

JACKSON SCHOOL

1109 Campbell Street
Camden, South Carolina

Grades	K-5 Elementary School	
Enrollment	389 Students	
Principal	Gerald Gary	803-425-8965
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	Good

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

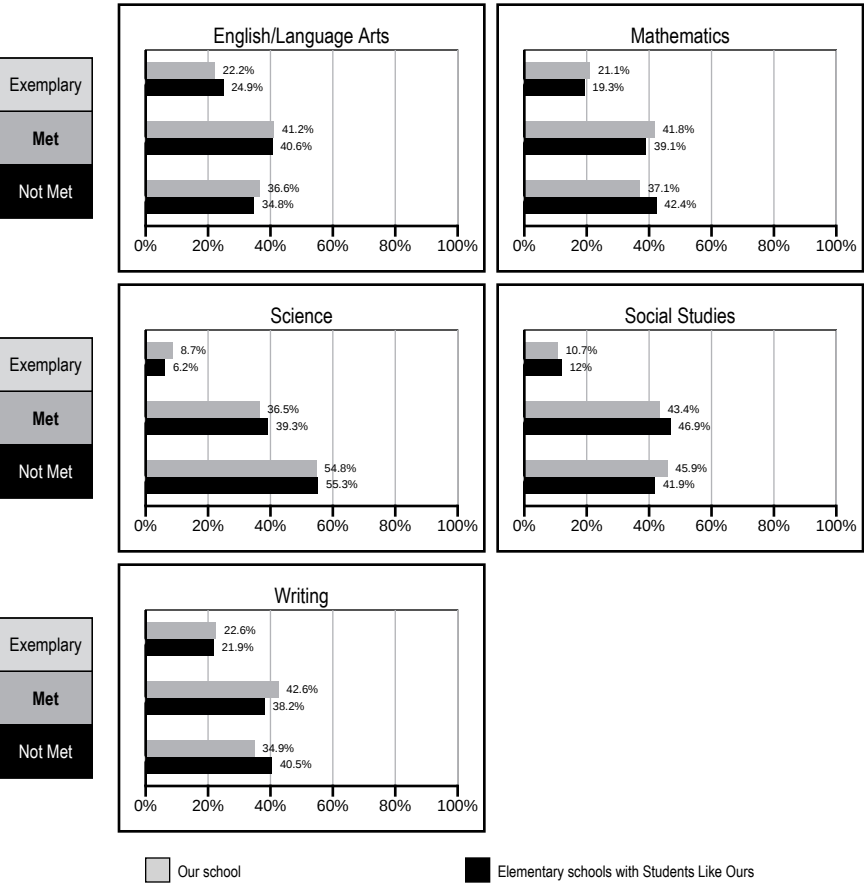
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	79	57	23

* Ratings are calculated with data available by 03/09/2011.

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=389)				
First graders who attended full-day kindergarten	100.0%	Up from 97.1%	100.0%	100.0%
Retention rate	2.5%	Down from 4.0%	1.5%	1.2%
Attendance rate	95.6%	Up from 95.5%	95.9%	96.1%
Eligible for gifted and talented	8.2%	Up from 7.5%	4.4%	11.7%
With disabilities other than speech	7.3%	Up from 5.6%	8.4%	8.0%
Older than usual for grade	0.6%	Down from 2.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	69.0%	Up from 68.8%	60.0%	60.5%
Continuing contract teachers	82.8%	Down from 84.4%	78.9%	84.6%
Teachers with emergency or provisional certificates	4.0%	Up from 3.7%	0.0%	0.0%
Teachers returning from previous year	92.5%	Up from 90.8%	83.4%	87.0%
Teacher attendance rate	96.5%	Up from 95.2%	95.4%	95.4%
Average teacher salary*	\$47,296	Down 0.7%	\$45,509	\$47,288
Professional development days/teacher	4.2 days	Down from 7.0 days	10.7 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 15.1 to 1	17.2 to 1	19.2 to 1
Prime instructional time	91.8%	Up from 89.9%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.9%	Down from 99.4%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,356	Up 15.5%	\$8,762	\$7,548
Percent of expenditures for instruction**	71.4%	Up from 70.6%	68.1%	68.7%
Percent of expenditures for teacher salaries**	67.0%	Up from 65.9%	62.5%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Jackson School focuses on meeting the needs of individual students, which in turn creates group success. We are proud of the fact that we will be moving in to a new school for the upcoming year. In addition, we are just as excited that we met AYP this past year and improved our Absolute and Improvement Rating as well.

We are proud of the fact that all classrooms have smart boards and other Multimedia technology to enhance instruction. Our developmentally-appropriate space for students has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratios continues to be one of the strengths of our program.

As part of our school planning process, we will continue to review our test scores and make good decisions for groups of students as well as focus on the test scores of individual students. We will also continue to use MAP (Measures of Academic Progress) data to differentiate instruction for all students. The use of this data has enabled us to make instructional changes to meet the needs of the individual learner. As a team, we will continue to work on stretching our high expectations. We have worked on discipline, morale, and meeting the needs of a diverse community. Many variables are included in providing the very best learning environment for all students. As a team we will continue to strive to provide the very best educational setting for all students.

