

DEVON FOREST ELEMENTARY

1127 Dorothy Street
Goose Creek, SC 29445

Grades	PK-5 Elementary School	
Enrollment	796 Students	
Principal	Cristen Mitchum	843-820-3880
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Good**	**Excellent***
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 GOAL

By 2010, SC'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.

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

DEVON FOREST ELEMENTARY	03/09/11-0801039

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

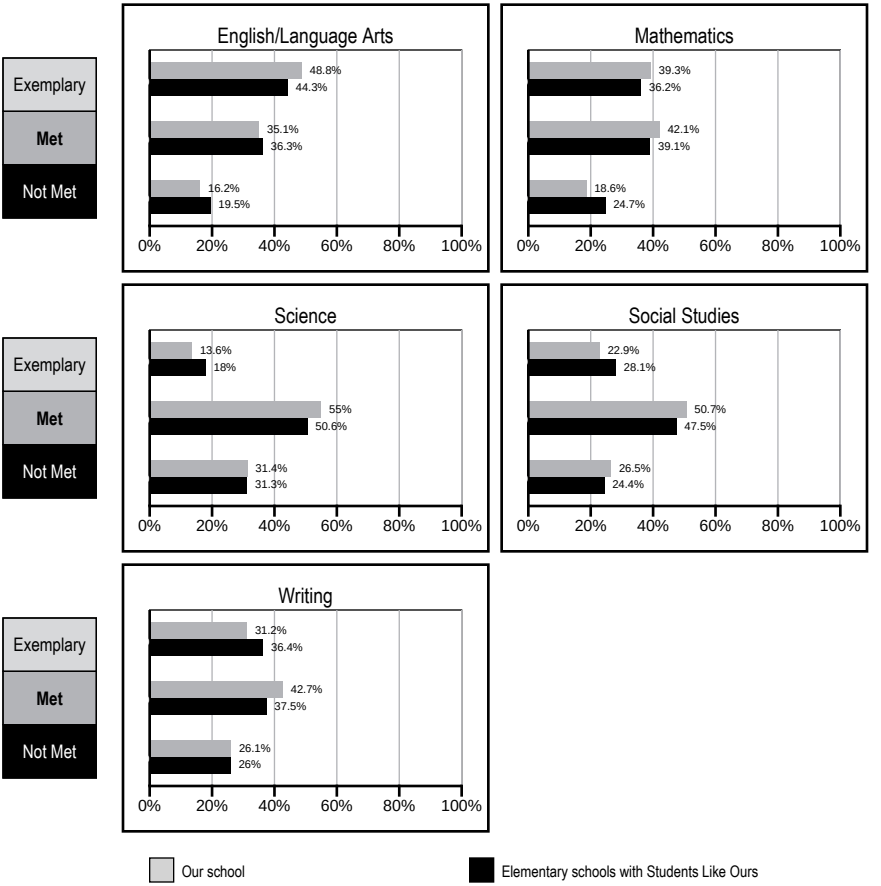
Percent of students tested in 2009-10 whose 2008-09 test scores were located	98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	37	49	0	0

* Ratings are calculated with data available by 03/09/2011.

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=796)				
First graders who attended full-day kindergarten	88.5%	Down from 89.6%	100.0%	100.0%
Retention rate	2.1%	No Change	1.2%	1.2%
Attendance rate	96.0%	Down from 96.3%	96.1%	96.1%
Eligible for gifted and talented	14.9%	Up from 13.0%	13.8%	11.7%
With disabilities other than speech	8.3%	Down from 8.6%	8.3%	8.0%
Older than usual for grade	0.5%	Up from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	62.7%	Up from 58.6%	59.2%	60.5%
Continuing contract teachers	78.4%	Up from 72.9%	84.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.3%	Down from 88.2%	87.0%	87.0%
Teacher attendance rate	94.6%	Down from 94.9%	95.5%	95.4%
Average teacher salary*	$47,945	Up 2.8%	$47,479	$47,288
Professional development days/teacher	7.6 days	Down from 7.9 days	10.3 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.0 to 1	19.6 to 1	19.2 to 1
Prime instructional time	90.5%	Up from 90.4%	90.9%	90.8%
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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	$6,383	Up 7.7%	$7,015	$7,548
Percent of expenditures for instruction**	61.7%	Down from 66.7%	68.9%	68.7%
Percent of expenditures for teacher salaries**	58.1%	Down from 61.5%	65.6%	65.1%

* 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

Devon Forest Elementary, located in Goose Creek, serves a diverse population of over 800 students in Child Development through fifth grade. The 2009-2010 school year brought positive growth and accomplishments to our school. We focused our improvement efforts on raising 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.

