



ST PAUL ELEMENTARY

3074 Liberty Hill Road
Summerton, SC 29148

Grades	3-5 Elementary School	
Enrollment	187 Students	
Principal	Rosa T. Dingle	803-478-2286
Superintendent	Dr. Rose H. Wilder	803-485-2325
Board Chair	Ms. Wanda Thomas	803-460-4322

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Average	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

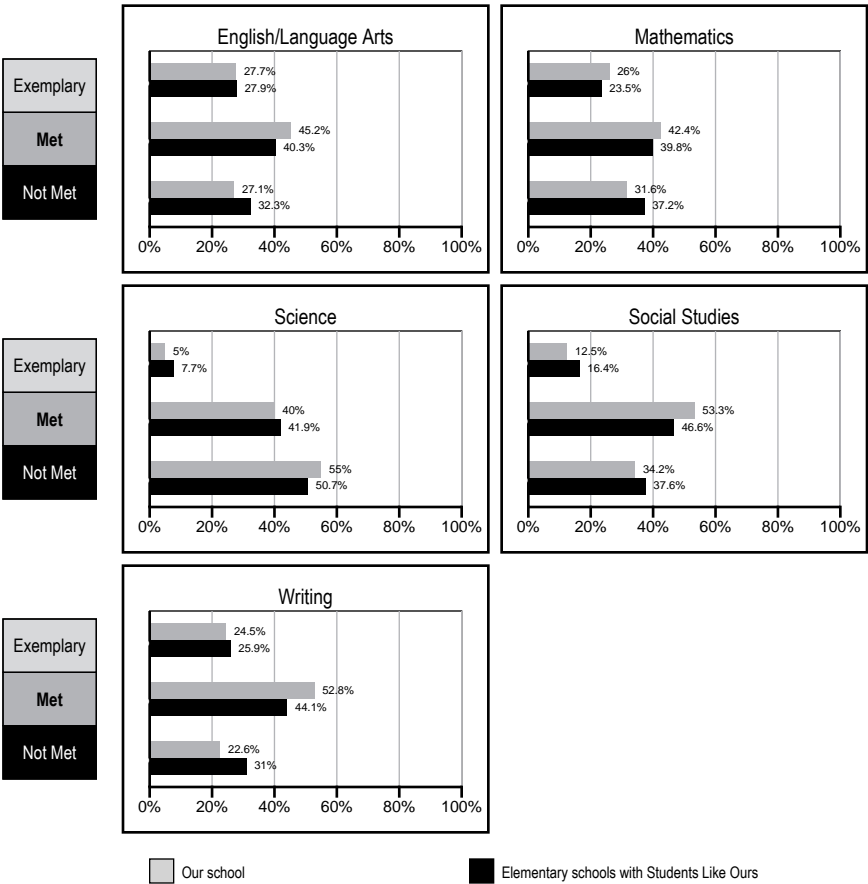
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	110	50	19

* Ratings are calculated with data available by 11/09/2011.

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=187)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.1%	Up from 0.0%	1.5%	1.1%
Attendance rate	96.3%	Up from 95.8%	95.9%	96.2%
Served by gifted and talented program	4.9%	Down from 5.3%	6.1%	13.4%
With disabilities other than speech	10.1%	Down from 11.2%	4.3%	4.1%
Older than usual for grade	1.1%	Up from 1.0%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	83.3%	Up from 64.3%	61.8%	62.5%
Continuing contract teachers	66.7%	Up from 57.1%	83.3%	88.2%
Teachers returning from previous year	78.9%	Up from 57.4%	85.4%	87.8%
Teacher attendance rate	98.1%	Up from 97.2%	95.0%	95.2%
Average teacher salary*	\$42,878	Up 9.5%	\$45,346	\$46,773
Professional development days/teacher	26.3 days	Up from 16.4 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.8	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 16.5 to 1	17.9 to 1	19.9 to 1
Prime instructional time	93.3%	Up from 92.6%	89.9%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,581	Down 14.2%	\$8,233	\$7,447
Percent of expenditures for instruction**	56.2%	Up from 55.1%	68.0%	68.4%
Percent of expenditures for teacher salaries**	50.2%	Up from 49.7%	64.2%	65.8%

* 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

The faculty and staff continue to be guided by the vision of St. Paul Elementary School; to establish and maintain high expectations for all students. We believe that setting high expectations for all students is the key to academic excellence.

The 2010-2011 school year was a great year for our students, faculty, and staff. It was our first year with Response to Intervention; a focus on literacy that is research based. The purpose of Response to Intervention is to provide all students with the best opportunity to succeed in school, identify students that need further assistance, and ensure students receive appropriate instruction and support. As a result of Response to Intervention, our students were afforded the opportunity to have more books in the classroom. We continued with some of our "Best Practices" 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 attended an array of professional development including site-based study groups to increase student's independent reading performance. Training seminars, educational conferences, and peer observation are a few examples of professional development opportunities that were provided. Teachers participated in a book study, Independent Reading by Denise N. Morgan, Maryann Mraz, Nancy D. Padak, and Timothy Rasinski.

