



R E DAVIS ELEMENTARY

345 Eastern School Road
Sumter, SC 29153

Grades	PK-5 Elementary School	
Enrollment	331 Students	
Principal	Anne McFadden	803-495-3247
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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.

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

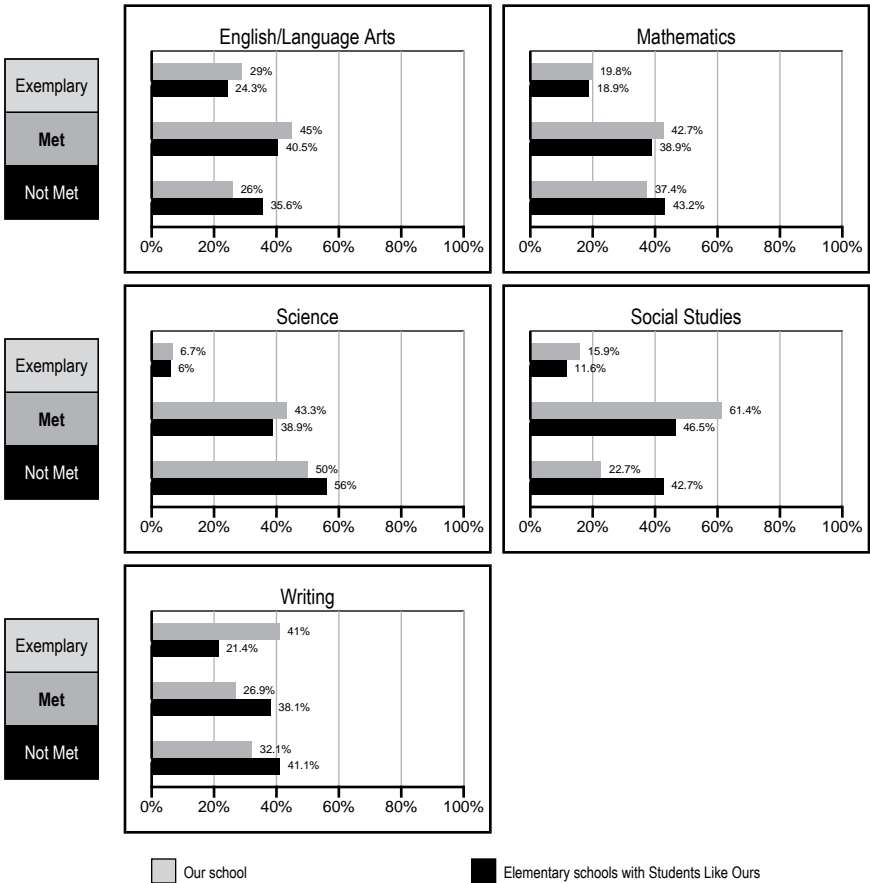
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	67	50	22

* 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=331)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.2%	1.5%	1.2%
Attendance rate	97.0%	No Change	95.9%	96.1%
Eligible for gifted and talented	6.4%	Up from 2.9%	4.1%	11.7%
With disabilities other than speech	8.5%	Up from 4.5%	8.4%	8.0%
Older than usual for grade	0.4%	Up from 0.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	57.1%	Up from 50.0%	59.0%	60.5%
Continuing contract teachers	57.1%	Up from 50.0%	78.4%	84.6%
Teachers with emergency or provisional certificates	12.5%	Down from 13.6%	0.0%	0.0%
Teachers returning from previous year	63.4%	Up from 59.0%	82.4%	87.0%
Teacher attendance rate	97.6%	Up from 96.1%	95.4%	95.4%
Average teacher salary*	\$41,982	Down 2.0%	\$45,256	\$47,288
Professional development days/teacher	5.1 days	No Change	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Up from 15.2 to 1	17.1 to 1	19.2 to 1
Prime instructional time	94.5%	Up from 92.9%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Up from 95.2%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,610	Up 4.7%	\$8,766	\$7,548
Percent of expenditures for instruction**	68.1%	Down from 69.5%	68.1%	68.7%
Percent of expenditures for teacher salaries**	61.1%	Up from 48.3%	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.E. Davis Elementary School continues to implement research-based best practices that increase student achievement. Our staff is dedicated and highly trained in a variety of instructional strategies to ensure that every child receives the academic assistance needed to succeed. During the 2008-2009 academic year, R. E. Davis' performance on Palmetto Assessment of State Standards (PASS) resulted in meeting Adequate Yearly Progress (AYP) during the 2009-2010 school year. We continue to set high goals to achieve continued gains.

The academic curriculum at R.E. Davis is driven by the utilization of the South Carolina Curriculum Standards. Everyday Mathematics, Study Island, Achieve 3000, and the district's instructional unit plans accompany other strategies and resources that help us achieve success. Our motto and schoolwide theme, "Structured for Success: Each Child, Each Day, Some Way, Success," serves as the driving force for our meeting and exceeding state standards.

Technology has enhanced our instructional strategies. We consider it a milestone to have Promethean boards installed in every classroom, and teachers that have been fully trained to maximize interactive use of advanced technology. Our students also benefit from differentiated instruction and are afforded unlimited use of hands-on technology, use of manipulatives in all subject areas, 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 R.E. Davis' students learn in a literacy-rich environment which is child-friendly and conducive to learning.

