



Baron DeKalb Elementary

2684 Baron DeKalb Rd.
Camden, South Carolina

Grades	PK-5 Elementary School	
Enrollment	181 Students	
Principal	Betty 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

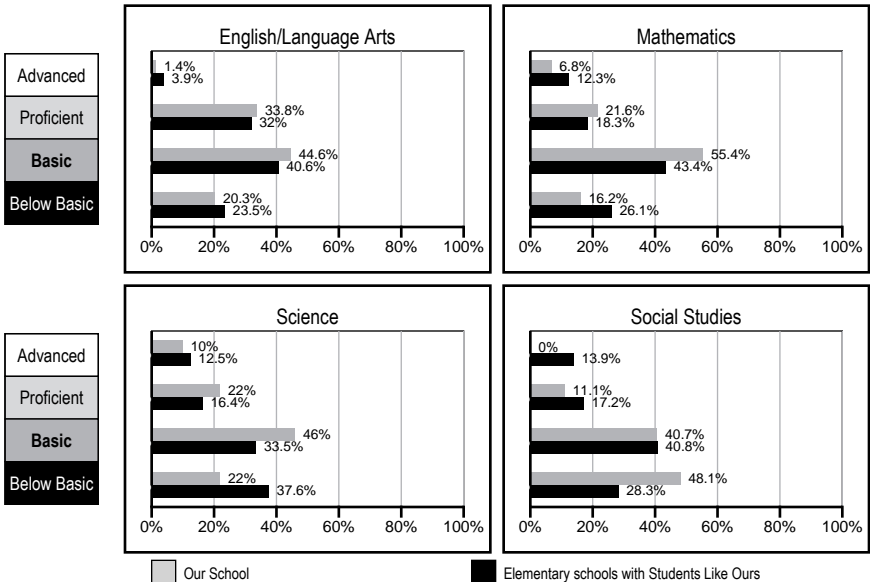
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	36	49	2

* 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=181)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.4%	Up from 1.7%	2.9%	2.3%
Attendance rate	96.6%	Up from 96.2%	96.1%	96.3%
Eligible for gifted and talented	5.7%	Down from 9.0%	9.2%	10.4%
With disabilities other than speech	6.7%	Down from 7.3%	8.8%	7.5%
Older than usual for grade	0.8%	Down from 2.0%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Up from 1.6%	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	76.9%	Up from 75.0%	57.4%	56.7%
Continuing contract teachers	84.6%	Down from 91.7%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.6%	Up from 74.8%	86.9%	86.4%
Teacher attendance rate	95.6%	Down from 96.8%	94.7%	94.9%
Average teacher salary	\$44,794	Up 3.6%	\$45,391	\$45,345
Professional development days/teacher	11.1 days	Down from 13.5 days	12.9 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	13.1 to 1	Down from 19.7 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.5%	Down from 89.9%	89.4%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,675	Down 5.4%	\$6,959	\$7,052
Percent of expenditures for instruction*	58.7%	Down from 60.1%	68.7%	69.1%
Percent of expenditures for teacher salaries*	54.6%	Down from 56.0%	64.3%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Baron DeKalb Elementary School experienced its best year yet. Our goals and objectives focus on achieving academic success through an open, positive, supportive, and collaborative learning environment where continuous improvement is set by high expectations and mutual respect.

We worked this year to accommodate the varied needs of each and every student by differentiating instructional delivery through a keen focus on analyzing data. We have fully implemented RIT and DIBELS to ensure that all children are learning at their fullest potential. This year we also implemented our Eagle Academy fluid groups in grades 3-5. This teaching strategy allowed our students to work on specific skills in smaller learning groups based on their specific needs. Teachers have committed long hours to ensure that each and every student experiences success in unique ways that are tailored to the student.

"Big Splash," our after-school program provided through a 21st Century Center Grant, provided enrichment for our students throughout the year. Students were able to receive additional tutelage as well as experience enrichment activities sponsored by community members and organizations such as 4-H.

Baron DeKalb is a Title I school with 82.9% of the students receiving subsidized meals. With the aid of these funds, we are able to provide a certified science lab teacher for hands-on implementation of science standards, a certified computer lab teacher for enrichment through technology, a full-time curriculum coach, and a full-day 4-year-old child development program. Ninety percent of students enrolled in this program scored gains of 50% or better on the Dial-R.

We are very excited to share that our school was recognized by the Education Oversight Committee for closing the achievement gap in one or more historically underachieving performance groups. Through continuous staff development, desegregation of data, and enrichment programs, Baron DeKalb continues to strive to close the achievement gap and bring all students up to grade level. Baron DeKalb incorporates DIBELS, PBIS, Renaissance Learning, Soar and Early Success, and SuccessMaker into the curriculum.

