



SC Annual School Report Card Summary

ST PAUL ELEMENTARY
Clarendon 1
Grades: 3-5 Enrollment: 187
Principal: Rosa T. Dingle
Superintendent: Dr. Rose H. Wilder
Board Chair: Ms. Wanda Thomas

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Not Met	CSI
2010	Average	Average	N/A	N/A	Met	NI-DELAY
2009	Below Average	At-Risk	N/A	N/A	Not Met	NI

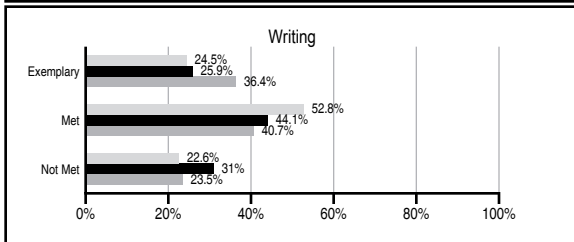
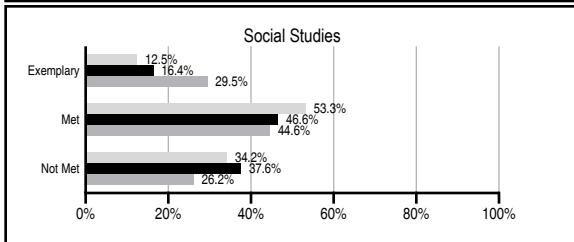
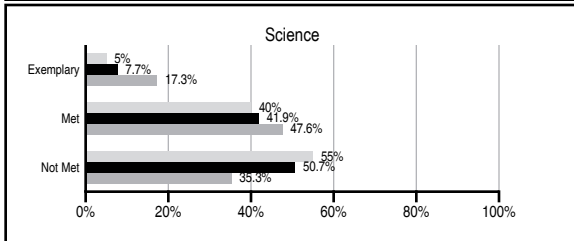
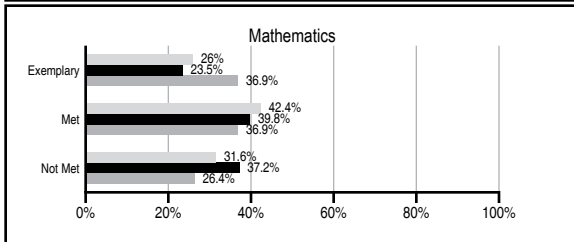
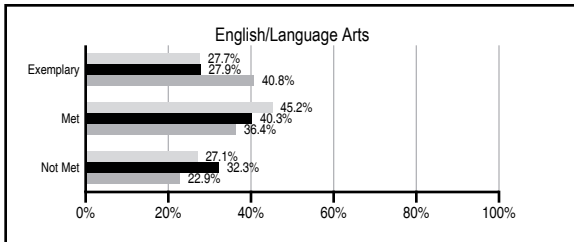
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	9	110	50	19

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

ST PAUL ELEMENTARY [Clarendon 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=187)				
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
Classes not taught by highly qualified teachers	21.9%	Up from 0.0%	0.0%	0.0%
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%
% of AYP objectives met	76.9%	Down from 100.0%	76.9%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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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

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