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 an ASSIST (Accelerating Student Success through In-School Tutorials) computer lab this year to focus on various groups of students identified by teachers and administration. The students having academic difficulties, especially in math, were entered into the program first. They worked in the lab daily on programs specific to their needs. It helped students move through academic programs at an individual pace, with increased emphasis placed on problem solving and critical thinking. The district Title One funds provided reading interventionists to work with at-risk students. Our school paid for four part-time reading interventionists for grades one and three.

Devon Forest entered the third year of our 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. The students were rewarded for demonstrating positive behavior. With PBIS came our Response to Intervention Team. This was a team of educators hand selected for their specialization in different areas of our school. The team met weekly with teachers to find ways to help students academically and behaviorally.

Our parent-volunteer program was expanded by our PTO. Programs implemented included a schoolwide 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 and Wee Deliver Postal Service. Students participated in the Greater Goose Creek Spelling Bee (Grades 2-4), Spellbound Spelling Bee (Grade 5), chorus, and STEP Art and Music Programs. Parents, community liaisons, and teachers were more involved throughout this year on our Title I Advisory Board, set goals for the future, and developed additional ways to identify and serve our students' needs. Our students, parents, and staff participated on a Relay for Life Team and Jump Rope for Heart.

Cristen C. Mitchum, Principal
School Improvement Council – Cristie Mitchum, Thurmond Fayall, Shannon Lee, Jennifer Bowen, Erika Wyatt, Jessica Coates, Jessica Donaldson, Kristina Fetty, Creighton Eddings, Patricia Davis, Elizabeth Grantham, Shelley Matthews

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	100	63
Percent satisfied with learning environment	100.0%	90.0%	91.9%
Percent satisfied with social and physical environment	100.0%	93.8%	85.7%
Percent satisfied with school-home relations	91.2%	97.0%	88.9%

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

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School Adequate Yearly Progress	YES

This school met 21 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	R-DELAY

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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DEVON FOREST ELEMENTARY										03/09/11-0801039
PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	360	100	16.1	34.3	49.6	91.9	85.9	83.5	Yes	Yes
Gender										
Male	175	100	16.4	34.6	49.1	89.9	81.9	80.1	N/A	N/A
Female	185	100	15.9	34.1	50	93.8	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	230	100	12.6	30.4	57	93.5	89.8	89.6	Yes	Yes
African American	100	100	24.7	43	32.3	89.2	79.3	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.4	92.7	I/S	I/S
Hispanic	24	100	18.2	40.9	40.9	86.4	82.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
Disability Status										
Disabled	57	100	43.6	30.9	25.5	69.1	57.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	13	39.1	47.8	87	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	200	100	19.8	35.7	44.5	87.9	81.2	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	360	100	18.2	42.7	39.1	89	83.5	80.4	Yes	Yes
Gender										
Male	175	100	17.6	37.1	45.3	89.3	81.1	78.4	N/A	N/A
Female	185	100	18.8	47.7	33.5	88.6	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	230	100	17.3	38.3	44.4	89.3	88	87.8	Yes	Yes
African American	100	100	20.4	50.5	29	88.2	75	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	24	100	22.7	54.5	22.7	86.4	83.4	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
Disability Status										
Disabled	57	100	49.1	38.2	12.7	61.8	50	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	21.7	52.2	26.1	87	85.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	200	100	22	47.8	30.2	86.8	78	72.8	Yes	Yes

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

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DEVON FOREST ELEMENTARY 03/09/11-0801039

