



## James J Davis Elementary

364 Keans Neck Road  
Seabrook, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	328 Students	
<b>Principal</b>	Donald D. Doggett	843-466-3600
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

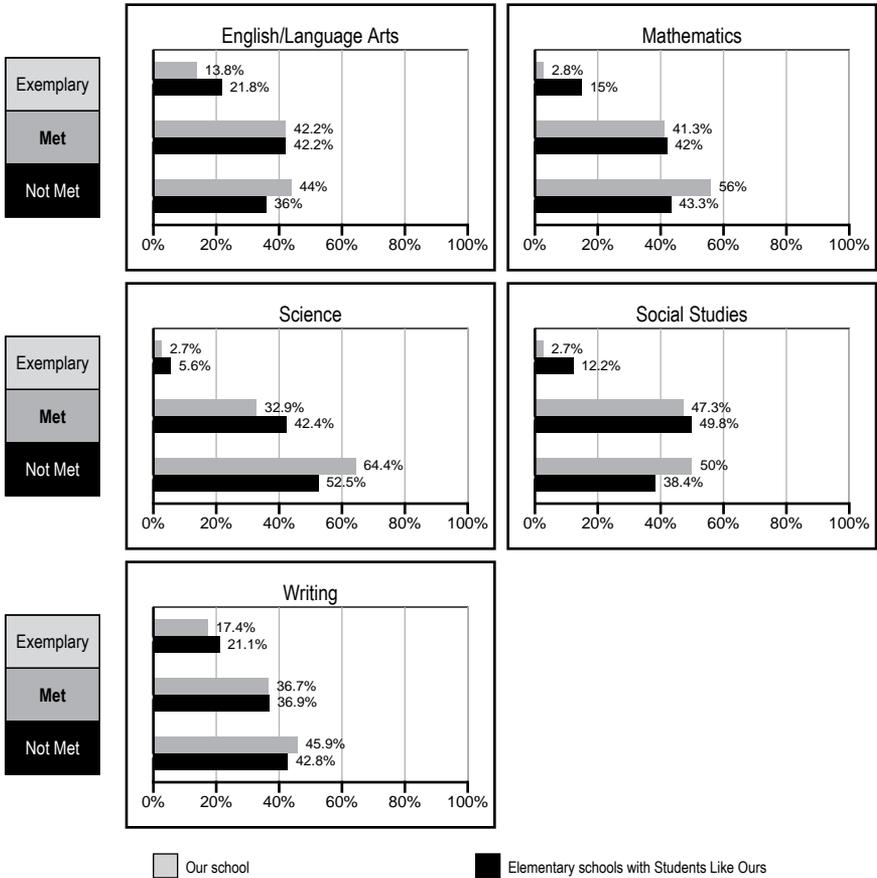
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.5%

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

Excellent	Good	Average	Below Average	At-Risk
1	3	63	60	32

\* 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=328)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 2.1%	2.4%	1.9%
Attendance rate	96.4%	Down from 96.9%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 2.3%	2.9%	10.0%
With disabilities other than speech	2.9%	Up from 1.7%	7.4%	7.7%
Older than usual for grade	0.0%	No Change	1.1%	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=27)</b>				
Teachers with advanced degrees	59.3%	Up from 55.2%	57.1%	59.4%
Continuing contract teachers	74.1%	Up from 69.0%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.7%	Up from 77.4%	81.6%	85.9%
Teacher attendance rate	95.4%	Up from 93.6%	95.2%	95.1%
Average teacher salary*	\$48,505	Up 1.4%	\$45,790	\$47,149
Professional development days/teacher	17.1 days	Down from 21.7 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.5	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 15.0 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.5%	Up from 86.7%	90.1%	90.4%
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	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,914	Up 14.8%	\$8,670	\$7,458
Percent of expenditures for instruction**	67.1%	Down from 69.0%	68.3%	68.8%
Percent of expenditures for teacher salaries**	56.1%	Down from 66.7%	61.8%	63.2%

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

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

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

James J Davis Elementary has seen some changes in administration this year. Don D. Doggett is now the principal and Mary Beth Roulston is the assistant principal. Our school continues to make great strides and our motto "The Children Are At The Center of All We Do" continues to keep us focused, productive, and inspired.

Davis Elementary continued with its after-school tutoring program to address the needs of our students. This year the after school program included not only upper elementary but also the primary grade levels. Teaching reading and ensuring all students have the strategies to be successful was a major focus for all grades. Implementing the Everyday Math program, with the assistance of our math coach, was an emphasis at our school. In addition, this year our school had the advantage of a Technology Coach and teachers attended weekly trainings. Along with technology trainings the teachers engaged in numerous professional development activities in writing, Everyday Math, integration of technology, project based learning, differentiated instruction, curriculum mapping, and developing common formative assessments.

Our students were provided a wealth of extended learning opportunities which included field trips to the zoo, historical sites, swimming lessons, artist in residence, contests, musical and dramatic performances, visits to local beaches, animal habitats, and community-resource speakers and presenters. We believe that enriching the lives of our students and expanding their view of the world while increasing their background knowledge will contribute not just to a greater mastery of state standards but will serve as a catalyst in making learning relevant and a life-long endeavor.