Anne McFadden, Principal
Jessirita Scriven, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	45	49
Percent satisfied with learning environment	100.0%	82.2%	83.0%
Percent satisfied with social and physical environment	100.0%	95.6%	76.6%
Percent satisfied with school-home relations	95.2%	84.4%	87.2%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 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

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	154	100	26	45	29	84.7	82.1	83.5	Yes	Yes
Gender										
Male	79	100	29.4	45.6	25	80.9	77.7	80.1	N/A	N/A
Female	75	100	22.2	44.4	33.3	88.9	86.8	87	N/A	N/A
Racial/Ethnic Group										
White	15	100	I/S	I/S	I/S	I/S	86.9	89.6	I/S	I/S
African American	138	100	24.8	47.1	28.1	83.5	78.3	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.4	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	88.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	78.6	85.1	I/S	I/S
Disability Status										
Disabled	24	100	66.7	22.2	11.1	55.6	51.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	83.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	150	100	26	44.9	29.1	85	79.9	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	154	100	37.4	42.7	19.8	74.8	77.8	80.4	Yes	Yes
Gender										
Male	79	100	42.6	39.7	17.6	69.1	75.4	78.4	N/A	N/A
Female	75	100	31.7	46	22.2	81	80.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	15	100	I/S	I/S	I/S	I/S	83.5	87.8	I/S	I/S
African American	138	100	36.4	43.8	19.8	75.2	73.4	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.3	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	87.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	71.4	83.2	I/S	I/S
Disability Status										
Disabled	24	100	72.2	22.2	5.6	27.8	42.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	86.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	150	100	38.6	40.9	20.5	74	75	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	107	100	50	43.3	6.7	50	63.2	67.3
Gender								
Male	59	100	48	46	6	52	63.1	66.9
Female	48	100	52.5	40	7.5	47.5	63.3	67.7
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	74.2	79.6
African American	97	100	51.8	41.2	7.1	48.2	54.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.5	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	58.3	69.5
Disability Status								
Disabled	13	100	I/S	I/S	I/S	I/S	28.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	55.6	58.6
Socio-Economic Status								
Subsidized meals	103	100	50	43	7	50	58.4	55.4
Social Studies								
All Students	103	100	22.7	61.4	15.9	77.3	67.7	70.9
Gender								
Male	51	100	24.4	55.6	20	75.6	67.4	70.1
Female	52	100	20.9	67.4	11.6	79.1	68	71.7
Racial/Ethnic Group								
White	12	100	I/S	I/S	I/S	I/S	71.8	79.2
African American	90	100	22.8	60.8	16.5	77.2	63.8	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.2	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	79.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	100	N/A	N/A	N/A	50	34.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.5	68
Socio-Economic Status								
Subsidized meals	101	100	22.1	61.6	16.3	77.9	64	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	148	100	32.1	26.9	41	67.9	67.7	72.1	97	96.3
Gender										
Male	76	100	39.1	30.4	30.4	60.9	60.3	65.2	97	96.1
Female	72	100	24.6	23.1	52.3	75.4	75.6	79.2	97	96.4
Racial/Ethnic Group										
White	12	100	I/S	I/S	I/S	I/S	73.1	80.8	95.7	95.8
African American	135	100	31.5	26.6	41.9	68.5	62.8	59.7	97.2	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.6	87	99.9	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	64.6	90.5	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	73.4	96.7	94.9
Disability Status										
Disabled	26	100	75	15	10	25	24	27.7	95.7	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73	63.7	98.9	97.1
Socio-Economic Status										
Subsidized meals	144	100	31.5	26.9	41.5	68.5	64.5	61.9	97	96.1

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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	53	100	34.7	36.7	28.6	65.3
	4	59	100	46.3	35.2	18.5	53.7
	5	56	98.2	29.4	43.1	27.5	70.6
	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	43	100	14.3	34.3	51.4	85.7
	4	56	100	29.8	48.9	21.3	70.2
	5	55	100	30.6	49	20.4	69.4
	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	53	100	46.9	42.9	10.2	53.1
	4	59	100	42.6	42.6	14.8	57.4
	5	56	98.2	37.3	49	13.7	62.7
	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	43	100	34.3	34.3	31.4	65.7
	4	56	100	40.4	48.9	10.6	59.6
	5	55	100	36.7	42.9	20.4	63.3
	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	27	100	N/AV	N/AV	N/AV	28
	4	59	100	N/AV	N/AV	N/AV	48.1
	5	28	100	44.4	51.9	3.7	55.6
	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	22	100	58.8	29.4	11.8	41.2
	4	56	100	44.7	51.1	4.3	55.3
	5	29	100	53.8	38.5	7.7	46.2
	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	26	100	29.2	54.2	16.7	70.8
	4	59	100	29.6	68.5	1.9	70.4
	5	27	100	41.7	29.2	29.2	58.3
	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	21	100	11.1	72.2	16.7	88.9
	4	56	100	19.1	63.8	17	80.9
	5	26	100	39.1	47.8	13	60.9
	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
Writing							
2009	3	52	100	53.1	22.4	24.5	46.9
	4	58	100	41.8	30.9	27.3	58.2
	5	54	100	25.5	49	25.5	74.5
	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	40	100	22.9	28.6	48.6	77.1
	4	54	100	51	26.5	22.4	49
	5	54	100	20	26	54	80
	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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