



PARIS ELEMENTARY

32 East Belvue Road
Taylors, South Carolina

Grades	K-5 Elementary School	
Enrollment	609 Students	
Principal	David Wise	864-355-4260
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	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 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

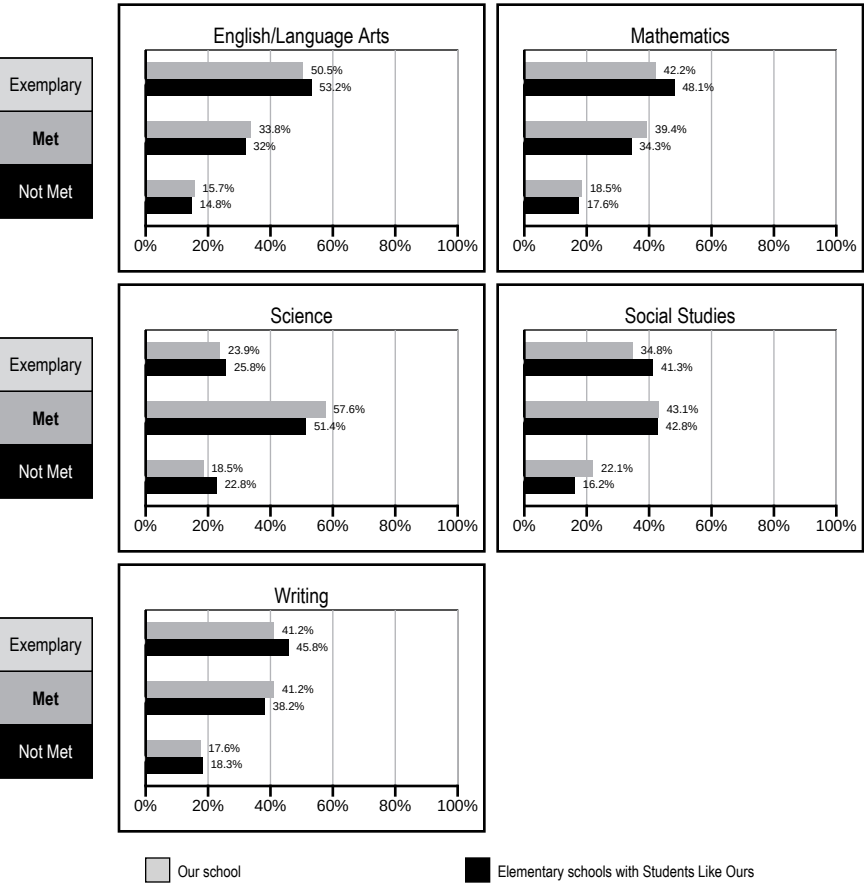
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	15	3	2	0

* 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=609)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 0.9%	0.8%	1.1%
Attendance rate	96.1%	Down from 96.4%	96.5%	96.2%
Served by gifted and talented program	19.4%	Up from 18.5%	22.0%	13.4%
With disabilities other than speech	9.5%	Down from 13.0%	4.1%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	45.7%	Down from 59.0%	63.2%	62.5%
Continuing contract teachers	85.7%	Down from 89.7%	89.4%	88.2%
Teachers returning from previous year	85.3%	Down from 86.9%	87.9%	87.8%
Teacher attendance rate	96.0%	Up from 95.9%	95.3%	95.2%
Average teacher salary*	\$44,711	Down 7.0%	\$48,174	\$46,773
Professional development days/teacher	11.5 days	Up from 10.0 days	9.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 21.3 to 1	20.7 to 1	19.9 to 1
Prime instructional time	92.2%	Up from 92.1%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,545	Down 1.7%	\$7,100	\$7,447
Percent of expenditures for instruction**	64.3%	Down from 68.6%	68.8%	68.4%
Percent of expenditures for teacher salaries**	63.4%	Down from 63.7%	67.6%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Paris Elementary offers a truly unique educational setting. Nestled at the base of Paris Mountain, the school is rich in a tradition of excellence with a history of ninety-nine years. Students moved into the new facility in 2004. Paris remains a focal point of the community and maintains close ties to the history of the area, including the grounds of Camp Sevier, a World War I training ground.

All academic programs at the school are student-centered and research-based to ensure the best possible education for our students. Our reading and language arts programs are based on Pat Cunningham's 4-Blocks method which is used in conjunction with our Accelerated Reader program to serve the individual needs of our students. Our math program employs a hands-on approach utilizing the Everyday Counts Calendar Math program and is enhanced by the Math Superstars program to promote creative and higher order thinking to solve word problems. Students continue learning with Odyssey CompassLearning, a computer-based instructional program that addresses individual students' needs. Our teachers use hands-on science kits and project teaching in Social Studies. The faculty is well-trained to provide an exciting combination of standards-based thematic units by integrating subjects.

The success of Paris Elementary is heightened by support from the PTA and our surrounding community. Our PTA contributes an enormous amount of time and financial resources to programs in the school that benefit all students, such as Young Author's Week, Science is Fun Day, and Accelerated Reading Celebrations. Volunteers deliver SEEDS reading lessons to classrooms, tutor students, assist teachers, and help with the maintenance and beautification of the school.

The school staff, parents, students, and community all work together to ensure student achievement and success. Together, we look towards continuing to build on the traditions and excellence that have always defined Paris Elementary as we conclude one century of academic achievement.

Julie Mathis, SIC Chair
Lakeshia Rainey, Administrative Assistant
David G. Wise, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	90	57
Percent satisfied with learning environment	100.0%	91.0%	89.1%
Percent satisfied with social and physical environment	96.0%	92.0%	92.9%
Percent satisfied with school-home relations	100.0%	92.2%	81.8%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 17 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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 = 79.4% (Met or Exemplary)

All Students	305	100	15.7	33.8	50.5	90.9	84.1	82.4	Yes	Yes
Gender										
Male	179	100	16.5	33.5	50	90	80.8	78.7	N/A	N/A
Female	126	100	14.5	34.2	51.3	92.3	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	229	100	8.7	34.4	56.9	95	89.7	88.9	Yes	Yes
African American	38	100	51.5	21.2	27.3	69.7	72.2	72.9	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	28	100	30.8	46.2	23.1	80.8	79.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	62	100	43.9	40.4	15.8	68.4	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	35	100	25	41.7	33.3	86.1	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	100	30.1	46.3	23.6	81.3	75.7	75.4	Yes	Yes

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

All Students	305	100	18.5	39.4	42.2	88.5	84.4	81.9	Yes	Yes
Gender										
Male	179	100	18.2	37.1	44.7	88.8	82.9	79.9	N/A	N/A
Female	126	100	18.8	42.7	38.5	88	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	229	100	12.4	39.4	48.2	91.7	89.4	88.9	Yes	Yes
African American	38	100	57.6	27.3	15.2	63.6	72	71.4	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	28	100	26.9	42.3	30.8	88.5	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	62	100	50.9	38.6	10.5	64.9	47.1	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	35	100	22.2	44.4	33.3	91.7	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	100	34.1	48.8	17.1	78	76.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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	196	99.5	18.5	57.6	23.9	81.5	71.6	68.6
Gender								
Male	121	100	18.6	56.6	24.8	81.4	71.4	68.3
Female	75	98.7	18.3	59.2	22.5	81.7	71.9	68.9
Racial/Ethnic Group								
White	152	99.3	13.3	58	28.7	86.7	81	80.7
African American	21	100	45	50	5	55	52.3	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	19	100	35.3	58.8	5.9	64.7	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	41	100	52.8	41.7	5.6	47.2	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	19	100	25	65	10	75	61.8	60.7
Socio-Economic Status								
Subsidized meals	83	98.8	37.7	53.2	9.1	62.3	58.4	57.3

Social Studies

All Students	193	99.5	22.1	43.1	34.8	77.9	76.1	72.5
Gender								
Male	117	100	18	42.3	39.6	82	75.9	72
Female	76	98.7	28.6	44.3	27.1	71.4	76.2	73.1
Racial/Ethnic Group								
White	138	100	19.1	41.2	39.7	80.9	82.8	81
African American	29	96.6	50	33.3	16.7	50	61.5	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	18	100	16.7	61.1	22.2	83.3	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	41	100	42.1	44.7	13.2	57.9	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	26	100	15.4	57.7	26.9	84.6	70.5	69.7
Socio-Economic Status								
Subsidized meals	92	98.9	33.3	50	16.7	66.7	65.2	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	108	100	17.6	41.2	41.2	82.4	76	73.2	96.1	96.4
Gender										
Male	60	100	19	37.9	43.1	81	70.2	67.2	96.1	96.3
Female	48	100	15.9	45.5	38.6	84.1	82.1	79.4	96.2	96.4
Racial/Ethnic Group										
White	83	100	11.1	45.7	43.2	88.9	83.1	81.5	96	96.2
African American	11	100	I/S	I/S	I/S	I/S	62.2	61.3	95.9	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.3	87	98.2	97.6
Hispanic	9	I/S	I/S	I/S	I/S	I/S	64.3	66.7	96.3	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	86.9	95.8
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	39.1	26.5	26	94.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	13	100	35.7	35.7	28.6	64.3	65.3	65.7	97.3	97.2
Socio-Economic Status										
Subsidized meals	45	100	31.7	43.9	24.4	68.3	63.7	63.2	95.4	95.9

Abbreviations for Missing Data

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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	88	100	11.8	32.9	55.3	88.2
	4	103	100	16.5	42.3	41.2	83.5
	5	90	100	14.9	52.9	32.2	85.1
	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	111	100	15	19.6	65.4	85
	4	84	100	17.9	37.2	44.9	82.1
	5	110	100	14.7	46.1	39.2	85.3
	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	88	100	32.9	35.3	31.8	67.1
	4	103	100	16.5	42.3	41.2	83.5
	5	90	100	26.4	49.4	24.1	73.6
	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	111	100	17.8	27.1	55.1	82.2
	4	84	100	15.4	47.4	37.2	84.6
	5	110	100	21.6	46.1	32.4	78.4
	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
Science							
2010	3	43	100	35.7	50	14.3	64.3
	4	103	100	23.7	63.9	12.4	76.3
	5	45	100	27.3	52.3	20.5	72.7
	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	57	98.3	16.4	54.5	29.1	83.6
	4	84	100	17.9	61.5	20.5	82.1
	5	55	100	21.6	54.9	23.5	78.4
	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

Abbreviations for Missing Data

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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	45	100	25.6	41.9	32.6	74.4
	4	103	100	24.7	37.1	38.1	75.3
	5	45	100	23.3	48.8	27.9	76.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	54	98.2	26.9	38.5	34.6	73.1
	4	84	100	17.9	44.9	37.2	82.1
	5	55	100	23.5	45.1	31.4	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	89	98.9	39.5	27.9	32.6	60.5
	4	102	99	31.3	38.5	30.2	68.8
	5	90	100	24.1	44.8	31	75.9
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	108	100	17.6	41.2	41.2	82.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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