



DEVON FOREST ELEMENTARY

1127 Dorothy Street
Goose Creek, SC 29445

Grades	PK-5 Elementary School	
Enrollment	870 Students	
Principal	Cristen Mitchum	843-820-3880
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Good	Excellent
2009	Average	Average
2008	Average	At-Risk
2007	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

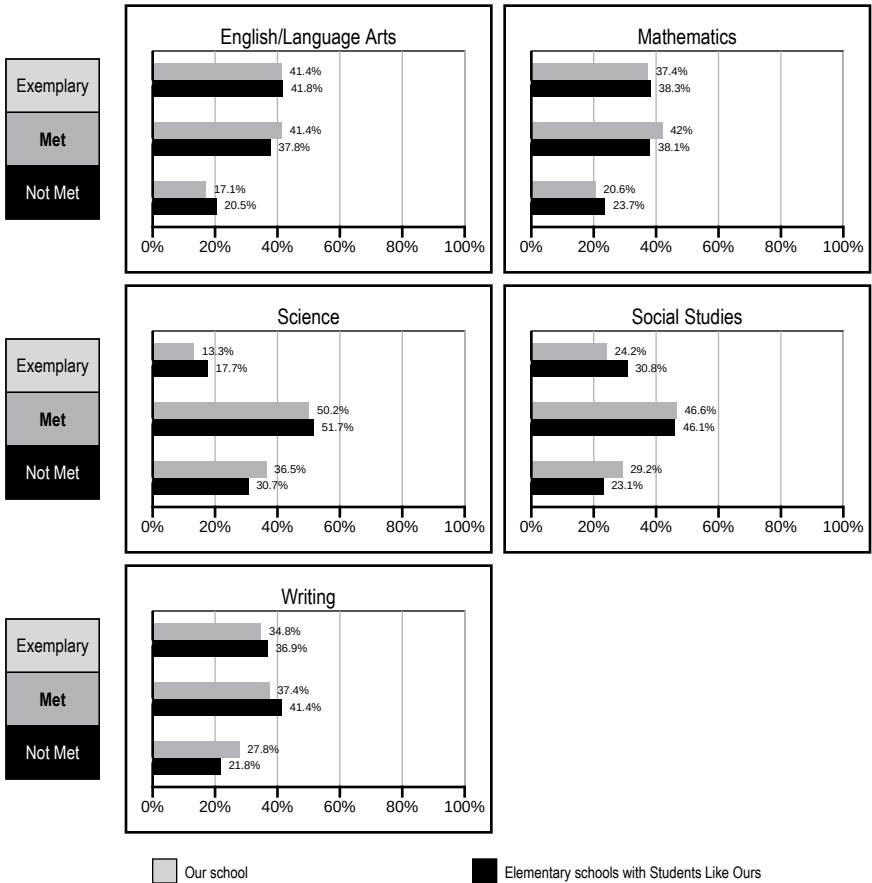
95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	35	56	1	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=870)				
First graders who attended full-day kindergarten	98.0%	Up from 88.5%	100.0%	100.0%
Retention rate	2.4%	Up from 2.1%	1.2%	1.1%
Attendance rate	96.1%	Up from 96.0%	96.1%	96.2%
Served by gifted and talented program	16.0%	Up from 14.9%	14.3%	13.4%
With disabilities other than speech	2.7%	Down from 8.3%	5.0%	4.1%
Older than usual for grade	0.2%	Down from 0.5%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	59.3%	Down from 62.7%	60.8%	62.5%
Continuing contract teachers	79.6%	Up from 78.4%	90.0%	88.2%
Teachers returning from previous year	80.0%	Up from 78.3%	88.4%	87.8%
Teacher attendance rate	94.5%	Down from 94.6%	95.2%	95.2%
Average teacher salary*	\$45,092	Down 6.0%	\$46,512	\$46,773
Professional development days/teacher	5.2 days	Down from 7.6 days	10.7 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.5	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 21.0 to 1	20.1 to 1	19.9 to 1
Prime instructional time	90.4%	Down from 90.5%	90.3%	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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,764	Up 21.6%	\$7,094	\$7,447
Percent of expenditures for instruction**	61.9%	Up from 61.7%	68.4%	68.4%
Percent of expenditures for teacher salaries**	58.6%	Up from 58.1%	65.6%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Devon Forest Elementary, located in Goose Creek, serves a diverse population of over 875 students in Child Development through fifth grade. The 2010-2011 school year brought positive growth and accomplishments to our school. We are very proud of our accomplishments at DFE over the past year! We were awarded Palmetto Gold for our student performance growth, Palmetto Silver for closing the achievement gap, Red Carpet Award which acknowledges our family-friendly environment and exemplary customer service, and the PBIS Exemplar Award. Our biggest accomplishment was meeting Adequate Yearly Progress (AYP).

Site licenses were purchased for reading comprehension and early reading skill building. The district continued to invest in an ASSIST (Accelerating Student Success through In-School Tutorials) computer lab this year to focus on fifth grade students identified by teachers and administration. It helped students move through academic programs at an individual pace with increased emphasis placed on problem solving and critical thinking. The district provided two at-risk interventionists to work with students in grades 3-5. This small group, inclusion model was a wonderful support to students requiring additional academic assistance. Our school paid for four part-time reading interventionists for grades kindergarten through third.

Devon Forest entered the fourth year of our positive approach to school discipline as part of the Positive Behavior Intervention and Support (PBIS) program. We established clear expectations for every part of our school with the expectations being taught and reinforced throughout the school year. The students were rewarded for demonstrating positive behavior. With PBIS came our Response to Intervention Team. This was a team of DFE educators, hand selected for their specialization in different areas of our school, meeting weekly with teachers to find ways to help students academically and behaviorally.

Our parent volunteer program was expanded by our PTO. Areas of our school supported by PTO included Red Ribbon Week, PBIS student reward program supplies, school supplies, field trips, paper and printer ink. Home/school communication was continued through school agendas in grades 1-5, a new digital marquee, monthly school calendar of events, and the ALERTNOW district wide calling system. Parenting events included Preschool Fair, Marvelous Math, PASS and Pizza, Falling into Books, Looking Into the Future, and Rockin Readers.

Many classes were involved with Kids Who Care projects and Wee Deliver Postal Service. Students participated in the Greater Goose Creek Spelling Bee (Grades 2-5), Chorus, Primary Pals, Kindergarten Crew, Safety Patrol, South Eastern Wildlife Expo Art Show, STEP Art and our DFE March Arts Month. Our students, parents and staff participated in St. Judes Children's Hospital Math-a-thon and Jump Rope for Heart.

Cristen C. Mitchum, Principal
Teresa Crumley, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	112	73
Percent satisfied with learning environment	100.0%	88.4%	89.9%
Percent satisfied with social and physical environment	100.0%	87.4%	93.1%
Percent satisfied with school-home relations	90.0%	91.1%	84.7%

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

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 Adequate Yearly Progress NO

This school met 21 out of 23 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 R

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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	96.1%	94.0%**	Yes

* Or greater than last year

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	386	100	16.8	41.5	41.8	91.8	85.3	82.4	Yes	Yes
Gender										
Male	197	100	19.2	42.9	37.9	89.6	81.3	78.7	N/A	N/A
Female	189	100	14.1	40	45.9	94.1	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	217	100	16.6	37.2	46.2	92	89	88.9	Yes	Yes
African American	108	100	18.8	54.2	27.1	90.6	78.6	72.9	Yes	Yes
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	94.1	93	I/S	I/S
Hispanic	40	100	21.6	40.5	37.8	89.2	85	79.3	I/S	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
Disability Status										
Disabled	65	100	47.5	36.1	16.4	70.5	54.4	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	31	100	19.4	38.7	41.9	90.3	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	242	100	20.6	42.2	37.2	89	80.4	75.4	Yes	Yes

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

All Students	386	100	20.5	42.6	36.9	88.1	84.4	81.9	Yes	Yes
Gender										
Male	197	100	20.9	39	40.1	87.9	82.7	79.9	N/A	N/A
Female	189	100	20	46.5	33.5	88.2	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	217	100	18.1	41.7	40.2	89.4	88.6	88.9	Yes	Yes
African American	108	100	29.2	42.7	28.1	82.3	77.1	71.4	Yes	Yes
Asian/Pacific Islander	17	100	11.8	35.3	52.9	94.1	94.2	94.6	I/S	I/S
Hispanic	40	100	16.2	51.4	32.4	91.9	83.3	81.1	I/S	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
Disability Status										
Disabled	65	100	57.4	27.9	14.8	57.4	53	47.3	No	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	31	100	12.9	61.3	25.8	93.5	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	242	100	27.1	44	28.9	83.5	79.5	74.9	Yes	Yes

