

R EARLE DAVIS SCHOOL FOR TECHNOLOGY

2305 Frink Street
Cayce, South Carolina

Grades	PK-5 Elementary School	
Enrollment	415 Students	
Principal	Thomas M. Drew	803-739-4080
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

R EARLE DAVIS SCHOOL FOR TECHNOLOGY 03/09/11-3202015

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

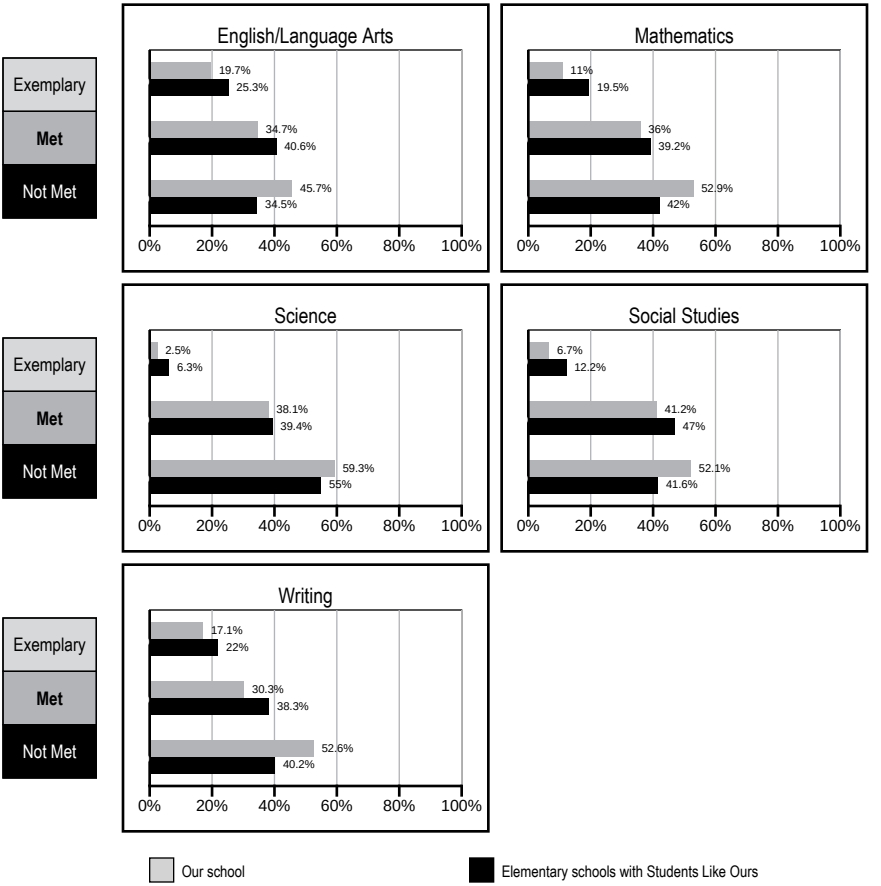
Percent of students tested in 2009-10 whose 2008-09 test scores were located	97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	90	59	24

* 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=415)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.6%	1.5%	1.2%
Attendance rate	99.9%	Up from 96.0%	95.9%	96.1%
Eligible for gifted and talented	7.8%	Up from 2.6%	4.7%	11.7%
With disabilities other than speech	14.6%	Up from 12.6%	8.4%	8.0%
Older than usual for grade	0.6%	Down from 1.2%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	72.4%	Up from 66.7%	60.0%	60.5%
Continuing contract teachers	89.7%	Up from 87.9%	79.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 88.2%	83.5%	87.0%
Teacher attendance rate	94.2%	Down from 95.1%	95.4%	95.4%
Average teacher salary*	$49,356	Down 4.3%	$45,479	$47,288
Professional development days/teacher	15.3 days	Up from 10.4 days	10.6 days	10.5 days
School				
Principal's years at school	0.5	Down from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.8 to 1	17.3 to 1	19.2 to 1
Prime instructional time	93.0%	Up from 90.1%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$8,078	Up 5.2%	$8,599	$7,548
Percent of expenditures for instruction**	71.8%	Down from 73.2%	68.1%	68.7%
Percent of expenditures for teacher salaries**	69.7%	Down from 71.3%	62.4%	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

R. Earle Davis Elementary School provided 435 students with multiple opportunities to achieve high levels of learning through the use of technology and a challenging curriculum. Our focus for 2009-2010 was to "make instruction culturally relevant" and this was accomplished by creating classroom environments which incorporated an understanding and respect for cultural differences and learning styles.

We continued our journey toward being a Professional Learning Community (PLC) by providing daily common planning time and school-wide PLC meetings once per month and one day per week was dedicated to analyzing data by grade level. Measures of Academic Progress(MAP), Compass Learning, and Headsprout software was used to determine student growth and areas of weakness in both reading and math.

Technology integration was maintained by the addition of Apple i-touch handheld devices for fifth-grade students, a technology coach, and Mac laptops for teachers. The Students and Technology Achieving Results (STAR) program was used to accelerate computer literacy during early morning instruction.

Habits of the Mind (HOM) was introduced to help our students focus on acceptable behaviors at school that are developmentally appropriate.

Our PTO and SIC continue to be an integral part of our school by supporting our behavioral and academic expectations. We appreciate your support as we continue to strive toward developing proficient learners and effective decision-makers in a culturally diverse community.

Dr. Wanda C. Whatley, Principal
Mrs. Lori Fanning, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	56	39
Percent satisfied with learning environment	89.3%	89.3%	84.6%
Percent satisfied with social and physical environment	79.3%	85.7%	89.7%
Percent satisfied with school-home relations	65.5%	92.9%	89.5%

* 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 15 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	CA

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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.4%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

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R EARLE DAVIS SCHOOL FOR TECHNOLOGY 03/09/11-3202015

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	202	99.5	45.4	34.5	20.1	71.8	81.6	83.5	Yes	Yes
Gender										
Male	103	99	54.5	34.1	11.4	68.2	76.7	80.1	N/A	N/A
Female	99	100	36	34.9	29.1	75.6	86.5	87	N/A	N/A
Racial/Ethnic Group										
White	30	96.7	46.2	38.5	15.4	76.9	89.5	89.6	I/S	I/S
African American	152	100	45.8	35.9	18.3	69.5	70.9	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.8	92.7	I/S	I/S
Hispanic	17	100	35.7	21.4	42.9	85.7	74.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	61	100	76	20	4	38	52.3	51.7	No	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	14	100	54.5	18.2	27.3	72.7	72.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	161	99.4	47.5	33.3	19.1	70.2	75.4	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	202	99.5	52.9	36.2	10.9	67.2	77.9	80.4	Yes	Yes
Gender										
Male	103	99	59.1	33	8	58	75	78.4	N/A	N/A
Female	99	100	46.5	39.5	14	76.7	80.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	30	96.7	53.8	26.9	19.2	61.5	86.1	87.8	I/S	I/S
African American	152	100	54.2	38.2	7.6	64.9	65.6	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.5	93.5	I/S	I/S
Hispanic	17	100	42.9	28.6	28.6	92.9	74.1	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	61	100	N/A	N/A	N/A	38	45.6	46.1	No	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	14	100	63.6	18.2	18.2	90.9	73.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	161	99.4	56.7	35.5	7.8	67.4	71.5	72.8	Yes	Yes

