



Starr Elementary

400 Professor Brown Lane
Starr, S.C. 29684

Grades	K-5 Elementary School	
Enrollment	433 Students	
Principal	Melissa Davis	864-352-6154
Superintendent	Gail Southard, Interim	864-348-6196
Board Chair	Larry Holbrook	864-348-6196

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	At-Risk
2007	Average	Below Average
2006	Average	Below Average
2005	Average	Below 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

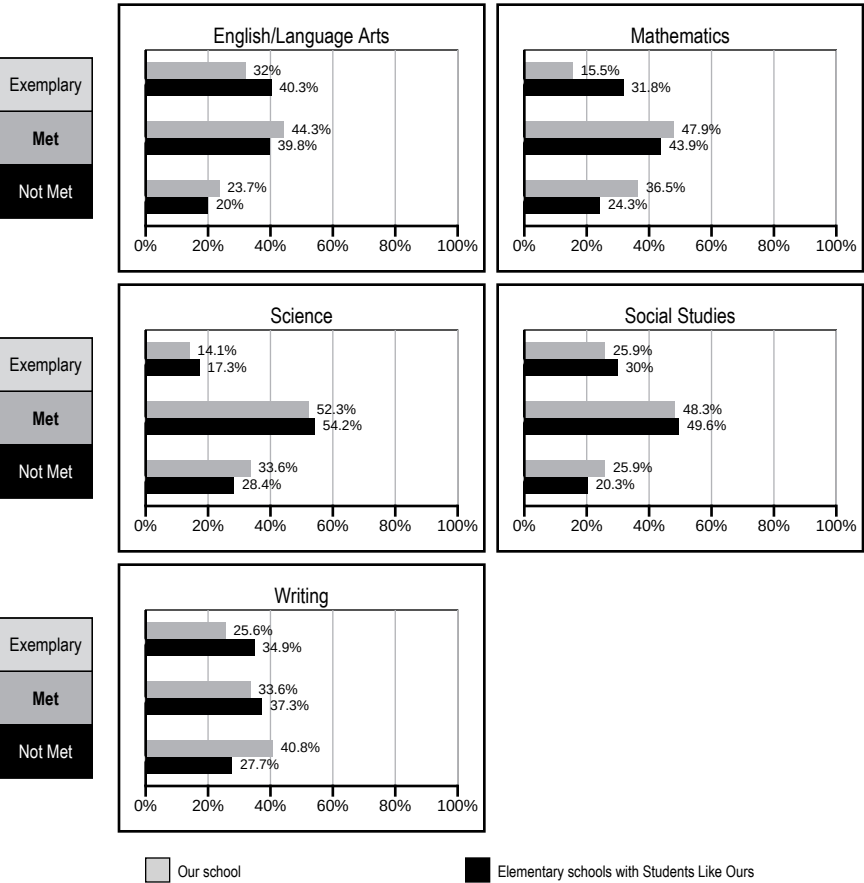
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	25	49	2	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=433)				
First graders who attended full-day kindergarten	100.0%	Up from 98.4%	100.0%	100.0%
Retention rate	2.5%	Down from 7.3%	2.0%	1.9%
Attendance rate	96.3%	Up from 95.9%	96.2%	96.3%
Eligible for gifted and talented	14.2%	Up from 11.9%	11.9%	10.0%
With disabilities other than speech	10.0%	Up from 9.6%	8.1%	7.7%
Older than usual for grade	1.9%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	43.3%	Down from 48.9%	58.7%	59.4%
Continuing contract teachers	93.3%	Up from 83.0%	84.4%	80.0%
Teachers with emergency or provisional certificates	3.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	81.2%	Down from 93.2%	87.3%	85.9%
Teacher attendance rate	94.5%	Up from 94.0%	95.3%	95.1%
Average teacher salary*	\$44,417	Down 2.5%	\$46,773	\$47,149
Professional development days/teacher	15.6 days	Down from 19.9 days	11.6 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 19.8 to 1	19.2 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 88.6%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,464	Up 0.5%	\$6,989	\$7,458
Percent of expenditures for instruction**	70.0%	Down from 70.8%	69.3%	68.8%
Percent of expenditures for teacher salaries**	67.1%	Up from 66.0%	64.1%	63.2%

* 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

The 2008 – 2009 school year at Starr Elementary has been extremely motivating for all our school members. Our focus has been to maintain our high expectations. The mission of Starr Elementary, a rural community school dedicated to developing the highest potential of each child, is to prepare all students to be responsible, self-motivated life-long learners by fostering parental involvement, embracing diversity, and providing challenging, accountable, and innovative educational opportunities in a safe and caring atmosphere.

We are very proud of the accomplishments of our students. They work extremely hard as seen in their achievements, including a student who received the Governor's Citizenship award, a student who received the GAMAC poetry award, and another student who won first place in the Martin King Luther Contest sponsored by Clemson University. We also recognize our students with awards such as Terrific Kids, Honor Roll, Attendance Awards, Accelerated Reader Awards, and the STARR Student Award.

The faculty and staff continue to model being life-long learners as they continue to expand their content knowledge and teaching skills. They are committed to providing our students with exciting and motivating learning experiences.

Special recognition goes to Mrs. Susan Mapp who was selected by her peers as the Starr Elementary School Teacher of the Year.

Valerie Neal, Principal
Melissa Davis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	83	64
Percent satisfied with learning environment	93.9%	92.8%	84.1%
Percent satisfied with social and physical environment	93.9%	91.5%	95.2%
Percent satisfied with school-home relations	97.0%	84.3%	89.1%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 15 out of 15 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	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

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	229	100	23.4	44.5	32.1	86.2	82.3	82.8	Yes	Yes
Gender										
Male	118	100	22.8	45.6	31.6	82.5	80.7	79.3	N/A	N/A
Female	111	100	24	43.3	32.7	90.4	84.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	202	100	22.4	43.8	33.9	87	83.6	89.5	Yes	Yes
African American	21	100	35	40	25	80	73.8	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	42	100	57.9	34.2	7.9	55.3	57.8	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	135	100	31.5	48.4	20.2	80.6	78.8	75.5	Yes	Yes

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

All Students	229	100	36.2	48.2	15.6	72	72.3	78.9	Yes	Yes
Gender										
Male	118	100	31.6	50	18.4	75.4	71.7	77	N/A	N/A
Female	111	100	41.3	46.2	12.5	68.3	72.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	202	100	32.3	50	17.7	75.5	74.6	87.2	Yes	Yes
African American	21	100	N/AV	N/AV	N/AV	45	57.2	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	42	100	73.7	23.7	2.6	34.2	31.6	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	135	100	46	46.8	7.3	62.9	65	70.2	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	156	99.4	32.7	53.1	14.3	67.3	68.6	67.5
Gender								
Male	86	100	32.5	51.8	15.7	67.5	69.8	67
Female	70	98.6	32.8	54.7	12.5	67.2	67.2	68
Racial/Ethnic Group								
White	143	99.3	29.9	54.5	15.7	70.1	72	79.5
African American	9	I/S	I/S	I/S	I/S	I/S	48	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	46.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	32	100	75	21.4	3.6	25	35	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	90	100	48.8	45.1	6.1	51.2	57.6	55.1

Social Studies

All Students	157	99.4	25.3	48.6	26	74.7	72.5	72.3
Gender								
Male	77	98.7	22.2	48.6	29.2	77.8	74.7	71.5
Female	80	100	28.4	48.6	23	71.6	70.3	73.2
Racial/Ethnic Group								
White	138	99.3	24.2	46.9	28.9	75.8	74	80.7
African American	17	100	31.3	62.5	6.3	68.8	65.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	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	I/S	72.2
Disability Status								
Disabled	28	96.4	73.9	21.7	4.3	26.1	45.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	103	100	34.4	45.2	20.4	65.6	66.7	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
Writing										
All Students	236	99.6	40.5	33.8	25.7	59.5	66.4	70.2	96.3	95.8
Gender										
Male	122	100	54.7	25.6	19.7	45.3	57.7	63.2	96.2	95.9
Female	114	99.1	24.8	42.9	32.4	75.2	75.7	77.5	96.5	95.7
Racial/Ethnic Group										
White	208	99.5	37.8	33.7	28.6	62.2	68.5	79.1	96.4	95.7
African American	22	100	55	40	5	45	54.9	57.6	96.4	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	99.9	97.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	35.3	62.6	95.4	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.5
Disability Status										
Disabled	44	97.7	92.3	5.1	2.6	7.7	24.2	26.1	95.7	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	61.2	96.2	95.3
Socio-Economic Status										
Subsidized meals	141	99.3	54.3	32.3	13.4	45.7	59	58.9	95.7	95.2

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
English/Language Arts							
2009	3	62	100	15.3	49.2	35.6	84.7
	4	84	100	29.9	40.3	29.9	70.1
	5	83	100	23.2	45.1	31.7	76.8
	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
Mathematics							
2009	3	62	100	57.6	32.2	10.2	42.4
	4	84	100	24.7	61	14.3	75.3
	5	83	100	31.7	47.6	20.7	68.3
	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	30	96.7	25	60.7	14.3	75
	4	84	100	28.6	61	10.4	71.4
	5	42	100	45.2	33.3	21.4	54.8
	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
Social Studies							
2009	3	32	96.9	24.1	58.6	17.2	75.9
	4	84	100	20.8	50.6	28.6	79.2
	5	41	100	35	37.5	27.5	65
	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	65	100	45	33.3	21.7	55
	4	84	100	41.6	32.5	26	58.4
	5	87	98.9	36.5	35.3	28.2	63.5
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample