



Daisy Elementary

2801 Red Bluff Road
Loris, South Carolina

Grades	PK-5 Elementary School	
Enrollment	569 Students	
Principal	Dawn N Brooks	843-756-5136
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

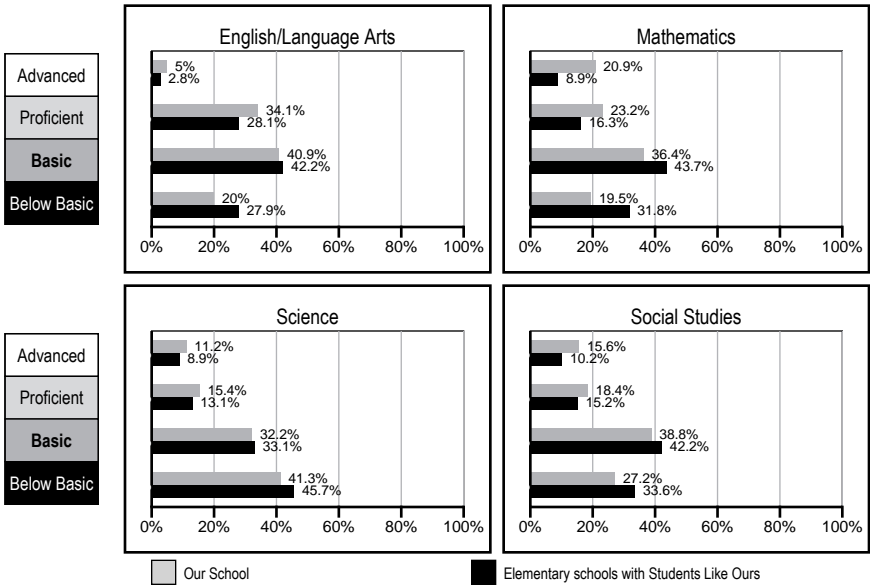
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	63	17

* 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 | /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=569)				
First graders who attended full-day kindergarten	98.9%	Down from 100.0%	100.0%	100.0%
Retention rate	1.6%	Down from 2.7%	2.8%	2.3%
Attendance rate	98.1%	No Change	96.0%	96.3%
Eligible for gifted and talented	11.5%	Down from 12.8%	6.5%	10.4%
With disabilities other than speech	12.0%	Up from 11.3%	8.8%	7.5%
Older than usual for grade	0.2%	Down from 0.7%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	27.7%	Up from 23.3%	54.0%	56.7%
Continuing contract teachers	55.3%	Down from 65.1%	75.8%	77.3%
Teachers with emergency or provisional certificates	3.2%	Down from 6.3%	0.0%	0.0%
Teachers returning from previous year	84.4%	Up from 81.5%	86.0%	86.4%
Teacher attendance rate	94.3%	Down from 96.9%	94.8%	94.9%
Average teacher salary	\$42,445	Down 2.8%	\$44,455	\$45,345
Professional development days/teacher	19.6 days	Up from 19.3 days	12.8 days	12.6 days
School				
Principal's years at school	4.5	Up from 3.5	3.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Down from 18.3 to 1	18.2 to 1	18.5 to 1
Prime instructional time	92.2%	Down from 94.6%	89.0%	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 Good	Excellent	Excellent
Dollars spent per pupil*	\$9,842	Up 27.9%	\$7,363	\$7,052
Percent of expenditures for instruction*	67.6%	Down from 71.5%	69.1%	69.1%
Percent of expenditures for teacher salaries*	60.0%	Down from 66.6%	63.9%	64.2%

* 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

Daisy Elementary's mission is to ensure that each child receives a personalized, quality education where they are nurtured and challenged by actively engaging in meaningful standards-based teaching and learning in preparation for their future. Through the hard work of our dedicated staff and students, we have continued to ensure success for all students.

The 2007-2008 school year completed our 14th successful year operating on a year-round calendar. Students in grades K-5 received daily, specially planned instruction on their level in English Language Arts and Math. Throughout the school year, Daisy Elementary teachers met weekly to plan and discuss ideas to enhance instruction in the classroom. Measures of Academic Progress (MAP) provided us with another tool to assess children's strengths and weaknesses. Staff also participated in professional development to increase student engagement and technology use in the classrooms. All teachers have been accepted and/or applied to participate in the District's Laptop Initiative, all have access to a SmartBoard in their classroom, all have participated in Everyday Math Training with Kara Johnson, and all teachers as well as assistants are trained in the use of Reading Mastery. All children, kindergarten through 5th grade, participate in Walk to Read, which consists of Reading Mastery and Guided Reading/Stations on their appropriate Reading Mastery level and lexile level.

Students and staff were provided the opportunity to be involved in the community. Students participated in Jump Rope for Heart, HTC Recycling, and Relay for Life.

Approximately 200 students in child development through fifth grade attended Intersession School during the fall, winter, and spring breaks. Approximately 100 students in Grades 3-5 attended Extended Day to strengthen their ELA and Math skills. Eleven fifth grade students participated in a pre-algebra online course. Five teachers obtained their Master's degrees and seven are pursuing National Board Certification.

Daisy Elementary School is committed to reaching our goals and we look forward to working with PTO, School Improvement Council, parents, and teachers to continue to increase parental and community involvement. We are proud of the successes of our students and staff. We invite you to become an integral part of our commitment to excellence.

