



## St Paul Elementary

3074 Liberty Hill Road  
Summerton, SC 29148

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	194 Students	
<b>Principal</b>	Rosa T. Dingle	803-478-2286
<b>Superintendent</b>	Dr. Rose H. Wilder	803-485-2325
<b>Board Chair</b>	Mr. John D. Bonaparte	803-505-2222

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>At-Risk</b>
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Good	Excellent
2005	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 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**

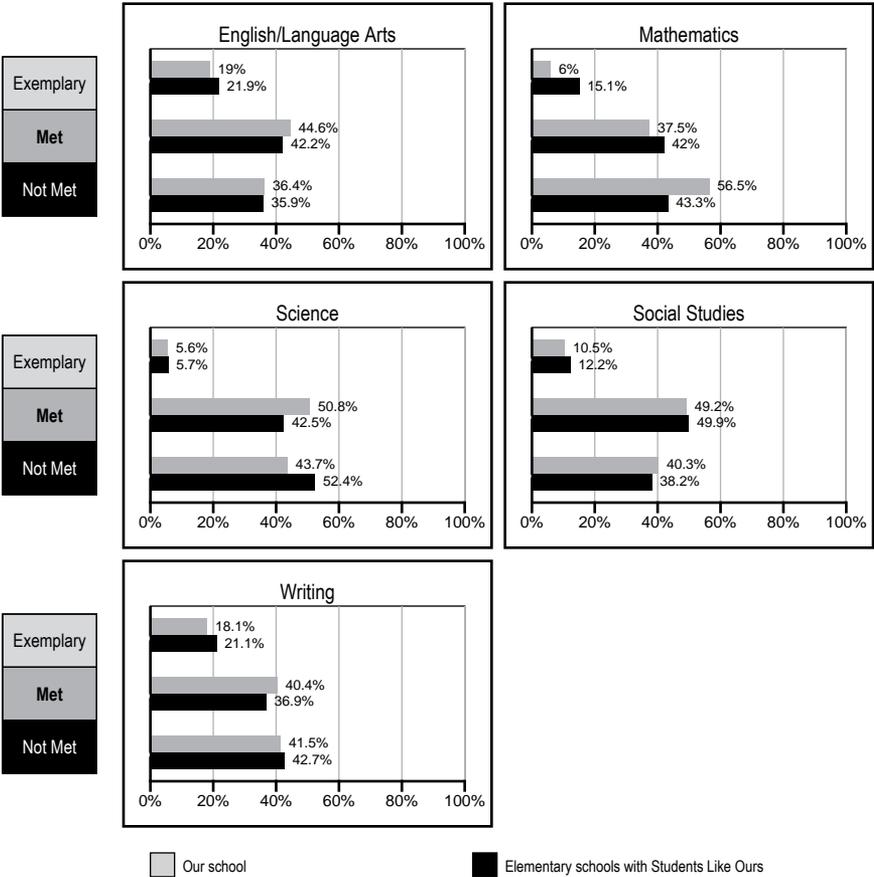
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.8%

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

Excellent	Good	Average	Below Average	At-Risk
1	3	65	62	32

\* 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
<b>Students (n=194)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.5%	Up from 0.5%	2.4%	1.9%
Attendance rate	96.3%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	7.1%	Down from 9.2%	3.1%	10.0%
With disabilities other than speech	12.6%	Down from 15.0%	7.5%	7.7%
Older than usual for grade	0.0%	Down from 1.5%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.2%	Up from 2.5%	0.0%	0.0%
<b>Teachers (n=14)</b>				
Teachers with advanced degrees	57.1%	Up from 52.9%	57.1%	59.4%
Continuing contract teachers	64.3%	Up from 29.4%	71.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	52.3%	Down from 53.0%	81.7%	85.9%
Teacher attendance rate	96.6%	Up from 95.4%	95.2%	95.1%
Average teacher salary*	\$38,713	Down 2.3%	\$45,790	\$47,149
Professional development days/teacher	4.5 days	Down from 16.8 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	6.5	Up from 5.5	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 17.1 to 1	16.7 to 1	18.8 to 1
Prime instructional time	90.7%	Up from 88.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	67.9%	Up from 66.1%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,779	Up 44.4%	\$8,668	\$7,458
Percent of expenditures for instruction**	57.7%	Down from 66.8%	68.3%	68.8%
Percent of expenditures for teacher salaries**	54.8%	Down from 60.5%	61.9%	63.2%

\* 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

St. Paul Elementary is the home of 193 students in grades three through five. Our school theme is "Going Beyond Expectations," which symbolizes the staff's focus on diligence and hard work. We realize that by doing so, we give our students the best opportunity for success in becoming productive citizens of South Carolina.

St. Paul Elementary strives to go beyond expectations for all students through its program of instructional excellence that includes both professional development for teachers and classroom instruction in the areas of English/Language arts, math, science, social studies, and the arts. In addition, our staff and students receive assistance from the instructional support staff, which includes our media specialist, curriculum resource teacher, technology coach, science and computer lab teachers, and our cross-trained curriculum. Our school-wide instructional focus includes data-driven instruction and differentiated instruction based on MAP, PACT, and classroom assessments.

