



DEWEY CARTER ELEMENTARY

4937 South Irby Street
Effingham, South Carolina

Grades	PK-6 Elementary School	
Enrollment	767 Students	
Principal	Luke Matthews	843-664-8479
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

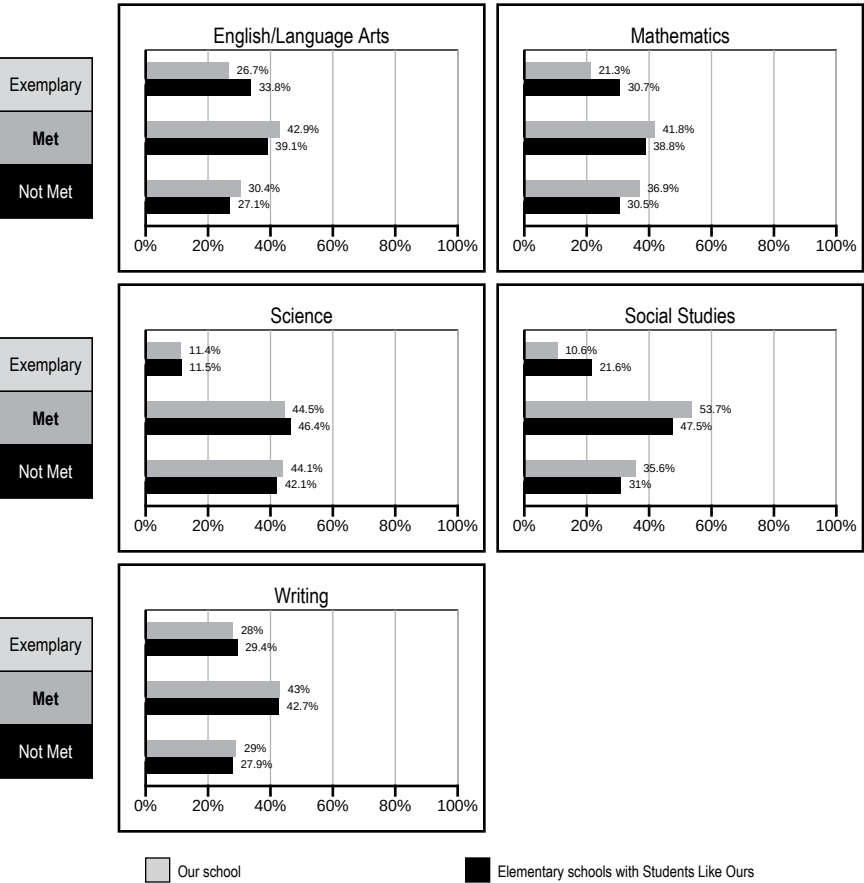
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	97	14	0

* Ratings are calculated with data available by 11/09/2011.

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=767)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Up from 1.1%	1.5%	1.1%
Attendance rate	94.9%	Up from 94.6%	95.9%	96.2%
Served by gifted and talented program	5.9%	No Change	9.2%	13.4%
With disabilities other than speech	7.5%	Down from 10.6%	4.6%	4.1%
Older than usual for grade	2.0%	Down from 2.2%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	63.6%	Up from 58.7%	60.0%	62.5%
Continuing contract teachers	90.9%	Up from 84.8%	88.2%	88.2%
Teachers returning from previous year	96.0%	Up from 92.2%	87.0%	87.8%
Teacher attendance rate	95.1%	Down from 97.0%	94.9%	95.2%
Average teacher salary*	\$47,425	Up 1.4%	\$46,117	\$46,773
Professional development days/teacher	7.7 days	Up from 5.3 days	10.9 days	10.5 days
School				
Principal's years at school	0.5	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 17.3 to 1	19.5 to 1	19.9 to 1
Prime instructional time	89.0%	Down from 90.5%	89.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.8%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,070	Up 1.1%	\$7,476	\$7,447
Percent of expenditures for instruction**	65.8%	Up from 65.3%	67.6%	68.4%
Percent of expenditures for teacher salaries**	63.5%	No Change	64.7%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

