



BARON DEKALB ELEMENTARY

2684 Baron DeKalb Rd.
Camden, South Carolina

Grades	PK-5 Elementary School	
Enrollment	185 Students	
Principal	Betty D. Turner	803-432-2483
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	Average
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	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

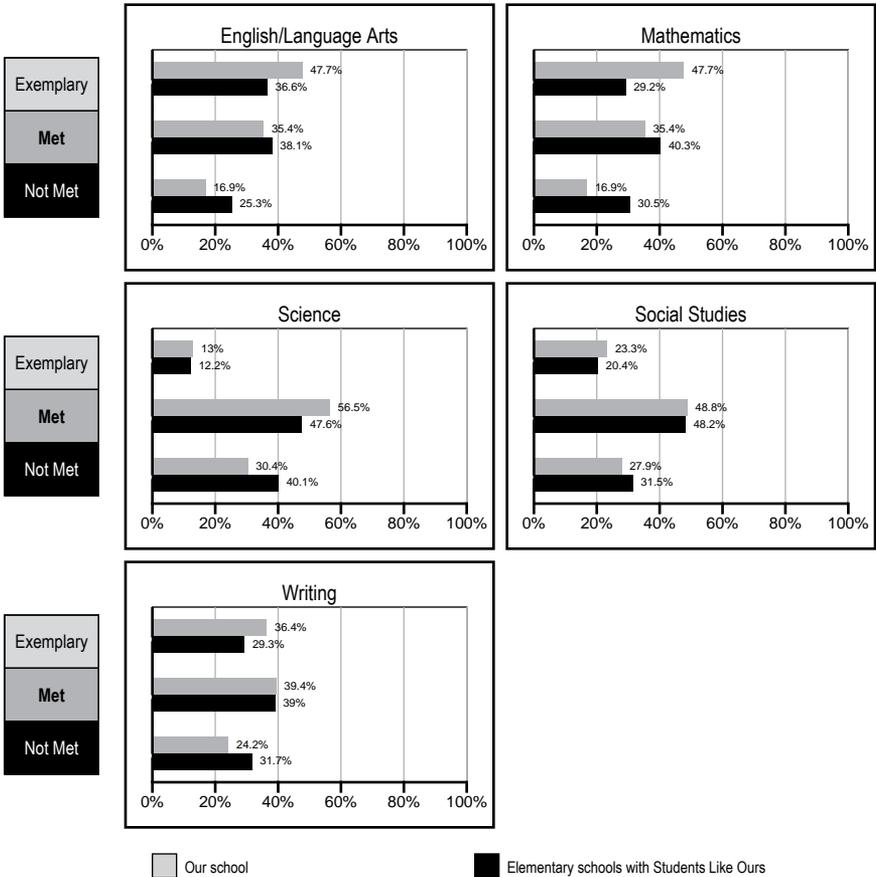
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	18	100	11	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=185)				
First graders who attended full-day kindergarten	100.0%	Up from 96.8%	100.0%	100.0%
Retention rate	1.2%	Up from 0.6%	1.5%	1.2%
Attendance rate	95.4%	Down from 96.5%	95.7%	96.1%
Eligible for gifted and talented	24.7%	Up from 16.9%	10.0%	11.7%
With disabilities other than speech	5.3%	Down from 5.4%	9.0%	8.0%
Older than usual for grade	0.0%	No Change	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.6%	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	75.0%	Down from 76.9%	60.2%	60.5%
Continuing contract teachers	91.7%	Down from 92.3%	85.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.3%	Up from 83.3%	87.7%	87.0%
Teacher attendance rate	97.4%	Up from 97.3%	94.8%	95.4%
Average teacher salary*	\$49,825	Up 0.1%	\$47,036	\$47,288
Professional development days/teacher	12.2 days	Down from 13.5 days	10.9 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.6 to 1	19.3 to 1	19.2 to 1
Prime instructional time	92.0%	Down from 93.4%	89.6%	90.8%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,999	Up 9.9%	\$7,533	\$7,548
Percent of expenditures for instruction**	61.0%	Down from 65.0%	67.5%	68.7%
Percent of expenditures for teacher salaries**	57.8%	Down from 61.7%	64.6%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Overall, this has been a positive and productive year at Baron DeKalb Elementary (BDK). Our school was recognized by the State Department of Education for having excellent customer service with a family-friendly environment. More than 260 schools submitted an application for Red Carpet and BDK was one of 124 schools to receive this award. In addition to the Red Carpet award, we are the recipient of a 2010 Lowe's Toolbox for Education grant. Plans are underway to construct an outdoor classroom that will provide hands-on learning for students. We appreciate the efforts of the BDK School Improvement Council in securing this grant for our school.

We are proud of the success of our after-school and summer enrichment programs. Earlier this year, BDK was awarded a grant from the 21st Century Learning Center to continue the summer enrichment program for an additional two years. These programs allow students to participate in enriching learning activities and they promote family involvement. The dedication and collaborative spirit of our staff make these programs possible for our students and families.

Baron DeKalb Elementary continues to soar in student achievement. We met Adequate Yearly Progress (AYP) for the seventh consecutive year, by meeting 13 out of 13 objectives that are included in the No Child Left Behind requirements. Our school also improved on both performance ratings of the Annual School Report Card.