Gerald E. Gary, Principal
Linda McCleod, School Improvement Council Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	34	70	19
Percent satisfied with learning environment	84.8%	78.6%	57.9%
Percent satisfied with social and physical environment	87.9%	71.4%	73.7%
Percent satisfied with school-home relations	70.6%	82.6%	73.7%

* 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	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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	204	100	36.6	41.2	22.2	80.4	85.9	83.5	Yes	Yes
Gender										
Male	98	100	40.6	41.7	17.7	77.1	83.5	80.1	N/A	N/A
Female	106	100	32.7	40.8	26.5	83.7	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	30	100	24.1	37.9	37.9	93.1	89.7	89.6	I/S	I/S
African American	163	100	40.9	41.6	17.5	77.3	77	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.1	92.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	86	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	24	100	N/A	N/A	N/A	41.7	52.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	38.1	41.5	20.5	80.1	79.5	76.9	Yes	Yes

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

All Students	204	100	37.1	41.8	21.1	72.7	82.5	80.4	Yes	Yes
Gender										
Male	98	100	36.5	45.8	17.7	69.8	80.5	78.4	N/A	N/A
Female	106	100	37.8	37.8	24.5	75.5	84.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	30	100	20.7	34.5	44.8	82.8	87.2	87.8	I/S	I/S
African American	163	100	42.2	43.5	14.3	69.5	71.4	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.6	93.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	24	100	83.3	12.5	4.2	16.7	48.3	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	38.6	40.9	20.5	71.6	75.3	72.8	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	131	100	54.8	36.5	8.7	45.2	69.5	67.3
Gender								
Male	61	100	47.5	42.6	9.8	52.5	69.4	66.9
Female	70	100	61.5	30.8	7.7	38.5	69.6	67.7
Racial/Ethnic Group								
White	18	100	22.2	61.1	16.7	77.8	78.1	79.6
African American	105	100	63	32	5	37	50.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	85	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	57.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	17	100	N/A	N/A	N/A	17.6	34.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	50.5	58.6
Socio-Economic Status								
Subsidized meals	117	100	57.9	34.2	7.9	42.1	57.6	55.4

Social Studies

All Students	129	100	45.9	43.4	10.7	54.1	73.9	70.9
Gender								
Male	62	100	50	41.7	8.3	50	74.2	70.1
Female	67	100	41.9	45.2	12.9	58.1	73.6	71.7
Racial/Ethnic Group								
White	19	100	55.6	27.8	16.7	44.4	79.3	79.2
African American	103	100	47.4	44.3	8.2	52.6	61.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.8	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	70.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	11	100	N/A	N/A	N/A	9.1	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	114	100	45.5	43.8	10.7	54.5	64.2	60.8

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	204	100	34.9	42.6	22.6	65.1	76.2	72.1	95.6	95.5
Gender										
Male	99	100	41.7	40.6	17.7	58.3	69.6	65.2	94.9	95.4
Female	105	100	28.3	44.4	27.3	71.7	83.2	79.2	96.4	95.6
Racial/Ethnic Group										
White	29	100	25	35.7	39.3	75	81	80.8	95.6	95.2
African American	163	100	38.5	43.6	17.9	61.5	65	59.7	95.6	96
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	93.1	87	98.8	96.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	72.8	64.6	96.9	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	88.6
Disability Status										
Disabled	24	100	91.7	4.2	4.2	8.3	28.9	27.7	95.1	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	67.5	63.7	97.6	96.5
Socio-Economic Status										
Subsidized meals	182	100	36	42.1	21.9	64	66.9	61.9	95.7	95

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
English/Language Arts							
2009	3	59	100	29.8	29.8	40.4	70.2
	4	76	100	36.6	47.9	15.5	63.4
	5	65	100	41.9	41.9	16.1	58.1
	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
2010	3	69	100	41.5	23.1	35.4	58.5
	4	56	100	29.6	48.1	22.2	70.4
	5	79	100	37.3	52	10.7	62.7
	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
Mathematics							
2009	3	59	100	36.8	36.8	26.3	63.2
	4	76	100	26.8	53.5	19.7	73.2
	5	65	100	56.5	35.5	8.1	43.5
	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
2010	3	69	100	46.2	30.8	23.1	53.8
	4	56	100	25.9	50	24.1	74.1
	5	79	100	37.3	45.3	17.3	62.7
	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
Science							
2009	3	30	100	62.1	31	6.9	37.9
	4	76	100	52.1	36.6	11.3	47.9
	5	33	100	61.3	35.5	3.2	38.7
	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
2010	3	36	100	67.6	17.6	14.7	32.4
	4	56	100	42.6	50	7.4	57.4
	5	39	100	60.5	34.2	5.3	39.5
	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

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
Social Studies							
2009	3	29	100	21.4	67.9	10.7	78.6
	4	76	100	29.6	59.2	11.3	70.4
	5	32	100	N/AV	N/AV	N/AV	35.5
	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
2010	3	33	100	54.8	32.3	12.9	45.2
	4	56	100	37	48.1	14.8	63
	5	40	100	51.4	45.9	2.7	48.6
	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
Writing							
2009	3	59	100	27.6	22.4	50	72.4
	4	75	98.7	40.3	43.1	16.7	59.7
	5	64	100	52.4	39.7	7.9	47.6
	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
2010	3	67	100	46.2	32.3	21.5	53.8
	4	58	100	18.2	54.5	27.3	81.8
	5	79	100	37.3	42.7	20	62.7
	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

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