



Baron DeKalb Elementary

2684 Baron DeKalb Rd.

Camden, South Carolina

Grades	PK-5 Elementary School	
Enrollment	174 Students	
Principal	Betty D. Turner	803-432-2483
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

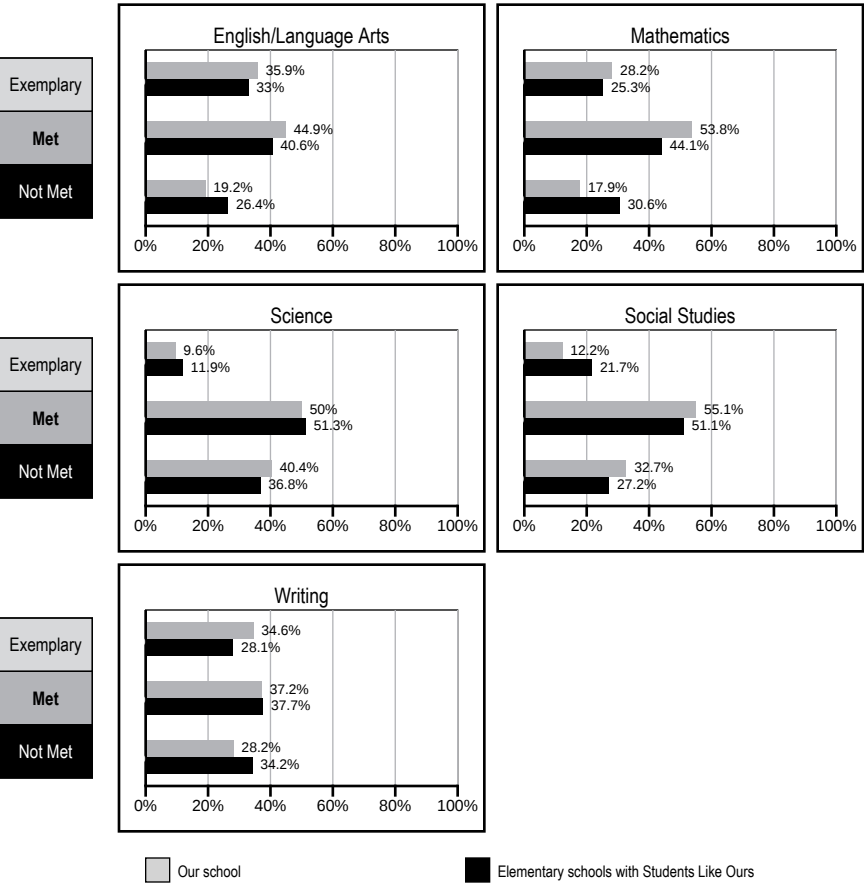
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	12	97	12	0

* Ratings are calculated with data available by 06/01/2010.

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=174)				
First graders who attended full-day kindergarten	96.8%	Down from 100.0%	100.0%	100.0%
Retention rate	0.6%	Down from 5.4%	2.4%	1.9%
Attendance rate	96.5%	Down from 96.6%	96.2%	96.3%
Eligible for gifted and talented	16.9%	Up from 5.7%	8.5%	10.0%
With disabilities other than speech	5.4%	Down from 6.7%	9.1%	7.7%
Older than usual for grade	0.0%	Down from 0.8%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 2.2%	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	76.9%	No Change	58.3%	59.4%
Continuing contract teachers	92.3%	Up from 84.6%	82.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.3%	Down from 83.6%	86.2%	85.9%
Teacher attendance rate	97.3%	Up from 95.6%	95.0%	95.1%
Average teacher salary*	\$49,762	Up 11.1%	\$47,161	\$47,149
Professional development days/teacher	13.5 days	Up from 11.1 days	11.9 days	11.1 days
School				
Principal's years at school	1.0	Down from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 13.1 to 1	18.9 to 1	18.8 to 1
Prime instructional time	93.4%	Up from 88.5%	90.1%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,098	Up 18.5%	\$7,330	\$7,458
Percent of expenditures for instruction**	65.0%	Up from 58.7%	68.5%	68.8%
Percent of expenditures for teacher salaries**	61.7%	Up from 54.6%	61.2%	63.2%

