



## Dewey Carter Elementary

4937 South Irby Street  
Effingham, South Carolina

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	667 Students	
<b>Principal</b>	Amy M. Poston	843-664-8479
<b>Superintendent</b>	Larry Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below 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 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**

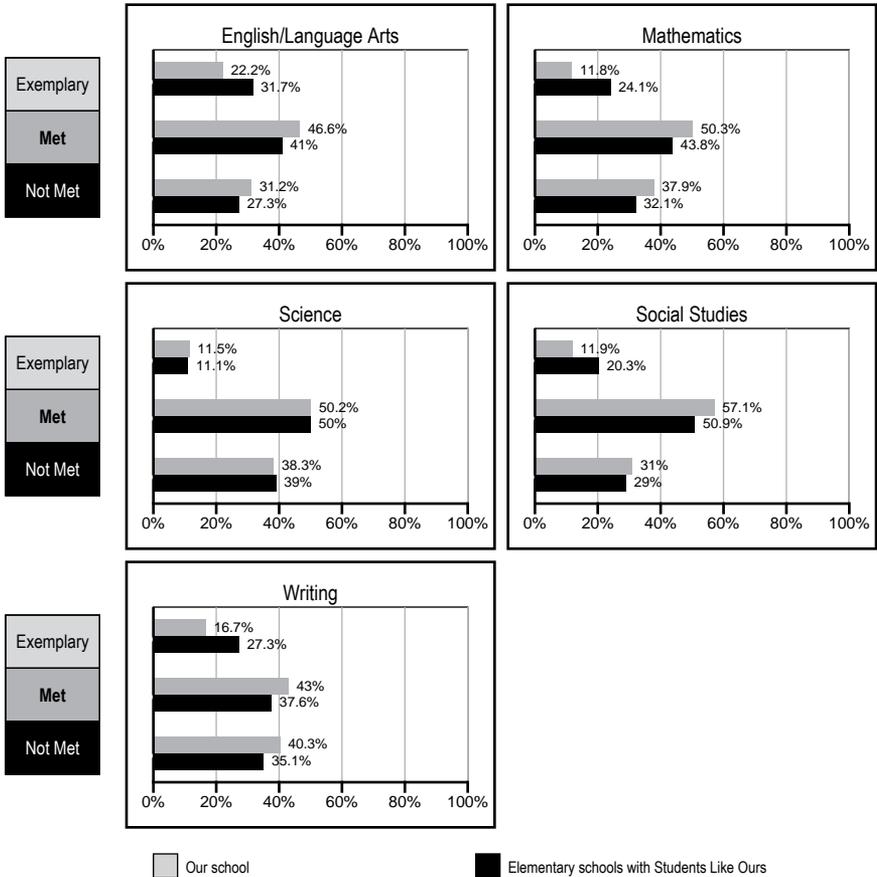
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.7%

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

Excellent	Good	Average	Below Average	At-Risk
1	10	89	13	1

\* Ratings are calculated with data available by 06/01/2010.

**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
<b>Students (n=667)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Down from 4.8%	2.5%	1.9%
Attendance rate	94.7%	Down from 95.2%	96.1%	96.3%
Eligible for gifted and talented	4.6%	Up from 3.8%	7.5%	10.0%
With disabilities other than speech	9.9%	Up from 7.2%	8.9%	7.7%
Older than usual for grade	3.0%	Up from 2.7%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	54.3%	Up from 43.8%	57.7%	59.4%
Continuing contract teachers	76.1%	Down from 79.2%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.5%	Up from 83.5%	86.5%	85.9%
Teacher attendance rate	97.0%	Up from 95.7%	95.0%	95.1%
Average teacher salary*	\$45,804	Up 6.3%	\$46,786	\$47,149
Professional development days/teacher	4.1 days	Down from 7.4 days	11.8 days	11.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 19.1 to 1	18.6 to 1	18.8 to 1
Prime instructional time	90.6%	Up from 88.0%	90.0%	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	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,692	Up 8.5%	\$7,385	\$7,458
Percent of expenditures for instruction**	65.6%	Down from 67.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	59.7%	Down from 62.2%	61.2%	63.2%

\* 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

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

Dewey L. Carter Elementary has been identified for improvement because AYP (Adequate Yearly Progress) was not met in Math by all students, students receiving free or reduced lunch, or African American students. The school has many programs, curriculum focuses, and instructional strategies that have been implemented to sustain our improvement. Some of the programs the school offered this year were Reading Recovery, Reading Renaissance, Compass Learning, RIT Band Focus Groups, and Early Intervention Strategies. This year, the school had a Math and Science Coach to assist teachers in instruction. MAP testing assisted in guiding instruction by providing information in mastered and non-mastered skills. The Extended Day Program was offered after school three days each week to students scoring Below Basic on Math/ELA PACT. Focus Groups provided students with hands-on learning addressing SC State Standards. Our teachers and administrators also participated in numerous professional development activities. Dewey L. Carter continued with its Terrific Kids Program through the Golden Kiwanis and the DLC APT. The school offered 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	32	77	31
Percent satisfied with learning environment	81.3%	77.3%	80.0%
Percent satisfied with social and physical environment	93.8%	86.8%	71.0%
Percent satisfied with school-home relations	77.4%	92.0%	76.7%