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

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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
Science								
All Students	136	100	59.2	37.5	3.3	40.8	67.5	67.3
Gender								
Male	67	100	67.8	28.8	3.4	32.2	66.6	66.9
Female	69	100	50.8	45.9	3.3	49.2	68.4	67.7
Racial/Ethnic Group								
White	15	100	28.6	64.3	7.1	71.4	80	79.6
African American	107	100	64.9	33	2.1	35.1	51	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	73.1	84.4
Hispanic	12	100	I/S	I/S	I/S	I/S	55.2	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	43	100	78.4	18.9	2.7	21.6	36.8	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	11	100	I/S	I/S	I/S	I/S	52.2	58.6
Socio-Economic Status								
Subsidized meals	106	100	60	36.8	3.2	40	58.8	55.4
Social Studies								
All Students	137	100	52.1	41.2	6.7	47.9	72	70.9
Gender								
Male	71	100	55.6	36.5	7.9	44.4	72.2	70.1
Female	66	100	48.2	46.4	5.4	51.8	71.8	71.7
Racial/Ethnic Group								
White	20	100	N/A	N/A	N/A	52.9	80	79.2
African American	104	100	55.6	38.9	5.6	44.4	61.3	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	63.1	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	41	100	N/A	N/A	N/A	28.6	47.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	61.9	68
Socio-Economic Status								
Subsidized meals	107	100	54.8	40.9	4.3	45.2	64.4	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	201	96.5	51.5	31	17.5	48.5	70.5	72.1	99.9	98.6
Gender										
Male	104	96.2	60.9	29.9	9.2	39.1	62.3	65.2	99.9	98.6
Female	97	96.9	41.7	32.1	26.2	58.3	78.8	79.2	99.9	98.7
Racial/Ethnic Group										
White	30	90	50	41.7	8.3	50	79.1	80.8	99.9	98.4
African American	152	97.4	52.3	29.2	18.5	47.7	58.9	59.7	99.9	98.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	79.5	87	99.9	99.5
Hispanic	16	100	42.9	35.7	21.4	57.1	62.4	64.6	99.9	99.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	98.7
Disability Status										
Disabled	56	89.3	N/AV	N/AV	N/AV	22.2	30.7	27.7	99.9	98.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	63.6	18.2	18.2	36.4	58	63.7	99.9	99.4
Socio-Economic Status										
Subsidized meals	162	96.3	53.2	31.7	15.1	46.8	61.1	61.9	99.9	98.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	67	100	53.2	33.9	12.9	46.8
	4	60	100	46.2	36.5	17.3	53.8
	5	59	100	49	41.2	9.8	51
	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	64	98.4	46.8	29.8	23.4	53.2
	4	72	100	51.6	32.8	15.6	48.4
	5	66	100	38.1	39.7	22.2	61.9
	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	67	100	69.4	24.2	6.5	30.6
	4	60	100	42.3	48.1	9.6	57.7
	5	59	100	56.9	37.3	5.9	43.1
	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	64	98.4	59.6	29.8	10.6	40.4
	4	72	100	48.4	39.1	12.5	51.6
	5	66	100	52.4	38.1	9.5	47.6
	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	34	100	73.3	20	6.7	26.7
	4	60	100	N/AV	N/AV	N/AV	42.3
	5	30	93.3	N/AV	N/AV	N/AV	36
	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	31	100	75	20.8	4.2	25
	4	72	100	59.4	35.9	4.7	40.6
	5	33	100	N/A	N/A	N/A	53.1
	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	33	100	50	43.8	6.3	50
	4	60	88.3	N/AV	N/AV	N/AV	51.1
	5	29	100	54.2	41.7	4.2	45.8
	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	32	100	37.5	54.2	8.3	62.5
	4	72	100	46.9	45.3	7.8	53.1
	5	33	100	74.2	22.6	3.2	25.8
	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
Writing							
2009	3	70	87.1	59.6	26.3	14	40.4
	4	64	100	38.6	47.4	14	61.4
	5	57	100	42.3	42.3	15.4	57.7
	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	62	95.2	58.7	26.1	15.2	41.3
	4	74	98.7	56.3	29.7	14.1	43.8
	5	65	95.4	41	36.1	23	59
	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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