



## Dewey-Carter Elementary

4937 South Irby St  
Effingham, SC 29541

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	764 Students	
<b>Principal</b>	Luke Matthews	843-664-8479
<b>Superintendent</b>	Allie E. Brooks	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Below Average</b>
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average

## 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://www.eoc.sc.gov>

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

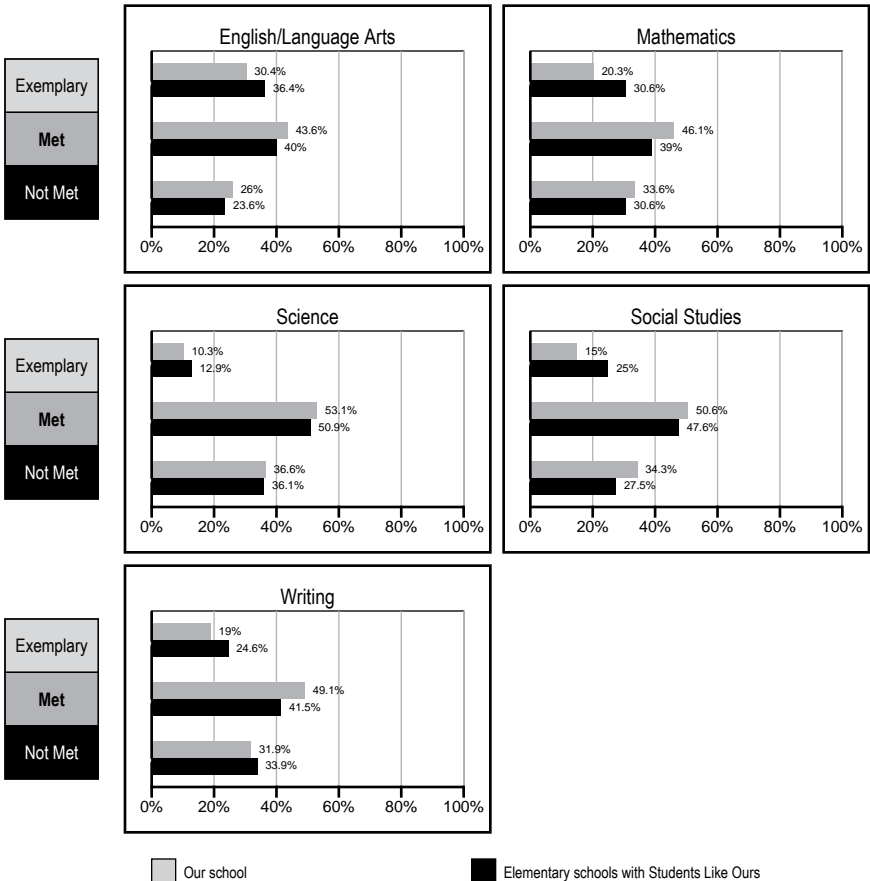
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.9%

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

Excellent	Good	Average	Below Average	At-Risk
10	20	93	11	1

\* Ratings are calculated with data available by 12/14/2013.

**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

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## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=764)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 3.9%	1.2%	0.9%
Attendance rate	95.0%	Down from 95.4%	96.0%	96.3%
Served by gifted and talented program	5.0%	N/A	5.0%	7.2%
With disabilities	14.8%	N/A	14.1%	12.4%
Older than usual for grade	4.2%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	66.7%	Up from 64.6%	61.0%	62.5%
Continuing contract teachers	90.2%	Down from 93.8%	83.3%	83.3%
Teachers returning from previous year	92.4%	Down from 96.9%	87.8%	88.3%
Teacher attendance rate	94.6%	Down from 98.7%	94.7%	95.0%
Average teacher salary*	\$47,245	Down 0.8%	\$47,320	\$48,193
Professional development days/teacher	9.0 days	Up from 8.1 days	11.1 days	11.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 27.1 to 1	19.9 to 1	20.1 to 1
Prime instructional time	88.3%	Down from 93.5%	89.6%	90.0%
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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$5,928	Down 2.6%	\$7,492	\$7,364
Percent of expenditures for instruction**	70.0%	Up from 68.2%	68.0%	68.0%
Percent of expenditures for teacher salaries**	68.0%	Up from 67.0%	65.0%	66.0%

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

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

This year we continue to look to new and innovative ways of addressing mastery of standards while maintaining a balance with traditional, proven methods of instruction. We are working hard to affectively teach writing, utilizing a variety of resources to do so. Our teachers have acquired a \$34,000 grant for computers and software enabling us to better provide writing instruction. We have also acquired extra funding for a writing instructor to work directly with students, as well as help classroom teachers better transition students into effective writers. In planning ahead, beginning in two years, our students will be taking the Smarter Balanced Assessment on the computer. To address this, students will begin learning and mastering typing skills weekly in the computer lab.

