



Devon Forest Elementary

1127 Dorothy Street
Goose Creek, SC 29445

Grades	PK-5 Elementary School	
Enrollment	1,123 Students	
Principal	Cristen Mitchum	843-820-3880
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Good	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

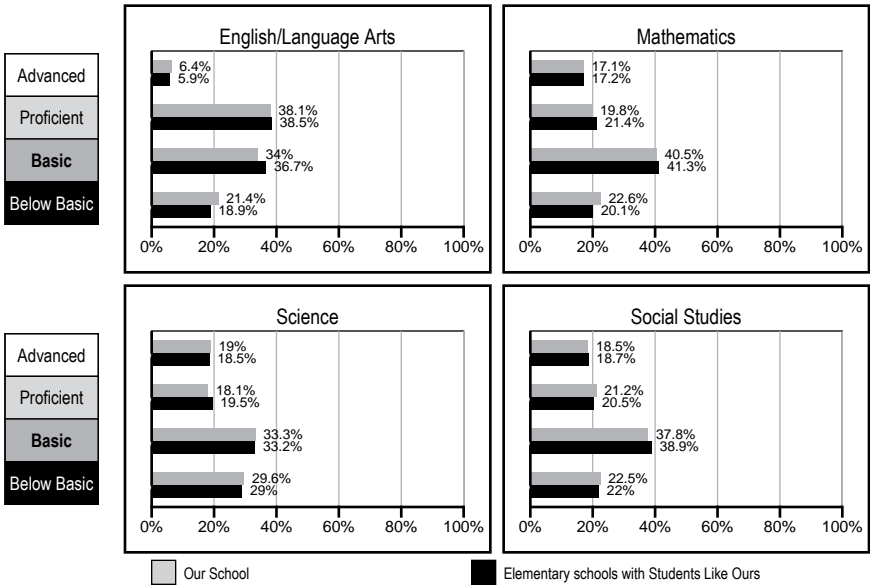
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	12	61	12	1

* 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
Students (n=1,123)				
First graders who attended full-day kindergarten	89.8%	Down from 89.9%	100.0%	100.0%
Retention rate	3.6%	Up from 3.4%	2.3%	2.3%
Attendance rate	96.3%	Up from 95.9%	96.3%	96.3%
Eligible for gifted and talented	12.6%	Up from 8.9%	11.2%	10.4%
With disabilities other than speech	8.2%	Up from 7.4%	8.4%	7.5%
Older than usual for grade	1.1%	Down from 1.4%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=69)				
Teachers with advanced degrees	62.3%	Up from 61.2%	56.5%	56.7%
Continuing contract teachers	75.4%	Down from 88.1%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.5%	Down from 96.3%	87.8%	86.4%
Teacher attendance rate	94.4%	Up from 94.1%	95.0%	94.9%
Average teacher salary	\$45,039	Down 4.8%	\$45,032	\$45,345
Professional development days/teacher	10.7 days	Up from 10.4 days	12.5 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.6 to 1	18.8 to 1	18.5 to 1
Prime instructional time	89.4%	No Change	89.8%	89.8%
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	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$6,006	Up 8.7%	\$6,650	\$7,052
Percent of expenditures for instruction*	64.1%	Down from 66.5%	69.0%	69.1%
Percent of expenditures for teacher salaries*	59.2%	Down from 62.0%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Devon Forest Elementary, located in Goose Creek, serves a diverse population of over 1,143 students in Child Development through fifth grade. The 2007-2008 school year brought positive growth and accomplishments to our school. The most significant area of improvement was concentrating our efforts to raise MAP scores in all areas. We have used our MAP and DIBEL data as part of our efforts in grades K-5 to drive our instruction.

Students performing below basic on PACT were served in a tutorial program after school. An advanced gifted class targeted students showing high academic achievement. Site licenses were purchased for reading comprehension and early reading skill building. The district has invested in Success Maker software for a third year to be used at schools focusing on various groups of students identified by teachers and administration. Our special education students have been using this tool over the school year. It helps students move through academic programs at their individual paces with increased emphasis placed on problem solving and critical thinking. First and second grade reading interventionists were hired to work with at-risk students in those grades.

