

## Daisy Elementary

2801 Red Bluff Road  
Loris, South Carolina 29569

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	557 Students	
<b>Principal</b>	Dawn N Brooks	843-756-5136
<b>Superintendent</b>	Dr. Bobby Nalley	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
<b>2007</b>	<b>Below Average</b>	<b>Below Average</b>
2006	Average	Unsatisfactory
2005	Good	Unsatisfactory
2004	Good	Unsatisfactory
2003	Good	Unsatisfactory

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School 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 2006-07 whose 2005-06 test scores were located.

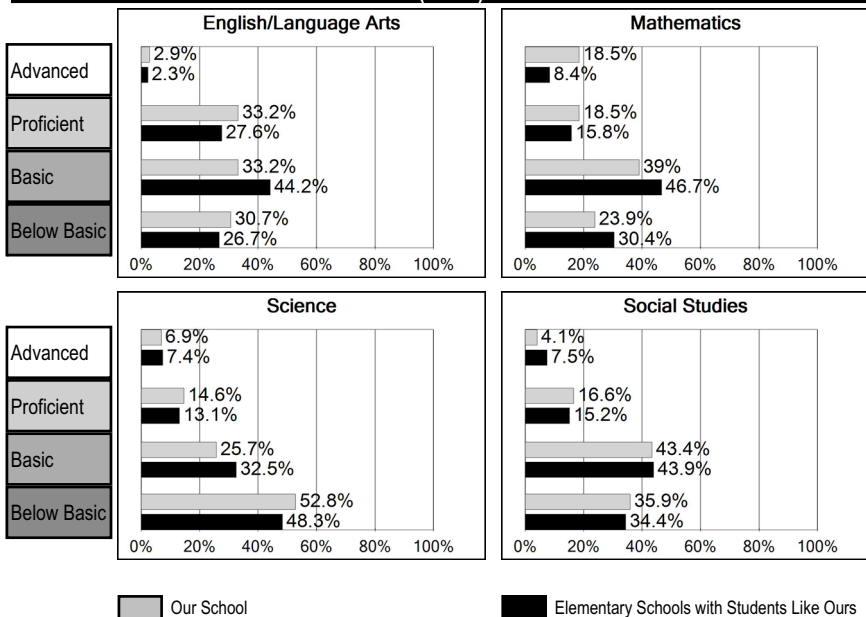
95.4%

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

Excellent	Good	Average	Below Average	Unsatisfactory
1	1	40	67	15

\* 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 this school.

**DEFINITION OF CRITICAL TERMS**

<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
<b>Proficient</b>	Well prepared to work at next grade level; met expectations
<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
<b>Below Basic</b>	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**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 557)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.7%	Up from 1.9%	3.5%	2.6%
Attendance rate	98.1%	Up from 97.5%	95.9%	96.2%
Eligible for gifted and talented	12.8%	Down from 17.8%	6.7%	10.4%
With disabilities other than speech	11.3%	Up from 9.7%	8.0%	7.1%
Older than usual for grade	0.7%	Up from 0.4%	1.3%	1.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n= 43)</b>				
Teachers with advanced degrees	23.3%	Down from 25.0%	51.9%	56.3%
Continuing contract teachers	65.1%		76.9%	79.8%
Teachers with emergency or provisional certificates	6.3%	Up from 5.9%	0.0%	0.0%
Teachers returning from previous year	81.5%	Down from 87.0%	86.4%	86.7%
Teacher attendance rate	96.9%	Up from 96.0%	94.9%	95.1%
Average teacher salary	\$43,626	Up 5.2%	\$42,894	\$43,872
Prof. development days/teacher	19.3 days	Up from 14.7 days	13.9 days	13.1 days
<b>School</b>				
Principal's years at school	3.5	Up from 2.5	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.7 to 1	17.7 to 1	18.5 to 1
Prime instructional time	94.6%	Up from 93.1%	89.1%	89.8%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,697	Up 0.5%	\$7,225	\$6,753
Percent of expenditures for teacher salaries*	66.6%	Up from 61.5%	64.3%	65.3%
Percent of expenditures for instruction*	71.5%	Up from 66.0%	69.3%	69.3%

\* 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 they are nurtured and challenged by actively engaging in meaningful standards-based teaching and learning in preparation for their future. Through the hard work of our dedicated staff and students, we have continued to ensure success for all students.

