



R.E. Davis Elementary

345 Eastern School Road
Sumter, SC 29153

Grades	PK-5 Elementary School	
Enrollment	296 Students	
Principal	Anne McFadden	803-495-3247
Superintendent	Randolph D. Bynum, Sr.	803-469-6900
Board Chair	E. Keith Schultz	803-469-6900

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Excellent
2012	Average	Average
2011	Average	Average
2010	Average	Good
2009	Below 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

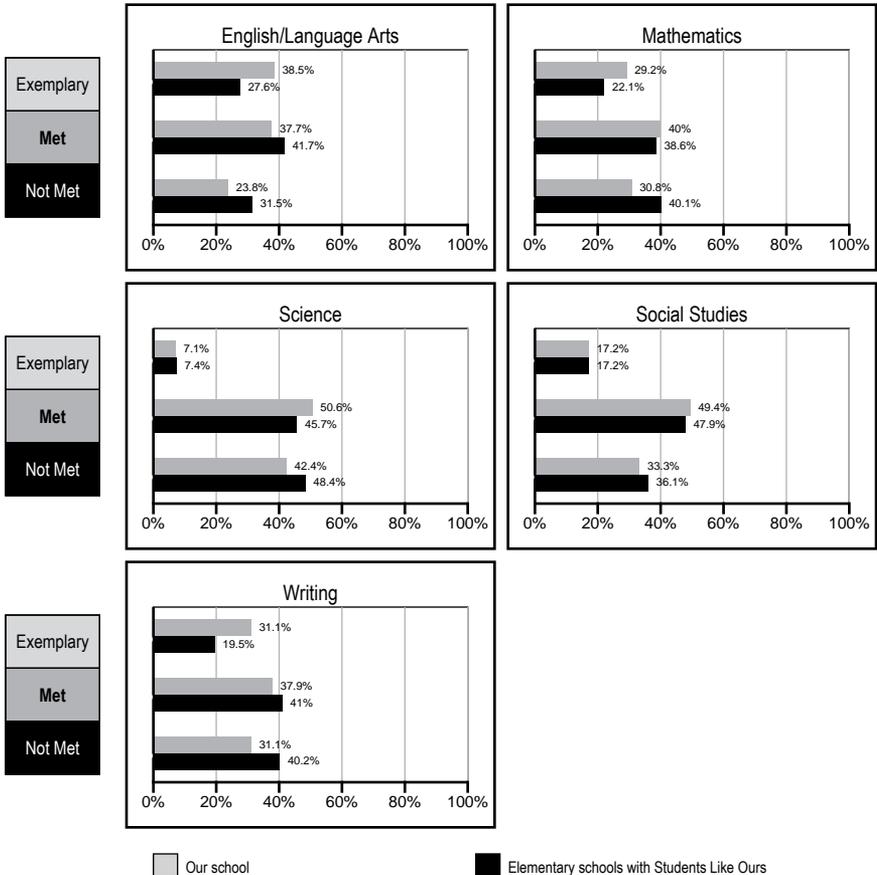
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	11	89	43	15

* 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
Students (n=296)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	3.4%	Up from 2.8%	1.1%	0.9%
Attendance rate	95.8%	Up from 95.7%	95.9%	96.3%
Served by gifted and talented program	4.0%	N/A	2.6%	7.2%
With disabilities	11.5%	N/A	13.4%	12.4%
Older than usual for grade	2.8%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	58.8%	Down from 62.5%	60.0%	62.5%
Continuing contract teachers	76.5%	Up from 68.8%	75.0%	83.3%
Teachers returning from previous year	79.0%	Up from 78.6%	84.6%	88.3%
Teacher attendance rate	94.2%	Down from 97.3%	94.9%	95.0%
Average teacher salary*	\$43,397	Down 1.2%	\$46,110	\$48,193
Professional development days/teacher	18.3 days	N/R	10.5 days	11.0 days
School				
Principal's years at school	7.0	N/R	3.3	4.0
Student-teacher ratio in core subjects	23.7 to 1	N/R	17.8 to 1	20.1 to 1
Prime instructional time	89.9%	Down from 92.9%	89.6%	90.0%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	85.8%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	\$6,475	Down 21.6%	\$8,301	\$7,364
Percent of expenditures for instruction**	59.0%	Down from 60.3%	66.0%	68.0%
Percent of expenditures for teacher salaries**	58.0%	Down from 59.6%	64.0%	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 2012-2013 academic year was another outstanding year for R.E. Davis Elementary School. We take pride in the fact that we are an "A" School as determined by the Federal Accountability Rating System. Our success hinges upon a commitment to academic excellence, utilizing research-based, best-practice procedures to increase students' academic achievement. Because of these efforts, we have risen above the odds to achieve AYP (adequate yearly progress) for five consecutive years.