Devon Forest adopted a positive approach to school discipline as part of the Positive Behavior Intervention and Support (PBIS) program. We established clear expectations for every part of our school and the expectations were taught and reinforced throughout the school year.

Seventeen teachers at Devon Forest are now National Board Certified. Over 50% of the staff has at least a master's degree, and several others are enrolled in graduate programs at this time. All regular and special education teachers are now trained in the Foss Science kits, Everyday Math, and "Six Plus One" writing traits.

Our parent volunteer program was expanded by our PTO. Programs implemented included a school-wide reading program, Student of the Month, and an academic recognition program. Home-school communication was continued through a consistent use of the school agendas in grades 1-5, weekly folders in K-5, and monthly school calendar of events. The district purchased a phone messaging system for all schools. Parenting events hosted by Title 1 proved to be very successful.

Many classes were involved with Kids Who Care projects, WDFE News Show, and Wee Deliver Postal Service. Students participated in the Greater Goose Creek Spelling Bee, Special Olympics, and STEP Art and Music Programs. Parents, community liaisons, and teachers were more involved throughout this year, serving on our Title I Advisory Board, setting goals for the future, and developing additional ways to identify and serve our students' needs.

Cristen C. Mitchum, Principal

School Improvement Council – Cristie Mitchum, Amanda Prince, Jennifer Bowen, Debbie Mullins, Tina Smith, Heide Wittchow, Frank Bender, Shannon Lee

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	131	55
Percent satisfied with learning environment	98.3%	81.5%	90.7%
Percent satisfied with social and physical environment	98.2%	76.2%	86.8%
Percent satisfied with school-home relations	96.6%	80.8%	89.1%

* 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 17 out of 21 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

