



Dewey Carter Elementary

4937 South Irby Street
Effingham, South Carolina

Grades	PK-6 Elementary School	
Enrollment	719 Students	
Principal	Amy M. Poston	843-664-8479
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Average	Below Average

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

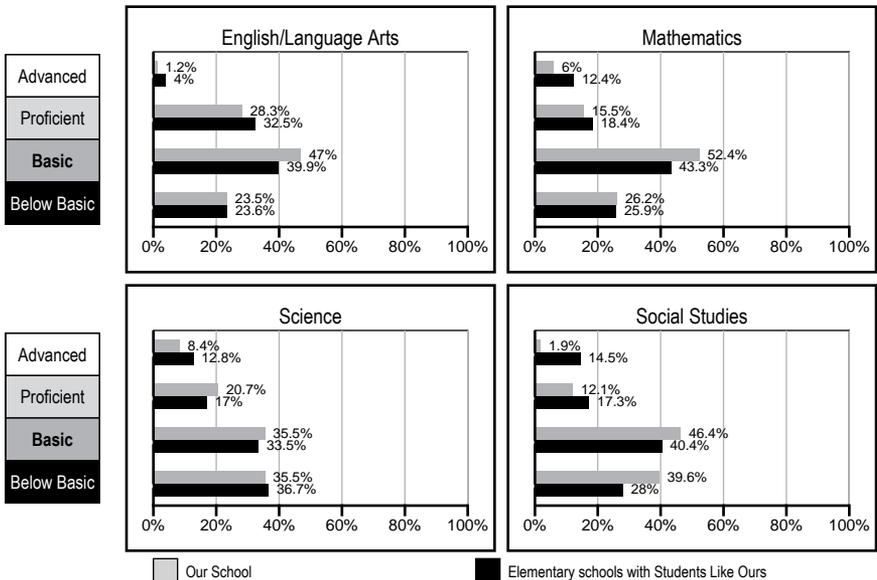
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	34	43	1

* 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
Students (n=719)				
First graders who attended full-day kindergarten	100.0%	Up from 96.5%	100.0%	100.0%
Retention rate	4.8%	Up from 3.2%	2.9%	2.3%
Attendance rate	95.2%	Up from 94.7%	96.0%	96.3%
Eligible for gifted and talented	3.8%	Up from 2.7%	8.0%	10.4%
With disabilities other than speech	7.2%	Up from 5.8%	9.0%	7.5%
Older than usual for grade	2.7%	Up from 1.3%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	43.8%	Up from 41.7%	54.8%	56.7%
Continuing contract teachers	79.2%	Up from 77.1%	78.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.5%	No Change	86.5%	86.4%
Teacher attendance rate	95.7%	Up from 94.3%	94.6%	94.9%
Average teacher salary	\$43,085	Up 5.3%	\$45,049	\$45,345
Professional development days/teacher	7.4 days	Down from 10.6 days	12.8 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.0 to 1	18.4 to 1	18.5 to 1
Prime instructional time	88.0%	Up from 85.8%	88.9%	89.8%
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	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,168	Up 9.3%	\$7,280	\$7,052
Percent of expenditures for instruction*	67.3%	Up from 67.2%	68.4%	69.1%
Percent of expenditures for teacher salaries*	62.2%	Down from 62.9%	63.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Dewey L. Carter Elementary students and teachers are working diligently and always strive for the best. We are very proud of our continuous improvements, which are a result of our focus on targeted, specific instructional goals.

Dewey L. Carter has shown growth since last year. The school has many programs, curriculum focuses, and instructional strategies that have been implemented to sustain our improvement. Some of the programs the school offers are Reading Recovery, Reading Renaissance, Compass Learning, RIT Band Focus Groups, and Early Intervention Strategies.

At our school, we have developed an improvement plan, which may be reviewed in the principal's office. As a school, the academic issues are being addressed through the collaborative efforts of the administrative team and teachers in weekly grade level meetings. In the meetings, student assessment data is reviewed and areas of strengths and challenges, as well as strategies for improvement are discussed and implemented. A recently acquired diagnostic computerized system, MAP (Measures of Academic Progress), is being used to monitor student growth and progress in Math and English Language Arts and to guide daily instruction.

An Extended Day Program and a Focus Group Program have been initiated and additional curriculum resources have been added to address the targeted areas. Dewey L. Carter teachers have received staff development in reading, writing, math, science, and technology. Dewey L. Carter has a Math Coach, a Science Coach, and an ELA Coach to assist teachers in the planning and teaching of the South Carolina State Standards. Dewey L. Carter is a partner in a three year grant study, Effective Schools for the 21st Century.

This year, teachers are participating in a literacy study where they discuss best teaching practices and how to implement them in the classroom. Dewey L. Carter has three Reading Recovery teachers who work with first, second, and third grade students on reading and writing. We also have an intervention assistant who assists students in kindergarten, first, and second grade.

Dewey L. Carter continues with its Terrific Kids Program through the Golden Kiwanis. Parents are encouraged to participate in academic planning by participating in Parent Family Nights, Orientation, Parent-Teacher Conferences, DLC Performances, and the Title I Planning Team. Additionally, the school offers clubs after school, various school-wide programs throughout the year, and many opportunities for parents to volunteer.