A school-wide emphasis on mathematics was continued through our daily "Math Academy" this year. As a result, students' performance showed an overwhelming increase from fall to spring MAP administration. Each class' Measure of Academic Performance (MAP) was displayed and analyzed on perpetually maintained Data Walls—helping us to continue data-driven instruction.

Parents' involvement also continues to be a priority at R.E. Davis. Our parents were invited to sign up for Parent Portal accounts, and to attend Parent Academy Nights, Luncheons, PTA meetings, etc. This level of involvement helped us to maintain a positive school-to-home relationship.

R.E. Davis' instructional staff members are 100% "highly qualified" as defined by "No Child Left Behind" requirements. Teachers work diligently to meet the diverse academic needs of all students, and take advantage of professional development activities, advanced technology training, and regularly participate in Professional Learning Community (PLC) activities. To support teachers in assuring that all students learn at the highest possible level, our leadership team utilizes the district's two-step process monitoring tool, THE SWEET 16. This process defines sixteen expectations for effective teaching, and involves monitoring lessons in all subjects, offering feedback, coaching, and defining professional development needs, etc. Additionally, we are off to a great start toward implementing Common Core State Standards (CCSS). Teachers of grades kindergarten to second grade have fully implemented the CCSS, and have initiated the use of standards-based grading and report cards, which necessitates that students' academic performance is rated objectively.

In effort to continue to maintain a superb school climate and learning environment, R.E. Davis continues to be a Positive Behavior Intervention System (PBIS) School. This process focuses on rewarding students with positive reinforcement, as opposed to punitive consequences. Students receive "bonus bucks" when they are caught exhibiting PBIS expectations-- engage in learning, respect self and others, do your best, and stay safe. Bonus bucks are redeemed during PBIS incentive events. In addition to PBIS, R.E. Davis continues the Star Student Program providing incentives to students throughout the year. Soldiers and Airmen from the Third Army and Shaw Air Force Base also served as mentors. All facets of the school work together to support R.E. Davis' mission—to provide optimal learning experiences for each child.

Jessirita Scriven, SIC Chairperson
Anne McFadden, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	49	39
Percent satisfied with learning environment	86.6%	77.6%	84.6%
Percent satisfied with social and physical environment	93.8%	81.6%	73%
Percent satisfied with school-home relations	66.7%	79.6%	79%

* 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.

Overall Weighted Points Total	93.0
Overall Grade Conversion	A

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

R.E. Davis Elementary 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	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	14.2%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.3%	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
Grades 3-5						
All Students	658.1	641.9	606.2	623.3	95.8	100.0
Male	650.5	636.6	601.6	620.1	93.6	100.0
Female	666.8	648.2	611.1	627.3	98.5	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	655.6	640.0	603.1	622.2	95.9	100.0
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	656.3	640.9	605.4	622.7	96.2	100.0
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
English/Language Arts							
2012	3	46	100	27.3	31.8	40.9	72.7
	4	53	100	27.5	43.1	29.4	72.5
	5	45	100	16.7	47.6	35.7	83.3
	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
2013	3	44	93.2	22.2	38.9	38.9	77.8
	4	47	93.6	32.5	35	32.5	67.5
	5	53	100	8.2	42.9	49	91.8
	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
Mathematics							
2012	3	46	100	31.8	45.5	22.7	68.2
	4	53	100	41.2	39.2	19.6	58.8
	5	45	100	11.9	52.4	35.7	88.1
	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
2013	3	44	100	51.3	25.6	23.1	48.7
	4	47	100	37.2	44.2	18.6	62.8
	5	53	100	8.2	46.9	44.9	91.8
	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
Science							
2012	3	23	100	59.1	27.3	13.6	40.9
	4	53	100	N/AV	N/AV	N/AV	51
	5	23	100	19	61.9	19	81
	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
2013	3	23	95.7	50	40	10	50
	4	47	100	44.2	48.8	7	55.8
	5	25	100	30.4	60.9	8.7	69.6
	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

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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							
2012	3	23	100	N/AV	N/AV	N/AV	31.8
	4	53	100	29.4	64.7	5.9	70.6
	5	22	100	14.3	71.4	14.3	85.7
	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
2013	3	21	95.2	42.1	47.4	10.5	57.9
	4	47	100	39.5	37.2	23.3	60.5
	5	28	96.4	15.4	69.2	15.4	84.6
	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
Writing							
2012	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	45	97.8	14.6	31.7	53.7	85.4
	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
2013	3	44	100	52.5	20	27.5	47.5
	4	46	97.8	30.2	48.8	20.9	69.8
	5	52	100	14.3	42.9	42.9	85.7
	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

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