Restructure

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	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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	512	99.4	21	34.2	38.4	6.4	56.6	48.6	48.2	Yes	Yes
Gender											
Male	264	98.9	27.2	38.7	30.9	3.3	46.1	40.8	41.7	N/A	N/A
Female	248	100	14.6	29.7	46	9.6	67.4	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	311	99.4	15	31.1	47.4	6.5	65.9	55.4	60	Yes	Yes
African American	147	99.3	27.7	42.3	26.3	3.6	41.6	36.5	31.7	Yes	Yes
Asian/Pacific Islander	16	100	12.5	25	37.5	25	68.8	73	70.4	I/S	I/S
Hispanic	37	100	48.6	31.4	11.4	8.6	31.4	39.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	80	96.3	61.1	25	13.9	0	18.1	12.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	39	100	45.9	29.7	13.5	10.8	32.4	37.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	274	99.6	29.2	34	30.4	6.4	48	38.5	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	512	99.6	22.2	40.8	19.9	17.2	50.7	44.2	45.8	Yes	Yes
Gender											
Male	264	99.2	26.2	38.9	19.3	15.6	45.5	44.4	45.6	N/A	N/A
Female	248	100	18	42.7	20.5	18.8	56.1	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	311	99.4	16.7	38.9	22.2	22.2	59.4	52.8	59	Yes	Yes
African American	147	100	37.7	39.1	14.5	8.7	32.6	28.2	26.9	No	Yes
Asian/Pacific Islander	16	100	0	37.5	37.5	25	81.3	70.4	71.3	I/S	I/S
Hispanic	37	100	17.1	65.7	11.4	5.7	34.3	38.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	80	97.5	53.4	41.1	2.7	2.7	15.1	14.6	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	39	100	16.2	62.2	10.8	10.8	40.5	38.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	274	99.6	30.4	42.4	14.8	12.4	39.6	33.8	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
Science											
All Students	339	99.1	29.4	33.4	18.1	19.1	37.2	35.1	35.7	96.3	96.4
Gender											
Male	164	98.8	31.6	34.9	13.2	20.4	33.6	36.3	37.4	96.3	96.3
Female	175	99.4	27.4	32.1	22.6	17.9	40.5	33.9	33.8	96.3	96.5
Racial/Ethnic Group											
White	197	98.5	19.4	33.9	22	24.7	46.8	44.8	49.2	95.8	96
African American	101	100	45.2	34.4	10.8	9.7	20.4	18.5	17	97	96.9
Asian/Pacific Islander	12	100	16.7	25	25	33.3	58.3	51.3	58	97.7	97.5
Hispanic	28	100	50	32.1	10.7	7.1	17.9	26.8	24.9	97.3	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	99	95.2
Disability Status											
Disabled	46	97.8	60.5	32.6	4.7	2.3	7	9.8	14	95.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	42.9	32.1	14.3	10.7	25	24.3	24.4	97.4	96.9
Socio-Economic Status											
Subsided meals	189	98.4	36.4	30.6	18.5	14.5	32.9	23.7	21.1	96	96.1
Social Studies											
All Students	346	99.1	22.2	38	21.3	18.5	39.8	34.6	34	96.3	96.4
Gender											
Male	187	98.9	23.8	34.9	21.5	19.8	41.3	36.3	36.6	96.3	96.3
Female	159	99.4	20.4	41.4	21.1	17.1	38.2	32.8	31.3	96.3	96.5
Racial/Ethnic Group											
White	214	98.6	19.5	35.5	24.5	20.5	45	40.9	44.5	95.8	96
African American	97	100	29.7	36.3	17.6	16.5	34.1	22.7	19.1	97	96.9
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	97.7	97.5
Hispanic	24	100	27.3	68.2	4.5	0	4.5	31.3	27.5	97.3	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	99	95.2
Disability Status											
Disabled	58	98.3	43.4	41.5	7.5	7.5	15.1	11.8	14.4	95.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	20.8	62.5	4.2	12.5	16.7	29.6	27.3	97.4	96.9
Socio-Economic Status											
Subsided meals	182	98.4	28.8	40.5	16	14.7	30.7	25.5	21	96	96.1

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	179	100	12.4	28	50.3	9.3	59.6	
	4	192	100	23.5	42.1	32.8	1.6	34.4	
	5	169	100	21.7	52.2	24.8	1.2	26.1	
	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
2008	3	165	99.4	12.3	20	58.1	9.7	67.7	
	4	174	99.4	16.8	40.4	36.6	6.2	42.9	
	5	173	99.4	33.1	41.6	21.7	3.6	25.3	
	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	
Mathematics									
2007	3	179	100	12.4	47.8	22.4	17.4	39.8	
	4	192	100	26.8	30.6	26.8	15.8	42.6	
	5	169	100	18.6	52.2	18.6	10.6	29.2	
	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
2008	3	165	100	16.7	46.2	16	21.2	37.2	
	4	174	99.4	19.3	41.6	21.7	17.4	39.1	
	5	173	99.4	30.1	34.9	21.7	13.3	34.9	
	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	
Science									
2007	3	93	100	31.3	39.8	20.5	8.4	28.9	
	4	192	100	37.7	29	23.5	9.8	33.3	
	5	85	100	48.1	30.9	12.3	8.6	21	
	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
2008	3	81	100	18.2	44.2	22.1	15.6	37.7	
	4	174	98.3	23.6	34.2	19.9	22.4	42.2	
	5	84	100	51.2	22	11	15.9	26.8	
	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	
Social Studies									
2007	3	86	100	7.7	38.5	30.8	23.1	53.8	
	4	192	100	21.3	47.5	19.1	12	31.1	
	5	84	100	27.5	47.5	12.5	12.5	25	
	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
2008	3	84	100	10.1	41.8	22.8	25.3	48.1	
	4	174	98.3	20.5	39.1	23	17.4	40.4	
	5	88	100	36.9	32.1	16.7	14.3	31	
	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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