Students at St. Paul also have many opportunities for academic balance and developmental enrichment that include scouting, St. Paul Elementary Chorus, Boys to Men, and the Chess Club. Students also participate in the Math Multiplication Bowl, Science Fair, Spelling Bee, Accelerated Reading, and other school events.

Parent and community involvement are also integral aspects of St. Paul school's program. Some of the activities that our parents are involved with include PTO, SIC, and Family Reading Night. The parents and community look forward to annual events such as: Muffins for Moms, Grits for Grands, Doughnuts for Dads, Veterans Day, Legislative Day, and the Reading on the Green. Each day the focus at St. Paul Elementary School is "Going Beyond Expectations" to ensure success for all students.

Patricia R. Middleton, Principal  
Willie Mae Bradley, School Improvement Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	52	24
Percent satisfied with learning environment	76.9%	88.2%	87.5%
Percent satisfied with social and physical environment	69.2%	84.3%	78.3%
Percent satisfied with school-home relations	84.6%	84.3%	70.8%

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

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School Adequate Yearly Progress

NO

This school met 12 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

NI

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	193	99	36	44.1	19.9	79.6	73.4	82.8	Yes	Yes
<b>Gender</b>										
Male	95	99	44	36.3	19.8	72.5	66.9	79.3	N/A	N/A
Female	98	99	28.4	51.6	20	86.3	79.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	I/S	89.5	I/S	I/S
African American	186	98.9	35.2	44.7	20.1	80.4	73.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	81.3	9.4	9.4	34.4	35.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	180	99.4	37.7	44	18.3	78.9	72.9	75.5	Yes	Yes

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

All Students	193	99	55.9	37.6	6.5	58.1	63.7	78.9	Yes	Yes
<b>Gender</b>										
Male	95	99	54.9	38.5	6.6	57.1	61.5	77	N/A	N/A
Female	98	99	56.8	36.8	6.3	58.9	65.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	I/S	87.2	I/S	I/S
African American	186	98.9	55.3	38	6.7	58.7	63.8	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	84.4	12.5	3.1	25	37.1	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	180	99.4	56.6	37.7	5.7	57.1	63.4	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	132	99.2	43.3	50.4	6.3	56.7	56.2	67.5
<b>Gender</b>								
Male	60	100	37.9	55.2	6.9	62.1	59.8	67
Female	72	98.6	47.8	46.4	5.8	52.2	52.6	68
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	I/S	79.5
African American	127	99.2	44.3	50.8	4.9	55.7	55.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	23	100	68.2	22.7	9.1	31.8	28.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	59.6
<b>Socio-Economic Status</b>								
Subsidized meals	123	99.2	46.6	48.3	5.1	53.4	54	55.1
<b>Social Studies</b>								
All Students	130	99.2	40	48.8	11.2	60	56.7	72.3
<b>Gender</b>								
Male	66	100	38.1	50.8	11.1	61.9	55	71.5
Female	64	98.4	41.9	46.8	11.3	58.1	58.4	73.2
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	126	99.2	38.8	49.6	11.6	61.2	57.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	22	100	66.7	28.6	4.8	33.3	25.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	67.9
<b>Socio-Economic Status</b>								
Subsidized meals	122	99.2	41.5	50	8.5	58.5	55.6	62.1

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	197	98.5	41.5	40.4	18.1	58.5	59.2	70.2	96.3	96.4
<b>Gender</b>										
Male	97	99	49.5	37.6	12.9	50.5	53.8	63.2	96	96.3
Female	100	98	33.7	43.2	23.2	66.3	64.7	77.5	96.7	96.4
<b>Racial/Ethnic Group</b>										
White	6	I/S	I/S	I/S	I/S	I/S	I/S	79.1	95.4	95.7
African American	188	98.9	40.9	40.3	18.8	59.1	59.5	57.6	96.4	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	62.6	95.6	97.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	97.6	97.6
<b>Disability Status</b>										
Disabled	31	93.6	N/AV	N/AV	N/AV	7.1	17.9	26.1	96.3	96.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	61.2	N/A	N/A
<b>Socio-Economic Status</b>										
Subsidized meals	184	98.4	44	40	16	56	57.5	58.9	96.3	96.3

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>2009</b>	3	63	98.4	31.1	34.4	34.4	68.9
	4	70	98.6	37.9	45.5	16.7	62.1
	5	60	100	39	52.5	8.5	61
	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>2009</b>	3	63	98.4	59	34.4	6.6	41
	4	70	98.6	37.9	51.5	10.6	62.1
	5	60	100	72.9	25.4	1.7	27.1
	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>Science</b>							
<b>2009</b>	3	31	100	32.3	61.3	6.5	67.7
	4	70	98.6	39.4	53	7.6	60.6
	5	31	100	63.3	33.3	3.3	36.7
	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>Social Studies</b>							
<b>2009</b>	3	31	100	40	50	10	60
	4	70	98.6	28.8	57.6	13.6	71.2
	5	29	100	65.5	27.6	6.9	34.5
	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>Writing</b>							
<b>2009</b>	3	64	100	36.1	32.8	31.1	63.9
	4	73	98.6	39.1	43.5	17.4	60.9
	5	60	96.7	50	44.8	5.2	50
	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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