



## CAMDEN ELEMENTARY SCHOOL FOR THE CREATIV

1304 Lytleton Street  
Camden, SC 29020

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	618 Students	
<b>Principal</b>	Ed Yount	803-425-8960
<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 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Good	Good
2009	Good	Average
2008	Good	Average
2007	Good	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

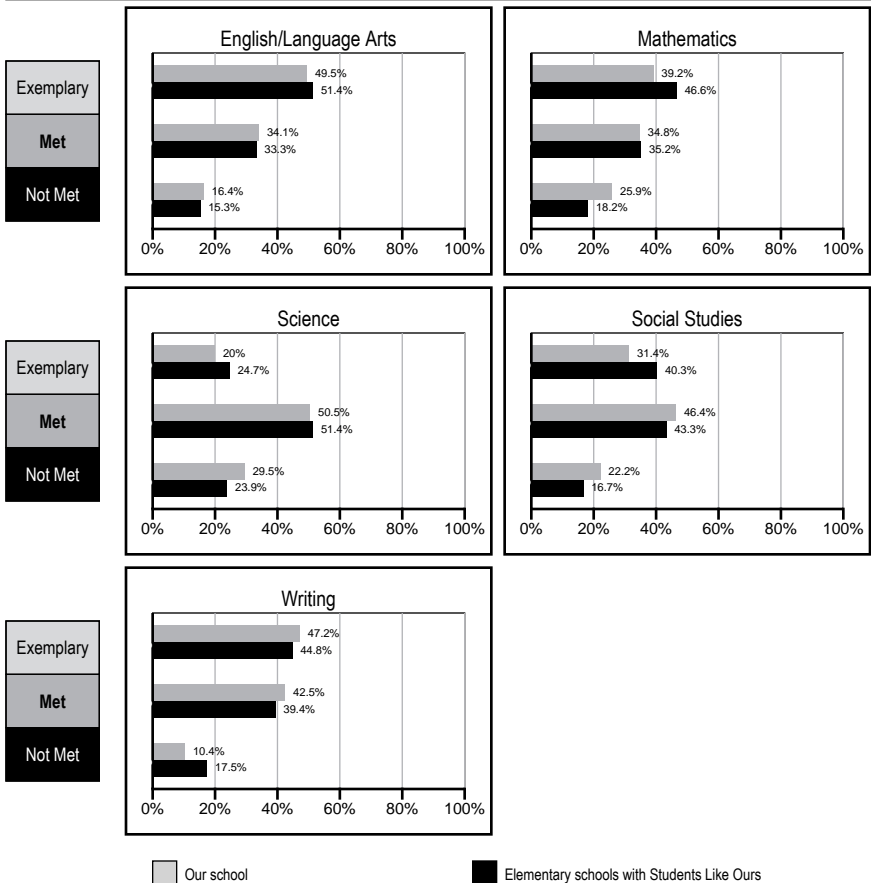
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
35	24	4	2	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
<b>Students (n=618)</b>				
First graders who attended full-day kindergarten	85.3%	Down from 91.8%	100.0%	100.0%
Retention rate	0.6%	Down from 2.2%	0.8%	1.1%
Attendance rate	96.1%	Up from 96.0%	96.6%	96.2%
Served by gifted and talented program	30.4%	Down from 32.6%	21.5%	13.4%
With disabilities other than speech	1.4%	Down from 9.1%	3.7%	4.1%
Older than usual for grade	1.1%	Down from 1.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	75.0%	Up from 68.6%	64.7%	62.5%
Continuing contract teachers	100.0%	No Change	90.3%	88.2%
Teachers returning from previous year	91.2%	Up from 90.1%	89.1%	87.8%
Teacher attendance rate	94.0%	Up from 93.8%	95.2%	95.2%
Average teacher salary*	\$49,938	Up 1.5%	\$48,461	\$46,773
Professional development days/teacher	9.4 days	Up from 4.1 days	9.8 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.5	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.2 to 1	20.5 to 1	19.9 to 1
Prime instructional time	88.9%	No Change	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.9%	Down from 95.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,719	Down 5.7%	\$7,087	\$7,447
Percent of expenditures for instruction**	73.7%	Up from 72.6%	70.3%	68.4%
Percent of expenditures for teacher salaries**	73.3%	Up from 70.9%	68.9%	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

## Report of Principal and School Improvement Council

With the close of the 2010-11 school year, Camden Elementary completed its eleventh year with arts integration as an area of focus. Arts 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 we had our eleventh Bloomin' Arts Festival. Collaborative planning between classroom teachers and the arts specialists ensures continued growth with two way integration of the arts. We have become Arts in the Basic Curriculum site school.

Our 2010 PASS results ranked in the Top of our school district and helped us receive a Palmetto Silver Award for outstanding student academic performance. CES received a \$15,000 grant from the John Stevens Foundation to help put a leveled test library in every classroom. Our students raised over \$8,000 for charity between Relay for Life and Jump Rope for Heart.

Camden Elementary extraordinary staff continues to benefit from staff development opportunities. Teachers participated in literacy, math, science, social studies and differentiated instruction workshops. Two teachers received a Gifted and Talented endorsement.

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 raised funds, Our CEP/PTO raised over \$70,000 to put a leveled texted library and assessment kit in every classroom. They sponsored the fifth annual Camden Elementary Golf Tournament. The tournament had over 50 corporate sponsors for this year. 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. We believe in our slogan "Our Future Is SO Bright We Gotta Wear Shades."

Ed Yount, Principal  
Tracy West, SIC President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	99	93
Percent satisfied with learning environment	87.9%	92.9%	85.9%
Percent satisfied with social and physical environment	90.9%	90.9%	93.5%
Percent satisfied with school-home relations	100.0%	86.7%	84.9%

\* 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

NO

This school met 16 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

## Teacher Quality and Student Attendance

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%**	Yes

\* Or greater than last year

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

All Students	328	99.4	16.8	34	49.2	89	85.2	82.4	Yes	Yes
<b>Gender</b>										
Male	183	99.5	20.9	34.3	44.8	84.9	82.3	78.7	N/A	N/A
Female	145	99.3	11.7	33.6	54.7	94.2	88.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	202	100	8.7	27.7	63.6	93.3	89.1	88.9	Yes	Yes
African American	109	98.2	33.3	43.4	23.2	80.8	76.3	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	15	100	15.4	53.8	30.8	84.6	84.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	83	I/S	I/S
<b>Disability Status</b>										
Disabled	39	94.9	38.2	32.4	29.4	73.5	51.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	81.7	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	147	99.3	29.6	41.5	28.9	80.7	79.2	75.4	Yes	Yes

