



CAMDEN ELEMENTARY SCHOOL FOR THE CREATIV

1304 Lyttleton Street
Camden, SC 29020

Grades	K-5 Elementary School	
Enrollment	558 Students	
Principal	Ed Yount	803-425-8960
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Average
2008	Good	Average
2007	Good	At-Risk
2006	Good	At-Risk

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 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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

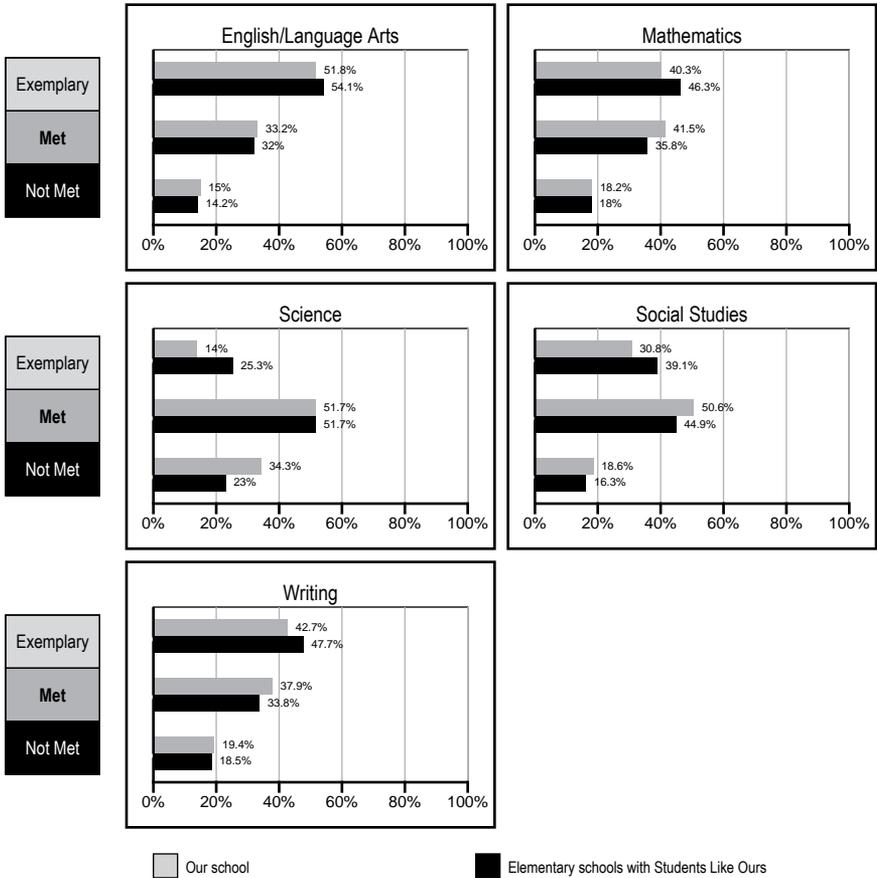
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	14	5	1	0

* Ratings are calculated with data available by 03/09/2011.

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=558)				
First graders who attended full-day kindergarten	91.8%	Up from 90.9%	100.0%	100.0%
Retention rate	2.2%	Down from 3.2%	0.9%	1.2%
Attendance rate	96.0%	Up from 95.6%	96.4%	96.1%
Eligible for gifted and talented	32.6%	Up from 24.0%	18.8%	11.7%
With disabilities other than speech	9.1%	Up from 8.4%	7.9%	8.0%
Older than usual for grade	1.5%	Up from 0.6%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	68.6%	Up from 58.3%	62.5%	60.5%
Continuing contract teachers	100.0%	Up from 94.4%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.1%	Down from 90.6%	88.5%	87.0%
Teacher attendance rate	93.8%	Down from 97.0%	96.0%	95.4%
Average teacher salary*	\$49,185	Down 0.3%	\$48,568	\$47,288
Professional development days/teacher	4.1 days	Down from 7.6 days	10.0 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.3 to 1	21.1 to 1	19.2 to 1
Prime instructional time	88.9%	Down from 92.0%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.2%	Up from 92.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,125	Up 7.9%	\$6,719	\$7,548
Percent of expenditures for instruction**	72.6%	Up from 72.0%	70.6%	68.7%
Percent of expenditures for teacher salaries**	70.9%	Up from 69.3%	68.2%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

With the close of the 2009-10 school year, Camden Elementary completed its tenth year with arts integration as an area of focus. Art-based content teaching strategies, learning activities, and assessment options continue to thrive in our classrooms. Artists-in-residence were provided at all grade levels, and the students participated in the Bloomin' Arts study. Students were exposed to many different types of performing arts. Collaborative planning between classroom teachers and the arts specialists insures continued growth with two way integration of the arts.

Our PASS 2009 results were very good. Camden Elementary School met AYP (Annual Yearly Progress). The school received grants ranging from \$500 to \$5,000.

A focus of CES this year was to improve math scores. We began RIT band instruction based on MAP scores in grades 2-5. We also began a new reading program to reach each student on the independent reading level.

Camden Elementary's extraordinary staff continues to benefit from staff development opportunities. Teachers participated in literacy, math, science, social studies, and differentiated instruction workshops.

Our outstanding parent organizations, Camden Elementary Partners (CEP) and School Improvement Council (SIC), once again supported initiatives and provided leadership for continued school improvement. CEP sponsored the fourth Camden Elementary Golf Tournament. This event raised over \$5,000 that was used to improve our library. SIC continues to provide leadership and accountability to help CES meet its SACS plan of action. The SIC completed an outdoor classroom, "The Owls' Nest", on our school campus. The SIC raised all the funds through grants, private donations, and volunteer efforts. The members of these two organizations are integral to our success.

Camden Elementary is a special place for our children and families—a place where students are challenged to achieve excellence and taught to help others. We believe in our slogan, "Our future's so bright we gotta wear shades".

Ed Yount, Principal
Maria Spring, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	69	40
Percent satisfied with learning environment	92.6%	88.2%	90.0%
Percent satisfied with social and physical environment	92.6%	89.9%	92.3%
Percent satisfied with school-home relations	100.0%	94.2%	82.5%

* 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

YES

This school met 21 out of 21 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

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	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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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 = 58.8% (Met or Exemplary)

All Students	281	99.6	15.8	34.1	50.2	91.6	85.9	83.5	Yes	Yes
Gender										
Male	150	100	21.2	34.2	44.5	88.4	83.5	80.1	N/A	N/A
Female	131	99.2	9.4	33.9	56.7	95.3	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	186	100	7.2	30	62.8	96.1	89.7	89.6	Yes	Yes
African American	80	98.8	35.9	41	23.1	80.8	77	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	11	100	18.2	45.5	36.4	90.9	86	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	46	97.8	41.9	37.2	20.9	83.7	52.9	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	110	99.1	31.1	41.7	27.2	82.5	79.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	281	99.6	19.8	41	39.2	88.6	82.5	80.4	Yes	Yes
Gender										
Male	150	100	19.2	42.5	38.4	89.7	80.5	78.4	N/A	N/A
Female	131	99.2	20.5	39.4	40.2	87.4	84.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	186	100	11.1	37.8	51.1	93.3	87.2	87.8	Yes	Yes
African American	80	98.8	42.3	43.6	14.1	75.6	71.4	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.6	93.5	I/S	I/S
Hispanic	11	100	9.1	72.7	18.2	100	81.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	46	97.8	41.9	41.9	16.3	76.7	48.3	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	110	99.1	31.1	56.3	12.6	81.6	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	190	97.9	34.1	50.5	15.4	65.9	69.5	67.3
Gender								
Male	103	97.1	34	48.5	17.5	66	69.4	66.9
Female	87	98.9	34.1	52.9	12.9	65.9	69.6	67.7
Racial/Ethnic Group								
White	126	98.4	24.8	57.9	17.4	75.2	78.1	79.6
African American	52	96.2	53.1	34.7	12.2	46.9	50.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	57.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	31	87.1	52	32	16	48	34.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	50.5	58.6
Socio-Economic Status								
Subsidized meals	80	96.3	50.7	41.1	8.2	49.3	57.6	55.4
Social Studies								
All Students	190	98.4	21.9	48.6	29.5	78.1	73.9	70.9
Gender								
Male	104	98.1	21	48	31	79	74.2	70.1
Female	86	98.8	22.9	49.4	27.7	77.1	73.6	71.7
Racial/Ethnic Group								
White	130	98.5	13.7	49.2	37.1	86.3	79.3	79.2
African American	48	97.9	44.7	44.7	10.6	55.3	61.2	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.8	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	70.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	88.9	52.2	26.1	21.7	47.8	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	65	95.4	39	50.8	10.2	61	64.2	60.8

Abbreviations for Missing Data

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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	281	92.2	19	38.1	42.9	81	76.2	72.1	96	95.5
Gender										
Male	150	92	27.6	37.3	35.1	72.4	69.6	65.2	96.2	95.4
Female	131	92.4	9.3	39	51.7	90.7	83.2	79.2	95.8	95.6
Racial/Ethnic Group										
White	186	95.7	12.2	38.4	49.4	87.8	81	80.8	95.9	95.2
African American	80	82.5	38.5	33.8	27.7	61.5	65	59.7	96.1	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.1	87	96.1	96.4
Hispanic	11	100	18.2	45.5	36.4	81.8	72.8	64.6	96.8	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	88.6
Disability Status										
Disabled	47	53.2	43.5	43.5	13	56.5	28.9	27.7	93.4	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	67.5	63.7	97.2	96.5
Socio-Economic Status										
Subsidized meals	110	87.3	37.8	40	22.2	62.2	66.9	61.9	95.9	95

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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							
2009	3	99	100	9.1	39.4	51.5	90.9
	4	83	100	14.6	41.5	43.9	85.4
	5	99	98	10.4	44.8	44.8	89.6
	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
2010	3	98	100	16.8	22.1	61.1	83.2
	4	96	100	13.7	38.9	47.4	86.3
	5	87	98.9	16.9	42.2	41	83.1
	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
Mathematics							
2009	3	99	100	17.2	34.3	48.5	82.8
	4	83	100	12.2	53.7	34.1	87.8
	5	99	98	15.6	60.4	24	84.4
	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
2010	3	98	100	29.5	37.9	32.6	70.5
	4	96	100	11.6	40	48.4	88.4
	5	87	98.9	18.1	45.8	36.1	81.9
	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
Science							
2009	3	49	100	40.8	44.9	14.3	59.2
	4	83	100	19.5	67.1	13.4	80.5
	5	49	100	16.3	53.1	30.6	83.7
	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
2010	3	49	98	50	41.3	8.7	50
	4	96	100	18.9	58.9	22.1	81.1
	5	45	93.3	51.2	41.5	7.3	48.8
	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

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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							
2009	3	50	98	20.4	42.9	36.7	79.6
	4	83	100	11	65.9	23.2	89
	5	49	100	18.8	50	31.3	81.3
	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
2010	3	49	95.9	23.9	43.5	32.6	76.1
	4	96	100	15.8	49.5	34.7	84.2
	5	45	97.8	33.3	52.4	14.3	66.7
	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
Writing							
2009	3	100	95	18.9	30.5	50.5	81.1
	4	83	92.8	9.2	51.3	39.5	90.8
	5	99	90.9	12.4	41.6	46.1	87.6
	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
2010	3	98	93.9	25.8	38.2	36	74.2
	4	96	95.8	16.5	36.3	47.3	83.5
	5	87	86.2	13.9	40.3	45.8	86.1
	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

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