



St Mark Elementary

6628 Thurgood Marshall
Kingstree, SC 29556

Grades	PK-6 Elementary School	
Enrollment	183 Students	
Principal	Rumell Taylor	843-382-3935
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mr. James Darby	843-387-5472

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Below Average	At-Risk
2006	Good	Below Average
2005	Good	Good
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

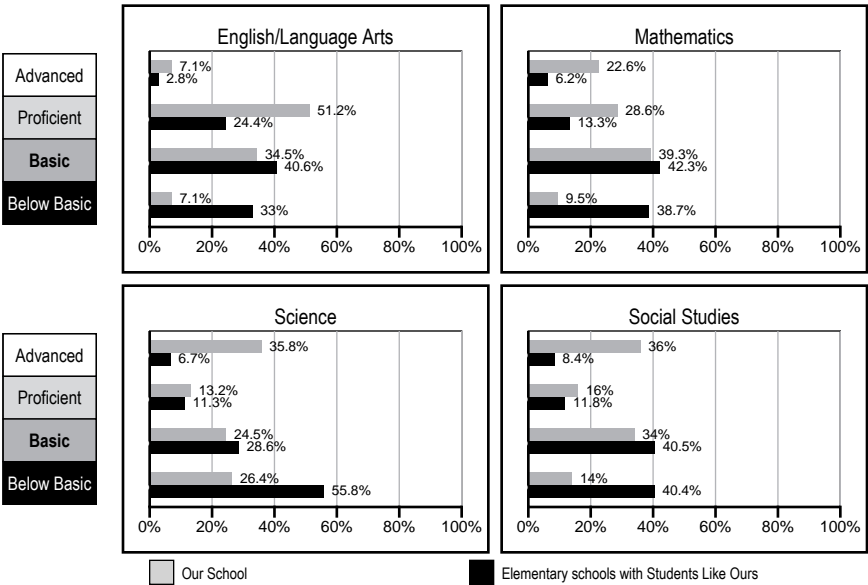
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	29	44

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=183)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	7.2%	Down from 10.7%	3.1%	2.3%
Attendance rate	96.6%	Down from 96.7%	96.0%	96.3%
Eligible for gifted and talented	5.6%	Up from 5.3%	2.7%	10.4%
With disabilities other than speech	12.2%	Up from 11.7%	7.6%	7.5%
Older than usual for grade	4.9%	Up from 4.0%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	53.3%	Down from 62.5%	53.3%	56.7%
Continuing contract teachers	80.0%	Down from 87.5%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.1%	Down from 81.9%	82.6%	86.4%
Teacher attendance rate	94.1%	Down from 95.3%	94.8%	94.9%
Average teacher salary	\$42,249	Up 2.7%	\$43,635	\$45,345
Professional development days/teacher	27.1 days	Up from 23.7 days	13.5 days	12.6 days
School				
Principal's years at school	28.0	Up from 21.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.5 to 1	16.4 to 1	18.5 to 1
Prime instructional time	89.5%	Up from 89.3%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,915	Down 2.7%	\$8,217	\$7,052
Percent of expenditures for instruction*	61.4%	Up from 54.0%	68.4%	69.1%
Percent of expenditures for teacher salaries*	56.4%	Up from 54.0%	60.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission of St. Mark Elementary School, a representative of a loving, caring, and sharing community, is to prepare students who are respectful, productive, problem-solving, lifelong learners. We strive to do this by providing diverse learning experiences and an innovative curriculum in a safe, secure, and healthy environment. St. Mark is a school-wide, Title I school that serves approximately 235 children. It has a child development program, kindergarten program, and grades 1 through 6. The children come from various communities. Because of the rural nature of the school, 98.8% of the children receive free or reduced lunch. Our population is 99% African American and 1% white. The Child Development utilizes the CDEPPT Standards, Creative Curriculum, and a strands driven curriculum at all times. We can only have 20 students who are on free or reduced lunch or are on Medicaid. The students must be poverty stricken.

The underlying philosophy of the school is a strong belief that all children can learn when given the opportunity. The school's overall goal is to provide quality instruction to all students so test scores will improve. A close relationship exists between the school and the community, both of whom share high expectations of all children. The school's motto, "Striving for Excellence," can be observed daily by parents, visitors, students, faculty, and staff.

Some of the school's awards and accomplishments include; The school met AYP the past 6 years; A Good Absolute Rating on the School Report Card for 5 years, Below Average for 1 year; 1 Gold Award, 2 Silver Awards, 5 Incentive Rewards in the past 15 years; Accredited with the Southern Association of Colleges and Schools for 36 years; the students' average daily attendance for the 2007-2008 school year was 97%; the dropout rate for the 2007-2008 school year was maintained at 0%; and 100% faculty and staff membership in PTA. Some of the school's instructional, co-curricular activities are: Book of the Month; 25 Book Campaign; The Readers, Writers, Math & Science Workshops; Student Council; After School tutoring; Just Say No Club; Hornet Club; Book-It Program; Manners Minute; Principal's Art Gallery; Music Hall of Fame; Hornet Book Club; Positive Action Program; Hornet Patrol Club; Parenting Program; Child Development Program; America's Choice Program; Building Blocks Program; Scholastic Reading Counts; SuccessMaker Lab; and the Hornet Postal Delivery Program. We also have SmartBoards and Elmoes in every class.