This year Dewey Carter's focus is on reading instruction. We currently have two Reading Recovery teachers who work with individuals, as well as small groups, of struggling readers to help overcome obstacles. We continue to utilize such effective programs as Reading Recovery, Early Interventions Strategies and Leap Lab, as well as implement a reading initiative encouraging all students to grow in their skill of and love for reading. Readers doing well on Accelerated Reader tests will earn points for use at the AR store. Students also making their AR goal while maintaining an average of 85% or higher will be rewarded each month. Battle of the Books, grade level competitions and reading nights are just a few additional ways students have to get involved and immersed in reading. In addition to reading incentives, students will also be awarded Dewey Dollars for anything from good or improved grades, behavior, character, etc. to use daily at the school store. This not only encourages the child to grow in all areas, but allows them to purchase supplies necessary for school. The school administration constantly pushes all staff and students towards academic and personal growth. When visiting, you will find us in classrooms working closely with students and teachers. School administration also meets weekly with grade level teachers to align planned instruction with state standards. When finished, teachers post all lesson plans on the school website for interested parents. Classrooms have SMART boards which allow for more in-depth student interaction, internet video streaming, test administration which, with the click of a button, gives instant feedback to students.

Due to the variety of children in each class, teachers are trained in differentiated instruction, Tools for Teaching, cooperative learning strategies, data analysis and inclusion to continually offer children instruction tailored to their specific needs. Our resource teachers will better serve individual students through inclusion. Instead of pulling individual students out of class, inclusion has the resource teacher in the classroom with the student(s) and co-teaching with the classroom teacher, all the while keeping focus on her students and how they are perceiving the information taught. They are then able to step in and redirect when necessary. Dewey Carter already offers an extended day program which addresses skills needing improvement targeted by the Measures of Academic Progress (MAP) assessment and this year, will be equipped with an additional Compass Learning lab to do likewise.

While our teaching focus will continue to be on state standards and data gathered through assessments, we will continue to be data informed – rather than data driven. We are charged with educating the total child. In addition to instruction, we constantly emphasize personal character. We recognize achievements in academics, attendance and positive behaviors. For extracurricular activities, we offer art, dance, chorus and environmental instruction after school. We partner with organizations like the National Network of Partnership Schools to strengthen community relations and participation. Dewey Carter Elementary has accomplished much thus far, and will continue to press on for the love of children.

Mitzi Mozen, School Improvement Council

	Teachers	Students*	Parents*
Number of surveys returned	19	98	29
Percent satisfied with learning environment	84.2%	81.1%	89.3%
Percent satisfied with social and physical environment	94.7%	85.4%	86.2%
Percent satisfied with school-home relations	78.9%	94.8%	79.3%

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

Abbreviations for Missing Data

I/S—Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 15 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	
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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%**	Yes

* Or greater than last year

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	406	99.8	29.3	41.4	29.3	81.1	84.3	82.4	Yes	Yes
Gender										
Male	203	99.5	33	36.3	30.8	76.9	81.6	78.7	N/A	N/A
Female	203	100	25.7	46.4	27.9	85.2	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	213	99.5	22.3	40.6	37.1	86.8	90.6	88.9	Yes	Yes
African American	184	100	38.8	41.9	19.4	73.1	78.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	83	I/S	I/S
Disability Status										
Disabled	78	98.7	49.3	26.8	23.9	56.3	54.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	301	99.7	35	42.1	22.9	76.7	78.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	406	99.8	35.6	40.3	24.1	75.3	81.6	81.9	No	Yes
Gender										
Male	203	99.5	40.1	34.1	25.8	73.6	79.2	79.9	N/A	N/A
Female	203	100	31.1	46.4	22.4	77	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	213	99.5	25.9	43.7	30.5	85.3	90.1	88.9	Yes	Yes
African American	184	100	48.1	36.3	15.6	62.5	73.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	84.4	I/S	I/S
Disability Status										
Disabled	78	98.7	47.9	28.2	23.9	57.7	49.2	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	301	99.7	42.5	38.3	19.2	69.9	74.9	74.9	No	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	243	99.6	42.5	42.9	14.6	57.5	69.7	68.6
Gender								
Male	118	100	39.3	39.3	21.5	60.7	70	68.3
Female	125	99.2	45.5	46.4	8	54.5	69.4	68.9
Racial/Ethnic Group								
White	129	100	32.2	48.3	19.5	67.8	83.9	80.7
African American	109	99.1	55.7	36.1	8.2	44.3	56.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.1	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	70.8
Disability Status								
Disabled	44	97.7	54.8	23.8	21.4	45.2	42.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.7	60.7
Socio-Economic Status								
Subsidized meals	175	99.4	50.6	37.7	11.7	49.4	58.7	57.3