* 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

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	265	100	36.5	50	13.5	63.5	70.9	68.6
Gender								
Male	139	100	32	51.6	16.4	68	70.4	68.3
Female	126	100	41.4	48.3	10.3	58.6	71.4	68.9
Racial/Ethnic Group								
White	150	100	27.9	55.7	16.4	72.1	79.9	80.7
African American	67	100	53.3	41.7	5	46.7	56.5	51.4
Asian/Pacific Islander	12	100	41.7	25	33.3	58.3	85.1	85.3
Hispanic	32	100	44.8	48.3	6.9	55.2	64.3	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	67.4	70.8
Disability Status								
Disabled	46	100	59.1	31.8	9.1	40.9	39.6	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	26	100	42.3	50	7.7	57.7	65.3	60.7
Socio-Economic Status								
Subsidized meals	164	100	46.7	42.7	10.7	53.3	61.8	57.3

Social Studies

All Students	267	99.6	28.6	46.1	25.3	71.4	75.7	72.5
Gender								
Male	143	99.3	28.6	43.6	27.8	71.4	74.3	72
Female	124	100	28.7	49.1	22.2	71.3	77.1	73.1
Racial/Ethnic Group								
White	157	100	25.2	45.5	29.4	74.8	81.1	81
African American	79	98.7	39.1	43.5	17.4	60.9	66.4	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.7	89
Hispanic	22	100	30	55	15	70	73.2	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.5	73.5
Disability Status								
Disabled	43	100	51.2	31.7	17.1	48.8	43.5	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	16	100	31.3	56.3	12.5	68.8	73.4	69.7
Socio-Economic Status								
Subsidized meals	176	99.4	33.8	45.2	21	66.2	68.4	62.9

Abbreviations for Missing Data

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

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	125	96.8	27.8	37.4	34.8	72.2	73.5	73.2	96.1	96.3
Gender										
Male	55	94.6	35.3	39.2	25.5	64.7	66.8	67.2	96.3	96.3
Female	70	98.6	21.9	35.9	42.2	78.1	80.6	79.4	95.8	96.3
Racial/Ethnic Group										
White	72	94.4	31.3	31.3	37.3	68.7	78.5	81.5	95.7	95.9
African American	33	100	26.7	46.7	26.7	73.3	64.8	61.3	97	96.9
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87	87	96.7	97.1
Hispanic	12	100	I/S	I/S	I/S	I/S	72.1	66.7	95.7	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.7	72.2	95	95.5
Disability Status										
Disabled	18	77.8	N/AV	N/AV	N/AV	14.3	27.7	26	95.1	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69	65.7	96.3	97
Socio-Economic Status										
Subsidized meals	68	95.6	28.3	38.3	33.3	71.7	65.4	63.2	95.7	96

Abbreviations for Missing Data

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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	123	100	15.9	23.9	60.2	84.1
	4	127	100	15.3	44.1	40.7	84.7
	5	110	100	17.3	34.6	48.1	82.7
	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	115	100	20.6	26.5	52.9	79.4
	4	148	100	17.8	43.7	38.5	82.2
	5	123	100	12.2	52.2	35.7	87.8
	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	123	100	23.9	43.4	32.7	76.1
	4	127	100	12.7	45.8	41.5	87.3
	5	110	100	18.3	38.5	43.3	81.7
	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	115	100	26.5	40.2	33.3	73.5
	4	148	100	23.7	45.9	30.4	76.3
	5	123	100	11.3	40.9	47.8	88.7
	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
Science							
2010	3	60	100	45.5	43.6	10.9	54.5
	4	126	100	28.2	60.7	11.1	71.8
	5	55	100	21.2	51.9	26.9	78.8
	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	57	100	50	26.9	23.1	50
	4	147	100	32.1	55.2	12.7	67.9
	5	61	100	34.5	58.6	6.9	65.5
	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

Abbreviations for Missing Data

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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	63	100	20.7	53.4	25.9	79.3
	4	127	100	23.7	54.2	22	76.3
	5	55	100	38.5	38.5	23.1	61.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	58	98.3	24	50	26	76
	4	147	100	30.6	48.5	20.9	69.4
	5	62	100	28.1	36.8	35.1	71.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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	124	98.4	29.5	38.4	32.1	70.5
	4	128	97.7	23.3	44	32.8	76.7
	5	108	97.2	24.8	46.5	28.7	75.2
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	125	96.8	27.8	37.4	34.8	72.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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