



ST PAUL ELEMENTARY

3074 Liberty Hill Road
Summerton, SC 29148

Grades	3-5 Elementary School	
Enrollment	194 Students	
Principal	Rosa T. Dingle	803-478-2286
Superintendent	Dr. Rose H. Wilder	803-485-2325
Board Chair	Mr. John D. Bonaparte	803-505-2222

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Good	Excellent

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

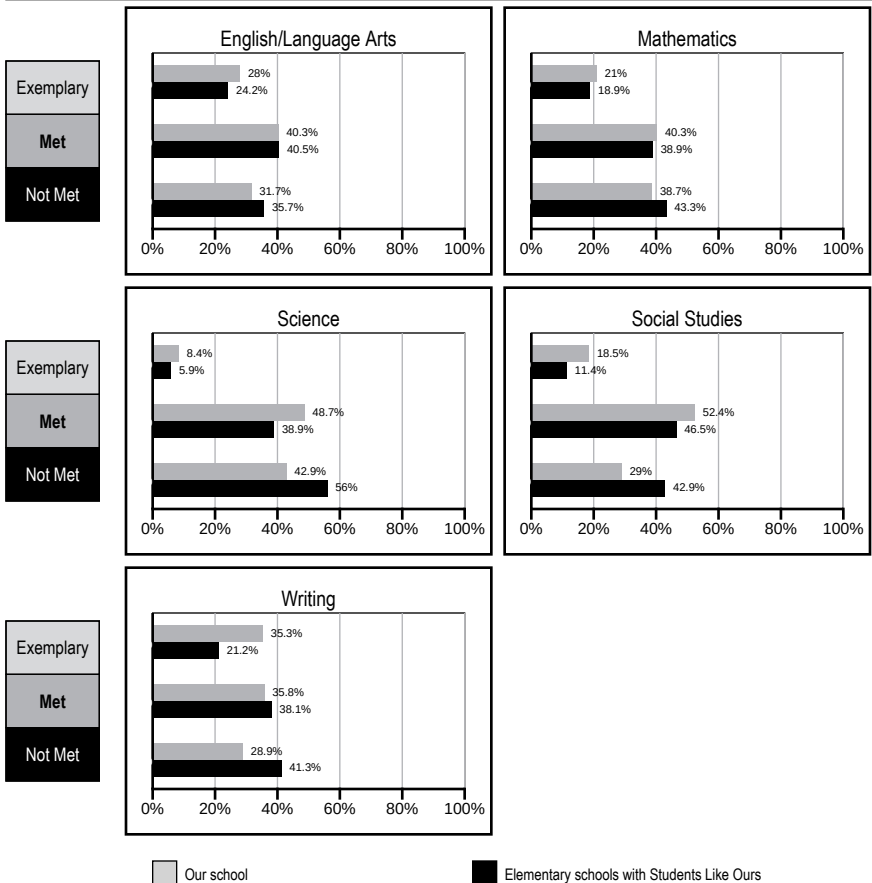
99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	63	50	21

* 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
Students (n=194)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 1.5%	1.5%	1.2%
Attendance rate	95.8%	Down from 96.3%	95.9%	96.1%
Eligible for gifted and talented	5.3%	Down from 7.1%	4.1%	11.7%
With disabilities other than speech	11.2%	Down from 12.6%	8.5%	8.0%
Older than usual for grade	1.0%	Up from 0.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 5.2%	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	64.3%	Up from 57.1%	59.0%	60.5%
Continuing contract teachers	57.1%	Down from 64.3%	78.5%	84.6%
Teachers with emergency or provisional certificates	10.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	57.4%	Up from 52.3%	82.5%	87.0%
Teacher attendance rate	97.2%	Up from 96.6%	95.4%	95.4%
Average teacher salary*	\$39,152	Up 1.1%	\$45,256	\$47,288
Professional development days/teacher	16.4 days	Up from 4.5 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 6.5	3.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 16.4 to 1	17.1 to 1	19.2 to 1
Prime instructional time	92.6%	Up from 90.7%	90.6%	90.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.5%	Up from 67.9%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$11,173	Up 14.3%	\$8,888	\$7,548
Percent of expenditures for instruction**	55.1%	Down from 57.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	49.7%	Down from 54.8%	62.3%	65.1%

* 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

St. Paul Elementary School's faculty and staff were guided by the vision of St. Paul Elementary School. St. Paul Elementary School vision is to establish and maintain high expectations for all students. We believe that setting high expectations for all students and believing in them is the key to academic excellence.

The 2009-2010 school year was rewarding for our students, faculty, and staff. Our staff has been very receptive to several new initiatives such as looping, single-gender classes, and Edison learning. Looping is an educational practice in which a single graded class of students stays with a teacher for two or more years. Single-gender classes were implemented in 3rd and 4th grades. Single-gender is a research-based program that facilitates achievement for all students. The Edison Learning program was successfully implemented. Edison Learning is an intervention program that reinforces math and reading skills at every grade level.

Academically, we utilized the South Carolina academic standards as the driving force for instruction. Teachers were provided many opportunities for professional development. Training seminars, educational conferences, and peer observation are a few examples of professional development opportunities that were provided. A variety of technology tools were utilized to supplement the learning process. All classrooms are equipped with promethean boards. There are two wireless computer labs for our students to conduct research. In addition, our 5th grade students were provided Dell Netbook computers.

We were the recipient of the S.C. Red Carpet Award for creating a family-friendly environment and providing excellent customer service. We were accredited by the Southern Association of Colleges and Schools. We received the US Healthier Silver School Award, a national honor for providing our students healthy meals. Our students participated in the USC Region II Science & Engineering Fair, Superintendent Writing Award, Pee Dee Region II Spelling Bee, quarterly awards day programs, valentine ball, Veterans Day, relay for life campaign, and many other events.

In educating the whole child, a football team, cheerleaders, girls of pearls, chess, boys to men, pride dancers, cub scouts, and girl scouts were the extracurricular activities for our students.

Finally, our 5th grade students toured Washington, D.C. This tour of our nation's capitol provided an improved cultural awareness and a great experience for our students.

At St. Paul Elementary School, we will continue to be guided by our vision statement in keeping high expectations for all of our students. We would like to thank our parents, community, and all stakeholders for their continued support.

Rosa Dingle, Principal
Keith Bowman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	66	50
Percent satisfied with learning environment	93.3%	90.6%	87.8%
Percent satisfied with social and physical environment	86.7%	84.4%	81.3%
Percent satisfied with school-home relations	73.3%	89.1%	83.3%

* 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

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

NI-DELAY

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	6.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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

All Students	202	95.5	31.4	40.5	28.1	83.8	75.6	83.5	Yes	Yes
Gender										
Male	102	94.1	36.5	37.5	26	78.1	68.7	80.1	N/A	N/A
Female	100	97	25.8	43.8	30.3	89.9	82.6	87	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	I/S	89.6	I/S	I/S
African American	194	95.9	31.5	40.9	27.6	83.4	75.9	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	33	75.8	80	16.7	3.3	50	34.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	195	95.9	32.4	41.3	26.3	83.2	75.3	76.9	Yes	Yes

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

All Students	202	99.5	38.4	40.5	21.1	76.2	71.7	80.4	Yes	Yes
Gender										
Male	102	100	42.7	38.5	18.8	76	68.2	78.4	N/A	N/A
Female	100	99	33.7	42.7	23.6	76.4	75.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	I/S	87.8	I/S	I/S
African American	194	99.5	38.1	41.4	20.4	76.2	72.1	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	33	100	N/A	N/A	N/A	36.7	28.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	195	100	39.7	40.8	19.6	75.4	72	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
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Science