Our Parent Teacher Organization and School Improvement Council (SIC) continue to stress the importance of a community school where openness, teamwork, and positive school/home relationships help provide an environment that is conducive for student achievement. This year, our PTO was also recognized for their continuous efforts by receiving a Volunteer of the Year award from the State Board of Education. Baron DeKalb will always be a place for community learners as we continue to strive to establish a school climate where children are happy, healthy learners.

Lisa Shannon, Principal
 Candace Anderson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	22	14
Percent satisfied with learning environment	90.9%	86.4%	92.3%
Percent satisfied with social and physical environment	100.0%	72.7%	100.0%
Percent satisfied with school-home relations	81.8%	90.5%	84.6%

* 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 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. 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	3.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	82	100	20.3	44.6	33.8	1.4	47.3	53	48.2	Yes	Yes
Gender											
Male	46	100	22.7	43.2	31.8	2.3	47.7	46.4	41.7	N/A	N/A
Female	36	100	16.7	46.7	36.7	0	46.7	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	47	100	18.2	40.9	38.6	2.3	47.7	61	60	Yes	Yes
African American	33	100	21.4	50	28.6	0	46.4	35.3	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.9	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	19.4	16	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	64	100	23.7	40.7	33.9	1.7	47.5	37.9	34	Yes	Yes

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

All Students	82	100	16.2	55.4	21.6	6.8	51.4	50.4	45.8	Yes	Yes
Gender											
Male	46	100	20.5	54.5	15.9	9.1	43.2	50.6	45.6	N/A	N/A
Female	36	100	10	56.7	30	3.3	63.3	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	47	100	15.9	52.3	22.7	9.1	56.8	59	59	Yes	Yes
African American	33	100	17.9	57.1	21.4	3.6	46.4	31.3	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	39.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	21.2	17.1	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	64	100	18.6	55.9	18.6	6.8	50.8	35.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*	School Attendance Rate	District Attendance Rate
Science											
All Students	55	100	22	46	22	10	32	41.7	35.7	96.6	95.8
Gender											
Male	29	100	25	39.3	25	10.7	35.7	45	37.4	96.3	95.6
Female	26	100	18.2	54.5	18.2	9.1	27.3	38.2	33.8	96.9	95.9
Racial/Ethnic Group											
White	35	100	18.8	43.8	25	12.5	37.5	50.7	49.2	96.1	95.5
African American	19	100	29.4	52.9	11.8	5.9	17.6	22.7	17	97.4	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.3	58	N/A	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	97.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.2
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	19.5	14	95	94.7
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	15.5	24.4	N/A	96.7
Socio-Economic Status											
Subsided meals	41	100	23.7	47.4	21.1	7.9	28.9	26.8	21.1	96.2	95.2
Social Studies											
All Students	58	100	48.1	40.7	11.1	0	11.1	34.5	34	96.6	95.8
Gender											
Male	33	100	43.8	37.5	18.8	0	18.8	38.2	36.6	96.3	95.6
Female	25	100	54.5	45.5	0	0	0	30.6	31.3	96.9	95.9
Racial/Ethnic Group											
White	31	100	40	50	10	0	10	41.4	44.5	96.1	95.5
African American	25	100	54.5	31.8	13.6	0	13.6	19.8	19.1	97.4	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	97.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.2
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	13.1	14.4	95	94.7
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	12.9	27.3	N/A	96.7
Socio-Economic Status											
Subsided meals	46	100	48.8	39.5	11.6	0	11.6	20.4	21	96.2	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	32	100	6.3	43.8	43.8	6.3	50	
	4	25	100	16	32	52	0	52	
	5	30	100	18.5	55.6	25.9	0	25.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	25	100	13.6	36.4	45.5	4.5	50	
	4	31	100	16.7	43.3	40	0	40	
	5	26	100	31.8	54.5	13.6	0	13.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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	32	100	12.5	37.5	18.8	31.3	50	
	4	25	100	16	24	44	16	60	
	5	30	100	18.5	63	14.8	3.7	18.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	25	100	13.6	63.6	13.6	9.1	22.7	
	4	31	100	10	43.3	36.7	10	46.7	
	5	26	100	27.3	63.6	9.1	0	9.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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	16	100	25	37.5	25	12.5	37.5	
	4	25	100	8	36	48	8	56	
	5	16	100	33.3	13.3	40	13.3	53.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	13	100	27.3	36.4	27.3	9.1	36.4	
	4	31	100	16.7	46.7	23.3	13.3	36.7	
	5	11	100	33.3	55.6	11.1	0	11.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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	16	100	12.5	75	12.5	0	12.5	
	4	25	100	32	60	8	0	8	
	5	14	100	58.3	25	8.3	8.3	16.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	12	100	45.5	27.3	27.3	0	27.3	
	4	31	100	33.3	56.7	10	0	10	
	5	15	100	84.6	15.4	0	0	0	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	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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