



Paris Elementary

32 East Belvue Road
Taylors, South Carolina

Grades	K-5 Elementary School	
Enrollment	572 Students	
Principal	David Wise	864-355-4260
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Good	Below Average
2006	Good	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

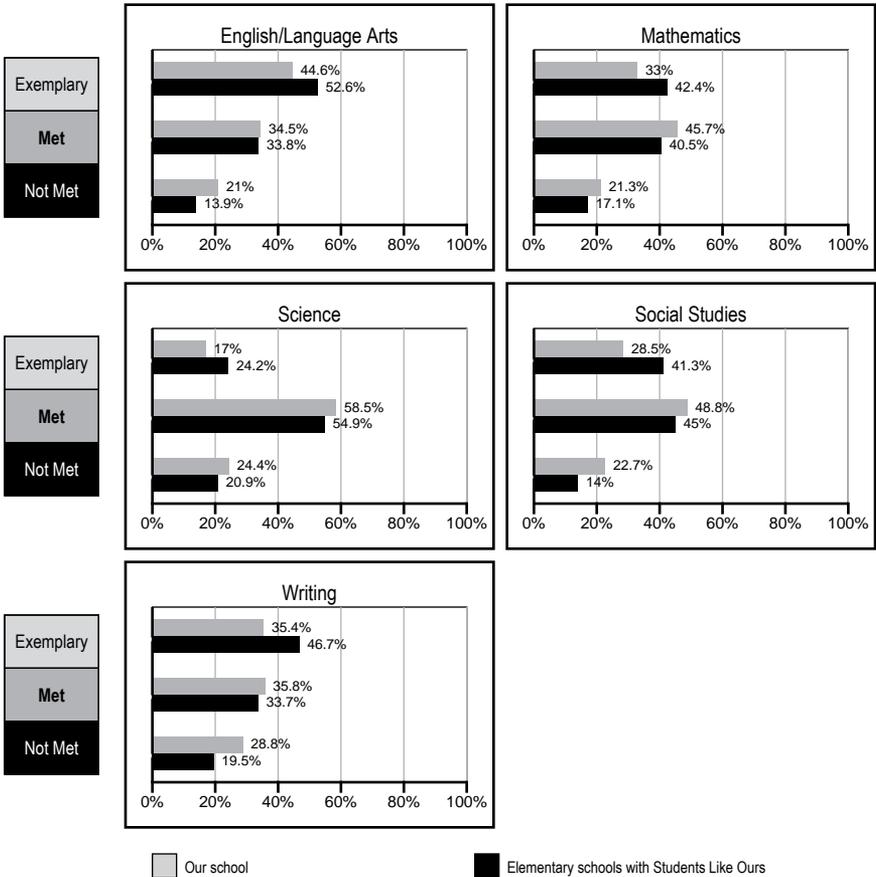
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	11	5	0	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=572)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	No Change	1.7%	1.9%
Attendance rate	96.4%	Down from 96.5%	96.7%	96.3%
Eligible for gifted and talented	17.0%	Down from 20.1%	18.0%	10.0%
With disabilities other than speech	14.8%	Up from 14.2%	6.7%	7.7%
Older than usual for grade	0.0%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	57.9%	Up from 52.6%	60.3%	59.4%
Continuing contract teachers	86.8%	Down from 89.5%	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.1%	Down from 89.8%	86.9%	85.9%
Teacher attendance rate	95.8%	Down from 96.2%	95.6%	95.1%
Average teacher salary*	\$46,041	Up 2.4%	\$48,542	\$47,149
Professional development days/teacher	11.3 days	Down from 14.9 days	10.9 days	11.1 days
School				
Principal's years at school	1.0	Down from 15.0	3.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 20.9 to 1	20.3 to 1	18.8 to 1
Prime instructional time	91.7%	Up from 90.7%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,783	Up 4.2%	\$6,632	\$7,458
Percent of expenditures for instruction**	66.6%	Up from 66.5%	70.6%	68.8%
Percent of expenditures for teacher salaries**	62.4%	Up from 60.6%	66.1%	63.2%

* 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

Paris Elementary, a Red Carpet School, is truly a unique educational setting. Nestled at the base of Paris Mountain, the school is rich in tradition and history. Students moved into the new facility in 2004. Paris remains a focal point of the community and maintains close ties to the history of the area, including the grounds of Camp Sevier, a World War I training ground.

Paris continued with the theme "Growing Responsible Citizens" for 2008-2009. The school uses the Highly Effective Teaching (HET) school model. All of the Paris staff has been trained in the program, which focuses on practically implementing brain-based strategies.

All academic programs at the school are student-centered and research-based to ensure the best possible education for our students. Our reading and language arts programs are based on Pat Cunningham's 4-Blocks method. We use this in conjunction with our Accelerated Reader program to serve the individual needs of our students. Our math program employs a hands-on approach using the Everyday Counts Calendar Math program and is enhanced by using the Math Superstars program to promote creative and higher-order thinking to solve word problems. This year we began using Odyssey CompassLearning, a computer-based instructional program that addresses students' needs. Our teachers use hands-on science kits and project teaching in Social Studies. The faculty is well-trained to provide an exciting combination of standards-based thematic units by integrating subjects.