All Students	129	100	42.4	49.2	8.5	57.6	55.4	67.3
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Gender								
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Male	71	100	43.9	48.5	7.6	56.1	52.9	66.9
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Female	58	100	40.4	50	9.6	59.6	58	67.7
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Racial/Ethnic Group								
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White	3	I/S	I/S	I/S	I/S	I/S	I/S	79.6
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African American	124	100	40.9	50.4	8.7	59.1	56.6	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
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Disability Status								
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Disabled	19	100	N/A	N/A	N/A	16.7	16.3	33.8
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency								
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Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	58.6
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Socio-Economic Status								
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Subsidized meals	125	100	43.9	48.2	7.9	56.1	55.3	55.4
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Social Studies

All Students	132	100	29	52.4	18.5	71	70.9	70.9
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Gender								
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Male	68	100	28.8	50	21.2	71.2	68.1	70.1
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Female	64	100	29.3	55.2	15.5	70.7	73.7	71.7
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Racial/Ethnic Group								
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White	3	I/S	I/S	I/S	I/S	I/S	I/S	79.2
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African American	127	100	29.3	52.8	17.9	70.7	70.8	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
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Hispanic	1	I/S	N/A	N/A	N/A	N/A	I/S	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
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Disability Status								
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Disabled	23	100	N/A	N/A	N/A	35	31.6	39.3
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency								
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Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	68
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Socio-Economic Status								
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Subsidized meals	128	100	29.2	53.3	17.5	70.8	71.1	60.8
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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	204	99.5	28.6	36	35.4	71.4	61.9	72.1	95.8	96.4
Gender										
Male	103	100	35.1	34	30.9	64.9	55.6	65.2	95.7	96.4
Female	101	99	21.7	38	40.2	78.3	68.3	79.2	96	96.5
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	I/S	80.8	93.6	95.6
African American	194	99.5	29	36.1	35	71	61.9	59.7	95.9	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	98.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	64.6	95.6	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	32	100	N/AV	N/AV	N/AV	13.3	14.5	27.7	96.2	96.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	92.6	92.6
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.7	N/A	N/A
Socio-Economic Status										
Subsidized meals	196	100	29.5	36.1	34.4	70.5	61.8	61.9	95.8	96.4

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
English/Language Arts							
2009	3	63	98.4	31.1	34.4	34.4	68.9
	4	70	98.6	37.9	45.5	16.7	62.1
	5	60	100	39	52.5	8.5	61
	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
2010	3	67	92.5	21.9	23.4	54.7	78.1
	4	60	95	36.8	47.4	15.8	63.2
	5	75	98.7	35.9	51.6	12.5	64.1
	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
Mathematics							
2009	3	63	98.4	59	34.4	6.6	41
	4	70	98.6	37.9	51.5	10.6	62.1
	5	60	100	72.9	25.4	1.7	27.1
	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
2010	3	67	100	29.7	26.6	43.8	70.3
	4	60	100	43.9	50.9	5.3	56.1
	5	75	98.7	42.2	45.3	12.5	57.8
	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
Science							
2009	3	31	100	32.3	61.3	6.5	67.7
	4	70	98.6	39.4	53	7.6	60.6
	5	31	100	63.3	33.3	3.3	36.7
	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
2010	3	34	100	40.6	53.1	6.3	59.4
	4	60	100	47.4	45.6	7	52.6
	5	35	100	34.5	51.7	13.8	65.5
	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
Social Studies							
2009	3	31	100	40	50	10	60
	4	70	98.6	28.8	57.6	13.6	71.2
	5	29	100	65.5	27.6	6.9	34.5
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	33	100	15.6	46.9	37.5	84.4
	4	60	100	19.3	70.2	10.5	80.7
	5	39	100	57.1	28.6	14.3	42.9
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	64	100	36.1	32.8	31.1	63.9
	4	73	98.6	39.1	43.5	17.4	60.9
	5	60	96.7	50	44.8	5.2	50
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	69	100	22.7	28.8	48.5	77.3
	4	61	100	39.7	36.2	24.1	60.3
	5	74	98.7	24.6	43.1	32.3	75.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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