The 2006-2007 school year completed our 13th successful year operating on a year-round calendar. Students in grades K-5 received daily, specially planned instruction on their level in English Language Arts and Math. Throughout the school year, Daisy teachers met weekly to plan and discuss ideas to enhance instruction in the classroom. Measures of Academic Progress (MAP) provided us with another tool to assess children's strengths and weaknesses. Kindergarten thru 5th grade students took MAP this year, and teachers used the results to plan instruction. Staff also participated in professional development to increase student engagement and technology use in the classrooms with programs such as Compass Learning and Headsprout. We have several teachers working on their Master's Degrees and National Board Certification. Thirteen teachers were accepted into the laptop computer initiative. They received a laptop, LCD projector, and technology training to provide students with another interactive and engaging approach to learning.

Students and Staff were provided the opportunity to be involved in the community. Students participated in Jump Rope for Heart, HTC Recycling, March of Dimes, and Relay for Life. With the support of PTO we were able to purchase Smart Boards, student agendas, student incentives, and continue to enhance the environment. Candace Salins was chosen as Wal-Mart's Teacher of the Year for the Colonial Mall store.

Many of Daisy's accomplishments can be attributed to operating on a year-round calendar, which allowed approximately 200 children in child development through fifth grade to attend four weeks of intersession school before PACT. Approximately 100 second through fifth grade students attended extended day in order to improve PACT ELA and math scores. Our Reading Mastery program, which provides small group intensive reading instruction, was expanded to serve all students in kindergarten and first grade. Eleven fifth grade students participated in a pre-algebra on-line course.

Daisy Elementary is committed to reaching our goals and we look forward to working with PTO, School Improvement Council, and teachers to continue to increase parental and community involvement. We are proud of our successes. We invite you to come visit us and be an integral part of our commitment to excellence.

Dawn N. Brooks, Principal

Leo Bellamy, School Improvement Chairperson 2006-2007

### EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	63	29
Percent satisfied with learning environment	87.8%	85.7%	93.1%
Percent satisfied with social and physical environment	90.0%	83.9%	86.2%
Percent satisfied with school-home relations	76.9%	85.7%	89.7%

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

# NO CHILD LEFT BEHIND

## SCHOOL ADEQUATE YEARLY PROGRESS

**NO**

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate, 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.

## TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	4.4%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance	98.1%	94.0%	Yes

