



DAISY ELEMENTARY

2801 Red Bluff Road
Loris, South Carolina

Grades	PK-5 Elementary School	
Enrollment	583 Students	
Principal	Dawn N Brooks	843-756-5136
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Below 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 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://eoc.sc.gov>

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

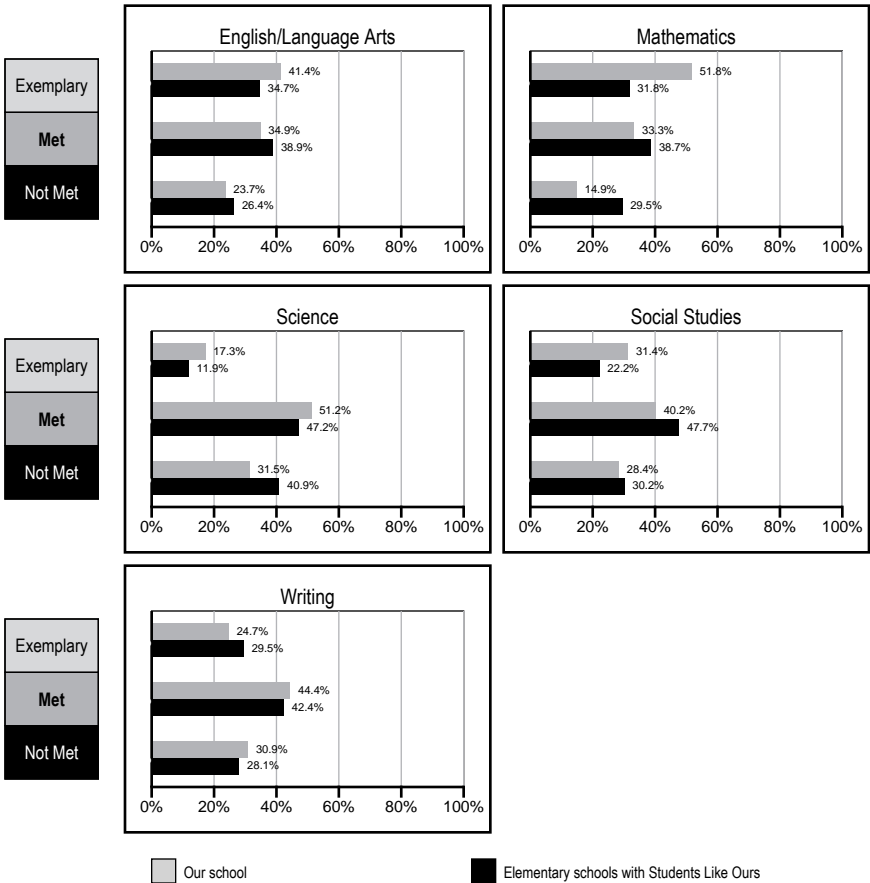
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	16	93	12	0

* Ratings are calculated with data available by 11/09/2011.

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=583)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 3.5%	1.3%	1.1%
Attendance rate	97.7%	Up from 97.0%	95.8%	96.2%
Served by gifted and talented program	16.4%	Up from 13.7%	11.0%	13.4%
With disabilities other than speech	5.5%	Down from 10.5%	4.8%	4.1%
Older than usual for grade	0.2%	No Change	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	41.5%	Down from 46.3%	59.6%	62.5%
Continuing contract teachers	85.4%	Up from 80.5%	88.2%	88.2%
Teachers returning from previous year	92.6%	Up from 91.7%	87.4%	87.8%
Teacher attendance rate	94.5%	Up from 91.7%	94.9%	95.2%
Average teacher salary*	\$49,109	Up 3.5%	\$46,495	\$46,773
Professional development days/teacher	17.8 days	Down from 21.7 days	11.2 days	10.5 days
School				
Principal's years at school	7.5	Up from 6.5	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 17.8 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.4%	Up from 88.3%	89.6%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,921	Up 3.3%	\$7,479	\$7,447
Percent of expenditures for instruction**	65.8%	Down from 66.7%	67.2%	68.4%
Percent of expenditures for teacher salaries**	60.0%	Down from 62.1%	64.2%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Daisy Elementary's mission is to ensure that each child receives a personalized quality education where she or he is nurtured and challenged by actively engaging in meaningful standards-based learning in preparation for their future. Through the hard work of our staff and students we have continued to ensure success for all. The 2010- 2011 school year proved to be our 17th successful year operating on a year round calendar. Effective instruction and student achievement is paramount and evident through the celebration of meeting AYP (Adequate Yearly Progress) and receiving the Silver Award for Closing the Achievement Gap. Students in grades K-5 received daily, specially planned instruction on their level in English Language Arts and Math. Teachers met weekly to plan and discuss ideas to enhance instruction in the classroom. Measures of Academic Progress (MAP) and DIBELS provided us with valuable data to better analyze students' strengths and weaknesses.

