



## Chavis Elementary

2811 S. State Hwy 41-51  
Hemingway, South

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	486 Students	
<b>Principal</b>	Cynthia M. Brown	843-558-5605
<b>Superintendent</b>	Ralph C. Fennell, Jr.	843-355-5571
<b>Board Chair</b>	Mr. James Darby	843-387-5472

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

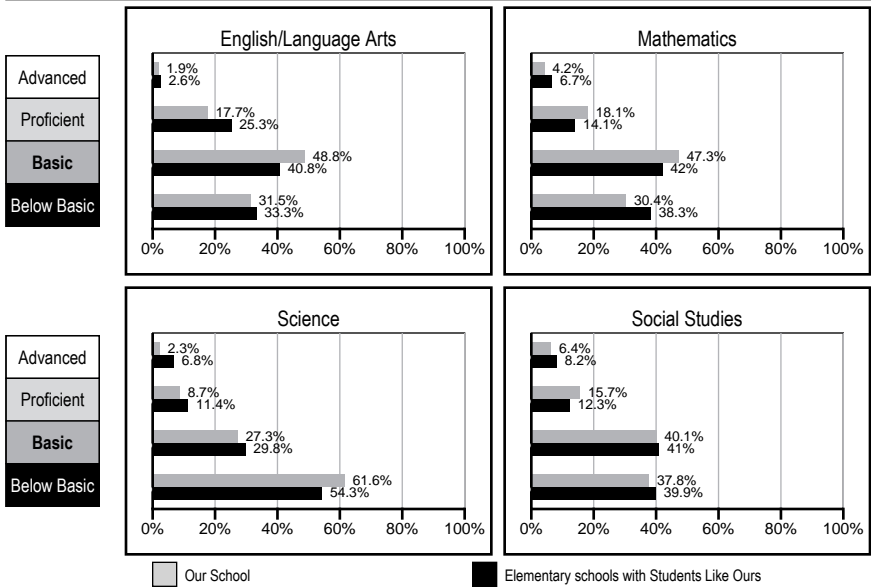
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	8	56	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=486)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 52.8%	100.0%	100.0%
Retention rate	5.7%	Up from 5.5%	3.1%	2.3%
Attendance rate	96.6%	Down from 97.0%	96.0%	96.3%
Eligible for gifted and talented	4.3%	Up from 3.4%	3.4%	10.4%
With disabilities other than speech	14.3%	Down from 15.4%	7.8%	7.5%
Older than usual for grade	1.7%	Down from 3.7%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	50.0%	Up from 48.5%	54.3%	56.7%
Continuing contract teachers	76.5%	Down from 84.8%	69.6%	77.3%
Teachers with emergency or provisional certificates	3.6%	Up from 3.2%	0.0%	0.0%
Teachers returning from previous year	90.2%	Down from 90.5%	83.1%	86.4%
Teacher attendance rate	94.1%	Up from 93.3%	95.0%	94.9%
Average teacher salary	\$41,749	Down 0.9%	\$43,988	\$45,345
Professional development days/teacher	22.5 days	Up from 12.0 days	13.4 days	12.6 days
<b>School</b>				
Principal's years at school	2.5	Up from 1.5	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.8 to 1	16.6 to 1	18.5 to 1
Prime instructional time	89.5%	Up from 88.9%	89.3%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 89.4%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,364	Up 13.5%	\$8,115	\$7,052
Percent of expenditures for instruction*	69.5%	Down from 72.1%	68.8%	69.1%
Percent of expenditures for teacher salaries*	66.8%	Down from 68.0%	61.9%	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

Located in eastern Williamsburg County, Chavis Elementary School educates approximately 502 students in grades 4k through 6. Having completed six years of operation, Chavis Elementary has had many successes. Chavis Elementary adopted the motto "One School, One Mission" as we strive to educate our children.

The mission of Chavis Elementary School is to "prepare students for the responsibilities of good citizenship and lifelong learning while striving for academic excellence." We will accomplish this by providing an innovative curriculum, relevant resources and a competent staff. The expectation at Chavis Elementary is that every child will attain his/her highest level of academic and social achievement. All students are provided with a safe and nurturing environment that promotes respect for self and others and enhances self-esteem, dignity and self-discipline.

Students, parents, teachers, and community members are actively involved in the total learning process, with technology as an integral part of the academic experience.

Cynthia M. Brown, Principal  
Debra Brown, School Improvement Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	43	18
Percent satisfied with learning environment	84.2%	83.7%	47.1%
Percent satisfied with social and physical environment	86.8%	86.0%	40.0%
Percent satisfied with school-home relations	54.1%	83.7%	62.5%

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

## School Adequate Yearly Progress

NO

This school met 9 out of 17 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

Corrective Action

## 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	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.2%	0.0%	No
Student attendance rate	96.6%	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

## 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	275	98.9	31.5	48.8	17.7	1.9	31.5	36.2	48.2	No	Yes
<b>Gender</b>											
Male	135	98.5	38.1	48.4	11.1	2.4	22.2	30.4	41.7	N/A	N/A
Female	140	99.3	25.4	49.3	23.9	1.5	40.3	42.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	33	97	25.8	51.6	19.4	3.2	38.7	47.1	60	I/S	I/S
African American	233	100	32.9	47.7	17.6	1.8	30.2	35.3	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	62	96.8	71.7	28.3	0	0	6.7	13.2	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	248	99.6	31.9	48.7	18.1	1.3	31.9	35	34	No	Yes

