

ST MARK ELEMENTARY

6628 Thurgood Marshall
Kingstree, SC 29556

Grades	PK-6 Elementary School	
Enrollment	185 Students	
Principal	Sarah E. Boyd	843-382-3935
Superintendent	Dr. Yvonne Jefferson-Barnes	843-355-5571
Board Chair	Rev. Norman Gamble	843-244-1676

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

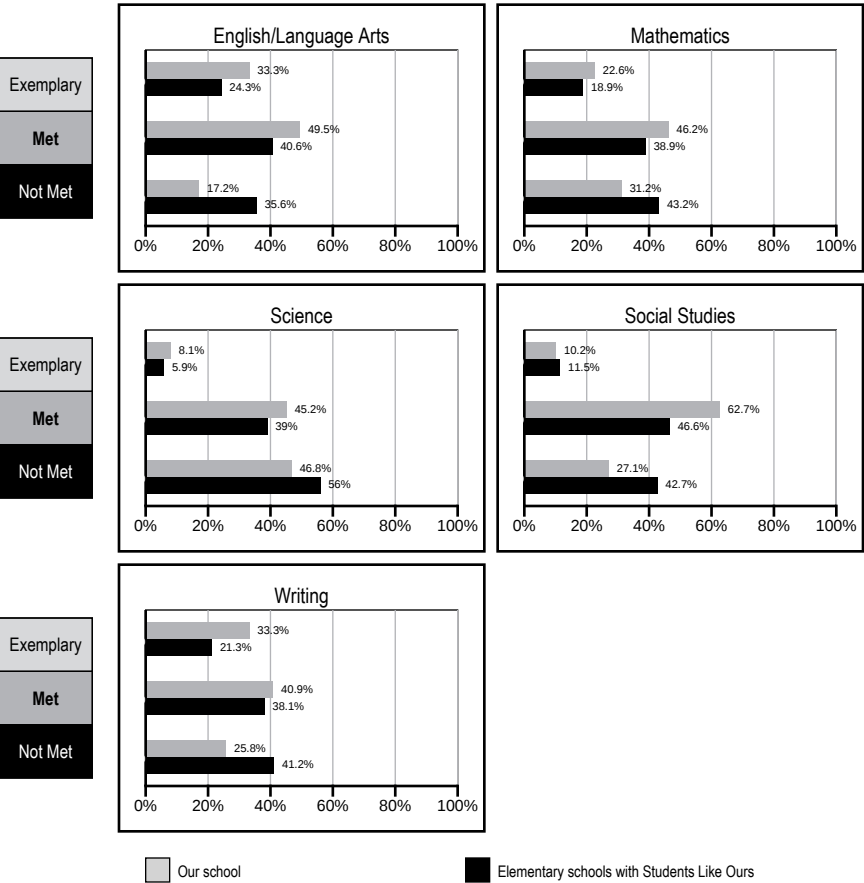
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	64	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=185)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.8%	Down from 6.4%	1.5%	1.2%
Attendance rate	96.6%	Up from 96.2%	95.9%	96.1%
Eligible for gifted and talented	3.6%	Down from 4.1%	4.1%	11.7%
With disabilities other than speech	11.7%	Down from 11.9%	8.4%	8.0%
Older than usual for grade	2.6%	Down from 6.1%	0.8%	0.4%
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	58.3%	Up from 50.0%	58.6%	60.5%
Continuing contract teachers	91.7%	Up from 62.5%	78.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 8.3%	0.0%	0.0%
Teachers returning from previous year	74.5%	No Change	82.5%	87.0%
Teacher attendance rate	91.0%	Down from 96.1%	95.4%	95.4%
Average teacher salary*	\$43,263	Up 3.7%	\$45,243	\$47,288
Professional development days/teacher	10.7 days	Up from 7.2 days	10.6 days	10.5 days
School				
Principal's years at school	24.0	Up from 23.0	3.0	4.0
Student-teacher ratio in core subjects	10.9 to 1	Down from 15.4 to 1	17.0 to 1	19.2 to 1
Prime instructional time	86.0%	Down from 91.6%	90.6%	90.8%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$11,059	Up 10.1%	\$8,827	\$7,548
Percent of expenditures for instruction**	62.3%	Down from 62.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	55.8%	Down from 59.0%	62.4%	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

The mission of St. Mark Elementary School, a representative of a loving, caring and sharing community, is to prepare students to be respectful, productive, problem solving, lifelong learners by providing diverse learning experiences and an innovative curriculum in a safe, secure, and healthy environment. St. Mark is a schoolwide Title I school that serves approximately 200 children. It has a Child Development Program, Kindergarten Program, and grades 1 through 6. The Child Development Program utilizes the CDEPPT Standards, Creative Curriculum, and a standards-driven curriculum at all times. Our population is 98% African American, 1% White, and 1% Hispanic. The children come from various communities. Because of the rural nature of the school, 98.8% of our students receive free or reduced lunch.

St. Mark Elementary School's overall goal is to provide quality instruction, based on South Carolina Curriculum Standards, to all students so test scores will continue to improve. The underlying philosophy of St. Mark Elementary is a strong belief that given the opportunity, all children can learn. The school's motto, which is "Striving for Excellence," can be observed daily by parents, visitors, students, faculty, and staff.

