



## R E Davis Elementary

345 Eastern School Road  
Sumter, SC 29153

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	361 Students	
<b>Principal</b>	Anne McFadden	803-495-3247
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

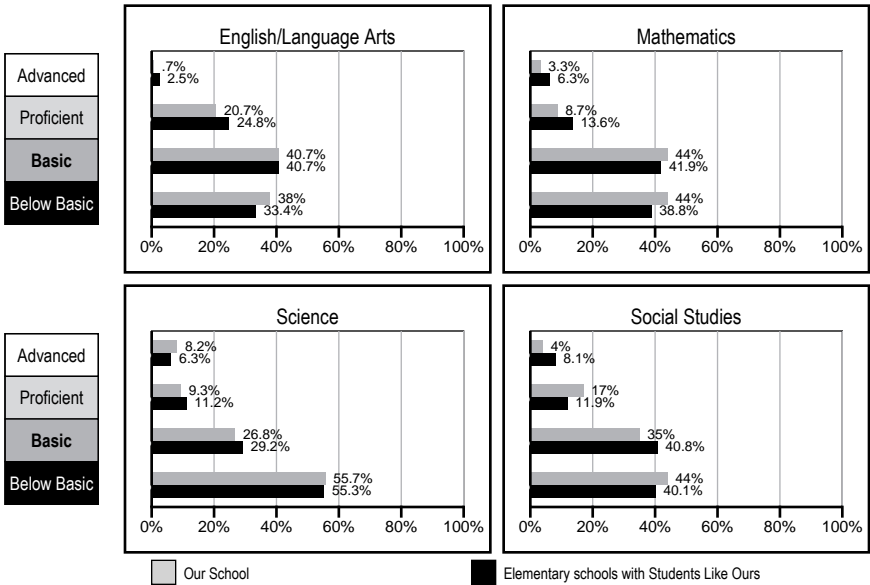
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.9%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	6	49	61

\* 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=361)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 95.5%	100.0%	100.0%
Retention rate	0.9%	Down from 2.7%	3.1%	2.3%
Attendance rate	96.8%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	2.3%	Down from 3.8%	2.9%	10.4%
With disabilities other than speech	7.8%	Down from 10.5%	7.8%	7.5%
Older than usual for grade	0.4%	Down from 1.6%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	58.6%	Up from 50.0%	54.0%	56.7%
Continuing contract teachers	51.7%	Down from 53.1%	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	66.5%	Down from 66.8%	82.7%	86.4%
Teacher attendance rate	95.7%	No Change	95.0%	94.9%
Average teacher salary	\$40,313	Up 6.0%	\$43,916	\$45,345
Professional development days/teacher	16.5 days	Down from 22.1 days	13.9 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	16.5 to 1	Up from 15.8 to 1	16.5 to 1	18.5 to 1
Prime instructional time	92.0%	Up from 91.1%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$8,763	Down 6.6%	\$8,217	\$7,052
Percent of expenditures for instruction*	69.9%	Down from 71.7%	68.5%	69.1%
Percent of expenditures for teacher salaries*	65.1%	Down from 66.6%	60.8%	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

R.E. Davis Elementary School is committed to improving student achievement for all students. Our staff is dedicated and highly trained in a variety of instructional strategies to ensure that each child gets the individual attention needed to succeed. In 2006, R. E. Davis received the Palmetto Silver Award for improvement on the state Palmetto Achievement Challenge Test. R.E. Davis has been showcased by the state for its achievement.

The curriculum is driven by the utilization of the South Carolina Curriculum Standards. The district's instructional unit plans provide students with distinct opportunities to learn in all subjects. Our school-wide theme, "Literacy: The Path to Excellence," serves as the driving force for our meeting and exceeding state standards.

Through the use of computers in the classrooms and our computer lab, students in all grades are exposed to concepts and skills necessary to succeed in the 21st century. Our students receive hands-on technology training, use manipulatives, and participate in cooperative learning activities that prepare them for the world of work and beyond.

Our teachers work hard to instill a sense of character and pride that will enable all of our students to succeed. Opportunities are given to students to have non-academic experiences that enhance their knowledge of people, places, and things they have never seen. Partnerships have been established with people in the community to provide role models for all students. All segments of the school community work hard to ensure that our students learn in a literacy-rich environment, which is conducive to learning.

