



## James J Davis Elementary

364 Keans Neck Road  
Seabrook, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	347 Students	
<b>Principal</b>	Donald Doggett	843-466-3600
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	Below Average	Average
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Below Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

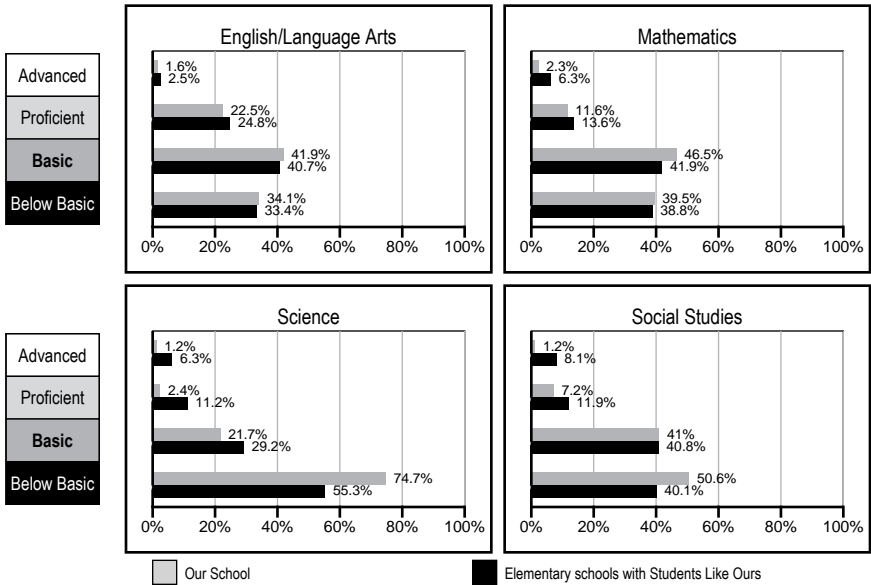
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	4	6	49	61

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=347)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.8%	3.1%	2.3%
Attendance rate	96.9%	Up from 96.8%	96.0%	96.3%
Eligible for gifted and talented	2.3%	Down from 4.5%	2.9%	10.4%
With disabilities other than speech	1.7%	Down from 2.6%	7.8%	7.5%
Older than usual for grade	0.0%	Down from 1.1%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	55.2%	Down from 56.7%	54.5%	56.7%
Continuing contract teachers	69.0%	Down from 80.0%	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.4%	Down from 79.8%	82.6%	86.4%
Teacher attendance rate	93.6%	Up from 93.1%	95.0%	94.9%
Average teacher salary	\$47,816	Up 2.5%	\$43,876	\$45,345
Professional development days/teacher	21.7 days	Down from 24.4 days	13.8 days	12.6 days
<b>School</b>				
Principal's years at school	0.5	Down from 8.0	3.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 30.5 to 1	16.6 to 1	18.5 to 1
Prime instructional time	86.7%	Up from 85.8%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,635	Up 9.2%	\$8,172	\$7,052
Percent of expenditures for instruction*	69.0%	Down from 70.0%	68.5%	69.1%
Percent of expenditures for teacher salaries*	66.7%	Down from 66.8%	61.0%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

It is about teaching and learning at James J. Davis Elementary. Our school has made great strides and experienced significant progress in the 2007-2008 school year in many areas that support high student achievement. The school's motto, "Children Are At The Center of All We Do," has kept us focused, productive, and inspired.

Teaching reading and ensuring all students have the strategies to be successful was a major focus for all grades. MAP data indicates that the students are benefiting from the instructions of the teachers who are involved in the Reading First initiative. For example, our third grade students, who as kindergartners experienced the entire process, made the largest overall gains in reading.

The teaching staff engaged in numerous staff-development offerings that led to increased competencies in independent reading, reading comprehension, working with children in poverty, involving parents in their child's education, using SmartBoard technology, formative assessment, math problem solving, character development, differentiated instruction and mapping the curriculum.

All teachers demonstrated proficiency in technology and taught reading using small groups with leveled text. A school-wide effort to improve math achievement was organized around a math problem solving approach and a spiral math process in grades K-5.

Also, a three-times-a-week intervention procedure was implemented in grades 3-5 that included peer teaching and small, focused skill-development groups that used active, cooperative, hands-on higher-order thinking activities.

Our students were provided a wealth of extended learning opportunities which included field trips to the zoo, historical sites, swimming lessons, artist in residence, contests, musical and dramatic performances, visits to local beaches, animal habitats, and community-resource speakers and presenters. These events provided depth and real world experience to the students and made the curriculum standards come alive. We believe that enriching the lives of our students and expanding their view of the world while increasing their background knowledge will contribute not just to a greater mastery of state standards but will serve as a catalyst in making learning relevant and a life-long endeavor.