A close relationship exists among the school, home, and community, and we share high expectation for all students.

This year we also have the Academy of Reading and the Academy of Math. The school received the 2009-2010 South Carolina Title I Distinguished School Award for Academic Achievement and a Gold Award for Closing the Achievement Gap. St. Mark has made AYP for the past 7 years. Other accomplishments include: a good absolute rating on the School Report Card for the past 8 years; a total of 3 Gold Awards; 2 Silver Awards; 5 Incentive Awards in the past 15 years; accredited with the Southern Association of Colleges and Schools for 37 years; the students average daily attendance for the 2009-2010 school year was 96.6%; the dropout rate for 2009-2010 was maintained at 0%; and 100% faculty and staff membership in PTA. Some of the school's instructional, co-curriculum activities are: Book of the Month; 25 Book Campaign; The Readers, Writers, Math & Science Workshops; Student Council; After School Tutoring; Hornet Club; Just Say No Club; Character Counts Club; Caught Being Good Program; 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; Geo Math Lab; and the Smart Boards and ELMOs in every class.

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

Sarah E. Boyd, Interim Principal
Gale Tisdale, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	19	15
Percent satisfied with learning environment	100.0%	89.5%	100.0%
Percent satisfied with social and physical environment	100.0%	78.9%	100.0%
Percent satisfied with school-home relations	100.0%	84.2%	93.3%

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

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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

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	11.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	98	100	17.2	49.5	33.3	93.5	74.7	83.5	Yes	Yes
Gender										
Male	47	100	22.2	42.2	35.6	88.9	70.2	80.1	N/A	N/A
Female	51	100	12.5	56.3	31.3	97.9	79.4	87	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	78.4	89.6	I/S	I/S
African American	94	100	17.8	50	32.2	93.3	74.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	19	100	36.8	42.1	21.1	78.9	41.3	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	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	96	100	16.5	49.5	34.1	93.4	73.9	76.9	Yes	Yes

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

All Students	98	100	31.2	46.2	22.6	83.9	69.3	80.4	Yes	Yes
Gender										
Male	47	100	26.7	53.3	20	84.4	66.2	78.4	N/A	N/A
Female	51	100	35.4	39.6	25	83.3	72.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	68.9	87.8	I/S	I/S
African American	94	100	32.2	45.6	22.2	83.3	69.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	19	100	52.6	42.1	5.3	52.6	33.8	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	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	96	100	30.8	47.3	22	84.6	68.3	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
Science								
All Students	64	100	46.8	45.2	8.1	53.2	45.3	67.3
Gender								
Male	31	100	43.3	50	6.7	56.7	44.2	66.9
Female	33	100	50	40.6	9.4	50	46.4	67.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	57.6	79.6
African American	63	100	47.5	44.3	8.2	52.5	44.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	11	100	63.6	27.3	9.1	36.4	19.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	62	100	46.7	46.7	6.7	53.3	44.1	55.4

Social Studies

All Students	63	100	27.1	62.7	10.2	72.9	52.1	70.9
Gender								
Male	30	100	28.6	64.3	7.1	71.4	50.2	70.1
Female	33	100	25.8	61.3	12.9	74.2	54.1	71.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	58.4	79.2
African American	59	100	28.6	62.5	8.9	71.4	51.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	100	N/A	N/A	N/A	46.2	23	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	61	100	28.1	61.4	10.5	71.9	50.7	60.8

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	98	100	25.8	40.9	33.3	74.2	64.9	72.1	96.6	96.4
Gender										
Male	47	100	24.4	46.7	28.9	75.6	57	65.2	96.6	96.3
Female	51	100	27.1	35.4	37.5	72.9	73.1	79.2	96.5	96.5
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	61.4	80.8	94.2	93.4
African American	94	100	26.7	41.1	32.2	73.3	65.1	59.7	96.7	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.3	64.6	96.1	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	92.5
Disability Status										
Disabled	19	100	47.4	42.1	10.5	52.6	23	27.7	96.2	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.7	N/A	97.2
Socio-Economic Status										
Subsidized meals	93	100	25.3	41.8	33	74.7	63.8	61.9	96.6	96.4

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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
2010	3	20	100	26.3	47.4	26.3	73.7
	4	29	100	7.1	71.4	21.4	92.9
	5	29	100	21.4	42.9	35.7	78.6
	6	20	100	16.7	27.8	55.6	83.3
	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	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
2010	3	20	100	47.4	31.6	21.1	52.6
	4	29	100	17.9	57.1	25	82.1
	5	29	100	39.3	46.4	14.3	60.7
	6	20	100	22.2	44.4	33.3	77.8
	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	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
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	29	100	46.4	50	3.6	53.6
	5	14	100	38.5	38.5	23.1	61.5
	6	11	100	N/A	N/A	N/A	63.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
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
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	29	100	14.3	82.1	3.6	85.7
	5	15	100	N/A	N/A	N/A	60
	6	9	I/S	I/S	I/S	I/S	I/S
	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	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
2010	3	20	100	42.1	36.8	21.1	57.9
	4	29	100	17.9	42.9	39.3	82.1
	5	29	100	21.4	39.3	39.3	78.6
	6	20	100	27.8	44.4	27.8	72.2
	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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