Anne McFadden, Principal

Dale Gibson, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	48	42
Percent satisfied with learning environment	61.3%	72.9%	78.6%
Percent satisfied with social and physical environment	74.2%	64.6%	73.8%
Percent satisfied with school-home relations	63.3%	79.2%	78.6%

\* 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 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate	96.8%	94.0%	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	166	100	38	40.7	20.7	0.7	30	39.4	48.2	No	Yes
<b>Gender</b>											
Male	80	100	51.5	30.9	17.6	0	20.6	33.3	41.7	N/A	N/A
Female	86	100	26.8	48.8	23.2	1.2	37.8	45.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	48.5	60	I/S	I/S
African American	160	100	38.4	41.1	19.9	0.7	29.5	33.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
<b>Disability Status</b>											
Disabled	29	100	71.4	21.4	7.1	0	7.1	16.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	153	100	39.1	40.6	19.6	0.7	29	35.3	34	No	Yes

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

All Students	166	100	44	44	8.7	3.3	24.7	38.2	45.8	No	Yes
<b>Gender</b>											
Male	80	100	50	33.8	13.2	2.9	23.5	38.6	45.6	N/A	N/A
Female	86	100	39	52.4	4.9	3.7	25.6	37.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	51.1	59	I/S	I/S
African American	160	100	44.5	43.8	8.2	3.4	24	29.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	29	100	75	17.9	7.1	0	10.7	17.1	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	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	153	100	44.9	44.2	8	2.9	23.2	33	31.4	No	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
<b>Science</b>											
All Students	112	100	55.7	26.8	9.3	8.2	17.5	30.8	35.7	96.8	96
<b>Gender</b>											
Male	56	100	53.3	24.4	8.9	13.3	22.2	33.3	37.4	96.7	95.8
Female	56	100	57.7	28.8	9.6	3.8	13.5	28.3	33.8	96.8	96.2
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	44.9	49.2	95.1	95.5
African American	107	100	56.4	27.7	8.5	7.4	16	21.4	17	96.9	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	N/A	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	98.1	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.5	93.9
<b>Disability Status</b>											
Disabled	19	100	83.3	5.6	0	11.1	11.1	13.7	14	97.2	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	98.1	98.5
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	97.8	96.2
<b>Socio-Economic Status</b>											
Subsided meals	103	100	56.2	28.1	7.9	7.9	15.7	24.7	21.1	96.7	95.8
<b>Social Studies</b>											
All Students	112	100	44	35	17	4	21	25.8	34	96.8	96
<b>Gender</b>											
Male	56	100	50	31.3	10.4	8.3	18.8	27	36.6	96.7	95.8
Female	56	100	38.5	38.5	23.1	0	23.1	24.5	31.3	96.8	96.2
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	33.9	44.5	95.1	95.5
African American	109	100	44.9	34.7	16.3	4.1	20.4	19.8	19.1	96.9	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	N/A	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.8	27.5	98.1	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	98.5	93.9
<b>Disability Status</b>											
Disabled	19	100	68.4	21.1	10.5	0	10.5	12.7	14.4	97.2	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	98.1	98.5
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	97.8	96.2
<b>Socio-Economic Status</b>											
Subsided meals	104	100	45.7	34.8	17.4	2.2	19.6	20.5	21	96.7	95.8

\* 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	58	100	33.9	41.1	23.2	1.8	25	
	4	56	100	25	50	23.1	1.9	25	
	5	63	100	50.9	36.8	12.3	0	12.3	
	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	58	100	25.9	37	35.2	1.9	37	
	4	58	100	46.8	40.4	12.8	0	12.8	
	5	50	100	42.9	44.9	12.2	0	12.2	
	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	
<b>Mathematics</b>									
<b>2007</b>	3	58	100	41.1	55.4	1.8	1.8	3.6	
	4	56	100	44.2	34.6	17.3	3.8	21.2	
	5	63	100	40.4	49.1	5.3	5.3	10.5	
	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	58	100	48.1	44.4	7.4	0	7.4	
	4	58	100	36.2	44.7	12.8	6.4	19.1	
	5	50	100	46.9	42.9	6.1	4.1	10.2	
	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	
<b>Science</b>									
<b>2007</b>	3	28	100	74.1	25.9	0	0	0	
	4	56	100	51.9	38.5	5.8	3.8	9.6	
	5	32	100	77.8	18.5	3.7	0	3.7	
	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	29	100	61.5	19.2	11.5	7.7	19.2	
	4	58	100	48.9	31.9	10.6	8.5	19.1	
	5	25	100	62.5	25	4.2	8.3	12.5	
	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	30	100	20.7	75.9	3.4	0	3.4	
	4	56	100	48.1	46.2	5.8	0	5.8	
	5	31	100	63.3	26.7	3.3	6.7	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
<b>2008</b>	3	29	100	32.1	39.3	25	3.6	28.6	
	4	58	100	51.1	27.7	14.9	6.4	21.3	
	5	25	100	44	44	12	0	12	
	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	

Abbreviations for Missing Data

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