



Camden Elementary School for the Creative Arts

1304 Lyttleton Street
Camden, SC 29078

Grades	K-5 Elementary School	
Enrollment	549 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

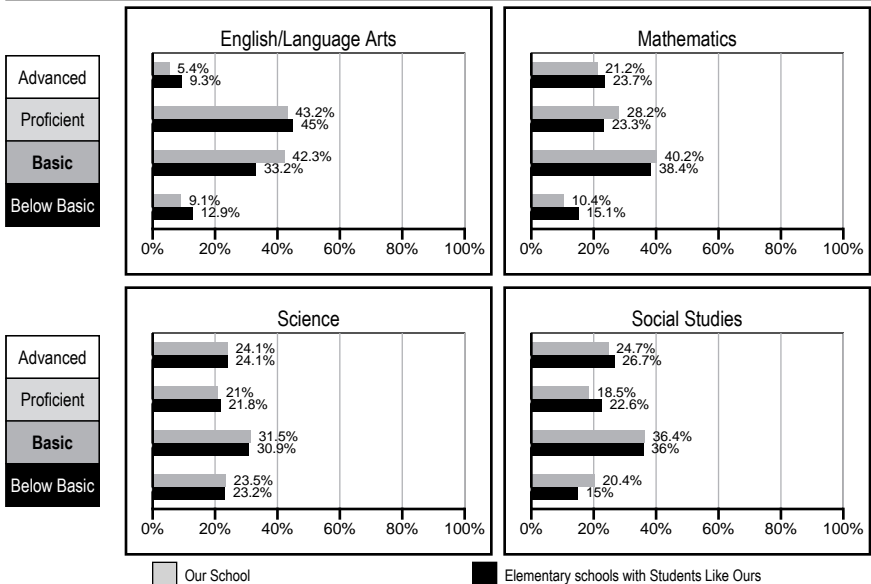
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	23	26	2	0

* 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=549)				
First graders who attended full-day kindergarten	86.8%	Down from 90.4%	100.0%	100.0%
Retention rate	3.0%	Up from 2.5%	1.7%	2.3%
Attendance rate	96.0%	Down from 96.3%	96.7%	96.3%
Eligible for gifted and talented	28.5%	Down from 29.2%	18.9%	10.4%
With disabilities other than speech	7.4%	Up from 5.9%	7.0%	7.5%
Older than usual for grade	0.4%	Down from 1.3%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	58.8%	Down from 65.7%	60.6%	56.7%
Continuing contract teachers	88.2%	Up from 77.1%	78.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.2%	Up from 85.9%	88.1%	86.4%
Teacher attendance rate	95.9%	Up from 94.8%	95.4%	94.9%
Average teacher salary	\$48,179	Up 6.7%	\$46,934	\$45,345
Professional development days/teacher	10.3 days	Up from 9.1 days	11.5 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	2.5	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.3 to 1	20.4 to 1	18.5 to 1
Prime instructional time	89.5%	Up from 89.2%	90.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,689	Up 44.7%	\$6,540	\$7,052
Percent of expenditures for instruction*	72.6%	No Change	70.5%	69.1%
Percent of expenditures for teacher salaries*	70.5%	Down from 97.0%	65.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

With the close of the 2007-08 school year, Camden Elementary completed its eighth 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 eighth Bloomin' Arts Festival was better than ever. Collaborative planning between classroom teachers and the arts specialists insures continued growth with two-way integration of the arts.

Our PACT 2007 results were very good. Camden Elementary School met AYP (Annual Yearly Progress). The school received grants ranging from \$500 to \$5,000.

Camden Elementary was a 2008 Red Carpet winner and an honor roll school for the Dick Riley SIC award.

A focus of CES this year was to improve the amount and use of technology in the classroom. Through the help of our CEP/PTO, Title One funds, grants, and other funds, CES has been able to put a SmartBoard, laptop, and projector in all classrooms. We are currently applying to become an ABC (Arts in the Basic Curriculum) Site school.

Camden Elementary's extraordinary staff continues to benefit from staff development opportunities. Teachers participated in literacy, math, science, social studies, and differentiated instruction workshops. Three teachers participated in the Spoleto Creative Teaching Institute. Our school teacher of the year was a district honor roll (top 5 in the county) teacher.

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 second Camden Elementary Golf Tournament. This event raised over \$9,000 that was used to improve our library. CEP sponsored the Spring Carnival to connect with the community. SIC continues to provide leadership and accountability to help CES meet its SACS plan of action. 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.