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

All Students	275	99.6	30.4	47.3	18.1	4.2	33.5	30.8	45.8	No	Yes
<b>Gender</b>											
Male	135	99.3	34.1	41.3	19.8	4.8	33.3	29.6	45.6	N/A	N/A
Female	140	100	26.9	53	16.4	3.7	33.6	32.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	33	97	12.9	51.6	25.8	9.7	41.9	36.4	59	I/S	I/S
African American	233	100	33.3	46.8	16.2	3.6	31.1	30.2	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	62	98.4	70	28.3	1.7	0	6.7	9.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	248	99.6	31.5	47.9	17.2	3.4	31.5	30.1	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	181	100	61.6	27.3	8.7	2.3	11	15.3	35.7	96.6	96.5
<b>Gender</b>											
Male	89	100	62.4	21.2	12.9	3.5	16.5	15.3	37.4	96.9	96.3
Female	92	100	60.9	33.3	4.6	1.1	5.7	15.4	33.8	96.3	96.8
<b>Racial/Ethnic Group</b>											
White	21	100	38.1	52.4	4.8	4.8	9.5	20.2	49.2	94.8	94.2
African American	155	100	65.3	23.8	8.8	2	10.9	14.7	17	96.9	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	90.6	94.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	96.7	95.3
<b>Disability Status</b>											
Disabled	42	100	92.9	7.1	0	0	0	6.1	14	96.1	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	92.7
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.4	97.4
<b>Socio-Economic Status</b>											
Subsided meals	166	100	64.4	26.3	7.5	1.9	9.4	14.3	21.1	96.6	96.5
<b>Social Studies</b>											
All Students	181	99.5	37.8	40.1	15.7	6.4	22.1	14.1	34	96.6	96.5
<b>Gender</b>											
Male	89	100	33.7	41	18.1	7.2	25.3	14.1	36.6	96.9	96.3
Female	92	98.9	41.6	39.3	13.5	5.6	19.1	14.1	31.3	96.3	96.8
<b>Racial/Ethnic Group</b>											
White	22	100	18.2	54.5	13.6	13.6	27.3	20.4	44.5	94.8	94.2
African American	152	100	42.1	37.9	15.9	4.1	20	13.4	19.1	96.9	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	90.6	94.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	41.7	27.5	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	96.7	95.3
<b>Disability Status</b>											
Disabled	35	100	61.8	35.3	2.9	0	2.9	4.5	14.4	96.1	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	92.7
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.4	97.4
<b>Socio-Economic Status</b>											
Subsided meals	161	100	39.4	41.9	13.5	5.2	18.7	13.2	21	96.6	96.5

\* 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	93	100	6.9	44.8	42.5	5.7	48.3	
	4	66	100	34.9	46	19	0	19	
	5	56	100	45.3	45.3	9.4	0	9.4	
	6	70	100	44.9	43.5	10.1	1.4	11.6	
	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	67	98.5	15.9	47.6	28.6	7.9	36.5	
	4	89	98.9	22.6	53.6	23.8	0	23.8	
	5	65	100	42.9	49.2	7.9	0	7.9	
	6	54	98.2	52	42	6	0	6	
	7	N/A	I/S	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	I/S
<b>Mathematics</b>									
<b>2007</b>	3	93	100	24.1	50.6	17.2	8	25.3	
	4	66	100	44.4	33.3	15.9	6.3	22.2	
	5	56	100	26.4	62.3	11.3	0	11.3	
	6	70	100	37.7	46.4	13	2.9	15.9	
	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	67	100	25.4	55.6	14.3	4.8	19	
	4	89	100	27.4	42.9	22.6	7.1	29.8	
	5	65	100	38.1	47.6	14.3	0	14.3	
	6	54	98.2	32	44	20	4	24	
	7	N/A	I/S	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	I/S
<b>Science</b>									
<b>2007</b>	3	47	100	51.2	32.6	11.6	4.7	16.3	
	4	66	100	55.6	28.6	15.9	0	15.9	
	5	28	100	70.4	25.9	3.7	0	3.7	
	6	35	100	76.5	23.5	0	0	0	
	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	33	100	64.5	29	3.2	3.2	6.5	
	4	89	100	58.3	33.3	6	2.4	8.3	
	5	33	100	62.5	25	12.5	0	12.5	
	6	26	100	68	8	20	4	24	
	7	N/A	I/S	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	I/S
<b>Social Studies</b>									
<b>2007</b>	3	46	100	27.3	50	13.6	9.1	22.7	
	4	66	100	36.5	49.2	12.7	1.6	14.3	
	5	28	100	88.5	7.7	3.8	0	3.8	
	6	35	100	34.3	54.3	5.7	5.7	11.4	
	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	34	100	18.8	34.4	28.1	18.8	46.9	
	4	89	98.9	39.3	47.6	10.7	2.4	13.1	
	5	32	100	64.5	22.6	12.9	0	12.9	
	6	26	100	24	44	20	12	32	
	7	N/A	I/S	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	I/S

Abbreviations for Missing Data

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