We will continue to refine the Accelerated Reader 85% Club, Battle of the Books competition and other reading initiatives begun in previous years.

In the area of math, our school has adopted a new curriculum – Everyday Math – that heavily focuses on understanding mathematical concepts rather than simply how to “get the answer.” In addition to our new curriculum, we will continue our emphasis on math by continuing with Flash Masters, a quarterly Math Bee and professional development for our teachers.

This summer we hosted Camp Kaleidoscope, a summer program designed to address reading and math standards. Students received instruction through “real-world” experiences in reading, measurement and numbers & operations through geocaching, building, shopping, and cooking.

While our teachers’ focus will be on Common Core standards with data gathered through a variety of 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 behavior. We offer a number of extracurricular clubs and activities including the CARE club with environmental instruction, as well as art, chorus, Beta Club and others. We partner with organizations like the National Network of Partnership Schools and local churches to strengthen community relations and participation. The staff of Dewey L. Carter Elementary has accomplished much thus far, and will continue to press on for the love of children.

Luke Matthews, Principal

Wayne Gerald, School Improvement Council

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	35	97	45
Percent satisfied with learning environment	100%	73.2%	84.5%
Percent satisfied with social and physical environment	91.4%	82.3%	86.6%
Percent satisfied with school-home relations	88.5%	80.9%	84.8%

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

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## ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>76.4</b>
<b>Overall Grade Conversion</b>	<b>C</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Dewey-Carter Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	649.5	637.6	615.5	618.4	100.0	100.0
Male	645.9	636.9	615.9	623.8	100.0	100.0
Female	653.0	638.3	615.1	612.8	100.0	100.0
White	659.6	649.4	628.6	626.1	100.0	100.0
African American	638.1	623.4	599.6	608.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	625.5	611.8	593.4	601.8	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	642.9	631.1	608.9	614.3	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
<b>Grades 6-8</b>						
All Students	643.0	624.2	599.9	623.2	100.0	100.0
Male	644.7	629.5	590.0	637.2	100.0	100.0
Female	641.4	618.9	607.0	603.8	100.0	100.0
White	652.3	631.8	610.0	625.4	100.0	100.0
African American	634.1	617.8	589.8	620.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	639.2	618.0	596.7	615.7	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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>2012</b>	3	99	100	25.3	27.6	47.1	74.7
	4	92	100	25	51.2	23.8	75
	5	104	100	40.2	38.1	21.6	59.8
	6	128	100	32.5	35.9	31.6	67.5
	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
<b>2013</b>	3	107	100	17	35.1	47.9	83
	4	99	100	27.5	47.3	25.3	72.5
	5	99	100	18.7	59.3	22	81.3
	6	106	100	37.6	30.7	31.7	62.4
	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>2012</b>	3	99	100	32.2	34.5	33.3	67.8
	4	92	100	32.1	38.1	29.8	67.9
	5	104	100	38.1	40.2	21.6	61.9
	6	128	100	23.1	53.8	23.1	76.9
	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>2013</b>	3	107	100	25.5	38.3	36.2	74.5
	4	99	100	31.9	49.5	18.7	68.1
	5	99	100	29.7	51.6	18.7	70.3
	6	106	100	43.6	41.6	14.9	56.4
	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>2012</b>	3	50	100	43.9	34.1	22	56.1
	4	92	100	28.6	58.3	13.1	71.4
	5	55	100	32.7	48.1	19.2	67.3
	6	62	100	20.3	64.4	15.3	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
<b>2013</b>	3	52	100	18.2	63.6	18.2	81.8
	4	99	100	38.5	49.5	12.1	61.5
	5	47	100	25.6	62.8	11.6	74.4
	6	55	100	54.9	37.3	7.8	45.1
	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

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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>2012</b>	3	49	100	17.4	58.7	23.9	82.6
	4	91	100	19.3	68.7	12	80.7
	5	49	100	57.8	31.1	11.1	42.2
	6	67	100	23.7	61	15.3	76.3
	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
<b>2013</b>	3	55	100	20	56	24	80
	4	99	98	31.5	57.3	11.2	68.5
	5	52	100	47.9	33.3	18.8	52.1
	6	51	100	34	46	20	66
	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>2012</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	103	97.1	35.1	43.6	21.3	64.9
	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>2013</b>	3	107	97.2	31.9	52.1	16	68.1
	4	98	96.9	36	50.6	13.5	64
	5	99	97	34.1	43.2	22.7	65.9
	6	106	99.1	25.7	50.5	23.8	74.3
	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

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