\*or greater than last year

### Abbreviations for Missing Data

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**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>											
All Students	222	100.0	30.5	33.3	32.9	3.3	47.6	56.2	46.8	Yes	Yes
<b>Gender</b>											
Male	115	100.0	33.3	35.1	28.8	2.7	41.4	49.1	40.1	N/A	N/A
Female	107	100.0	27.3	31.3	37.4	4.0	54.5	63.5	53.8	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	102	100.0	18.2	28.3	50.5	3.0	64.6	64.2	58.7	Yes	Yes
African American	110	100.0	42.7	37.9	16.5	2.9	31.1	34.2	30.3	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	71.0	69.0	I/S	I/S
Hispanic	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	41.5	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	55.4	45.8	I/S	I/S
<b>Disability Status</b>											
Disabled	56	100.0	65.5	21.8	10.9	1.8	14.5	22.0	15.9	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	35.1	33.1	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	193	100.0	34.8	34.3	27.1	3.9	43.1	44.1	32.3	Yes	Yes
<b>Mathematics – State Performance Objective = 36.7%</b>											
All Students	222	100.0	23.8	39.5	18.6	18.1	49.0	56.6	45.8	Yes	Yes
<b>Gender</b>											
Male	115	100.0	22.5	36.9	17.1	23.4	49.5	56.2	45.1	N/A	N/A
Female	107	100.0	25.3	42.4	20.2	12.1	48.5	57.1	46.6	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	102	100.0	11.1	37.4	20.2	31.3	62.6	65.5	59.2	Yes	Yes
African American	110	100.0	35.9	42.7	16.5	4.9	34.0	31.7	26.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	71.0	71.6	I/S	I/S
Hispanic	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	44.9	37.6	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	50.0	45.7	I/S	I/S
<b>Disability Status</b>											
Disabled	56	100.0	60.0	30.9	5.5	3.6	14.5	22.6	17.2	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.8	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	37.1	37.0	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	193	100.0	27.1	42.5	16.0	14.4	43.6	44.5	31.3	Yes	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 1 <sup>st</sup> 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	157	100.0	52.8	25.7	14.6	6.9	21.5	37.0	33.0	98.1	95.9
<b>Gender</b>											
Male	86	100.0	51.3	24.4	12.8	11.5	24.4	39.0	34.0	98.0	95.9
Female	71	100.0	54.5	27.3	16.7	1.5	18.2	34.0	31.0	98.2	96.0
<b>Racial/Ethnic Group</b>											
White	71	100.0	31.9	29.0	26.1	13.0	39.1	45.0	45.0	97.4	95.7
African American	77	100.0	75.4	20.3	4.3	0.0	4.3	15.0	15.0	99.0	96.5
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	61.0	55.0	N/A	96.8
Hispanic	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	21.0	22.0	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	25.0	33.0	N/A	94.9
<b>Disability Status</b>											
Disabled	39	100.0	85.3	11.8	0.0	2.9	2.9	42.0	36.0	98.0	96.0
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	15.0	21.0	N/A	96.3
<b>Socio-Economic Status</b>											
Subsidized meals	132	100.0	60.5	25.2	10.1	4.2	14.3	25.0	19.0	98.2	95.6
<b>Social Studies</b>											
All Students	157	100.0	35.9	43.4	16.6	4.1	20.7	34.0	30.0	98.1	95.9
<b>Gender</b>											
Male	80	100.0	32.4	43.2	17.6	6.8	24.3	37.0	32.0	98.0	95.9
Female	77	100.0	39.4	43.7	15.5	1.4	16.9	31.0	28.0	98.2	96.0
<b>Racial/Ethnic Group</b>											
White	72	100.0	17.1	54.3	20.0	8.6	28.6	41.0	40.0	97.4	95.7
African American	77	100.0	53.6	34.8	11.6	0.0	11.6	15.0	16.0	99.0	96.5
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	58.0	54.0	N/A	96.8
Hispanic	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	27.0	23.0	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	38.0	31.0	N/A	94.9
<b>Disability Status</b>											
Disabled	41	100.0	75.7	21.6	2.7	0.0	2.7	14.0	14.0	98.6	95.5
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	16.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	22.0	23.0	N/A	96.3
<b>Socio-Economic Status</b>											
Subsidized meals	136	100.0	39.5	42.7	15.3	2.4	17.7	24.0	18.0	98.2	95.6

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
<b>English/Language Arts</b>								
<b>2006</b>	3	97	99.0	15.3	32.9	43.5	8.2	51.8
	4	78	100.0	34.8	40.6	21.7	2.9	24.6
	5	95	98.9	17.3	49.4	30.9	2.5	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	61	100.0	11.9	40.7	45.8	1.7	47.5
	4	90	100.0	29.4	28.2	37.6	4.7	42.4
	5	71	100.0	48.5	33.3	15.2	3.0	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2006</b>	3	97	100.0	23.5	37.6	29.4	9.4	38.8
	4	78	100.0	30.4	33.3	15.9	20.3	36.2
	5	95	98.9	19.8	38.3	22.2	19.8	42.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	61	100.0	18.6	55.9	15.3	10.2	25.4
	4	90	100.0	27.1	22.4	25.9	24.7	50.6
	5	71	100.0	24.2	47.0	12.1	16.7	28.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2006</b>	3	97	99.0	51.8	34.1	7.1	7.1	14.1
	4	78	100.0	58.0	23.2	8.7	10.1	18.8
	5	95	98.9	59.3	37.0	3.7	0.0	3.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	31	100.0	54.8	29.0	16.1	0.0	16.1
	4	90	100.0	48.2	24.1	16.9	10.8	27.7
	5	36	100.0	63.3	26.7	6.7	3.3	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2006</b>	3	97	99.0	23.5	50.6	23.5	2.4	25.9
	4	78	100.0	44.9	39.1	8.7	7.2	15.9
	5	95	98.9	55.6	38.3	3.7	2.5	6.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	30	100.0	21.4	46.4	28.6	3.6	32.1
	4	90	100.0	33.7	45.8	16.9	3.6	20.5
	5	37	100.0	52.9	35.3	5.9	5.9	11.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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