41	28.2	69.2
	5	46	93.5	26.3	50	23.7	73.7
	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
2010	3	38	100	18.8	40.6	40.6	81.3
	4	37	97.3	30	43.3	26.7	70
	5	50	94	34.1	31.8	34.1	65.9
	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
Mathematics							
2009	3	37	100	36.4	42.4	21.2	63.6
	4	44	100	25.6	59	15.4	74.4
	5	46	93.5	26.3	55.3	18.4	73.7
	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
2010	3	38	100	43.8	37.5	18.8	56.3
	4	37	94.6	20	50	30	80
	5	50	94	31.8	38.6	29.5	68.2
	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
Science							
2009	3	19	100	55.6	38.9	5.6	44.4
	4	42	100	45.9	45.9	8.1	54.1
	5	24	95.8	31.8	54.5	13.6	68.2
	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
2010	3	20	100	52.9	23.5	23.5	47.1
	4	36	100	46.7	50	3.3	53.3
	5	24	95.8	33.3	33.3	33.3	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
Social Studies							
2009	3	18	100	52.9	41.2	5.9	47.1
	4	42	100	32.4	62.2	5.4	67.6
	5	20	100	41.2	29.4	29.4	58.8
	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
2010	3	20	95	N/A	N/A	N/A	37.5
	4	35	100	33.3	60	6.7	66.7
	5	25	96	43.5	43.5	13	56.5
	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
Writing							
2009	3	37	97.3	28.1	40.6	31.3	71.9
	4	43	83.7	35.3	52.9	11.8	64.7
	5	48	87.5	33.3	55.6	11.1	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
2010	3	37	89.2	44.8	34.5	20.7	55.2
	4	37	94.6	43.3	36.7	20	56.7
	5	49	77.6	36.1	44.4	19.4	63.9
	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

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