A variety of technology tools were utilized to supplement the learning process including First in Math; a computer-based program designed to strengthen math skills. Promethean boards are in all of the classrooms. There are two computer labs for our students to conduct research.

Our students participated in the USC Region II Science & Engineering Fair, math bowl, Pee Dee Region II Spelling Bee, quarterly awards day programs, valentine ball, Veterans Day, relay for life campaign and many other events.

Finally, our 5th grade Washington, D.C. educational tour was a huge success. Our students toured The White House, U.S. Holocaust Memorial Museum, The Washington Monument, Smithsonian National Museum of American History, Arlington National Cemetery, and took a trolley ride around Washington, DC learning about the historical sites.

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

Rosa Dingle, Principal
Eric Caldwell, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	43	44
Percent satisfied with learning environment	84.6%	92.7%	83.3%
Percent satisfied with social and physical environment	85.7%	90.2%	74.4%
Percent satisfied with school-home relations	78.6%	92.7%	84.6%

* 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 10 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

CSI

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	11.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	21.9%	0.0%	No
Student attendance rate	96.3%	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 = 79.4% (Met or Exemplary)

All Students	184	94.6	22.8	47.9	29.3	83.8	78.5	82.4	Yes	Yes
Gender										
Male	96	93.8	26.4	46	27.6	79.3	75.1	78.7	N/A	N/A
Female	88	95.5	18.8	50	31.3	88.8	81.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
African American	175	94.3	22.5	48.8	28.8	83.8	78.5	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	32	68.8	45.5	40.9	13.6	68.2	41.5	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	93.9	22.4	50.7	27	84.2	78.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	184	98.4	30.5	43.1	26.4	76.4	77.8	81.9	No	Yes
Gender										
Male	96	99	32.6	42.4	25	73.9	73.6	79.9	N/A	N/A
Female	88	97.7	28	43.9	28	79.3	81.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
African American	175	98.3	31.7	43.7	24.6	75.4	77.2	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	32	90.6	65.5	27.6	6.9	34.5	35	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	98.2	32.7	43.4	23.9	74.8	77.2	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	125	100	55	40	5	45	55.3	68.6
Gender								
Male	63	100	50.8	42.6	6.6	49.2	58	68.3
Female	62	100	59.3	37.3	3.4	40.7	52.8	68.9
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	118	100	55.7	39.1	5.2	44.3	55.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	17.4	20.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	60.7
Socio-Economic Status								
Subsidized meals	115	100	54.4	40.4	5.3	45.6	55.3	57.3
Social Studies								
All Students	125	100	34.2	53.3	12.5	65.8	68.3	72.5
Gender								
Male	63	100	31.1	52.5	16.4	68.9	67	72
Female	62	100	37.3	54.2	8.5	62.7	69.5	73.1
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	I/S	81
African American	119	100	35.7	52.2	12.2	64.3	67.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	21	100	66.7	28.6	4.8	33.3	27.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	69.7
Socio-Economic Status								
Subsidized meals	108	100	34	56.6	9.4	66	68.8	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	55	100	22.6	52.8	24.5	77.4	76.9	73.2	96.3	96
Gender										
Male	35	100	26.5	52.9	20.6	73.5	76.4	67.2	96.1	95.7
Female	20	100	15.8	52.6	31.6	84.2	77.6	79.4	96.5	96.4
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	I/S	81.5	93.3	93.6
African American	52	100	20	54	26	80	77.8	61.3	96.4	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	94.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	96.3	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	50	26	96.5	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	65.7	N/A	N/A
Socio-Economic Status										
Subsidized meals	50	100	24.5	53.1	22.4	75.5	76.5	63.2	96.4	96.3

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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							
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
2011	3	64	93.8	17.2	43.1	39.7	82.8
	4	66	90.9	22.8	47.4	29.8	77.2
	5	54	100	28.8	53.8	17.3	71.2
	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							
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
2011	3	64	100	32.3	38.7	29	67.7
	4	66	95.5	28.3	46.7	25	71.7
	5	54	100	30.8	44.2	25	69.2
	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							
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
2011	3	32	100	60	36.7	3.3	40
	4	66	100	60.3	36.5	3.2	39.7
	5	27	100	37	51.9	11.1	63
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	32	100	25	59.4	15.6	75
	4	66	100	36.5	52.4	11.1	63.5
	5	27	100	40	48	12	60
	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							
2010	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
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	55	100	22.6	52.8	24.5	77.4
	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

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