Mitzi Mozen, School Improvement Chairperson
Amy Poston, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	79	40
Percent satisfied with learning environment	87.5%	79.7%	74.4%
Percent satisfied with social and physical environment	95.0%	81.8%	75.0%
Percent satisfied with school-home relations	87.5%	81.8%	74.4%

* 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 16 out of 19 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

Corrective Action-Hold

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	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	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.5%	0.0%	No
Student attendance rate	95.2%	94.0%	Yes

* Or greater than last year

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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	372	99.7	23	45.9	27.6	3.5	43.3	49.1	48.2	Yes	Yes
Gender											
Male	193	99.5	26.1	44.4	25	4.4	40.6	43.1	41.7	N/A	N/A
Female	179	100	19.5	47.6	30.5	2.4	46.3	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	202	99.5	21.6	42.6	32.1	3.7	47.9	61.8	60	Yes	Yes
African American	159	100	25.5	49.7	21.4	3.4	36.6	35.7	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	44	100	44.7	26.3	7.9	21.1	34.2	19	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	258	100	25.5	46.8	23.8	3.8	37.9	36.9	34	Yes	Yes

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

All Students	372	100	25.6	51.2	15.4	7.8	34	43.8	45.8	No	Yes
Gender											
Male	193	100	25.6	48.3	16.7	9.4	37.8	44	45.6	N/A	N/A
Female	179	100	25.6	54.3	14	6.1	29.9	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	202	100	16.8	50.5	21.1	11.6	44.2	58.1	59	Yes	Yes
African American	159	100	36.6	51.7	8.3	3.4	20.7	28.9	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	44	100	36.8	39.5	5.3	18.4	21.1	18.4	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	258	100	31.9	49.4	13.6	5.1	28.5	30.8	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
Science											
All Students	228	100	34.4	34.4	20.1	11	31.1	33.1	35.7	95.2	95.8
Gender											
Male	122	100	29.5	33.9	20.5	16.1	36.6	36.6	37.4	94.7	95.6
Female	106	100	40.2	35.1	19.6	5.2	24.7	29.6	33.8	95.7	96
Racial/Ethnic Group											
White	122	100	22.3	33	28.6	16.1	44.6	47.8	49.2	94.7	95.7
African American	98	100	50	34.4	10	5.6	15.6	18.4	17	95.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	97.9	97.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	95.4	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.9	95.9
Disability Status											
Disabled	31	100	34.6	23.1	15.4	26.9	42.3	20.3	14	94	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	95.4	97.1
Socio-Economic Status											
Subsidized meals	157	100	39.9	35	16.1	9.1	25.2	19.6	21.1	94.9	95.2
Social Studies											
All Students	227	100	38.7	45.3	11.8	4.2	16	29.3	34	95.2	95.8
Gender											
Male	122	100	35	44.4	14.5	6	20.5	33.7	36.6	94.7	95.6
Female	105	100	43.2	46.3	8.4	2.1	10.5	24.9	31.3	95.7	96
Racial/Ethnic Group											
White	120	100	33.6	45.7	17.2	3.4	20.7	40.4	44.5	94.7	95.7
African American	103	100	45.2	44.1	5.4	5.4	10.8	17.1	19.1	95.7	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	97.9	97.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	95.4	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.9	95.9
Disability Status											
Disabled	22	100	40	35	0	25	25	16.4	14.4	94	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	95.4	97.1
Socio-Economic Status											
Subsidized meals	161	100	39.5	49.7	6.1	4.8	10.9	17.4	21	94.9	95.2

* 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*	
English/Language Arts									
2007	3	95	100	19.8	47.3	28.6	4.4	33	
	4	105	100	25	46.9	26	2.1	28.1	
	5	91	97.8	36.1	48.2	12	3.6	15.7	
	6	99	100	39.4	44.7	12.8	3.2	16	
	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
2008	3	101	99	19.1	41.5	36.2	3.2	39.4	
	4	83	100	16.9	39	40.3	3.9	44.2	
	5	104	100	26.6	48.9	19.1	5.3	24.5	
	6	84	100	29.1	54.4	15.2	1.3	16.5	
	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
Mathematics									
2007	3	95	100	25.3	62.6	6.6	5.5	12.1	
	4	105	100	20.8	47.9	17.7	13.5	31.3	
	5	91	98.9	32.1	52.4	8.3	7.1	15.5	
	6	99	100	23.4	53.2	20.2	3.2	23.4	
	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
2008	3	101	100	33	51.1	11.7	4.3	16	
	4	83	100	16.9	50.6	19.5	13	32.5	
	5	104	100	21.3	48.9	19.1	10.6	29.8	
	6	84	100	30.4	54.4	11.4	3.8	15.2	
	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
Science									
2007	3	48	100	55.8	37.2	7	0	7	
	4	105	100	47.9	31.9	13.8	6.4	20.2	
	5	48	100	58.1	32.6	7	2.3	9.3	
	6	51	100	60.9	28.3	8.7	2.2	10.9	
	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
2008	3	50	100	22.7	43.2	29.5	4.5	34.1	
	4	83	100	28.6	41.6	18.2	11.7	29.9	
	5	52	100	46.8	25.5	12.8	14.9	27.7	
	6	43	100	43.9	22	22	12.2	34.1	
	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
Social Studies									
2007	3	48	97.9	4.5	72.7	20.5	2.3	22.7	
	4	105	100	35.1	50	10.6	4.3	14.9	
	5	44	97.7	64.1	28.2	2.6	5.1	7.7	
	6	49	100	42.2	42.2	8.9	6.7	15.6	
	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
2008	3	51	100	36	50	10	4	14	
	4	83	100	35.1	41.6	18.2	5.2	23.4	
	5	52	100	40.4	44.7	10.6	4.3	14.9	
	6	41	100	47.4	47.4	2.6	2.6	5.3	
	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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