Social Studies

All Students	247	99.6	35	52.7	12.3	65	72.8	72.5
Gender								
Male	127	99.2	31.6	52.6	15.8	68.4	72.3	72
Female	120	100	38.7	52.8	8.5	61.3	73.4	73.1
Racial/Ethnic Group								
White	124	100	29.7	55.1	15.3	70.3	81.2	81
African American	118	99.2	42.9	48	9.2	57.1	64.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.5
Disability Status								
Disabled	46	97.8	50	35	15	50	45.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81.6	69.7
Socio-Economic Status								
Subsidized meals	187	99.5	38.2	50.9	10.9	61.8	64.6	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	120	94.2	29	43	28	71	73.8	73.2	94.9	95.9
Gender										
Male	64	95.3	31.6	47.4	21.1	68.4	67.8	67.2	94.8	95.8
Female	56	92.9	26	38	36	74	79.8	79.4	95.1	96.1
Racial/Ethnic Group										
White	64	96.9	23.3	43.3	33.3	76.7	82	81.5	94.6	95.7
African American	51	94.1	38.6	43.2	18.2	61.4	66	61.3	95.5	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	87	95.9	96.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.3	66.7	93.4	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.3
Disability Status										
Disabled	22	68.2	N/AV	N/AV	N/AV	28.6	28	26	94.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	65.5	65.7	92.6	96
Socio-Economic Status										
Subsidized meals	92	92.4	30.4	45.6	24.1	69.6	65.2	63.2	94.7	95.5

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	78	100	24.7	39.7	35.6	75.3
	4	117	100	28.3	45.3	26.4	71.7
	5	100	100	22.3	48.9	28.7	77.7
	6	82	100	16.9	55.8	27.3	83.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	92	100	16	42	42	84
	4	86	100	35.5	35.5	28.9	64.5
	5	123	99.2	33.6	45.1	21.2	66.4
	6	105	100	30.5	41.1	28.4	69.5
	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
Mathematics							
2010	3	78	100	42.5	23.3	34.2	57.5
	4	117	100	20.8	49.1	30.2	79.2
	5	100	100	36.2	45.7	18.1	63.8
	6	82	100	39	53.2	7.8	61
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	92	100	34.6	29.6	35.8	65.4
	4	86	100	36.8	42.1	21.1	63.2
	5	123	99.2	32.7	42.5	24.8	67.3
	6	105	100	38.9	45.3	15.8	61.1
	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
Science							
2010	3	39	100	57.1	28.6	14.3	42.9
	4	117	100	29.2	58.5	12.3	70.8
	5	51	100	27.1	54.2	18.8	72.9
	6	41	100	31.6	55.3	13.2	68.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	45	100	43.6	28.2	28.2	56.4
	4	85	100	46.1	46.1	7.9	53.9
	5	61	98.4	37.5	44.6	17.9	62.5
	6	52	100	41.7	47.9	10.4	58.3
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	40	100	43.6	43.6	12.8	56.4
	4	117	100	30.2	51.9	17.9	69.8
	5	49	100	50	32.6	17.4	50
	6	42	100	25	70	5	75
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	47	100	33.3	47.6	19	66.7
	4	86	98.8	33.3	58.7	8	66.7
	5	61	100	42.9	44.6	12.5	57.1
	6	53	100	29.8	57.4	12.8	70.2
	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
Writing							
2010	3	77	96.1	52.9	30	17.1	47.1
	4	116	89.7	46.9	41.7	11.5	53.1
	5	101	96	30.4	41.3	28.3	69.6
	6	83	96.4	20.3	56.8	23	79.7
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	120	94.2	29	43	28	71
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample