

St Paul Elementary

3074 Liberty Hill Road
Summerton, SC 29148

Grades	3-5 Elementary School	
Enrollment	200 Students	
Principal	Patricia R. Middleton	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
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Below Average**	**At-Risk**
2007	Average	At-Risk
2006	Good	Excellent
2005	Average	Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

http://ed.sc.gov
http://www.sceoc.org

St Paul Elementary	02/16/09-1401005

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

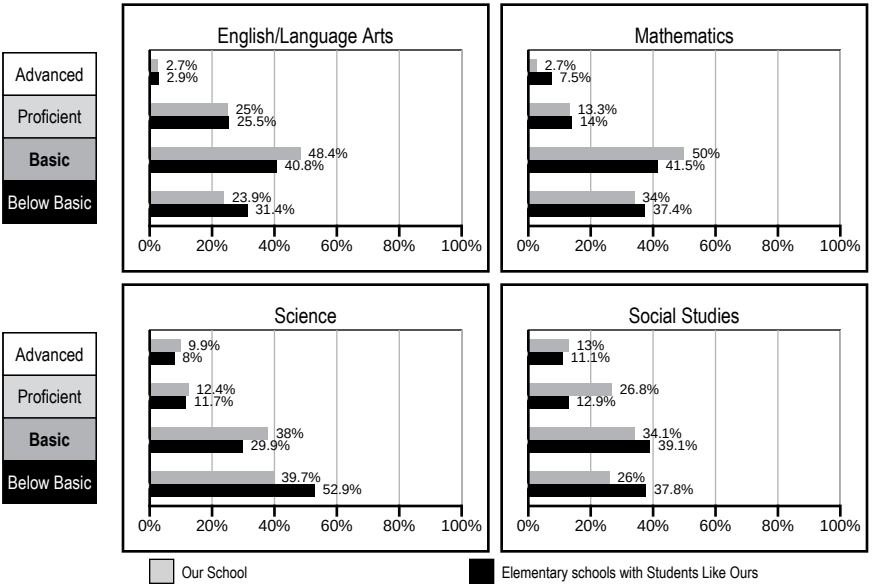
Percent of students tested in 2007-08 whose 2006-07 test scores were located	96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	1	15	17

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=200)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Down from 5.7%	3.2%	2.3%
Attendance rate	95.9%	Down from 96.8%	96.0%	96.3%
Eligible for gifted and talented	9.2%	Up from 7.1%	2.3%	10.4%
With disabilities other than speech	15.0%	Up from 7.0%	7.8%	7.5%
Older than usual for grade	1.5%	Up from 1.3%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.5%	Up from 1.1%	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	52.9%	Down from 57.1%	52.9%	56.7%
Continuing contract teachers	29.4%	Down from 71.4%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	53.0%	Down from 71.7%	80.8%	86.4%
Teacher attendance rate	95.4%	Down from 96.3%	95.0%	94.9%
Average teacher salary	$39,589	Up 1.0%	$43,283	$45,345
Professional development days/teacher	16.8 days	Down from 31.6 days	13.5 days	12.6 days
School				
Principal's years at school	5.5	Up from 4.5	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	N/R	16.1 to 1	18.5 to 1
Prime instructional time	88.1%	Down from 89.5%	89.4%	89.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	66.1%	Down from 94.7%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	$6,773	Down 16.6%	$8,468	$7,052
Percent of expenditures for instruction*	66.8%	Down from 67.9%	67.4%	69.1%
Percent of expenditures for teacher salaries*	60.5%	Down from 64.1%	60.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

St. Paul Elementary School, formerly St. Paul Primary School, once housed students in grades PreK-3rd grades. Upon the completion of the Summerton Early Childhood Center in the summer of 2007, plans were implemented to have fourth and fifth grade students and teachers transferred to the former St. Paul Primary site while third grade students and teachers remained. Thus, St. Paul Primary was renamed St. Paul Elementary School. The Summerton Early Childhood staff and students were transferred to the SECC site (PreK-2nd) and a new principal was named.

The 2007-2008 school year for the "new" St. Paul Elementary provided excellent services for 203 students in grades 3 – 5. Our mission is to provide a child-centered education through meaning learning experiences to all our students, thus shaping them into productive citizens. St. Paul Elementary School is a school on the rise to academic success and excellence. St. Paul was recognized by the Education Oversight Committee for "Closing the Achievement Gap" in 2007 between subgroups. The school received this recognition in 2003, 2005, and 2006. St. Paul Elementary received its accreditation from the Southern Association of Colleges and Schools. Currently, 100% of the instructional staff of St. Paul Elementary meets the federal standards of "Highly Qualified." Teachers pursue ongoing professional development to ensure that the best practices are available to all students.

St. Paul Elementary utilizes an integrated, standards-based curriculum that incorporates technology to engage students through software programs, internet resources, computer lab activities, laptops, Promethean Interactive Boards, and United Streaming. A trained Science Coach works with the teachers and students to implement hands-on science lessons that align with STC Science Kits. The on-site Curriculum Resource Teacher provides teachers with needed assistance by providing demonstration lessons, locating information and resources for lesson implementation, and working with students in small groups. Teachers design and implement lessons and activities after careful observation and documentation of students' needs and interests. Students were assessed during the school year with quarterly Benchmarks, MAP, and content tests.

During the year, our students, parents, community members, and faculty were engaged in numerous activities designed to broaden students' academic, social, and emotional growth. In the fall, our very first Miss St. Paul Elementary School was crowned. Students participated in the Math Multiplication Bowl, science fair, accelerated reading, American History Waxed Museum Project, and several community service projects. Our parents participated in our annual Parent Spring Conference, SIC trainings, monthly parenting workshops, PTO, district level Parents' Summit, and monthly SIC meetings. Members of our community also supported and participated in several school events during the year. Our local politicians participated in our Legislative Day event, while local Veterans shared their experiences with our students, faculty, and staff during our Veterans Day Celebration.

Patricia R. Middleton, Principal
James Bannister, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	57	42
Percent satisfied with learning environment	92.9%	68.4%	72.5%
Percent satisfied with social and physical environment	92.3%	71.4%	85.4%
Percent satisfied with school-home relations	86.7%	89.5%	85.4%

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

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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	

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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

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St Paul Elementary											02/16/09-1401005
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	202	99.5	23.3	48.1	24.9	3.7	45.5	34.8	48.2	Yes	Yes
Gender											
Male	97	100	28	49.5	20.4	2.2	39.8	31.2	41.7	N/A	N/A
Female	105	99.1	18.8	46.9	29.2	5.2	51	38.1	55	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
African American	197	99.5	22.3	48.9	25.5	3.3	46.2	35.2	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	32	100	61.3	29	3.2	6.5	22.6	10.8	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	192	99.5	23.9	48.9	25	2.2	43.9	34	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	202	99.5	33.3	49.7	13.2	3.7	29.6	26.5	45.8	No	Yes
Gender											
Male	97	100	36.6	44.1	14	5.4	29	26	45.6	N/A	N/A
Female	105	99.1	30.2	55.2	12.5	2.1	30.2	27	45.9	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59	I/S	I/S
African American	197	99.5	32.1	51.1	13.6	3.3	29.9	25.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	32	100	71	22.6	0	6.5	6.5	4.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	192	99.5	33.9	50	12.8	3.3	28.3	25.4	31.4	No	Yes

***** Adj - Adjusted to account for natural variation in performance.

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St Paul Elementary											02/16/09-1401005
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	131	97.7	37.8	38.7	12.6	10.9	23.5	18.9	35.7	95.9	96.3
Gender											
Male	58	96.6	44.4	33.3	13	9.3	22.2	17.6	37.4	95.9	96.1
Female	73	98.6	32.3	43.1	12.3	12.3	24.6	20	33.8	95.9	96.5
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	49.2	91.6	94.2
African American	128	97.7	37.1	38.8	12.9	11.2	24.1	19	17	96	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	92.6	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	19	100	83.3	11.1	0	5.6	5.6	2.3	14	95.6	96.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	24.4	N/A	N/A
Socio-Economic Status											
Subsized meals	126	97.6	39.5	37.7	13.2	9.6	22.8	18.2	21.1	95.9	96.3
Social Studies											
All Students	134	100	25.6	33.6	27.2	13.6	40.8	26.3	34	95.9	96.3
Gender											
Male	69	100	30.3	22.7	34.8	12.1	47	31.9	36.6	95.9	96.1
Female	65	100	20.3	45.8	18.6	15.3	33.9	21	31.3	95.9	96.5
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	44.5	91.6	94.2
African American	131	100	25.4	33.6	27.9	13.1	41	26.2	19.1	96	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	92.6	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	24	100	60.9	30.4	4.3	4.3	8.7	4.4	14.4	95.6	96.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	27.3	N/A	N/A
Socio-Economic Status											
Subsized meals	128	100	25.8	35	25.8	13.3	39.2	25.4	21	95.9	96.3

***** Adj - Adjusted to account for natural variation in performance.

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St Paul Elementary 02/16/09-1401005

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	69	100	4.8	45.2	45.2	4.8	50
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	73	98.6	11.8	50	30.9	7.4	38.2
	4	65	100	20.3	54.2	22	3.4	25.4
	5	64	100	38.7	40.3	21	0	21
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	69	100	16.1	51.6	30.6	1.6	32.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	73	98.6	27.9	51.5	16.2	4.4	20.6
	4	65	100	32.2	45.8	15.3	6.8	22
	5	64	100	40.3	51.6	8.1	0	8.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	36	100	30	30	36.7	3.3	40
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	34	94.1	26.7	26.7	23.3	23.3	46.7
	4	64	100	34.5	48.3	10.3	6.9	17.2
	5	33	97	54.8	32.3	6.5	6.5	12.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	36	100	6.9	34.5	41.4	17.2	58.6
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	13.9	22.2	25	38.9	63.9
	4	65	100	11.9	47.5	37.3	3.4	40.7
	5	31	100	66.7	20	10	3.3	13.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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