



## St. Paul Elementary

9297 Alex Harvin Highway  
Summerton, SC 29148

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | 3-6 Elementary School  |              |
| <b>Enrollment</b>     | 261 Students           |              |
| <b>Principal</b>      | Rosa T. Dingle         | 803-478-2286 |
| <b>Superintendent</b> | Dr. Rose H. Wilder     | 803-485-2325 |
| <b>Board Chair</b>    | Ms. Vastine C. Johnson | 803-478-8445 |

# 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>Average</b> |
| 2012        | Average         | Average        |
| 2011        | Average         | Average        |
| 2010        | Average         | Average        |
| 2009        | 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://www.eoc.sc.gov>

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

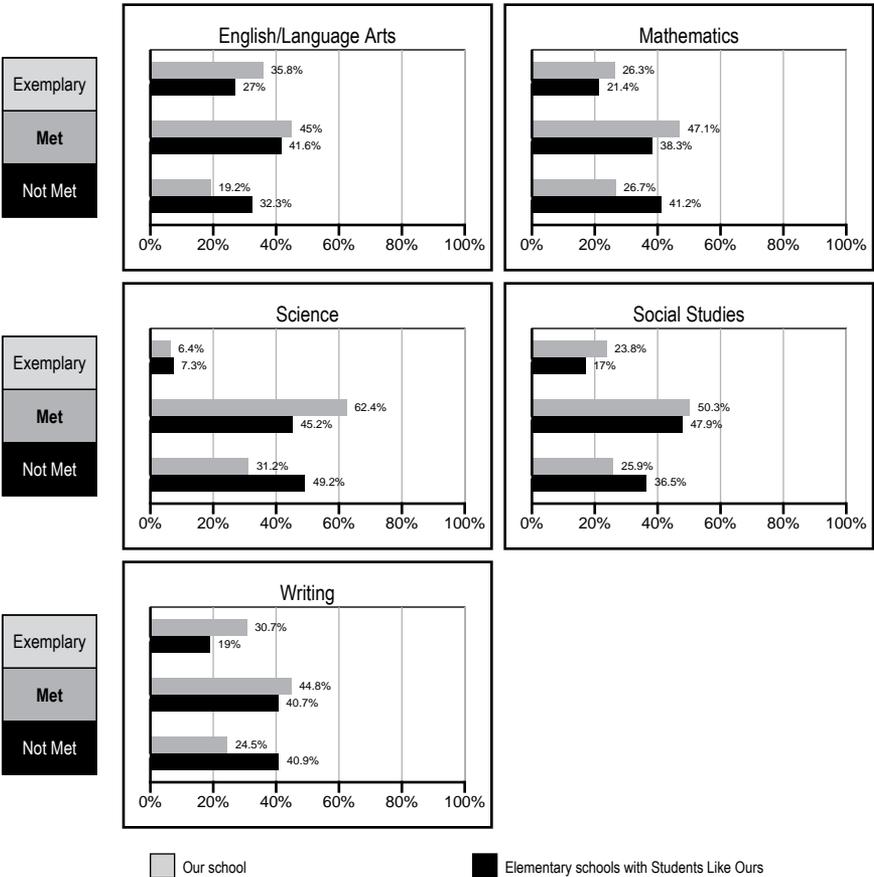
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.3%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 9    | 76      | 40            | 15      |

\* 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

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=261)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | N/R        | N/R                   | 100.0%                                     | 100.0%                   |
| Retention rate   | 3.5%       | Up from 0.4%          | 1.1%                                       | 0.9%                     |
| Attendance rate  | 97.9%      | Down from 98.1%       | 95.9%                                      | 96.3%                    |
| Served by gifted and talented program  | 2.8%       | N/A                   | 2.5%                                       | 7.2%                     |
| With disabilities  | 15.4%      | N/A                   | 13.5%                                      | 12.4%                    |
| Older than usual for grade   | 7.1%       | N/A                   | 2.9%                                       | 1.9%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.4%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=10)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 80.0%      | Down from 90.0%       | 60.0%                                      | 62.5%                    |
| Continuing contract teachers   | 50.0%      | Down from 80.0%       | 74.3%                                      | 83.3%                    |
| Teachers returning from previous year  | 80.5%      | Down from 81.0%       | 84.6%                                      | 88.3%                    |
| Teacher attendance rate  | 98.0%      | Down from 99.0%       | 94.9%                                      | 95.0%                    |
| Average teacher salary*  | \$43,495   | Up 7.2%               | \$45,939                                   | \$48,193                 |
| Professional development days/teacher  | 2.9 days   | Down from 3.4 days    | 10.4 days                                  | 11.0 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 4.0        | Up from 3.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.1 to 1  | Up from 17.6 to 1     | 17.7 to 1                                  | 20.1 to 1                |
| Prime instructional time   | 95.4%      | Down from 96.2%       | 89.6%                                      | 90.0%                    |
| Opportunities in the arts  | Poor       | Down from Good        | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 97.7%      | Down from 99.0%       | 100.0%                                     | 100.0%                   |
| Character development program  | Average    | Down from Good        | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$10,236   | Up 12.9%              | \$8,612                                    | \$7,364                  |
| Percent of expenditures for instruction**                                    | 65.0%      | Up from 64.1%         | 67.0%                                      | 68.0%                    |
| Percent of expenditures for teacher salaries**                               | 62.0%      | Up from 61.6%         | 64.0%                                      | 66.0%                    |

\* 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**

Teaching and learning continued to be the driving force at St. Paul Elementary School. Response to Intervention was implemented into the master schedule to provide all students with the best opportunity to succeed in school, identify students that needed further assistance, and ensure students received appropriate instruction and support.

Several teachers looped with their students and we continued with our single-gender classrooms. Looping and Single-gender classes are "Best Practices" that have proven to be a success for our school. Looping is an educational practice in which a single graded class of students stays with a teacher for two or more years. Single-gender is a research-based program that facilitates achievement for all students.

Academically, we continued to utilize the South Carolina academic standards as the driving force for instruction. Our students participated in the Save the Children Literacy program. Achieve 3000, USA Test Prep, Success Maker, and Accelerated Reading were computer-based programs used to enhance the curriculum. Teachers continued to work with the University of South Carolina (USC) Education faculty throughout the calendar year. Our teachers participated in an array of professional development, including site-based study groups, training seminars, educational conferences, and peer observations.

Our students participated in the Pee Dee Region II Spelling Bee, Regional Science Fair Competition, and Relay for Life campaign and a number of other annual school events.

Our family involvement was excellent as we celebrated numerous family activities.

Our annual 5th grade Washington, D.C. educational tour was a huge success. Our students toured The Dr. Martin Luther King Jr. National Memorial, The U.S. Holocaust Memorial Museum, The Washington Monument, The Smithsonian National Museum of American History, and took a trolley ride around Washington, D.C. exploring the historical sites.

Data will continue to drive our instruction as we continue to prepare our students for a global society.

Rosa Dingle, Principal  
Everette Rendell, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 17              | 63               | 48              |
| Percent satisfied with learning environment            | 94.2%           | 88.9%            | 81.2%           |
| Percent satisfied with social and physical environment | 100%            | 87.3%            | 85.4%           |
| Percent satisfied with school-home relations           | 92.3%           | 88.7%            | 70.8%           |

\* 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>91.1</b> |
| <b>Overall Grade Conversion</b>      | <b>A</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

