



SC Annual School Report Card Summary

James J Davis Elementary
 Beaufort County
 Grades: PK-5 Enrollment: 347
 Principal: Donald Doggett
 Superintendent: Dr. Valerie Truesdale
 Board Chair: Fred Washington

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD/SILVER AWARD | AYP STATUS | NCLB IMPROVEMENT STATUS |
|------|-----------------|---------------|----------------------------|------------|-------------------------|
| 2008 | At-Risk | At-Risk | TBD | Not Met | NI |
| 2007 | Below Average | Average | N/A | Not Met | N/A |
| 2006 | Below Average | At-Risk | N/A | Met | N/A |

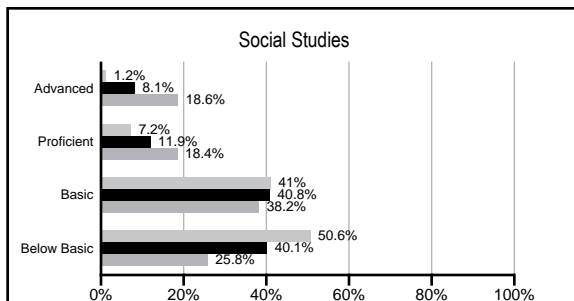
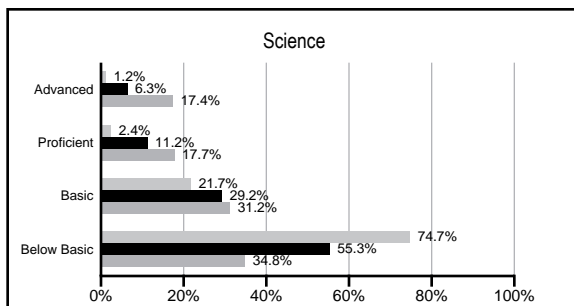
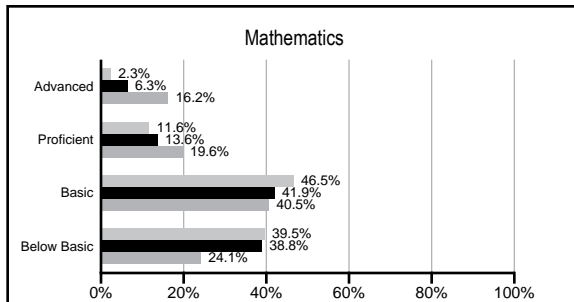
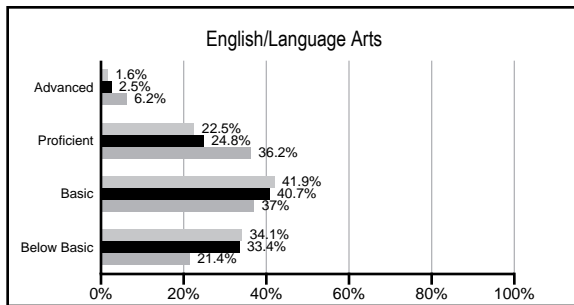
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 0 | 4 | 6 | 49 | 61 |

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

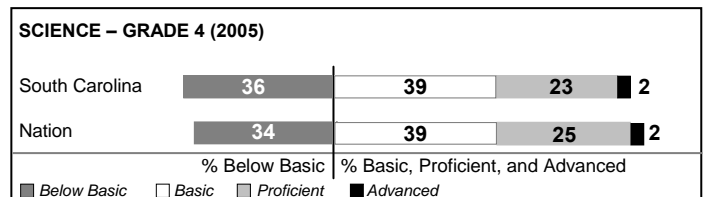
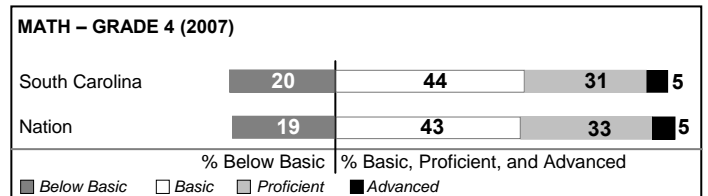
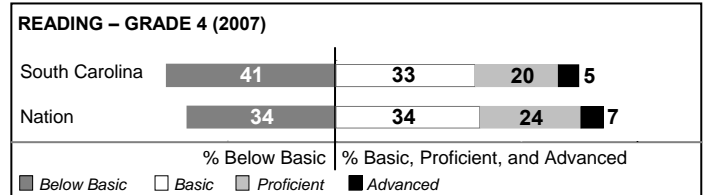
PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

James J Davis Elementary [Beaufort County]

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=347) | | | | |
| 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% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=29) | | | | |
| 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 |
| Classes not taught by highly qualified teachers | 0.0% | No Change | 1.0% | 0.0% |
| School | | | | |
| 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 |
| 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% |
| % of AYP objectives met | 53.8% | | 69.2% | 85.7% |

* Prior year audited financial data available.

EVALUATION RESULTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| 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% |

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

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.

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