The community is a driving and vibrant force in the school's progress and participates in the school in ways that are purposeful and supports its goals and objectives. Family reading activities are supported and enhanced through the resources and involvement of community groups, enrichment activities are provided by various communities and individuals, and one hundred percent of our parents attended mandated conferences and most took the initiative to scheduled additional time with their child's teacher. The Sheldon Township Forum, a grassroots community organization, meets regularly at our school and the membership includes school personnel. Their focus on early childhood education and facilities is in alignment with the vision, mission, and values developed by the school.

Overall, the 2007-2008 school year at James J. Davis was well spent in building a framework to get results and focus on the learning of every student.

Frankie Singley Middleton, Interim Principal  
Marcella White, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	15	65	26
Percent satisfied with learning environment	66.7%	95.4%	91.7%
Percent satisfied with social and physical environment	73.3%	85.7%	92.0%
Percent satisfied with school-home relations	57.1%	86.2%	88.0%

Abbreviations for Missing Data

\* 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 7 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

Newly Identified

## 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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N/R–Not Reported

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	134	100	34.1	41.9	22.5	1.6	34.1	47.3	48.2	No	Yes
<b>Gender</b>											
Male	71	100	34.3	41.4	21.4	2.9	31.4	40.8	41.7	N/A	N/A
Female	63	100	33.9	42.4	23.7	0	37.3	54.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	65.1	60	I/S	I/S
African American	130	100	35.2	41.6	21.6	1.6	33.6	30.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
<b>Disability Status</b>											
Disabled	19	100	66.7	16.7	16.7	0	16.7	12.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	118	100	36.3	39.8	22.1	1.8	33.6	32.3	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	134	100	39.5	46.5	11.6	2.3	19.4	41.7	45.8	No	Yes
<b>Gender</b>											
Male	71	100	41.4	47.1	10	1.4	18.6	42.3	45.6	N/A	N/A
Female	63	100	37.3	45.8	13.6	3.4	20.3	41	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	60.6	59	I/S	I/S
African American	130	100	40	46.4	11.2	2.4	18.4	22.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	19	100	72.2	27.8	0	0	11.1	14.1	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	118	100	38.9	48.7	10.6	1.8	17.7	26.1	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	85	100	74.7	21.7	2.4	1.2	3.6	30.8	35.7	96.9	96.3
<b>Gender</b>											
Male	43	100	76.2	21.4	2.4	0	2.4	32.8	37.4	96.8	96.2
Female	42	100	73.2	22	2.4	2.4	4.9	28.7	33.8	96.9	96.4
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	49.4	49.2	93.5	96.2
African American	82	100	76.3	20	2.5	1.3	3.8	12.7	17	96.9	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	N/A	96.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	17.4	24.9	97	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	N/A	96.1
<b>Disability Status</b>											
Disabled	16	100	86.7	6.7	6.7	0	6.7	11.7	14	95.6	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	75	100	76.7	21.9	1.4	0	1.4	15.9	21.1	96.9	96.1
<b>Social Studies</b>											
All Students	87	100	50.6	41	7.2	1.2	8.4	28	34	96.9	96.3
<b>Gender</b>											
Male	48	100	51.1	38.3	10.6	0	10.6	30	36.6	96.8	96.2
Female	39	100	50	44.4	2.8	2.8	5.6	25.8	31.3	96.9	96.4
<b>Racial/Ethnic Group</b>											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	42.3	44.5	93.5	96.2
African American	85	100	50.6	40.7	7.4	1.2	8.6	13.4	19.1	96.9	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	N/A	96.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	19.4	27.5	97	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.1
<b>Disability Status</b>											
Disabled	12	100	90.9	9.1	0	0	0	10	14.4	95.6	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	78	100	51.4	41.9	6.8	0	6.8	14.9	21	96.9	96.1

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	46	100	42.2	40	15.6	2.2	17.8	
	4	49	100	12.8	63.8	21.3	2.1	23.4	
	5	50	100	41.3	45.7	13	0	13	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	49	100	31.1	28.9	35.6	4.4	40	
	4	38	100	40.5	45.9	13.5	0	13.5	
	5	47	100	31.9	51.1	17	0	17	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	46	100	57.8	35.6	2.2	4.4	6.7	
	4	49	100	25.5	53.2	8.5	12.8	21.3	
	5	50	100	30.4	58.7	8.7	2.2	10.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	49	100	42.2	48.9	6.7	2.2	8.9	
	4	38	100	51.4	35.1	13.5	0	13.5	
	5	47	100	27.7	53.2	14.9	4.3	19.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	24	100	82.6	8.7	8.7	0	8.7	
	4	49	100	55.3	34	8.5	2.1	10.6	
	5	26	100	75	20.8	4.2	0	4.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	24	100	65.2	34.8	0	0	0	
	4	38	100	86.5	10.8	2.7	0	2.7	
	5	23	100	65.2	26.1	4.3	4.3	8.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	22	100	50	40.9	9.1	0	9.1	
	4	49	100	36.2	53.2	10.6	0	10.6	
	5	24	100	63.6	31.8	4.5	0	4.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	25	100	50	45.5	4.5	0	4.5	
	4	38	100	54.1	40.5	5.4	0	5.4	
	5	24	100	45.8	37.5	12.5	4.2	16.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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