The community is a driving and vibrant force in the school's progress and participates in the school in ways that are purposeful and supports our goals and objectives. This year we collaborated with other schools in our cluster to present community nights. These nights included family reading, math, science and technology. In addition, guest authors and artists presented to the students and parents. Family reading activities are supported and enhanced through the resources and involvement of community groups. Enrichment activities are provided by various communities and individuals, and 100% of our parents attended mandated conferences and many parents have scheduled additional time with their child's teacher to discuss the academic and social needs of their child. The Sheldon Township Forum, grassroots community organization, meets regularly at our school and the membership includes school personnel. Their focus on early childhood education and facilities is in alignment with the vision, mission, and values developed by the school.

James J Davis will form a partnership with Head Start and become an early childhood learning center. Children from the ages of six weeks to kindergarten will be at the school. Our first through fourth grade will merge with Whale Branch Elementary and our fifth grade will attend Whale Branch Middle School. We look forward to these changes and meeting the needs of our community.

Don Doggett, Principal  
Kenneth Alston, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	0	0
Percent satisfied with learning environment	82.1%	FORMS	FORMS
Percent satisfied with social and physical environment	89.3%	LOST IN	LOST IN
Percent satisfied with school-home relations	75.0%	SHIPMENT	SHIPMENT

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

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 10 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

CSI

## 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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	119	100	44	42.2	13.8	71.6	81.8	82.8	Yes	Yes
<b>Gender</b>										
Male	52	100	55.1	34.7	10.2	63.3	78.2	79.3	N/A	N/A
Female	67	100	35	48.3	16.7	78.3	85.6	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	92.4	89.5	I/S	I/S
African American	116	100	45.3	42.5	12.3	70.8	71.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.1	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	18	100	N/AV	N/AV	N/AV	44.4	41.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	108	100	45.5	40.4	14.1	69.7	73.3	75.5	Yes	Yes

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

All Students	119	100	56	41.3	2.8	56	77.3	78.9	No	Yes
<b>Gender</b>										
Male	52	100	57.1	40.8	2	42.9	75.8	77	N/A	N/A
Female	67	100	55	41.7	3.3	66.7	79	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	89.8	87.2	I/S	I/S
African American	116	100	56.6	40.6	2.8	55.7	62.7	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.1	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	18	100	N/AV	N/AV	N/AV	38.9	37.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	108	100	56.6	41.4	2	54.5	66.9	70.2	No	Yes

\* 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

## 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	80	100	64.4	32.9	2.7	35.6	66.1	67.5
<b>Gender</b>								
Male	32	100	N/AV	N/AV	N/AV	43.3	66.1	67
Female	48	100	69.8	25.6	4.7	30.2	66.1	68
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	82.9	79.5
African American	78	100	66.2	31	2.8	33.8	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
<b>Disability Status</b>								
Disabled	11	100	N/AV	N/AV	N/AV	9.1	28.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	49.9	59.6
<b>Socio-Economic Status</b>								
Subsized meals	71	100	63.1	33.8	3.1	36.9	51.8	55.1
<b>Social Studies</b>								
All Students	81	100	50	47.3	2.7	50	70.3	72.3
<b>Gender</b>								
Male	42	100	43.6	51.3	5.1	56.4	70	71.5
Female	39	100	N/AV	N/AV	N/AV	42.9	70.6	73.2
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	82.6	80.7
African American	79	100	50	48.6	1.4	50	58.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
<b>Disability Status</b>								
Disabled	14	100	N/AV	N/AV	N/AV	28.6	36.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	56.2	67.9
<b>Socio-Economic Status</b>								
Subsized meals	75	100	49.3	47.8	2.9	50.7	58.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## 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	120	100	45.9	36.7	17.4	54.1	68.6	70.2	96.4	96.4
<b>Gender</b>										
Male	52	100	55.1	36.7	8.2	44.9	61.3	63.2	96.2	96.3
Female	68	100	38.3	36.7	25	61.7	76.2	77.5	96.6	96.6
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	82.7	79.1	94.6	96.4
African American	117	100	46.2	36.8	17	53.8	54.5	57.6	96.5	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.1	86.2	N/A	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	57.4	62.6	94.7	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	N/A	96.3
<b>Disability Status</b>										
Disabled	19	100	N/AV	N/AV	N/AV	22.2	23.8	26.1	95.8	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.1	61.2	N/A	96.6
<b>Socio-Economic Status</b>										
Subsided meals	108	100	45.5	36.4	18.2	54.5	55.9	58.9	96.4	96.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## 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	45	100	37.2	39.5	23.3	62.8
	4	42	100	57.9	34.2	7.9	42.1
	5	32	100	35.7	57.1	7.1	64.3
	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>Mathematics</b>							
<b>2009</b>	3	45	100	58.1	37.2	4.7	41.9
	4	42	100	50	47.4	2.6	50
	5	32	100	N/AV	N/AV	N/AV	39.3
	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>Science</b>							
<b>2009</b>	3	22	100	47.6	42.9	9.5	52.4
	4	42	100	N/AV	N/AV	N/AV	31.6
	5	16	100	N/AV	N/AV	N/AV	21.4
	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
<b>Social Studies</b>							
<b>2009</b>	3	23	100	N/AV	N/AV	N/AV	45.5
	4	42	100	42.1	52.6	5.3	57.9
	5	16	100	N/AV	N/AV	N/AV	35.7
	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>Writing</b>							
<b>2009</b>	3	45	100	37.2	32.6	30.2	62.8
	4	43	100	47.4	44.7	7.9	52.6
	5	32	100	57.1	32.1	10.7	42.9
	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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample