



## STARR ELEMENTARY

400 Professor Brown Lane  
Starr, S.C. 29684

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	410 Students	
<b>Principal</b>	Melissa Davis	864-352-6154
<b>Superintendent</b>	Gail R. Southard	864-348-6196
<b>Board Chair</b>	Danny Davis	864-348-6196

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	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

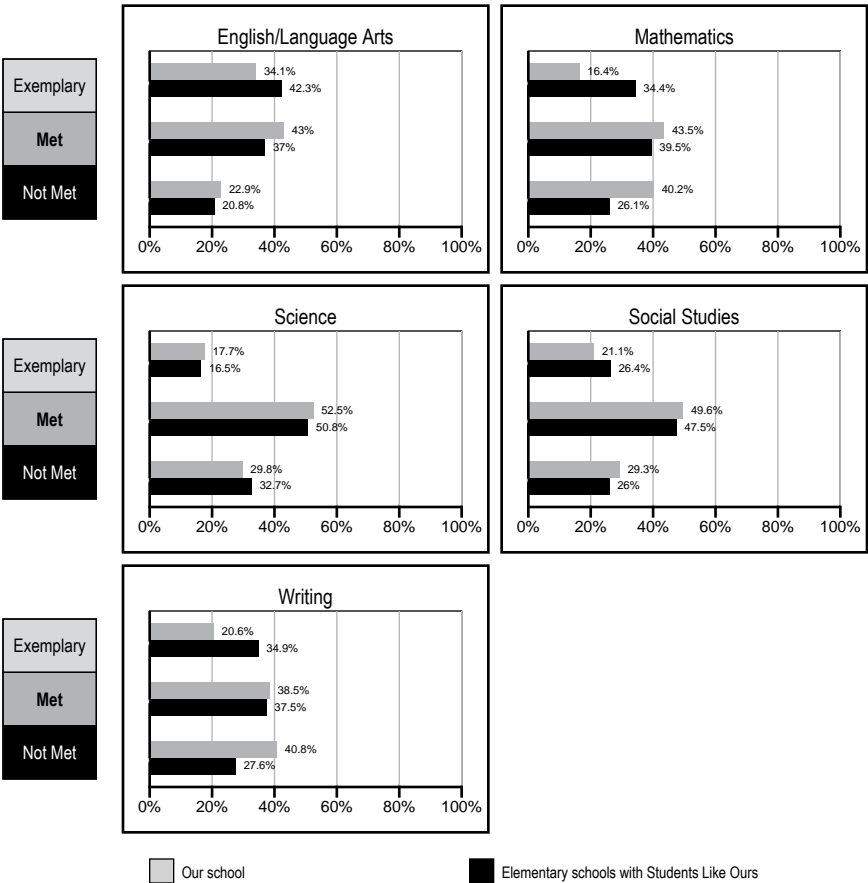
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
12	28	64	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=410)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 2.5%	1.2%	1.2%
Attendance rate	96.0%	Down from 96.3%	96.0%	96.1%
Eligible for gifted and talented	12.2%	Down from 14.2%	12.8%	11.7%
With disabilities other than speech	11.6%	Up from 10.0%	8.5%	8.0%
Older than usual for grade	0.9%	Down from 1.9%	0.4%	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=32)</b>				
Teachers with advanced degrees	46.9%	Up from 43.3%	58.5%	60.5%
Continuing contract teachers	87.5%	Down from 93.3%	84.6%	84.6%
Teachers with emergency or provisional certificates	3.4%	Up from 3.3%	0.0%	0.0%
Teachers returning from previous year	83.0%	Up from 81.2%	87.1%	87.0%
Teacher attendance rate	95.8%	Up from 94.5%	95.6%	95.4%
Average teacher salary*	\$43,862	Down 1.2%	\$47,204	\$47,288
Professional development days/teacher	10.4 days	Down from 15.6 days	9.8 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 18.2 to 1	19.4 to 1	19.2 to 1
Prime instructional time	91.1%	Up from 89.8%	91.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,464	Up 15.5%	\$7,182	\$7,548
Percent of expenditures for instruction**	64.8%	Down from 70.0%	68.1%	68.7%
Percent of expenditures for teacher salaries**	62.4%	Down from 67.1%	64.8%	65.1%

\* 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 faculty and staff at Starr Elementary are dedicated to helping each student meet and exceed their individual abilities and helping them develop to their fullest potential. Starr Elementary served 403 students in kindergarten through fifth grade during the 2009-2010 school year. There are two special-education, self-contained classes consisting of students in third, fourth, and fifth grade. Starr Elementary also housed a three-year-old and four-year-old Head Start program which consisted of forty students. All grade levels at Starr Elementary hold students accountable for mastering the state standards and striving for excellence as they are emerged with character-building traits to help them in all facets of life.

Starr Elementary provides a warm, friendly, and inviting atmosphere to welcome all parents and visitors. Starr is fully accredited by the Southern Association of Colleges and Schools and has an all-clear status from the State Department of Education. During the 2009-2010 school year, Starr Elementary was named a Red Carpet School by the State Department of Education for its consumer friendly environment. Starr has implemented a new online math program called ALEKS this year. This program allows students to work on math skills at school and at home through internet access. Starr also continues to use the MAP Testing to help staff better identify the strengths and weaknesses of the curriculum.

Many improvements have been made at Starr Elementary through the active involvement and teamwork of our faculty and staff, PTO members, parents, and community members. Starr is very fortunate to have a very active and supportive PTO that helps foster the relationship between the school, home, and community. With the involvement of the PTO, faculty, staff, and community, Starr Elementary hosted a Spring Fling, sponsored a school dance and a Teacher Appreciation Luncheon, organized a 5th grade end-of-year fun day and a Santa’s Workshop, supported our Box Top Drive, and assisted with Picture Day and Field Days. Many parents have volunteered numerous hours, giving of their time, energy, and support to help Starr shine bright in all areas. Throughout the year, Starr conducted several pinning ceremonies to reward students with good grades, accelerated reader points, terrific kids, and good attendance. At the end of the year, Starr honored our kindergarten and 5th grade students with a graduation ceremony, and students in 1st through 5th were honored during an Award’s Ceremony for their achievements throughout the school year. Our librarian, Dawn Moore, was selected by the faculty as our Teacher of the Year.

Starr Elementary strives to personally touch the lives of each student. Together with our parents and community, we are dedicated to providing our students with exciting and motivating learning experiences that will make a positive impact on each child.

Melissa Davis, Principal  
 Sharon Mosteller, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	67	48
Percent satisfied with learning environment	97.2%	88.1%	89.4%
Percent satisfied with social and physical environment	100.0%	91.0%	89.4%
Percent satisfied with school-home relations	97.2%	82.1%	89.6%

\* 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

NO

This school met 16 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

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

All Students	228	99.6	22.6	42.4	35	88.5	83	83.5	Yes	Yes
<b>Gender</b>										
Male	127	99.2	25	45	30	86.7	81.4	80.1	N/A	N/A
Female	101	100	19.6	39.2	41.2	90.7	84.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	203	99.5	21.4	41.1	37.5	89.1	84.2	89.6	Yes	Yes
African American	20	100	30	50	20	80	74.4	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	75	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	52	98.1	62	26	12	68	61	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	136	99.3	33.3	45	21.7	82.9	78	76.9	Yes	Yes

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

All Students	228	100	39.6	42.9	17.5	75.1	72.8	80.4	Yes	Yes
<b>Gender</b>										
Male	127	100	40.8	40.8	18.3	72.5	71.3	78.4	N/A	N/A
Female	101	100	38.1	45.4	16.5	78.4	74.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	203	100	37	44.3	18.8	76.6	74.7	87.8	Yes	Yes
African American	20	100	60	35	5	60	58.6	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	52	100	76	14	10	34	34.5	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	63.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	136	100	52.7	37.2	10.1	64.3	66.4	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	147	100	29.6	52.1	18.3	70.4	66	67.3
<b>Gender</b>								
Male	82	100	26	54.5	19.5	74	66	66.9
Female	65	100	33.8	49.2	16.9	66.2	66.1	67.7
<b>Racial/Ethnic Group</b>								
White	129	100	28.2	50.8	21	71.8	67.7	79.6
African American	14	100	N/A	N/A	N/A	64.3	54.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	57.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	31	100	73.3	23.3	3.3	26.7	32.6	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	90	100	39.1	50.6	10.3	60.9	57.9	55.4
<b>Social Studies</b>								
All Students	142	99.3	29.1	50	20.9	70.9	67.1	70.9
<b>Gender</b>								
Male	80	100	26	46.8	27.3	74	69.2	70.1
Female	62	98.4	33.3	54.4	12.3	66.7	64.6	71.7
<b>Racial/Ethnic Group</b>								
White	126	99.2	30.5	47.5	22	69.5	67.5	79.2
African American	13	100	23.1	61.5	15.4	76.9	61.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	84.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	32	96.9	55.2	37.9	6.9	44.8	39.5	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	68
<b>Socio-Economic Status</b>								
Subsidized meals	79	98.7	43.8	47.9	8.2	56.2	59.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable

NAV–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	231	98.7	40.6	38.7	20.7	59.4	66	72.1	96	95.5
<b>Gender</b>										
Male	128	98.4	50.4	33.6	16	49.6	58.2	65.2	95.9	95.6
Female	103	99	28.6	44.9	26.5	71.4	74.4	79.2	96	95.5
<b>Racial/Ethnic Group</b>										
White	205	99	37	40.1	22.9	63	67.4	80.8	96	95.4
African American	21	95.2	70	25	5	30	56.6	59.7	95.8	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	55	64.6	94.9	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98.7
<b>Disability Status</b>										
Disabled	52	96.2	85.4	10.4	4.2	14.6	24.9	27.7	94.9	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	63.6	63.7	95.2	96
<b>Socio-Economic Status</b>										
Subsidized meals	138	98.6	51.6	36.7	11.7	48.4	58.5	61.9	95.3	94.9

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	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
<b>2010</b>	3	79	98.7	19.7	32.9	47.4	80.3
	4	61	100	21.7	43.3	35	78.3
	5	87	100	26.3	51.3	22.5	73.8
	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	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
<b>2010</b>	3	79	100	36.8	34.2	28.9	63.2
	4	61	100	35	56.7	8.3	65
	5	87	100	46.3	41.3	12.5	53.8
	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	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
<b>2010</b>	3	43	100	35.7	33.3	31	64.3
	4	61	100	23.3	63.3	13.3	76.7
	5	43	100	32.5	55	12.5	67.5
	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	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
<b>2010</b>	3	36	100	29.4	52.9	17.6	70.6
	4	61	100	23.3	53.3	23.3	76.7
	5	44	100	37.5	42.5	20	62.5
	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	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
<b>2010</b>	3	81	97.5	50	30.3	19.7	50
	4	61	100	31.7	51.7	16.7	68.3
	5	89	98.9	38.3	37	24.7	61.7
	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

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