



## PARIS ELEMENTARY

32 East Belvue Road  
Taylors, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	564 Students	
<b>Principal</b>	David Wise	864-355-4260
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Average	Average
2008	Average	Below Average
2007	Good	Below Average
2006	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

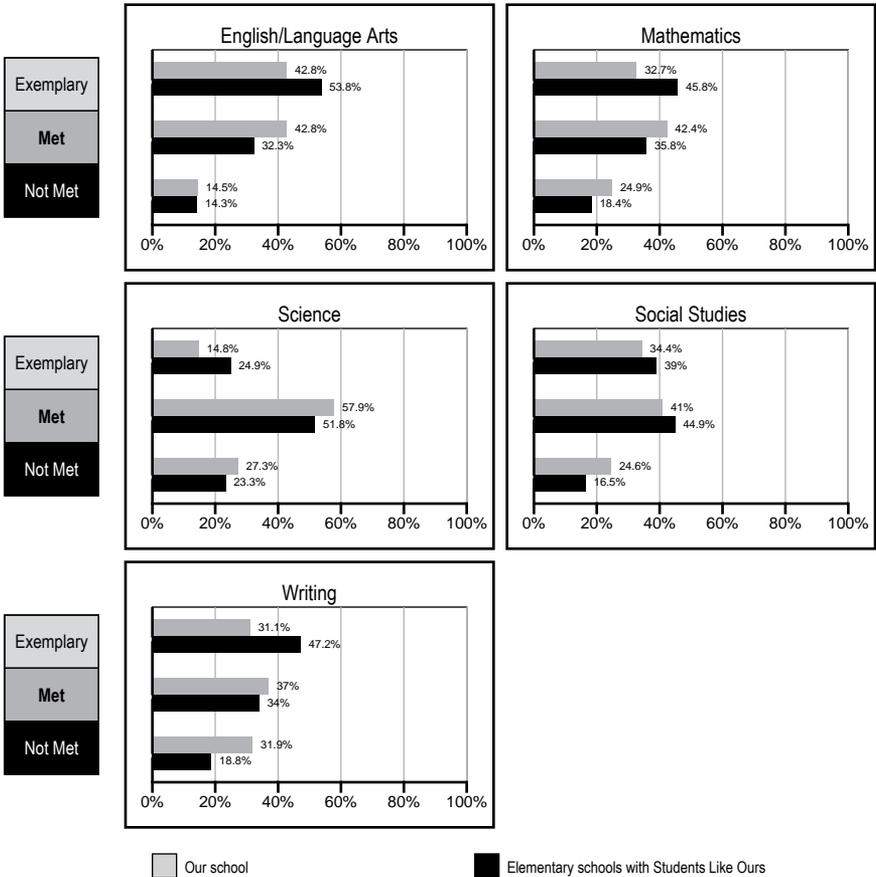
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
24	15	5	1	0

\* 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
<b>Students (n=564)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.8%	0.9%	1.2%
Attendance rate	96.4%	No Change	96.4%	96.1%
Eligible for gifted and talented	18.5%	Up from 17.0%	18.6%	11.7%
With disabilities other than speech	13.0%	Down from 14.8%	8.2%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	59.0%	Up from 57.9%	59.6%	60.5%
Continuing contract teachers	89.7%	Up from 86.8%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.9%	Up from 85.1%	88.5%	87.0%
Teacher attendance rate	95.9%	Up from 95.8%	96.0%	95.4%
Average teacher salary*	\$48,074	Up 4.4%	\$48,396	\$47,288
Professional development days/teacher	10.0 days	Down from 11.3 days	10.0 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.6 to 1	21.1 to 1	19.2 to 1
Prime instructional time	92.1%	Up from 91.7%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,658	Down 1.8%	\$6,689	\$7,548
Percent of expenditures for instruction**	68.6%	Up from 66.6%	70.6%	68.7%
Percent of expenditures for teacher salaries**	63.7%	Up from 62.4%	67.8%	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

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 2009-2010. The school uses the Highly Effective Teaching (HET) school model. All Paris staff has been trained in the program which focuses on establishing core values, school-wide procedures, and thematic units for instruction.

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. Students continued with Odyssey Compass Learning, a computer-based instructional program that addresses individual 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 have always defined Paris Elementary.

Tara Whitmire, SIC Chair  
 David G. Wise, Principal  
 Rod Storm, Administrative Assistant

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	89	75
Percent satisfied with learning environment	97.1%	89.9%	94.6%
Percent satisfied with social and physical environment	100.0%	89.9%	95.9%
Percent satisfied with school-home relations	100.0%	89.9%	90.3%

\* 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	281	100	14.5	42.8	42.8	93.3	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	162	100	11.8	45.8	42.5	94.1	81.3	80.1	N/A	N/A
Female	119	100	18.1	38.8	43.1	92.2	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	223	100	12.6	41.9	45.6	94	90	89.6	Yes	Yes
African American	26	100	28	44	28	84	73.4	74.6	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	22	100	26.3	36.8	36.8	94.7	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	43.4	43.4	13.2	75.5	53.3	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	100	19.2	46.2	34.6	96.2	78.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	118	100	21.8	46.4	31.8	91.8	76.1	76.9	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	281	100	24.9	42.4	32.7	86.2	82	80.4	Yes	Yes
<b>Gender</b>										
Male	162	100	25.5	37.9	36.6	85.6	80.5	78.4	N/A	N/A
Female	119	100	24.1	48.3	27.6	87.1	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	223	100	22.3	40.5	37.2	88.4	87.7	87.8	Yes	Yes
African American	26	100	52	36	12	64	68.4	69.3	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	22	100	26.3	52.6	21.1	84.2	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	62.3	30.2	7.5	58.5	46.1	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	100	23.1	57.7	19.2	88.5	79.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	118	100	38.2	46.4	15.5	79.1	72.9	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
<b>Science</b>								
All Students	191	100	27.3	57.9	14.8	72.7	70.6	67.3
<b>Gender</b>								
Male	109	100	22.1	64.4	13.5	77.9	70.1	66.9
Female	82	100	34.2	49.4	16.5	65.8	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	144	100	22.3	60.4	17.3	77.7	80.2	79.6
African American	21	100	47.6	47.6	4.8	52.4	50.4	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	17	100	50	42.9	7.1	50	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
<b>Disability Status</b>								
Disabled	36	100	N/A	N/A	N/A	44.4	33.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	22	100	40	50	10	60	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	80	100	39.5	55.3	5.3	60.5	57.1	55.4
<b>Social Studies</b>								
All Students	193	100	24.6	41	34.4	75.4	73.2	70.9
<b>Gender</b>								
Male	110	100	20.6	34.3	45.1	79.4	72.8	70.1
Female	83	100	29.6	49.4	21	70.4	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	158	100	23.8	39.1	37.1	76.2	79.8	79.2
African American	13	100	41.7	33.3	25	58.3	57.9	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	14	100	33.3	50	16.7	66.7	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
<b>Disability Status</b>								
Disabled	41	100	57.9	34.2	7.9	42.1	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	20	100	16.7	66.7	16.7	83.3	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	78	100	35.2	47.9	16.9	64.8	61.6	60.8

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	281	99.3	31.6	37.2	31.2	68.4	74	72.1	96.4	96.2
<b>Gender</b>										
Male	162	99.4	35.3	39.9	24.8	64.7	67.2	65.2	96.3	96.2
Female	119	99.2	26.7	33.6	39.7	73.3	81.1	79.2	96.6	96.3
<b>Racial/Ethnic Group</b>										
White	223	99.1	29.3	34.9	35.8	70.7	81.6	80.8	96.4	96.1
African American	26	100	48	40	12	52	58.6	59.7	95.6	96.2
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.8	87	97.8	97.5
Hispanic	22	100	52.6	42.1	5.3	47.4	63.1	64.6	96.7	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	98.5	94.8
<b>Disability Status</b>										
Disabled	59	100	68.4	24.6	7	31.6	29.5	27.7	94.9	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
<b>English Proficiency</b>										
Limited English Proficient	28	100	38.5	50	11.5	61.5	62.9	63.7	97.7	97
<b>Socio-Economic Status</b>										
Subsidized meals	116	100	48.2	32.7	19.1	51.8	61.1	61.9	95.7	95.6

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	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
<b>2010</b>	3	88	100	11.8	32.9	55.3	88.2
	4	103	100	16.5	42.3	41.2	83.5
	5	90	100	14.9	52.9	32.2	85.1
	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	88	100	32.9	35.3	31.8	67.1
	4	103	100	16.5	42.3	41.2	83.5
	5	90	100	26.4	49.4	24.1	73.6
	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
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	43	100	35.7	50	14.3	64.3
	4	103	100	23.7	63.9	12.4	76.3
	5	45	100	27.3	52.3	20.5	72.7
	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

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>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	3	45	100	25.6	41.9	32.6	74.4
	4	103	100	24.7	37.1	38.1	75.3
	5	45	100	23.3	48.8	27.9	76.7
	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
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	89	98.9	39.5	27.9	32.6	60.5
	4	102	99	31.3	38.5	30.2	68.8
	5	90	100	24.1	44.8	31	75.9
	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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