Grant information includes: Bridging the Gaps Grant; Extended Day & After School Care Program; 2000 Science Teacher Education Program; Comprehensive School Grant and the Laura Bush Grant.

Rumell Taylor, Principal
Gale Tisdale, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	18	17
Percent satisfied with learning environment	84.2%	88.9%	93.3%
Percent satisfied with social and physical environment	94.4%	94.4%	100.0%
Percent satisfied with school-home relations	68.4%	83.3%	93.8%

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

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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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.0%	0.0%	No
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	89	98.9	6	34.9	51.8	7.2	72.3	36.2	48.2	Yes	Yes
Gender											
Male	43	97.7	7.7	38.5	46.2	7.7	71.8	30.4	41.7	N/A	N/A
Female	46	100	4.5	31.8	56.8	6.8	72.7	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	47.1	60	I/S	I/S
African American	84	98.8	6.3	36.3	50	7.5	71.3	35.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	19	94.7	11.8	64.7	23.5	0	41.2	13.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	85	100	6.1	34.1	52.4	7.3	72	35	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	89	100	9.5	39.3	28.6	22.6	64.3	30.8	45.8	Yes	Yes
Gender											
Male	43	100	10	32.5	27.5	30	70	29.6	45.6	N/A	N/A
Female	46	100	9.1	45.5	29.5	15.9	59.1	32.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	36.4	59	I/S	I/S
African American	84	100	9.9	40.7	29.6	19.8	63	30.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	19	100	38.9	44.4	5.6	11.1	27.8	9.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	85	100	9.8	39	29.3	22	64.6	30.1	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	54	100	26.4	24.5	13.2	35.8	49.1	15.3	35.7	96.6	96.5
Gender											
Male	25	100	24	20	8	48	56	15.3	37.4	96.4	96.3
Female	29	100	28.6	28.6	17.9	25	42.9	15.4	33.8	96.8	96.8
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	20.2	49.2	95	94.2
African American	52	100	27.5	25.5	13.7	33.3	47.1	14.7	17	96.7	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.9	98.1	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	95.3
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	6.1	14	96.2	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	97.4
Socio-Economic Status											
Subsided meals	52	100	26.9	25	11.5	36.5	48.1	14.3	21.1	96.6	96.5
Social Studies											
All Students	55	100	14	34	16	36	52	14.1	34	96.6	96.5
Gender											
Male	25	100	9.1	40.9	18.2	31.8	50	14.1	36.6	96.4	96.3
Female	30	100	17.9	28.6	14.3	39.3	53.6	14.1	31.3	96.8	96.8
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	20.4	44.5	95	94.2
African American	51	100	14.6	35.4	16.7	33.3	50	13.4	19.1	96.7	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	27.5	98.1	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	95.3
Disability Status											
Disabled	14	100	23.1	61.5	7.7	7.7	15.4	4.5	14.4	96.2	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	97.4
Socio-Economic Status											
Subsided meals	52	100	14.3	32.7	16.3	36.7	53.1	13.2	21	96.6	96.5

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	24	100	4.3	21.7	73.9	0	73.9	
	4	30	100	20.7	48.3	24.1	6.9	31	
	5	21	100	25	50	25	0	25	
	6	36	100	44.1	44.1	8.8	2.9	11.8	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	96.7	0	18.5	70.4	11.1	81.5	
	4	20	100	0	21.1	63.2	15.8	78.9	
	5	21	100	20	55	25	0	25	
	6	18	100	5.9	52.9	41.2	0	41.2	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	24	100	17.4	43.5	21.7	17.4	39.1	
	4	30	100	20.7	41.4	17.2	20.7	37.9	
	5	21	100	10	70	10	10	20	
	6	36	100	23.5	58.8	14.7	2.9	17.6	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	7.1	39.3	21.4	32.1	53.6	
	4	20	100	0	31.6	36.8	31.6	68.4	
	5	21	100	15	60	10	15	25	
	6	18	100	17.6	23.5	52.9	5.9	58.8	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	12	100	0	45.5	45.5	9.1	54.5	
	4	30	100	48.3	37.9	6.9	6.9	13.8	
	5	11	100	80	20	0	0	0	
	6	18	100	64.7	35.3	0	0	0	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	15	100	0	26.7	13.3	60	73.3	
	4	20	100	10.5	26.3	21.1	42.1	63.2	
	5	10	I/S	I/S	I/S	I/S	I/S	I/S	
	6	9	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	12	100	16.7	25	25	33.3	58.3	
	4	30	100	17.2	62.1	17.2	3.4	20.7	
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	6	18	100	41.2	52.9	5.9	0	5.9	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	15	100	7.7	23.1	7.7	61.5	69.2	
	4	20	100	0	36.8	21.1	42.1	63.2	
	5	11	100	30	50	0	20	20	
	6	9	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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