Ed Yount, Principal
Brian Hann, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	77	69
Percent satisfied with learning environment	95.0%	92.2%	92.6%
Percent satisfied with social and physical environment	90.0%	93.5%	94.2%
Percent satisfied with school-home relations	100.0%	94.8%	91.3%

* 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 17 out of 17 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	96.0%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	259	100	8.5	42.6	42.2	6.6	66.7	53	48.2	Yes	Yes
Gender											
Male	137	100	11	43.4	39	6.6	61.8	46.4	41.7	N/A	N/A
Female	122	100	5.7	41.8	45.9	6.6	72.1	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	179	100	5.6	39.7	46.9	7.8	73.2	61	60	Yes	Yes
African American	73	100	15.3	50	30.6	4.2	52.8	35.3	31.7	Yes	Yes
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	5	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	39	100	15.4	48.7	25.6	10.3	56.4	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	5	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	94	100	15.1	50.5	29	5.4	48.4	37.9	34	Yes	Yes

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

All Students	259	100	10.5	40.3	29.5	19.8	64.3	50.4	45.8	Yes	Yes
Gender											
Male	137	100	11	38.2	30.1	20.6	66.9	50.6	45.6	N/A	N/A
Female	122	100	9.8	42.6	28.7	18.9	61.5	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	179	100	6.7	31.3	34.6	27.4	73.7	59	59	Yes	Yes
African American	73	100	20.8	59.7	18.1	1.4	41.7	31.3	26.9	Yes	Yes
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	5	I/S	I/S	I/S	I/S	I/S	I/S	39.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	39	100	20.5	41	28.2	10.3	61.5	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	5	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	94	100	20.4	50.5	24.7	4.3	43	35.8	31.4	Yes	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
Science											
All Students	174	100	23.7	30.6	20.8	24.9	45.7	41.7	35.7	96	95.8
Gender											
Male	99	100	20.4	28.6	23.5	27.6	51	45	37.4	95.7	95.6
Female	75	100	28	33.3	17.3	21.3	38.7	38.2	33.8	96.3	95.9
Racial/Ethnic Group											
White	122	100	14.8	29.5	23	32.8	55.7	50.7	49.2	96.1	95.5
African American	48	100	46.8	31.9	14.9	6.4	21.3	22.7	17	95.7	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.3	58	98	96.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	97.3	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.1	91.2
Disability Status											
Disabled	24	100	29.2	33.3	16.7	20.8	37.5	19.5	14	94.2	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	3	I/S	I/S	I/S	I/S	I/S	I/S	15.5	24.4	97.9	96.7
Socio-Economic Status											
Subsided meals	65	100	40.6	28.1	21.9	9.4	31.3	26.8	21.1	95.1	95.2
Social Studies											
All Students	173	99.4	18.7	38	19.9	23.4	43.3	34.5	34	96	95.8
Gender											
Male	86	98.8	14.3	35.7	21.4	28.6	50	38.2	36.6	95.7	95.6
Female	87	100	23	40.2	18.4	18.4	36.8	30.6	31.3	96.3	95.9
Racial/Ethnic Group											
White	113	100	8	35.4	24.8	31.9	56.6	41.4	44.5	96.1	95.5
African American	55	98.2	39.6	43.4	11.3	5.7	17	19.8	19.1	95.7	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98	96.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	97.3	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.1	91.2
Disability Status											
Disabled	25	96	12.5	54.2	25	8.3	33.3	13.1	14.4	94.2	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	4	I/S	I/S	I/S	I/S	I/S	I/S	12.9	27.3	97.9	96.7
Socio-Economic Status											
Subsided meals	64	98.4	38.7	40.3	16.1	4.8	21	20.4	21	95.1	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*	
English/Language Arts									
2007	3	90	100	3.5	24.7	63.5	8.2	71.8	
	4	94	100	8.6	33.3	49.5	8.6	58.1	
	5	102	100	21	36	41	2	43	
	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	82	100	9.8	31.7	52.4	6.1	58.5	
	4	88	100	5.7	40.2	41.4	12.6	54	
	5	89	100	10.1	55.1	33.7	1.1	34.8	
	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	
Mathematics									
2007	3	90	100	9.4	49.4	23.5	17.6	41.2	
	4	94	100	12.9	35.5	25.8	25.8	51.6	
	5	102	100	24	40	21	15	36	
	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	82	100	12.2	47.6	26.8	13.4	40.2	
	4	88	100	11.5	36.8	27.6	24.1	51.7	
	5	89	100	7.9	37.1	33.7	21.3	55.1	
	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	
Science									
2007	3	46	100	22.5	55	12.5	10	22.5	
	4	94	100	25.6	23.3	34.9	16.3	51.2	
	5	53	98.1	31.9	25.5	10.6	31.9	42.6	
	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	42	100	23.8	42.9	23.8	9.5	33.3	
	4	88	100	19.5	25.3	19.5	35.6	55.2	
	5	44	100	31.8	29.5	20.5	18.2	38.6	
	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	
Social Studies									
2007	3	47	100	14.3	42.9	28.6	14.3	42.9	
	4	94	100	22.1	41.9	17.4	18.6	36	
	5	53	100	29.8	44.7	14.9	10.6	25.5	
	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	40	97.5	12.8	56.4	23.1	7.7	30.8	
	4	88	100	18.4	29.9	19.5	32.2	51.7	
	5	45	100	24.4	37.8	17.8	20	37.8	
	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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