Dawn N Brooks, Principal
Tyler Caines, School Improvement Chairperson 2007-2008

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	76	52
Percent satisfied with learning environment	91.3%	93.4%	86.3%
Percent satisfied with social and physical environment	93.6%	80.3%	92.0%
Percent satisfied with school-home relations	87.2%	87.8%	88.2%

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

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School Adequate Yearly Progress

NO

This school met 18 out of 19 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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.1%	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	239	100	19.9	40.7	33.9	5.4	53.8	57.2	48.2	Yes	Yes
Gender											
Male	116	100	23.1	42.6	32.4	1.9	49.1	50.3	41.7	N/A	N/A
Female	123	100	16.8	38.9	35.4	8.8	58.4	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	127	100	4.5	43.8	45.5	6.3	71.4	65.4	60	Yes	Yes
African American	100	100	37.1	38.1	19.6	5.2	35.1	34.7	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	43.1	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	44	100	66.7	28.2	2.6	2.6	12.8	21.7	16	I/S	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	8	I/S	I/S	I/S	I/S	I/S	I/S	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	204	100	23.1	43.5	29.6	3.8	47.3	44.9	34	Yes	Yes

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

All Students	239	100	19.5	36.2	23.1	21.3	61.5	56.4	45.8	Yes	Yes
Gender											
Male	116	100	18.5	36.1	21.3	24.1	63	55.9	45.6	N/A	N/A
Female	123	100	20.4	36.3	24.8	18.6	60.2	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	127	100	6.3	35.7	25	33	78.6	65.2	59	Yes	Yes
African American	100	100	33	38.1	21.6	7.2	44.3	31.6	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	42.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	44	100	61.5	30.8	5.1	2.6	15.4	20.8	17.1	I/S	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	8	I/S	I/S	I/S	I/S	I/S	I/S	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	204	100	22.6	38.7	23.7	15.1	56.5	43.9	31.4	Yes	Yes

* 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 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	156	100	41.3	32.2	15.4	11.2	26.6	41.4	35.7	98.1	96.3
Gender											
Male	74	100	38.2	29.4	17.6	14.7	32.4	43.8	37.4	98	96.2
Female	82	100	44	34.7	13.3	8	21.3	39	33.8	98.3	96.4
Racial/Ethnic Group											
White	78	100	19.4	35.8	22.4	22.4	44.8	50.4	49.2	97.4	96.1
African American	71	100	60.9	30.4	7.2	1.4	8.7	16.7	17	98.7	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	99.9	97.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	99.2	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	99.2	95.5
Disability Status											
Disabled	33	100	75	25	0	0	0	15.2	14	98.6	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	99.1	97
Socio-Economic Status											
Subsided meals	135	100	45.9	36.1	11.5	6.6	18	28.8	21.1	98.4	96
Social Studies											
All Students	157	100	27	38.5	18.2	16.2	34.5	41.6	34	98.1	96.3
Gender											
Male	76	100	32.9	28.8	19.2	19.2	38.4	45.3	36.6	98	96.2
Female	81	100	21.3	48	17.3	13.3	30.7	37.8	31.3	98.3	96.4
Racial/Ethnic Group											
White	86	100	16.5	38	24.1	21.5	45.6	48.6	44.5	97.4	96.1
African American	64	100	38.7	38.7	12.9	9.7	22.6	20.7	19.1	98.7	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	99.9	97.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	99.2	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	99.2	95.5
Disability Status											
Disabled	29	100	55.6	25.9	11.1	7.4	18.5	17.1	14.4	98.6	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	99.1	97
Socio-Economic Status											
Subsided meals	137	100	30.5	40.6	17.2	11.7	28.9	29.8	21	98.4	96

* 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	61	100	11.9	40.7	45.8	1.7	47.5	
	4	90	100	29.4	28.2	37.6	4.7	42.4	
	5	71	100	48.5	33.3	15.2	3	18.2	
	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	83	100	6.8	36.5	41.9	14.9	56.8	
	4	74	100	22.9	47.1	30	0	30	
	5	82	100	29.9	39	29.9	1.3	31.2	
	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	61	100	18.6	55.9	15.3	10.2	25.4	
	4	90	100	27.1	22.4	25.9	24.7	50.6	
	5	71	100	24.2	47	12.1	16.7	28.8	
	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	83	100	14.9	41.9	20.3	23	43.2	
	4	74	100	17.1	42.9	27.1	12.9	40	
	5	82	100	26	24.7	22.1	27.3	49.4	
	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	
Science									
2007	3	31	100	54.8	29	16.1	0	16.1	
	4	90	100	48.2	24.1	16.9	10.8	27.7	
	5	36	100	63.3	26.7	6.7	3.3	10	
	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	41	100	17.1	37.1	28.6	17.1	45.7	
	4	74	100	47.1	35.7	8.6	8.6	17.1	
	5	41	100	52.6	21.1	15.8	10.5	26.3	
	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	
Social Studies									
2007	3	30	100	21.4	46.4	28.6	3.6	32.1	
	4	90	100	33.7	45.8	16.9	3.6	20.5	
	5	37	100	52.9	35.3	5.9	5.9	11.8	
	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	42	100	12.8	28.2	25.6	33.3	59	
	4	74	100	20	48.6	20	11.4	31.4	
	5	41	100	53.8	30.8	7.7	7.7	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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