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

All Students	328	99.4	26.5	35	38.5	83.2	84.2	81.9	Yes	Yes
<b>Gender</b>										
Male	183	99.5	28.5	32.6	39	80.8	82.3	79.9	N/A	N/A
Female	145	99.3	24.1	38	38	86.1	86.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	202	100	13.3	35.4	51.3	89.7	88.9	88.9	Yes	Yes
African American	109	98.2	53.5	31.3	15.2	67.7	72.9	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.7	94.6	I/S	I/S
Hispanic	15	100	15.4	61.5	23.1	100	87.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	39	94.9	52.9	29.4	17.6	61.8	51.2	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	85.2	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	147	99.3	45.2	40	14.8	71.9	77.8	74.9	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
<b>Science</b>								
All Students	211	100	28.1	49.2	22.6	71.9	72.3	68.6
<b>Gender</b>								
Male	113	100	29.2	45.3	25.5	70.8	72.5	68.3
Female	98	100	26.9	53.8	19.4	73.1	72	68.9
<b>Racial/Ethnic Group</b>								
White	129	100	14.5	54.8	30.6	85.5	81.3	80.7
African American	70	100	50	39.1	10.9	50	52.9	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.3	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	65.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	24	100	42.9	23.8	33.3	57.1	39.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	59.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	95	100	46.6	43.2	10.2	53.4	61.4	57.3
<b>Social Studies</b>								
All Students	218	99.1	24.2	44.4	31.4	75.8	72.8	72.5
<b>Gender</b>								
Male	128	99.2	28.9	32.2	38.8	71.1	72.2	72
Female	90	98.9	17.4	61.6	20.9	82.6	73.5	73.1
<b>Racial/Ethnic Group</b>								
White	133	100	13.7	43.5	42.7	86.3	78	81
African American	75	97.3	45.6	45.6	8.8	54.4	60.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	29	93.1	46.2	23.1	30.8	53.8	45.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	95	99	37.9	47.1	14.9	62.1	63.3	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
<b>Writing</b>										
All Students	114	93.9	10.4	42.5	47.2	89.6	77.8	73.2	96.1	95.9
<b>Gender</b>										
Male	62	95.2	15.5	48.3	36.2	84.5	73.2	67.2	96.1	95.8
Female	52	92.3	4.2	35.4	60.4	95.8	82.8	79.4	96.2	96
<b>Racial/Ethnic Group</b>										
White	76	98.7	4.1	37.8	58.1	95.9	84	81.5	96	95.6
African American	28	78.6	27.3	59.1	13.6	72.7	66.1	61.3	96.1	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	95.8	96.9
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	60.3	97.8	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	94.8	95.3
<b>Disability Status</b>										
Disabled	14	50	I/S	I/S	I/S	I/S	27.4	26	94.7	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60.8	65.7	98.2	97
<b>Socio-Economic Status</b>										
Subsidized meals	46	93.5	21.4	52.4	26.2	78.6	67.1	63.2	95.9	95.5

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
<b>English/Language Arts</b>							
<b>2010</b>	3	98	100	16.8	22.1	61.1	83.2
	4	96	100	13.7	38.9	47.4	86.3
	5	87	98.9	16.9	42.2	41	83.1
	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
<b>2011</b>	3	113	99.1	26.5	20.6	52.9	73.5
	4	101	100	8.2	35.1	56.7	91.8
	5	114	99.1	15.5	45.5	39.1	84.5
	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
<b>Mathematics</b>							
<b>2010</b>	3	98	100	29.5	37.9	32.6	70.5
	4	96	100	11.6	40	48.4	88.4
	5	87	98.9	18.1	45.8	36.1	81.9
	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
<b>2011</b>	3	113	99.1	45.1	24.5	30.4	54.9
	4	101	100	18.6	38.1	43.3	81.4
	5	114	99.1	16.4	41.8	41.8	83.6
	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
<b>Science</b>							
<b>2010</b>	3	49	98	50	41.3	8.7	50
	4	96	100	18.9	58.9	22.1	81.1
	5	45	93.3	51.2	41.5	7.3	48.8
	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
<b>2011</b>	3	53	100	39.6	43.8	16.7	60.4
	4	101	100	21.6	51.5	26.8	78.4
	5	57	100	29.6	50	20.4	70.4
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	49	95.9	23.9	43.5	32.6	76.1
	4	96	100	15.8	49.5	34.7	84.2
	5	45	97.8	33.3	52.4	14.3	66.7
	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
<b>2011</b>	3	60	98.3	29.6	50	20.4	70.4
	4	101	100	19.6	50.5	29.9	80.4
	5	57	98.3	26.8	28.6	44.6	73.2
	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
<b>Writing</b>							
<b>2010</b>	3	98	93.9	25.8	38.2	36	74.2
	4	96	95.8	16.5	36.3	47.3	83.5
	5	87	86.2	13.9	40.3	45.8	86.1
	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
<b>2011</b>	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	114	93.9	10.4	42.5	47.2	89.6
	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

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