\* 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.3%	0.0%	No
Student attendance rate	94.7%	94.0%*	Yes

\* Or greater than last year

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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	402	100	30.3	45.4	24.3	81.4	85	82.8	Yes	Yes
<b>Gender</b>										
Male	206	100	32	42.8	25.3	78.9	82.3	79.3	N/A	N/A
Female	196	100	28.5	48.3	23.3	84.3	87.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	205	100	23.6	44.7	31.7	85.9	91.7	89.5	Yes	Yes
African American	182	100	39.2	44.9	15.8	75.3	78.3	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	92.3	I/S	I/S
Hispanic	15	100	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	53	100	46.9	24.5	28.6	57.1	58.8	52	SWD	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	287	100	34.8	46.6	18.6	79.1	78.6	75.5	Yes	Yes

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

All Students	402	100	36.9	48.9	14.2	72.7	79	78.9	Yes	Yes
<b>Gender</b>										
Male	206	100	37.1	45.4	17.5	73.2	77	77	N/A	N/A
Female	196	100	36.6	52.9	10.5	72.1	81	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	205	100	26.1	53.3	20.6	81.4	88.6	87.2	Yes	Yes
African American	182	100	50.6	43	6.3	61.4	69.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	93	I/S	I/S
Hispanic	15	100	I/S	I/S	I/S	I/S	82.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	53	100	49	26.5	24.5	42.9	47.6	45.5	SWD	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	287	100	42.7	45.5	11.9	67.6	70.6	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	256	99.6	37.1	49.1	13.8	62.9	67.8	67.5
<b>Gender</b>								
Male	136	99.3	33.3	50	16.7	66.7	68.2	67
Female	120	100	41.5	48.1	10.4	58.5	67.3	68
<b>Racial/Ethnic Group</b>								
White	132	99.2	28	52.8	19.2	72	81.5	79.5
African American	117	100	47.1	45.1	7.8	52.9	54.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.4	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	36	100	50	29.4	20.6	50	41.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	189	100	42.3	45.2	12.5	57.7	55.3	55.1
<b>Social Studies</b>								
All Students	253	100	30	55.4	14.6	70	72.3	72.3
<b>Gender</b>								
Male	125	100	30.3	51.3	18.5	69.7	71.7	71.5
Female	128	100	29.8	59.6	10.5	70.2	73	73.2
<b>Racial/Ethnic Group</b>								
White	129	100	24.2	54.7	21.1	75.8	81.7	80.7
African American	113	100	38	55	7	62	62.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	11	100	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	34	100	31.3	43.8	25	68.8	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	71.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	177	100	32.9	56.3	10.8	67.1	61.8	62.1

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
<b>Writing</b>										
All Students	403	96.3	39.9	43.3	16.8	60.1	72.6	70.2	94.7	95.6
<b>Gender</b>										
Male	206	93.7	48.7	36.4	15	51.3	66	63.2	94.5	95.4
Female	197	99	30.7	50.6	18.8	69.3	79.3	77.5	94.9	95.8
<b>Racial/Ethnic Group</b>										
White	207	96.6	35	45.2	19.8	65	80.9	79.1	94.3	95.5
African American	182	95.6	45.2	41.9	12.9	54.8	64.1	57.6	95.2	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	86.2	N/A	97.5
Hispanic	14	100	54.5	27.3	18.2	45.5	71.6	62.6	94.5	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	68.7	N/A	95.9
<b>Disability Status</b>										
Disabled	53	77.4	84.6	12.8	2.6	15.4	30.9	26.1	93.8	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	66.3	61.2	94.1	96.1
<b>Socio-Economic Status</b>										
Subsided meals	284	95.8	44.6	40.6	14.9	55.4	62.9	58.9	94.4	95

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	111	100	36	47	17	64
	4	105	100	34.7	37.8	27.6	65.3
	5	77	100	15.9	49.3	34.8	84.1
	6	109	100	30.3	48.5	21.2	69.7
	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
<b>Mathematics</b>							
<b>2009</b>	3	111	100	46	38	16	54
	4	105	100	29.6	57.1	13.3	70.4
	5	77	100	24.6	59.4	15.9	75.4
	6	109	100	43.4	44.4	12.1	56.6
	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
<b>Science</b>							
<b>2009</b>	3	55	98.2	60.4	33.3	6.3	39.6
	4	105	100	29.6	52	18.4	70.4
	5	40	100	14.3	80	5.7	85.7
	6	56	100	45.1	37.3	17.6	54.9
	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
<b>Social Studies</b>							
<b>2009</b>	3	56	100	31.4	52.9	15.7	68.6
	4	105	100	29.6	55.1	15.3	70.4
	5	37	100	35.3	47.1	17.6	64.7
	6	55	100	26	64	10	74
	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
<b>Writing</b>							
<b>2009</b>	3	113	96.5	46	41	13	54
	4	103	98.1	44.9	42.9	12.2	55.1
	5	77	93.5	23.5	41.2	35.3	76.5
	6	110	96.4	40.2	47.4	12.4	59.8
	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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