The BDK Parent Teacher Organization (PTO) has been extremely busy in its efforts to raise funds to support student learning and to promote family and community involvement. The attendance at events such as, PTO meetings, school performances, Sonic Night, Fall Carnival, and the annual talent show reflected the commitment of the staff, students, parents, and community to our school.

Our efforts make the difference at Baron DeKalb Elementary. We will continue to work together to make this a nurturing and positive environment for students to learn and to grow.

Betty D. Turner, Principal
Candy Anderson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	24	16
Percent satisfied with learning environment	100.0%	87.5%	100.0%
Percent satisfied with social and physical environment	100.0%	87.5%	100.0%
Percent satisfied with school-home relations	100.0%	66.7%	93.8%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	73	100	16.9	35.4	47.7	87.7	85.9	83.5	Yes	Yes
Gender										
Male	46	100	20	45	35	87.5	83.5	80.1	N/A	N/A
Female	27	100	12	20	68	88	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	46	100	17.1	39	43.9	87.8	89.7	89.6	Yes	Yes
African American	23	100	13.6	31.8	54.5	86.4	77	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.1	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	86	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	52.9	51.7	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	52	100	20.8	35.4	43.8	83.3	79.5	76.9	Yes	Yes

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

All Students	73	100	16.9	35.4	47.7	89.2	82.5	80.4	Yes	Yes
Gender										
Male	46	100	20	40	40	87.5	80.5	78.4	N/A	N/A
Female	27	100	12	28	60	92	84.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	46	100	14.6	39	46.3	92.7	87.2	87.8	Yes	Yes
African American	23	100	22.7	27.3	50	81.8	71.4	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.6	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	48.3	46.1	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	77.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	52	100	18.8	33.3	47.9	87.5	75.3	72.8	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	50	100	30.4	56.5	13	69.6	69.5	67.3
Gender								
Male	29	100	29.6	66.7	3.7	70.4	69.4	66.9
Female	21	100	31.6	42.1	26.3	68.4	69.6	67.7
Racial/Ethnic Group								
White	34	100	31.3	56.3	12.5	68.8	78.1	79.6
African American	13	100	33.3	50	16.7	66.7	50.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	85	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.6	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	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	0	N/A	N/A	N/A	N/A	N/A	50.5	58.6
Socio-Economic Status								
Subsidized meals	35	100	36.4	57.6	6.1	63.6	57.6	55.4
Social Studies								
All Students	49	100	27.9	48.8	23.3	72.1	73.9	70.9
Gender								
Male	31	100	30.8	53.8	15.4	69.2	74.2	70.1
Female	18	100	23.5	41.2	35.3	76.5	73.6	71.7
Racial/Ethnic Group								
White	33	100	24.1	55.2	20.7	75.9	79.3	79.2
African American	14	100	35.7	35.7	28.6	64.3	61.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.8	86.8
Hispanic	2	I/S	N/A	N/A	N/A	N/A	70.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	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	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	35	100	25	50	25	75	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	75	98.7	23.1	40	36.9	76.9	76.2	72.1	95.4	95.5
Gender										
Male	47	97.9	32.5	42.5	25	67.5	69.6	65.2	95.2	95.4
Female	28	100	8	36	56	92	83.2	79.2	95.7	95.6
Racial/Ethnic Group										
White	47	100	22	46.3	31.7	78	81	80.8	95.3	95.2
African American	24	95.8	27.3	27.3	45.5	72.7	65	59.7	95.6	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	87	N/A	96.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.8	64.6	97.2	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	93.9	88.6
Disability Status										
Disabled	12	91.7	I/S	I/S	I/S	I/S	28.9	27.7	94.1	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	N/A	N/AV	N/A	N/A	N/A	N/A	67.5	63.7	97.8	96.5
Socio-Economic Status										
Subsidized meals	54	98.2	22.9	43.8	33.3	77.1	66.9	61.9	95.1	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	26	100	8.7	34.8	56.5	91.3
	4	27	100	21.7	47.8	30.4	78.3
	5	34	100	25	50	25	75
	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	22	100	14.3	19	66.7	85.7
	4	26	100	8.3	50	41.7	91.7
	5	25	100	30	35	35	70
	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	26	100	8.7	34.8	56.5	91.3
	4	27	100	21.7	52.2	26.1	78.3
	5	34	100	21.9	68.8	9.4	78.1
	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
2010	3	22	100	19	14.3	66.7	81
	4	26	100	4.2	54.2	41.7	95.8
	5	25	100	30	35	35	70
	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	12	100	N/AV	N/AV	N/AV	75
	4	27	100	34.8	43.5	21.7	65.2
	5	18	100	N/AV	N/AV	N/AV	41.2
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	12	100	45.5	18.2	36.4	54.5
	4	26	100	25	70.8	4.2	75
	5	12	100	27.3	63.6	9.1	72.7
	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

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							
2009	3	14	100	N/AV	N/AV	N/AV	100
	4	27	96.3	21.7	73.9	4.3	78.3
	5	16	100	73.3	20	6.7	26.7
	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	10	I/S	I/S	I/S	I/S	I/S
	4	26	100	16.7	62.5	20.8	83.3
	5	13	100	I/S	I/S	I/S	I/S
	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	25	100	13	30.4	56.5	87
	4	25	100	39.1	43.5	17.4	60.9
	5	33	100	31.3	37.5	31.3	68.8
	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
2010	3	23	95.7	23.8	47.6	28.6	76.2
	4	26	100	12.5	41.7	45.8	87.5
	5	26	100	35	30	35	65
	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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