



## R Earle Davis Elementary

2305 Frink Street  
Cayce, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	416 Students	
<b>Principal</b>	Dr. Jesse Washington	803-739-4080
<b>Superintendent</b>	Dr. Venus Holland	803-739-8399
<b>Board Chair</b>	Beth Branham	803-739-4708

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

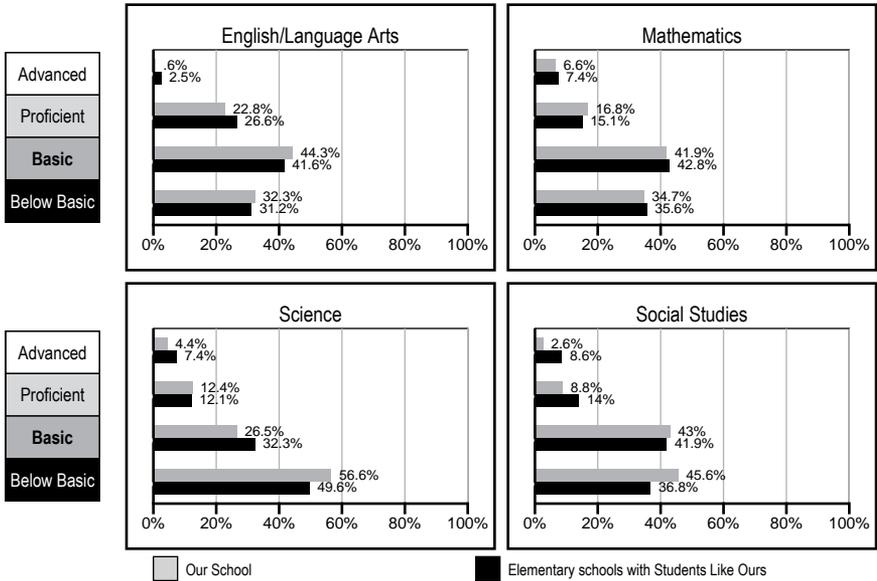
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.1%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	13	65	33

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=416)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 2.0%	3.0%	2.3%
Attendance rate	95.9%	Down from 96.2%	96.0%	96.3%
Eligible for gifted and talented	4.6%	Down from 6.3%	4.3%	10.4%
With disabilities other than speech	11.0%	Up from 8.5%	8.0%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 1.2%	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	60.6%	No Change	53.5%	56.7%
Continuing contract teachers	78.8%	Up from 75.8%	70.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	0.0%	0.0%
Teachers returning from previous year	86.8%	Down from 87.6%	83.5%	86.4%
Teacher attendance rate	94.8%	Down from 95.1%	94.9%	94.9%
Average teacher salary	\$49,231	Up 9.0%	\$43,868	\$45,345
Professional development days/teacher	26.4 days	Up from 22.8 days	13.2 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.1 to 1	17.0 to 1	18.5 to 1
Prime instructional time	89.6%	Down from 90.5%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,308	Up 1.3%	\$7,825	\$7,052
Percent of expenditures for instruction*	73.7%	Up from 72.8%	69.1%	69.1%
Percent of expenditures for teacher salaries*	70.9%	Up from 70.7%	62.5%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Davis Elementary School for Technology completed a very successful 2007–2008 school year by providing a quality education to 415 students in child development to fifth grade. Our school motto, "Making a difference in the lives of children," became a reality at Davis this year. We made this possible through the integration of technology into all areas, implementation of data-driven instruction through our school RESULTS focus, and continuous improvement of instruction to increase the proficiency of all students. Our RESULTS plan, based on the work of Mike Schmoker, had 6 dimensions: Teamwork & School Climate, Data Analysis, SMART goals, Staff Development, Community Outreach, and Celebrating Success. Our faculty and staff were very successful with the implementation of all areas. The use of Measures of Academic Progress (MAP) data has been instrumental in addressing the specific needs of our students and charting the growth of our second through fifth-grade students. We continued to implement a morning T.A.C.K. program to accelerate the learning of students in reading and mathematics, based on MAP data.

As a magnet school for technology, we integrate technology into our standards-based instruction. Several schools throughout the state visited our school to observe best practices in technology integration. In collaboration with the University of South Carolina, we hosted 30 practicum students at our school to fulfill requirements for a "Classroom Inquiry with Technology" undergraduate class. Davis Elementary was honored with the SC TIP (Technology Integration Program) school award. Only two elementary schools in the state of South Carolina received this prestigious award.

Trinity Baptist Church continued their adoption of our school this year. Through this partnership, Trinity has supplied Davis with school supplies. Twelve members of Trinity Baptist Church served as mentors for our students.

We had one instructional coach on staff this year. Our literacy coach worked with our teachers on the implementation of best practices through focus meetings, modeling, and by conducting a professional book study. She facilitated many staff development opportunities for our teachers.

Our celebrations would not be complete without special recognition for the support and dedication from our faculty, staff, students, parents, and community. Two students were selected for Southeastern American Choral Directors Association Children's Honor Choir, and our chorus was on WACH Fox News as a showcase choir. One teacher was honored by WLTX as a teacher of the week. Our PTO and SIC continued to be integral parts of our school by supporting the implementation of the Dragon R.O.A.R., our school-wide behavior and academic expectations program. Thank you for your sharing your support as we continue to strive toward excellence here at Davis.

