

## Jackson School

1109 Campbell Street  
Camden, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	416 Students	
<b>Principal</b>	Gerald Gary	803-425-8965
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	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
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	At-Risk
2006	Below Average	Good
2005	Average	Below Average
2004	Average	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**

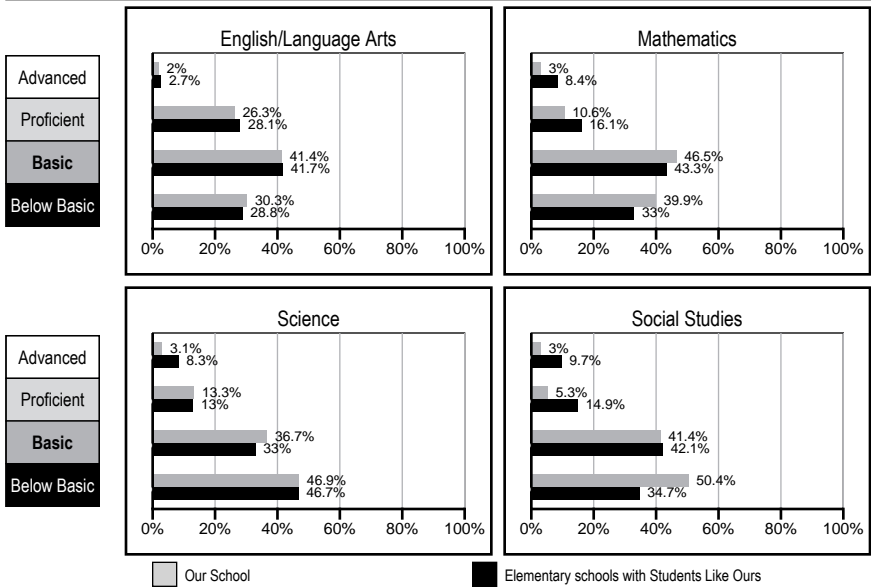
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	16	65	20

\* 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
<b>Students (n=416)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 3.0%	3.0%	2.3%
Attendance rate	96.0%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	4.5%	Down from 5.2%	6.1%	10.4%
With disabilities other than speech	7.8%	Up from 5.3%	8.2%	7.5%
Older than usual for grade	1.1%	Up from 0.9%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	76.7%	No Change	54.1%	56.7%
Continuing contract teachers	76.7%	No Change	71.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.8%	Up from 86.2%	84.8%	86.4%
Teacher attendance rate	94.9%	Up from 94.5%	94.8%	94.9%
Average teacher salary	\$45,233	Up 1.2%	\$44,155	\$45,345
Professional development days/teacher	13.2 days	Up from 9.8 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 400.0	3.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 19.6 to 1	17.0 to 1	18.5 to 1
Prime instructional time	87.7%	Up from 86.9%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,562	Down 6.1%	\$7,712	\$7,052
Percent of expenditures for instruction*	69.2%	Up from 69.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	65.9%	Up from 65.7%	62.7%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Jackson School focuses on meeting the needs of individual students, which in turn creates group success. This past year Jackson was one of 66 schools statewide to receive the Red Carpet Award for outstanding customer service. We pride ourselves on creating an atmosphere in which our parents feel invited and appreciated and feel that this recognition confirms our commitment to this mission.

We are proud of the fact that all classrooms have SmartBoards and other Multimedia technology to enhance instruction. Our developmentally appropriate space for students has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratios continues to be one of the strengths of our program.

As part of our school planning process, we will continue to review our test scores and make good decisions for groups of students as well as focus on the test scores of individual students. We will also continue to use MAP (Measures of Academic Progress) data to differentiate instruction for all students. The use of this data has enabled us to make instructional changes to meet the needs of the individual learner. As a team, we will continue to work on stretching our high expectations. We have worked on discipline, morale, and meeting the needs of a diverse community. Many variables are included in providing the very best learning environment for all students. As a team we will continue to strive to provide the very best educational setting for all students.

Gerald E. Gary, Principal  
DuJuan Council, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	70	33
Percent satisfied with learning environment	96.0%	91.4%	63.6%
Percent satisfied with social and physical environment	96.0%	85.5%	70.0%
Percent satisfied with school-home relations	72.0%	85.7%	71.0%

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

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## School Adequate Yearly Progress

NO

This school met 9 out of 15 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

Continuing School Improvement

## 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	<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."</b>

## 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	2.6%	0.0%	No
Student attendance rate	96.0%	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	213	99.5	30.3	41.4	26.3	2	37.4	53	48.2	No	Yes
<b>Gender</b>											
Male	110	100	37.4	41.4	20.2	1	30.3	46.4	41.7	N/A	N/A
Female	103	99	23.2	41.4	32.3	3	44.4	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	40	100	27.8	33.3	36.1	2.8	41.7	61	60	I/S	Yes
African American	162	99.4	31.6	44.1	23	1.3	34.9	35.3	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.9	70.4	I/S	I/S
Hispanic	9	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
<b>Disability Status</b>											
Disabled	36	100	57.6	33.3	9.1	0	18.2	19.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	29.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	168	99.4	31.4	42.9	23.7	1.9	35.3	37.9	34	No	Yes

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

All Students	213	100	39.9	46.5	10.6	3	29.3	50.4	45.8	No	Yes
<b>Gender</b>											
Male	110	100	43.4	44.4	10.1	2	25.3	50.6	45.6	N/A	N/A
Female	103	100	36.4	48.5	11.1	4	33.3	50.2	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	40	100	27.8	47.2	16.7	8.3	44.4	59	59	I/S	Yes
African American	162	100	43.4	45.4	9.9	1.3	25	31.3	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	71.3	I/S	I/S
Hispanic	9	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
<b>Disability Status</b>											
Disabled	36	100	78.8	15.2	6.1	0	12.1	21.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	32.7	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	168	100	42.3	46.8	8.3	2.6	25	35.8	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
<b>Science</b>											
All Students	139	100	46.9	36.7	13.3	3.1	16.4	41.7	35.7	96	95.8
<b>Gender</b>											
Male	71	100	48.4	37.1	12.9	1.6	14.5	45	37.4	95.6	95.6
Female	68	100	45.5	36.4	13.6	4.5	18.2	38.2	33.8	96.4	95.9
<b>Racial/Ethnic Group</b>											
White	24	100	18.2	31.8	40.9	9.1	50	50.7	49.2	94.9	95.5
African American	108	100	54	37	7	2	9	22.7	17	96.2	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.3	58	98.3	96.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	96.4	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
<b>Disability Status</b>											
Disabled	19	100	68.8	31.3	0	0	0	19.5	14	95	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	15.5	24.4	96.2	96.7
<b>Socio-Economic Status</b>											
Subsided meals	108	100	51.5	37.4	10.1	1	11.1	26.8	21.1	95.9	95.2
<b>Social Studies</b>											
All Students	143	100	50.4	41.4	5.3	3	8.3	34.5	34	96	95.8
<b>Gender</b>											
Male	77	100	56.5	31.9	7.2	4.3	11.6	38.2	36.6	95.6	95.6
Female	66	100	43.8	51.6	3.1	1.6	4.7	30.6	31.3	96.4	95.9
<b>Racial/Ethnic Group</b>											
White	26	100	47.8	47.8	0	4.3	4.3	41.4	44.5	94.9	95.5
African American	110	100	53.4	38.8	5.8	1.9	7.8	19.8	19.1	96.2	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.3	96.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	96.4	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
<b>Disability Status</b>											
Disabled	27	100	88	8	4	0	4	13.1	14.4	95	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	12.9	27.3	96.2	96.7
<b>Socio-Economic Status</b>											
Subsided meals	112	100	50	43.3	5.8	1	6.7	20.4	21	95.9	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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	70	100	20	53.8	21.5	4.6	26.2	
	4	73	97.3	33.3	50.7	14.5	1.4	15.9	
	5	58	100	37.5	51.8	10.7	0	10.7	
	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
<b>2008</b>	3	75	98.7	16.2	39.7	39.7	4.4	44.1	
	4	69	100	36.5	38.1	23.8	1.6	25.4	
	5	69	100	38.8	46.3	14.9	0	14.9	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	70	100	41.5	47.7	6.2	4.6	10.8	
	4	73	100	43.7	36.6	14.1	5.6	19.7	
	5	58	100	35.7	55.4	8.9	0	8.9	
	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
<b>2008</b>	3	75	100	35.3	51.5	8.8	4.4	13.2	
	4	69	100	47.6	33.3	15.9	3.2	19	
	5	69	100	37.3	53.7	7.5	1.5	9	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	35	100	63.6	33.3	3	0	3	
	4	73	100	63.4	28.2	7	1.4	8.5	
	5	30	100	65.5	24.1	10.3	0	10.3	
	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
<b>2008</b>	3	37	100	33.3	45.5	21.2	0	21.2	
	4	69	100	47.6	36.5	11.1	4.8	15.9	
	5	33	100	59.4	28.1	9.4	3.1	12.5	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	35	100	46.9	53.1	0	0	0	
	4	73	100	43.7	49.3	7	0	7	
	5	28	100	63	22.2	3.7	11.1	14.8	
	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
<b>2008</b>	3	38	100	45.7	48.6	2.9	2.9	5.7	
	4	69	100	41.3	44.4	9.5	4.8	14.3	
	5	36	100	71.4	28.6	0	0	0	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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