



St Mark Elementary

6628 Thurgood Marshall
Kingstree, SC 29556

Grades	PK-6 Elementary School	
Enrollment	189 Students	
Principal	Rumell Taylor	843-382-3935
Superintendent	Linda B. Huell, Interim	843-355-5571
Board Chair	Rev. Norman Gamble	843-244-1676

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Good	Average
2007	Below Average	At-Risk
2006	Good	Below Average
2005	Good	Good

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

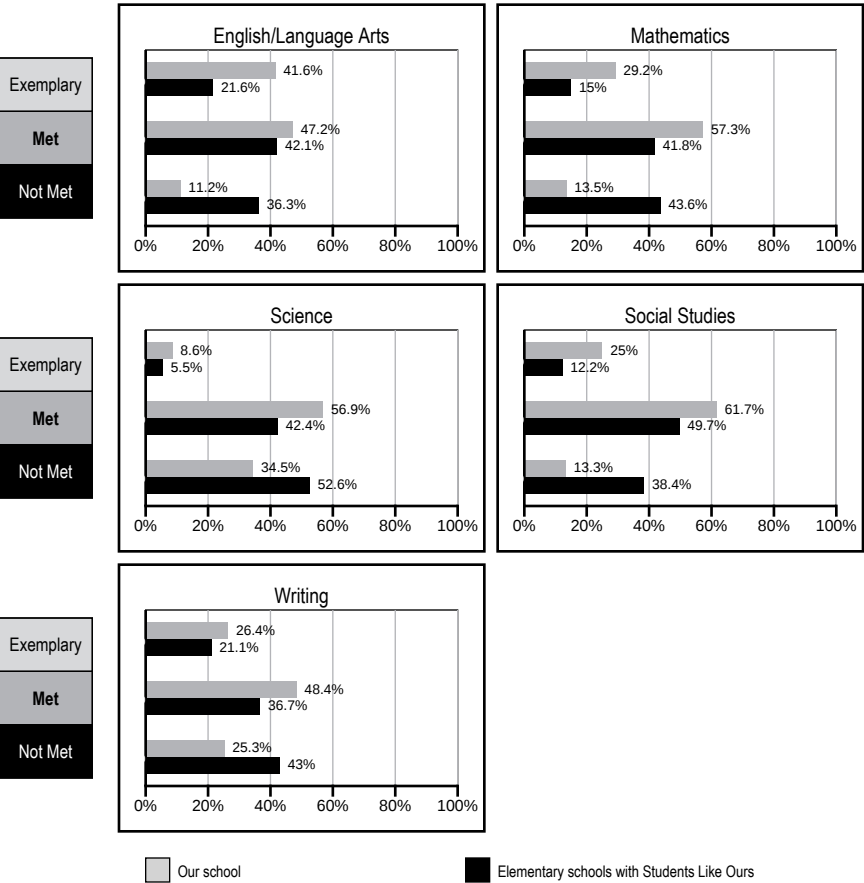
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	58	55	31

* Ratings are calculated with data available by 06/01/2010.

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=189)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.4%	Down from 7.2%	2.5%	1.9%
Attendance rate	96.2%	Down from 96.6%	96.0%	96.3%
Eligible for gifted and talented	4.1%	Down from 5.6%	2.9%	10.0%
With disabilities other than speech	11.9%	Down from 12.2%	7.4%	7.7%
Older than usual for grade	6.1%	Up from 4.9%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	50.0%	Down from 53.3%	57.1%	59.4%
Continuing contract teachers	62.5%	Down from 80.0%	71.8%	80.0%
Teachers with emergency or provisional certificates	8.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	74.5%	Down from 80.1%	81.6%	85.9%
Teacher attendance rate	96.1%	Up from 94.1%	95.2%	95.1%
Average teacher salary*	\$41,703	Down 1.3%	\$45,857	\$47,149
Professional development days/teacher	7.2 days	Down from 27.1 days	10.7 days	11.1 days
School				
Principal's years at school	23.0	Down from 28.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 17.8 to 1	16.5 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 89.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,049	Up 12.7%	\$8,673	\$7,458
Percent of expenditures for instruction**	62.7%	Up from 61.4%	68.4%	68.8%
Percent of expenditures for teacher salaries**	59.0%	Up from 56.4%	61.9%	63.2%

* 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 mission of St. Mark Elementary School, a representative of a loving, caring, and sharing community, is to prepare students who are respectful, productive, problem-solving, lifelong learners. We strive to do this by providing diverse learning experiences and an innovative curriculum in a safe, secure, and healthy environment. St. Mark is a school-wide Title I school that serves approximately 235 children. It has a child development program, kindergarten program, and grades 1 through 6. The children come from various communities. Because of the rural nature of the school, 98.8% of the children receive free or reduced lunch. Our population is 99% African American and 1% white. The Child Development utilizes the CDEPPT Standards, Creative Curriculum, and a standards driven curriculum at all times. We can only have 20 students who are on free or reduced lunch or are on Medicaid. The students must be poverty stricken.

The underlying philosophy of the school is a strong belief that all children can learn when given the opportunity. The school's overall goal is to provide quality instruction to all students so test scores will improve. A close relationship exists between the school and the community, both of whom share high expectations of all children. The school's motto, "Striving for Excellence," can be observed daily by parents, visitors, students, faculty, and staff.

This year we also have the Academy of Reading and the Academy of Math; The school made AYP the past 7 years; A Good Absolute Rating on the School Report Card for 6 years, Below Average of 1 year; 2 Gold Awards, 2 Silver Awards, 5 Incentive Rewards in the past 15 years; Accredited with the Southern Association of Colleges and Schools for 37 years; The students' average daily attendance for the 2007-2008 school year was 98%; the dropout rate for 2007-2008 was maintained at 0%; and 100% faculty and staff membership in PTA. Some of the school's instructional, co-curricular activities are: Book of the Month; 25 Book Campaign; The Readers, Writers, Math & Science Workshops; Student Council; After School Tutoring; Just Say No Club; Hornet Club; Book-It Program; Manners Minute; Principal's Art Gallery; Music Hall of Fame; Hornet Book Club; Positive Action Program; Hornet Patrol Club; Parenting Program; Child Development Program; America's Choice Program; Building Blocks Program; Scholastic Reading Counts; SuccessMaker Lab; and the SmartBoards and Elmoes in every class.

Grant information includes: Bridging the Gaps Grant; Extended Day & After School Care Program; 2000 Science Teacher Education Program; Comprehensive School Grant; Laura Bush Grant; and the 21st Century Summer School Grant.

Rumell Taylor, Principal
Gale Tisdale, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	18	10
Percent satisfied with learning environment	100.0%	83.3%	90.0%
Percent satisfied with social and physical environment	100.0%	72.2%	70.0%
Percent satisfied with school-home relations	88.9%	83.3%	90.0%

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

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School Adequate Yearly Progress	YES
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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	
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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	10.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.4%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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	93	100	11.1	46.7	42.2	96.7	76.3	82.8	Yes	Yes
Gender										
Male	44	100	11.9	38.1	50	97.6	71.8	79.3	N/A	N/A
Female	49	100	10.4	54.2	35.4	95.8	81.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	76.7	89.5	I/S	I/S
African American	88	100	11.8	48.2	40	96.5	76.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	87.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	17	100	23.5	52.9	23.5	88.2	46.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	87	100	10.7	47.6	41.7	96.4	75.5	75.5	Yes	Yes

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

All Students	93	100	13.3	56.7	30	92.2	69.4	78.9	Yes	Yes
Gender										
Male	44	100	19	45.2	35.7	90.5	64.7	77	N/A	N/A
Female	49	100	8.3	66.7	25	93.8	74.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	64.7	87.2	I/S	I/S
African American	88	100	14.1	58.8	27.1	91.8	69.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	17	100	29.4	58.8	11.8	82.4	36.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	87	100	14.3	56	29.8	91.7	68.7	70.2	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
Science								
All Students	60	100	33.9	57.6	8.5	66.1	48.4	67.5
Gender								
Male	33	100	27.3	60.6	12.1	72.7	49	67
Female	27	100	42.3	53.8	3.8	57.7	47.8	68
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	58.6	79.5
African American	58	100	35.1	56.1	8.8	64.9	47.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	46.7	23.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	57	100	32.1	58.9	8.9	67.9	47.3	55.1

Social Studies

All Students	63	100	13.3	61.7	25	86.7	56.4	72.3
Gender								
Male	30	100	14.3	57.1	28.6	85.7	55.2	71.5
Female	33	100	12.5	65.6	21.9	87.5	57.7	73.2
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	59	80.7
African American	58	100	12.7	65.5	21.8	87.3	55.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	30.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	59	100	14.3	60.7	25	85.7	55.1	62.1

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	95	95.8	22.7	50	27.3	77.3	61.4	70.2	96.2	96.6
Gender										
Male	45	95.6	26.8	43.9	29.3	73.2	54.5	63.2	96.2	96.5
Female	50	96	19.1	55.3	25.5	80.9	68.5	77.5	96.2	96.6
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	55.1	79.1	93.1	93.6
African American	90	95.6	24.1	51.8	24.1	75.9	61.9	57.6	96.3	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	50	62.6	96.6	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.1
Disability Status										
Disabled	17	100	52.9	41.2	5.9	47.1	20	26.1	95.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	98
Socio-Economic Status										
Subsidized meals	89	95.5	23.2	50	26.8	76.8	60.3	58.9	96.2	96.5

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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	27	100	16	40	44	84
	4	30	100	10.3	37.9	51.7	89.7
	5	17	100	5.9	47.1	47.1	94.1
	6	19	100	10.5	68.4	21.1	89.5
	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							
2009	3	27	100	16	60	24	84
	4	30	100	3.4	55.2	41.4	96.6
	5	17	100	5.9	64.7	29.4	94.1
	6	19	100	31.6	47.4	21.1	68.4
	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							
2009	3	13	100	N/AV	N/AV	N/AV	46.2
	4	30	100	27.6	55.2	17.2	72.4
	5	8	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	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
Social Studies							
2009	3	14	100	8.3	58.3	33.3	91.7
	4	30	100	17.2	58.6	24.1	82.8
	5	9	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	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							
2009	3	28	92.9	37.5	37.5	25	62.5
	4	30	100	17.2	44.8	37.9	82.8
	5	18	100	16.7	55.6	27.8	83.3
	6	19	89.5	17.6	70.6	11.8	82.4
	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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