Shane Thackston, Principal  
Deborah Farmer, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	56	40
Percent satisfied with learning environment	85.7%	76.4%	77.5%
Percent satisfied with social and physical environment	81.0%	67.9%	72.5%
Percent satisfied with school-home relations	81.0%	80.0%	82.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 7 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

Newly Identified

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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	6.8%

	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

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	192	100	32.3	44.3	22.8	0.6	37.7	45.4	48.2	No	Yes
<b>Gender</b>											
Male	95	100	47.5	36.3	16.3	0	25	37.4	41.7	N/A	N/A
Female	97	100	18.4	51.7	28.7	1.1	49.4	53.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	37	100	22.6	51.6	22.6	3.2	45.2	55.4	60	I/S	I/S
African American	148	100	35.6	41.7	22.7	0	36.4	30.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.2	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	34.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	32	100	75	21.4	3.6	0	7.1	14.3	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.2	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	29.9	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	163	100	34.5	42.1	23.4	0	35.9	35.1	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	192	100	34.7	41.9	16.8	6.6	32.3	47.1	45.8	No	Yes
<b>Gender</b>											
Male	95	100	40	40	13.8	6.3	30	45.7	45.6	N/A	N/A
Female	97	100	29.9	43.7	19.5	6.9	34.5	48.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	37	100	22.6	35.5	22.6	19.4	48.4	58.2	59	I/S	I/S
African American	148	100	37.9	43.2	15.2	3.8	27.3	28.5	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	32	100	71.4	17.9	3.6	7.1	14.3	19.9	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	41.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	163	100	36.6	43.4	15.9	4.1	29.7	36.6	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	129	100	56.6	26.5	12.4	4.4	16.8	39.6	35.7	95.9	95.8
<b>Gender</b>											
Male	59	100	67.3	20.4	8.2	4.1	12.2	40.5	37.4	95.8	95.7
Female	70	100	48.4	31.3	15.6	4.7	20.3	38.7	33.8	96	95.9
<b>Racial/Ethnic Group</b>											
White	21	100	38.9	27.8	22.2	11.1	33.3	51.9	49.2	95.6	95.7
African American	103	100	59.8	27.2	9.8	3.3	13	19.8	17	96.1	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	58	N/A	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	28.7	24.9	94.6	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.1	96.2
<b>Disability Status</b>											
Disabled	21	100	65	15	10	10	20	18.6	14	95.4	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.9	N/A	97
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	24.1	24.4	94.6	95.8
<b>Socio-Economic Status</b>											
Subsided meals	110	100	59.2	27.6	10.2	3.1	13.3	27	21.1	95.8	95.4
<b>Social Studies</b>											
All Students	131	100	45.6	43	8.8	2.6	11.4	35.4	34	95.9	95.8
<b>Gender</b>											
Male	68	100	45.8	44.1	6.8	3.4	10.2	38.6	36.6	95.8	95.7
Female	63	100	45.5	41.8	10.9	1.8	12.7	32.1	31.3	96	95.9
<b>Racial/Ethnic Group</b>											
White	26	100	47.6	28.6	19	4.8	23.8	44.2	44.5	95.6	95.7
African American	101	100	45.1	46.2	6.6	2.2	8.8	21.8	19.1	96.1	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.9	N/A	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	29.4	27.5	94.6	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.1	96.2
<b>Disability Status</b>											
Disabled	21	100	70.6	17.6	11.8	0	11.8	17.7	14.4	95.4	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	22.6	N/A	97
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	23.7	27.3	94.6	95.8
<b>Socio-Economic Status</b>											
Subsided meals	111	100	47	45	7	1	8	28.4	21	95.8	95.4

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	69	100	41.3	36.5	22.2	0	22.2	
	4	61	100	18.9	58.5	18.9	3.8	22.6	
	5	53	100	34	46.8	19.1	0	19.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	66	100	19.3	38.6	40.4	1.8	42.1	
	4	68	100	46.7	41.7	11.7	0	11.7	
	5	58	100	30	54	16	0	16	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	68	100	47.6	47.6	4.8	0	4.8	
	4	60	100	28.3	37.7	22.6	11.3	34	
	5	53	100	36.2	46.8	8.5	8.5	17	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
<b>2008</b>	3	66	100	26.3	49.1	19.3	5.3	24.6	
	4	68	100	50	35	8.3	6.7	15	
	5	58	100	26	42	24	8	32	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	33	100	68.8	21.9	6.3	3.1	9.4	
	4	60	100	49.1	30.2	11.3	9.4	20.8	
	5	27	100	41.7	41.7	8.3	8.3	16.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
<b>2008</b>	3	33	100	37.9	31	24.1	6.9	31	
	4	68	100	66.7	26.7	5	1.7	6.7	
	5	28	100	54.2	20.8	16.7	8.3	25	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	35	100	41.9	48.4	9.7	0	9.7	
	4	60	98.3	34.6	51.9	5.8	7.7	13.5	
	5	26	100	39.1	43.5	8.7	8.7	17.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
<b>2008</b>	3	33	100	35.7	50	10.7	3.6	14.3	
	4	68	100	51.7	40	6.7	1.7	8.3	
	5	30	100	42.3	42.3	11.5	3.8	15.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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