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	241	100	30.8	54.5	14.7	69.2	69.8	67.3
Gender								
Male	114	100	29.5	52.4	18.1	70.5	69.3	66.9
Female	127	100	31.9	56.3	11.8	68.1	70.3	67.7
Racial/Ethnic Group								
White	157	100	26.9	52.4	20.7	73.1	78.8	79.6
African American	63	100	42.4	54.2	3.4	57.6	54.4	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83	84.4
Hispanic	15	100	N/A	N/A	N/A	71.4	64.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.4	69.5
Disability Status								
Disabled	37	100	60	28.6	11.4	40	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	16	100	N/A	N/A	N/A	73.3	65.8	58.6
Socio-Economic Status								
Subsidized meals	132	100	37.5	55.8	6.7	62.5	60.2	55.4
Social Studies								
All Students	245	100	26.3	50.4	23.2	73.7	73.4	70.9
Gender								
Male	118	100	22.4	45.8	31.8	77.6	72.2	70.1
Female	127	100	29.8	54.5	15.7	70.2	74.7	71.7
Racial/Ethnic Group								
White	154	100	22.1	50.3	27.6	77.9	78.7	79.2
African American	73	100	36.4	47	16.7	63.6	63.8	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	16	100	26.7	60	13.3	73.3	72.9	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71	71.2
Disability Status								
Disabled	38	100	47.4	42.1	10.5	52.6	41.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	16	100	26.7	60	13.3	73.3	70.8	68
Socio-Economic Status								
Subsidized meals	133	100	28.9	51.2	19.8	71.1	66	60.8

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PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	360	97.8	25.8	42.9	31.3	74.2	72.9	72.1	96	96.2
Gender										
Male	176	97.2	32.9	40	27.1	67.1	65.6	65.2	96.1	96.1
Female	184	98.4	19.5	45.4	35.1	80.5	80.7	79.2	95.9	96.2
Racial/Ethnic Group										
White	226	96.5	23.8	44.7	31.6	76.2	78.3	80.8	95.7	95.7
African American	101	100	30.1	37.6	32.3	69.9	64	59.7	96.9	96.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.7	87	95.9	97.2
Hispanic	26	100	33.3	50	16.7	66.7	65.4	64.6	95.6	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.1	73.4	95.3	95.3
Disability Status										
Disabled	57	86	57.4	38.3	4.3	42.6	30.3	27.7	95	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	32	48	20	68	67.1	63.7	95.8	96.8
Socio-Economic Status										
Subsidized meals	199	97	30.1	43.8	26.1	69.9	65.2	61.9	95.5	95.9

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DEVON FOREST ELEMENTARY 03/09/11-0801039

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	190	100	23.5	39.7	36.9	76.5
	4	167	100	18.8	42.5	38.8	81.3
	5	165	100	20.4	46.5	33.1	79.6
	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
2010	3	123	100	15.9	23.9	60.2	84.1
	4	127	100	15.3	44.1	40.7	84.7
	5	110	100	17.3	34.6	48.1	82.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	190	100	40.2	31.8	27.9	59.8
	4	166	100	15.7	46.5	37.7	84.3
	5	165	100	39.5	38.9	21.7	60.5
	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
2010	3	123	100	23.9	43.4	32.7	76.1
	4	127	100	12.7	45.8	41.5	87.3
	5	110	100	18.3	38.5	43.3	81.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	95	100	38.6	47.7	13.6	61.4
	4	166	100	22.6	56.6	20.8	77.4
	5	84	100	34.6	51.9	13.6	65.4
	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
2010	3	60	100	45.5	43.6	10.9	54.5
	4	126	100	28.2	60.7	11.1	71.8
	5	55	100	21.2	51.9	26.9	78.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
2009	3	95	100	35.2	44	20.9	64.8
	4	166	100	19.5	57.9	22.6	80.5
	5	81	100	38.2	40.8	21.1	61.8
	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
2010	3	63	100	20.7	53.4	25.9	79.3
	4	127	100	23.7	54.2	22	76.3
	5	55	100	38.5	38.5	23.1	61.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	191	99	37.4	36.9	25.7	62.6
	4	170	98.2	30.6	40	29.4	69.4
	5	165	99.4	30.2	36.5	33.3	69.8
	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
2010	3	124	98.4	29.5	38.4	32.1	70.5
	4	128	97.7	23.3	44	32.8	76.7
	5	108	97.2	24.8	46.5	28.7	75.2
	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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