Staff participated in monthly professional development through the Core Reading Consortium. Through Core, teachers continued focusing on the Five Big Ideas of Reading (phonemic awareness, phonics, comprehension, vocabulary, and fluency). Teachers participated in on-going training for Everyday Math. Staff members in grades K-3 received extensive training in the Imagine It! reading program. All students participated in English Language Arts Workstations and students in Grades K-3 participated in the Imagine It! reading program.

Students and staff were involved in the community through HTC Recycling, Relay for Life, and Jump Rope for Heart. Approximately 150 students attended Intersession School during the fall, winter, and spring breaks. Approximately 90 students in Grades 3-5 attended extended day to strengthen their ELA and math skills. Seventeen 5th grade students participated in a pre-algebra on-line course. Several teachers are pursuing National Board Certification, Master's degrees, and doctoral degrees.

Daisy Elementary School is committed to reaching our goals, and we look forward to working with PTO, School Improvement Council, and parents to increase parental and community involvement. We are proud of the successes of our students and staff. We invite you to become an integral part of our commitment to excellence.

Dawn N Brooks, Principal

Tyler Caines, School Improvement Chairperson 2010-2011

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	86	67
Percent satisfied with learning environment	88.4%	85.7%	90.8%
Percent satisfied with social and physical environment	95.3%	90.6%	89.2%
Percent satisfied with school-home relations	93.0%	88.4%	90.9%

* 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

NO

This school met 19 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

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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.7%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 79.4% (Met or Exemplary)

All Students	272	100	23.4	34.9	41.7	84.5	85.5	82.4	Yes	Yes
Gender										
Male	135	100	26.8	32.3	40.9	81.9	82.5	78.7	N/A	N/A
Female	137	100	20	37.6	42.4	87.2	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	137	100	14.6	27.6	57.7	91.1	90.1	88.9	Yes	Yes
African American	108	100	36.5	40.4	23.1	76	73.6	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.2	93	I/S	I/S
Hispanic	25	100	8.7	47.8	43.5	91.3	81.3	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
Disability Status										
Disabled	46	100	68.9	20	11.1	42.2	55.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	10	45	45	90	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	223	100	27.9	38.2	33.8	81.4	80.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	272	100	14.7	33.3	52	93.7	86	81.9	Yes	Yes
Gender										
Male	135	100	15.7	27.6	56.7	92.9	84.1	79.9	N/A	N/A
Female	137	100	13.6	39.2	47.2	94.4	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	137	100	6.5	29.3	64.2	100	90.8	88.9	Yes	Yes
African American	108	100	26.9	36.5	36.5	84.6	73.1	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.9	94.6	I/S	I/S
Hispanic	25	100	4.3	34.8	60.9	100	83.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
Disability Status										
Disabled	46	100	42.2	35.6	22.2	84.4	55.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	5	40	55	100	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	223	100	18.1	35.8	46.1	92.2	81.4	74.9	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	182	100	31.4	50.9	17.8	68.6	74.8	68.6
Gender								
Male	89	100	25.6	53.7	20.7	74.4	74.4	68.3
Female	93	100	36.8	48.3	14.9	63.2	75.2	68.9
Racial/Ethnic Group								
White	92	100	17.9	56	26.2	82.1	83	80.7
African American	71	100	46.3	46.3	7.5	53.7	53.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	85.3
Hispanic	17	100	31.3	50	18.8	68.8	66.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78	70.8
Disability Status								
Disabled	33	100	62.5	31.3	6.3	37.5	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	13	100	30.8	46.2	23.1	69.2	65.2	60.7
Socio-Economic Status								
Subsidized meals	149	100	36.8	51.5	11.8	63.2	66.8	57.3
Social Studies								
All Students	186	100	28.5	39.5	32	71.5	77.8	72.5
Gender								
Male	90	100	25.3	34.5	40.2	74.7	77.5	72
Female	96	100	31.8	44.7	23.5	68.2	78.1	73.1
Racial/Ethnic Group								
White	98	100	19.8	30.2	50	80.2	83.7	81
African American	71	100	42.9	42.9	14.3	57.1	61.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	89
Hispanic	16	100	6.7	80	13.3	93.3	75.4	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.6	73.5
Disability Status								
Disabled	37	100	62.2	24.3	13.5	37.8	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	14	100	7.1	78.6	14.3	92.9	75.3	69.7
Socio-Economic Status								
Subsidized meals	150	100	33.6	44.5	21.9	66.4	71	62.9