St. Paul 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  | N/A          | 2.3%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0%         | 4.9%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 97.9%      | 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                      | 664.8    | 644.6     | 608.1        | 634.1               | 99.6         | 99.6          |
| Male                              | 657.5    | 637.7     | 596.5        | 627.1               | 99.2         | 99.2          |
| Female                            | 671.5    | 650.9     | 618.7        | 640.5               | 100.0        | 100.0         |
| White                             | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| African American                  | 664.0    | 644.8     | 607.6        | 632.8               | 99.6         | 99.6          |
| 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                 | 97.1         | 97.1          |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 663.5    | 643.5     | 607.8        | 632.5               | 99.6         | 99.6          |
| Annual Measurable Objective (AMO) | 635.0    | 635.0     | 635.0        | 635.0               | 95.0         | 95.0          |
| <b>Grades 6-8</b>                 |          |           |              |                     |              |               |
| All Students                      | 629.3    | 630.6     | 623.1        | 626.0               | 99.6         | 99.6          |
| Male                              | 613.5    | 626.8     | 614.9        | 630.1               | 99.2         | 99.2          |
| Female                            | 646.2    | 634.6     | 630.3        | 620.6               | 100.0        | 100.0         |
| White                             | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| African American                  | 628.0    | 629.0     | 623.1        | 623.7               | 99.6         | 99.6          |
| 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                 | 97.1         | 97.1          |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 628.7    | 630.9     | 623.0        | 626.0               | 99.6         | 99.6          |
| Annual Measurable Objective (AMO) | 628.0    | 628.0     | 628.0        | 628.0               | 95.0         | 95.0          |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 55                            | 94.6     | 21.2      | 26.9  | 51.9        | 78.8               |
|                              | 4     | 65                            | 93.9     | 26.3      | 49.1  | 24.6        | 73.7               |
|                              | 5     | 73                            | 100      | 32.4      | 48.5  | 19.1        | 67.6               |
|                              | 6     | 53                            | 100      | 30.6      | 42.9  | 26.5        | 69.4               |
|                              | 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>2013</b>                  | 3     | 72                            | 98.6     | 1.4       | 34.8  | 63.8        | 98.6               |
|                              | 4     | 54                            | 100      | 36        | 30    | 34          | 64                 |
|                              | 5     | 60                            | 100      | 10.3      | 62.1  | 27.6        | 89.7               |
|                              | 6     | 66                            | 98.5     | 31.3      | 51.6  | 17.2        | 68.8               |
|                              | 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     | 55                            | 100      | 24.1      | 29.6  | 46.3        | 75.9               |
|                              | 4     | 65                            | 100      | 42.6      | 49.2  | 8.2         | 57.4               |
|                              | 5     | 73                            | 100      | 30.9      | 48.5  | 20.6        | 69.1               |
|                              | 6     | 53                            | 100      | 32.7      | 51    | 16.3        | 67.3               |
|                              | 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     | 72                            | 98.6     | 24.6      | 40.6  | 34.8        | 75.4               |
|                              | 4     | 54                            | 100      | 28        | 46    | 26          | 72                 |
|                              | 5     | 60                            | 100      | 15.5      | 55.2  | 29.3        | 84.5               |
|                              | 6     | 66                            | 98.5     | 35.9      | 46.9  | 17.2        | 64.1               |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 26                            | 100      | 36        | 56    | 8           | 64                 |
|                              | 4     | 65                            | 100      | 32.8      | 63.9  | 3.3         | 67.2               |
|                              | 5     | 37                            | 100      | 44.1      | 38.2  | 17.6        | 55.9               |
|                              | 6     | 27                            | 100      | 56        | 40    | 4           | 44                 |
|                              | 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     | 35                            | 100      | 36.4      | 57.6  | 6.1         | 63.6               |
|                              | 4     | 53                            | 100      | 36.7      | 59.2  | 4.1         | 63.3               |
|                              | 5     | 30                            | 100      | 14.3      | 82.1  | 3.6         | 85.7               |
|                              | 6     | 32                            | 100      | 31.3      | 53.1  | 15.6        | 68.8               |
|                              | 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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2012</b>           | 3     | 29                            | 100      | 27.6      | 44.8  | 27.6        | 72.4               |
|                       | 4     | 65                            | 100      | 18        | 73.8  | 8.2         | 82                 |
|                       | 5     | 36                            | 100      | 41.2      | 32.4  | 26.5        | 58.8               |
|                       | 6     | 26                            | 100      | 8.3       | 62.5  | 29.2        | 91.7               |
|                       | 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     | 38                            | 97.4     | 16.7      | 52.8  | 30.6        | 83.3               |
|                       | 4     | 53                            | 100      | 32.7      | 46.9  | 20.4        | 67.3               |
|                       | 5     | 30                            | 100      | 16.7      | 50    | 33.3        | 83.3               |
|                       | 6     | 34                            | 97.1     | 31.3      | 53.1  | 15.6        | 68.8               |
|                       | 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     | 71                            | 100      | 35.3      | 38.2  | 26.5        | 64.7               |
|                       | 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                |
| <b>2013</b>           | 3     | 73                            | 97.3     | 14.5      | 43.5  | 42          | 85.5               |
|                       | 4     | 54                            | 96.3     | 35.4      | 37.5  | 27.1        | 64.6               |
|                       | 5     | 61                            | 98.4     | 13.8      | 58.6  | 27.6        | 86.2               |
|                       | 6     | 66                            | 100      | 35.4      | 40    | 24.6        | 64.6               |
|                       | 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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