

JAMES J DAVIS ELEMENTARY

364 Keans Neck Road
Seabrook, South Carolina

Grades	PK-K Primary School	
Enrollment	172 Students	
Principal	Don D. Doggett	843-466-3600
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**N/A**	**N/A**
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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

JAMES J DAVIS ELEMENTARY 03/09/11-0701011

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	0	0	0	0

* Ratings are calculated with data available by 03/09/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructinal time	92.6%
Student-teacher ratio in core subjects	15.6 to 1
Teachers with advanced degrees	57.1%
Teachers returning from previous year	N/A
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with childern less than eight years old	. days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
	South Carolina Department of Education
	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=172)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	0.9%	2.8%
Attendance rate	96.6%	N/A	95.6%	95.6%
With disabilities other than speech	0.6%	N/A	8.4%	4.0%
Older than usual for grade	N/A	N/A	0.2%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	57.1%	N/A	62.5%	62.2%
Continuing contract teachers	71.4%	N/A	84.4%	90.9%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	93.4%	89.8%
Teacher attendance rate	99.9%	N/R	95.0%	95.1%
Average teacher salary*	$52,035	I/S	$47,181	$47,006
Professional development days/teacher	18.6 days	N/R	9.7 days	17.1 days
School				
Principal's years at school	2.0	N/R	3.0	5.0
Student-teacher ratio in core subjects	15.6 to 1	N/R	16.5 to 1	19.3 to 1
Prime instructional time	92.6%	N/R	90.1%	90.1%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	$11,127	N/A	$8,656	$7,207
Percent of expenditures for instruction**	60.7%	N/A	65.1%	68.5%
Percent of expenditures for teacher salaries**	56.9%	N/A	62.0%	65.1%

* Includes current year teachers contracted for 185 or more days.

** 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

James J. Davis Elementary has had an outstanding school year. We have merged our program with Whale Branch Elementary School, and the total school program is housed on both campuses. James J. Davis has become an early-learning center. A unique partnership has been formed with Head Start, and support for our most fragile learners and the youngest members of our community is taking place at the school.

We extended our school year with the addition of twenty days of instruction designed to increase student achievement. MAP scores are up in each kindergarten class, and the level of rigor has also been increased schoolwide. To continue to support the academic component of our school program, we partnered with Whale Branch Elementary School to present Literacy Nights, Math and Science Nights, and Kids Club to parents and students. We hosted our first-ever Family Writing Night, with guest authors and illustrators providing presentations to parents and students. Our wonderful staff worked with parents to focus instruction on Literacy and Numeracy in support of district initiatives. Weekly planning meetings, a 200 day calendar, afterschool activities, parent sessions, Student Celebrations for Academic Improvement, and active involvement from PTO and SIC served to promote our school mission and goals.

The teacher and parent members of the School Improvement Council engaged in the development of our strategic plan, which focused on raising academic achievement in the area of social studies and science. This year the Warterford Early Literacy Program was used in all Pre-kindergarten and Kindergarten classes to further support these goals.

As a Red Carpet Award winner, James J. Davis Elementary School has made customer service a top priority. Students, parents, and community members have begun to feel that our school is truly a community school and that it belongs to each stakeholder.

All students were involved in community-service projects during the 2009-2010 school year, learning about the importance of citizenship and contributing to the community at large. Students raised funds for Haiti, Pennies for Patients, Leukemia, and for Relay for Life. With the support of the Kiwanis Club, we were able to continue our K-kids program that supports school wide service efforts. The school enjoyed grant funding for an afterschool program which provided transportation for the scouts, and we have applied for ongoing funds for the 2010-2011 school year.

All students received books through Reading is Fundamental (RIF), and parents received tips on how to work with and read with their children at home. Books that were autographed by visiting authors and illustrators were provided to each child as well. Three additional book distributions were provided, which added 20 books to home libraries. Students were able to choose these books during breakfast and lunch times. This will continue to be a focus as we go into the 2010-2011 school year.

James J. Davis Elementary School received ongoing professional development in the areas of effective-teaching strategies and best practices. Staff development was provided in balanced literary, read-aloud, and independent reading. Professional development will continue during the 2010-2011 school year with a focus on guided reading, curriculum mapping, and formative assessments.

Don D. Doggett, Principal
Tamiko Gingles, SIC Chairperson

Evaluations by Teachers

	Teachers
Number of surveys returned	N/A
Percent satisfied with learning environment	N/A
Percent satisfied with social and physical environment	N/A
Percent satisfied with school-home relations	N/A

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School Adequate Yearly Progress	YES

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.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year