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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	89	96.6	30	45	25	70	76.6	73.2	97.7	95.8
Gender										
Male	47	97.9	34.9	48.8	16.3	65.1	71.3	67.2	97.7	95.8
Female	42	95.2	24.3	40.5	35.1	75.7	82.2	79.4	97.7	95.8
Racial/Ethnic Group										
White	42	97.6	21.6	48.6	29.7	78.4	82.2	81.5	97	95.5
African American	40	95	40.5	37.8	21.6	59.5	61	61.3	98.5	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	N/A	96.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.7	66.7	97.9	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81	72.2	95.1	94.4
Disability Status										
Disabled	15	86.7	N/AV	N/AV	N/AV	16.7	32.7	26	98.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.4	65.7	98.6	96.6
Socio-Economic Status										
Subsidized meals	78	97.4	33.8	46.5	19.7	66.2	69.2	63.2	97.7	95.5

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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							
2010	3	94	100	18.8	20	61.2	81.2
	4	88	100	28.8	41.3	30	71.3
	5	84	100	29.5	42.3	28.2	70.5
	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
2011	3	87	100	18.8	26.3	55	81.3
	4	96	100	24.7	30.3	44.9	75.3
	5	89	100	26.5	48.2	25.3	73.5
	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
Mathematics							
2010	3	94	100	21.2	21.2	57.6	78.8
	4	88	100	12.5	47.5	40	87.5
	5	84	100	17.9	48.7	33.3	82.1
	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
2011	3	87	100	15	25	60	85
	4	96	100	14.6	31.5	53.9	85.4
	5	89	100	14.5	43.4	42.2	85.5
	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
Science							
2010	3	48	97.9	37.2	37.2	25.6	62.8
	4	87	100	40.5	46.8	12.7	59.5
	5	44	97.7	52.6	42.1	5.3	47.4
	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
2011	3	44	100	22.5	40	37.5	77.5
	4	96	100	33.7	55.1	11.2	66.3
	5	42	100	35	52.5	12.5	65
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	46	100	14.6	36.6	48.8	85.4
	4	88	98.9	36.7	40.5	22.8	63.3
	5	40	100	59	35.9	5.1	41
	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
2011	3	43	100	15	50	35	85
	4	96	100	24.7	39.3	36	75.3
	5	47	100	48.8	30.2	20.9	51.2
	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
Writing							
2010	3	95	99	23	24.1	52.9	77
	4	88	96.6	32.1	42.3	25.6	67.9
	5	84	98.8	26	48.1	26	74
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	89	96.6	30	45	25	70
	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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