The success of Paris Elementary is heightened by support from the PTA and our surrounding community. Our PTA contributes an enormous amount of time and financial resources to programs in the school that benefit all students, such as Young Author's Week, Science is Fun Day, and Accelerated Reading Celebrations. Volunteers deliver SEEDS reading lessons to classrooms, tutor students, assist teachers, and help with the maintenance and beautification of the school.

The school staff, parents, students, and community all work together to ensure student achievement and success. Together, we look towards continuing to build on the traditions and excellence that define Paris Elementary.

David G. Wise, Principal
Danielle LaTourette, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	78	53
Percent satisfied with learning environment	100.0%	84.6%	90.4%
Percent satisfied with social and physical environment	97.3%	87.0%	92.3%
Percent satisfied with school-home relations	97.3%	93.5%	92.5%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	280	99.6	21	34.5	44.6	88.4	84	82.8	Yes	Yes
Gender										
Male	152	100	19.9	37.7	42.5	87	80.8	79.3	N/A	N/A
Female	128	99.2	22.3	30.6	47.1	90.1	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	226	99.6	18.1	33.8	48.1	90.3	89.5	89.5	Yes	Yes
African American	33	100	35.5	45.2	19.4	74.2	72.7	73.7	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	13	100	41.7	25	33.3	83.3	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	68	100	48.5	30.3	21.2	65.2	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	29.4	35.3	35.3	88.2	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	98	99	29.7	41.8	28.6	83.5	74.4	75.5	Yes	Yes

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

All Students	280	99.6	21.3	45.7	33	86.1	80.9	78.9	Yes	Yes
Gender										
Male	152	100	18.5	45.9	35.6	87	79.6	77	N/A	N/A
Female	128	99.2	24.8	45.5	29.8	85.1	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	226	99.6	17.1	46.8	36.1	88.9	87	87.2	Yes	Yes
African American	33	100	45.2	38.7	16.1	64.5	66.3	66.7	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	13	100	33.3	41.7	25	91.7	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	68	100	47	37.9	15.2	66.7	48.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	29.4	58.8	11.8	88.2	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	98	99	33	50.5	16.5	79.1	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	185	99.5	24.4	58.5	17	75.6	71.3	67.5
Gender								
Male	98	100	23.2	55.8	21.1	76.8	70.8	67
Female	87	98.9	25.9	61.7	12.3	74.1	71.8	68
Racial/Ethnic Group								
White	152	99.3	20.1	60.4	19.4	79.9	79.5	79.5
African American	20	100	57.9	36.8	5.3	42.1	53	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	11	100	N/AV	N/AV	N/AV	72.7	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	48	100	57.4	36.2	6.4	42.6	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	11	100	27.3	63.6	9.1	72.7	60.4	59.6
Socio-Economic Status								
Subsided meals	67	98.5	29	59.7	11.3	71	57.5	55.1
Social Studies								
All Students	183	99.5	22.7	48.8	28.5	77.3	75.7	72.3
Gender								
Male	99	100	20.4	50.5	29	79.6	75.1	71.5
Female	84	98.8	25.3	46.8	27.8	74.7	76.3	73.2
Racial/Ethnic Group								
White	151	99.3	22.5	47.9	29.6	77.5	81.7	80.7
African American	19	100	27.8	44.4	27.8	72.2	61.5	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	40	100	38.5	43.6	17.9	61.5	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	69	67.9
Socio-Economic Status								
Subsided meals	63	98.4	31.6	54.4	14	68.4	63.9	62.1

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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	282	99.7	28.8	35.8	35.4	71.2	72.9	70.2	96.4	96.5
Gender										
Male	153	99.4	33.3	38.8	27.9	66.7	66.4	63.2	96.2	96.4
Female	129	100	23.4	32.3	44.4	76.6	79.7	77.5	96.6	96.5
Racial/Ethnic Group										
White	225	100	23.5	37.8	38.7	76.5	80.5	79.1	96.2	96.3
African American	37	97.3	55.9	23.5	20.6	44.1	57.1	57.6	96.5	96.5
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97.4	97.6
Hispanic	12	100	58.3	16.7	25	41.7	61.3	62.6	97.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	99.9	95.2
Disability Status										
Disabled	73	98.6	60.6	26.8	12.7	39.4	28.4	26.1	95.7	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	17	100	47.1	41.2	11.8	52.9	60.5	61.2	97.9	97.2
Socio-Economic Status										
Subsidized meals	97	99	38	37	25	62	58.8	58.9	95.7	95.8

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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	102	100	25.5	19.4	55.1	74.5
	4	88	98.9	17.3	44.4	38.3	82.7
	5	90	100	19.3	42	38.6	80.7
	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
Mathematics							
2009	3	102	100	28.6	35.7	35.7	71.4
	4	88	98.9	8.6	55.6	35.8	91.4
	5	90	100	25	47.7	27.3	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
Science							
2009	3	53	100	26.9	59.6	13.5	73.1
	4	88	98.9	18.5	66.7	14.8	81.5
	5	44	100	32.6	41.9	25.6	67.4
	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	49	100	28.3	39.1	32.6	71.7
	4	88	98.9	18.5	60.5	21	81.5
	5	46	100	24.4	37.8	37.8	75.6
	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
Writing							
2009	3	102	99	30.6	29.6	39.8	69.4
	4	87	100	31.7	42.7	25.6	68.3
	5	93	100	24.2	36.3	39.6	75.8
	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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