* 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

As we enthusiastically proclaim in our motto, we are “soaring to success” at Baron DeKalb Elementary School. Due to the hard work of our dynamic grant writing team (Donna Farnum, Frederica Brown, Robin Sowell, and Lucinda Howell), we received two 21st Century grants, totaling \$217,000.00. The funds will be used to continue our Big Splash after-school program and to provide a summer enrichment program for students in grades K-5. Thanks to the dedication of Cafeteria Manager Lisa Luce and staff, our breakfast program was recognized by the USDA for being one of the best in the Southeast. BDK achieved Adequate Yearly Progress (AYP) by meeting 13 out of 13 objectives that are included in the No Child Left Behind federal legislation requirements. Two of our teachers, Kimberly Simon and Robin Sowell, earned National Board certification. Mrs. Sowell also received an \$800.00 Target grant. In our continuing effort to grow an exemplary writing program at Baron DeKalb Elementary, emphasis is placed on student’s use of effective writing skills, such as Blue Ribbon Writing, Full Moon Poetry, and Writing Workshop. The State newspaper published poems submitted by two of our students and Kathy Wright’s kindergarten class. Professional development opportunities for teachers included book studies, sharing of best practices, and participation in a writing workshop seminar. We have high expectations for student learning, and we celebrate the achievements of our students in a variety of ways, such as Awards Day, AR & AM Parades, and Star Students. This is our fourth year as a PBIS (Positive Behavioral Interventions and Support) school. The goal of PBIS is to teach positive behavior expectations through positive recognition of student contributions. Our award-winning Parent Teacher Organization (PTO) and outstanding School Improvement Council (SIC) are very supportive of our efforts to improve student learning and increase parent involvement. The PTO sponsored the Fall Carnival and was instrumental in establishing a Boy Scouts troop at BDK. Thanks to the efforts of our parents, we also have a Girl Scouts troop. Based on the SIC parent survey results, plans to install a safety wall and build an outdoor classroom are in progress. Building positive relationships is the key to our success at Baron DeKalb Elementary School. Betty D. Turner, Principal; Candace Anderson, School Improvement Council Co-Chair; Marvin Jones, School Improvement Council Co-Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	31	17
Percent satisfied with learning environment	100.0%	77.4%	70.6%
Percent satisfied with social and physical environment	100.0%	80.6%	76.5%
Percent satisfied with school-home relations	90.9%	93.5%	76.5%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 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	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	87	100	19.2	44.9	35.9	89.7	86.1	82.8	Yes	Yes
Gender										
Male	47	100	22.2	44.4	33.3	86.7	82.7	79.3	N/A	N/A
Female	40	100	15.2	45.5	39.4	93.9	89.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	55	100	22.4	42.9	34.7	89.8	89.7	89.5	Yes	Yes
African American	30	100	14.8	44.4	40.7	88.9	78.3	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	55.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	64	100	18.6	45.8	35.6	88.1	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	87	100	17.9	53.8	28.2	89.7	81.7	78.9	Yes	Yes
Gender										
Male	47	100	17.8	57.8	24.4	91.1	79.6	77	N/A	N/A
Female	40	100	18.2	48.5	33.3	87.9	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	55	100	16.3	53.1	30.6	93.9	86.7	87.2	Yes	Yes
African American	30	100	22.2	55.6	22.2	81.5	70.8	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	49	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	64	100	18.6	54.2	27.1	86.4	73.5	70.2	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
Science								
All Students	57	100	40.4	50	9.6	59.6	70.6	67.5
Gender								
Male	33	100	34.4	53.1	12.5	65.6	69.1	67
Female	24	100	50	45	5	50	72.3	68
Racial/Ethnic Group								
White	28	100	30.8	57.7	11.5	69.2	77.5	79.5
African American	28	100	52	40	8	48	56.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	59.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	39.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	51.9	59.6
Socio-Economic Status								
Subsided meals	49	100	44.4	46.7	8.9	55.6	60.2	55.1

Social Studies								
All Students	57	98.3	32.7	55.1	12.2	67.3	73.4	72.3
Gender								
Male	31	96.8	31	62.1	6.9	69	72.6	71.5
Female	26	100	35	45	20	65	74.3	73.2
Racial/Ethnic Group								
White	39	100	29.4	55.9	14.7	70.6	78.4	80.7
African American	16	93.8	38.5	53.8	7.7	61.5	62.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	48.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.6	67.9
Socio-Economic Status								
Subsided meals	38	97.4	32.4	55.9	11.8	67.6	64	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	83	100	28.2	37.2	34.6	71.8	75.7	70.2	96.5	95.7
Gender										
Male	46	100	40	33.3	26.7	60	69.1	63.2	96.4	95.5
Female	37	100	12.1	42.4	45.5	87.9	82.6	77.5	96.7	95.9
Racial/Ethnic Group										
White	53	100	26.5	38.8	34.7	73.5	80.9	79.1	96.4	95.5
African American	28	100	25.9	37	37	74.1	64	57.6	96.7	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	86.2	N/A	96.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.3	62.6	95.3	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	68.7	97.5	91.7
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	29.9	26.1	95.5	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.3	61.2	94.1	96.2
Socio-Economic Status										
Subsidized meals	60	100	30.5	33.9	35.6	69.5	64.8	58.9	96.4	95.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	26	100	8.7	34.8	56.5	91.3
	4	27	100	21.7	47.8	30.4	78.3
	5	34	100	25	50	25	75
	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
Mathematics							
2009	3	26	100	8.7	34.8	56.5	91.3
	4	27	100	21.7	52.2	26.1	78.3
	5	34	100	21.9	68.8	9.4	78.1
	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
Science							
2009	3	12	100	N/AV	N/AV	N/AV	75
	4	27	100	34.8	43.5	21.7	65.2
	5	18	100	N/AV	N/AV	N/AV	41.2
	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
Social Studies							
2009	3	14	100	N/AV	N/AV	N/AV	100
	4	27	96.3	21.7	73.9	4.3	78.3
	5	16	100	73.3	20	6.7	26.7
	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
Writing							
2009	3	25	100	13	30.4	56.5	87
	4	25	100	39.1	43.5	17.4	60.9
	5	33	100	31.3	37.5	31.3	68.8
	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

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