



## Paris Elementary School

32 East Belvue Road  
Greenville, SC 29687

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School |              |
| <b>Enrollment</b>     | 593 Students          |              |
| <b>Principal</b>      | David G. Wise         | 864-355-4260 |
| <b>Superintendent</b> | Mr. Burke Royster     | 864-355-3100 |
| <b>Board Chair</b>    | Mr. Roger Meek        | 864-233-8587 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING  | GROWTH RATING |
|-------------|------------------|---------------|
| <b>2012</b> | <b>Excellent</b> | <b>Good</b>   |
| 2011        | Good             | Good          |
| 2010        | Good             | Good          |
| 2009        | Average          | Average       |
| 2008        | Average          | 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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

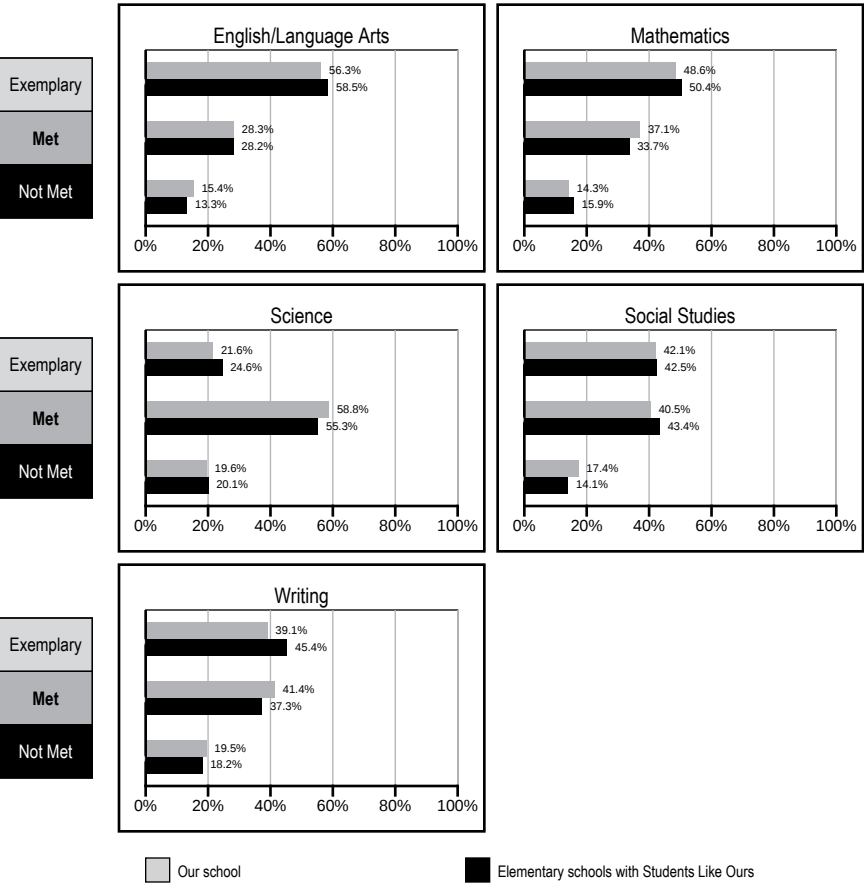
95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 39        | 12   | 0       | 1             | 0       |

\* Ratings are calculated with data available by 11/07/2012.

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 |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| <b>Students (n=593)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.3%       | Down from 0.8%        | 0.9%                                       | 1.0%                     |
| Attendance rate                                                              | 97.0%      | Up from 96.1%         | 97.0%                                      | 96.6%                    |
| Served by gifted and talented program                                        | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech                                          | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade                                                   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=36)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 52.8%      | Up from 45.7%         | 68.2%                                      | 63.0%                    |
| Continuing contract teachers                                                 | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year                                        | 89.2%      | Up from 85.3%         | 90.1%                                      | 88.7%                    |
| Teacher attendance rate                                                      | 96.9%      | Up from 96.0%         | 95.2%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$46,340   | Up 3.6%               | \$48,820                                   | \$47,210                 |
| Professional development days/teacher                                        | 12.5 days  | Up from 11.5 days     | 9.9 days                                   | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 4.0        | Up from 3.0           | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 21.8 to 1  | Up from 19.0 to 1     | 20.8 to 1                                  | 20.0 to 1                |
| Prime instructional time                                                     | 93.3%      | Up from 92.2%         | 91.5%                                      | 90.5%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | Up from 99.1%         | 100.0%                                     | 100.0%                   |
| Character development program                                                | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$6,012    | Down 8.1%             | \$6,823                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 64.6%      | Up from 64.3%         | 68.8%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 63.9%      | Up from 63.4%         | 67.5%                                      | 65.7%                    |

\* 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, proudly celebrating its 100-year anniversary in 2012. 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 strong support from 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 Artist-in-Residence, Young Author's Week, Science is Fun Day, and the Accelerated Reading Program. 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 will continue to build on the traditions and excellence that have always defined Paris Elementary as we begin a new 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                             | 24       | 57        | 43       |
| Percent satisfied with learning environment            | 100.0%   | 96.5%     | 89.2%    |
| Percent satisfied with social and physical environment | 95.8%    | 91.1%     | 86.0%    |
| Percent satisfied with school-home relations           | 100.0%   | 100.0%    | 86.0%    |

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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

|                               |      |
|-------------------------------|------|
| Overall Weighted Points Total | 80.6 |
| Overall Grade Conversion      | B    |

| Index Score  | Grade | Description                                                 |
|--------------|-------|-------------------------------------------------------------|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Paris Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

|                                                                         | Our District | State |
|-------------------------------------------------------------------------|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 2.1%         | 2.6%  |
| Classes in high poverty schools not taught by highly qualified teachers | 3.2%         | 5.1%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 97.0%      | 94.0%*          | Yes                 |

\* Or greater than last year

Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5                        |          |           |              |                     |              |               |
| All Students                      | 677.1    | 665.7     | 634.4        | 653.5               | 99.7         | 100.0         |
| Male                              | 674.7    | 668.5     | 640.5        | 658.7               | 100.0        | 100.0         |
| Female                            | 681.0    | 661.3     | 625.2        | 646.0               | 99.1         | 100.0         |
| White                             | 687.1    | 673.0     | 641.0        | 662.8               | 99.6         | 100.0         |
| African American                  | 624.9    | 624.4     | 604.2        | 603.1               | 100.0        | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | 609.8    | 606.5     | 583.1        | 591.6               | 100.0        | 100.0         |
| Limited English Proficient        | 652.1    | 654.1     | 618.8        | 635.4               | 100.0        | 100.0         |
| Subsidized meals                  | 643.5    | 642.4     | 609.1        | 618.6               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 630.0    | 630.0     | 630.0        | 630.0               | 95.0         | 95.0          |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts |       |                               |          |           |       |             |                    |
| 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                |
| 2012                  | 3     | 99                            | 99       | 16.8      | 9.5   | 73.7        | 83.2               |
|                       | 4     | 111                           | 100      | 12.6      | 33    | 54.4        | 87.4               |
|                       | 5     | 89                            | 100      | 17.2      | 43.7  | 39.1        | 82.8               |
|                       | 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           |       |                               |          |           |       |             |                    |
| 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                |
| 2012                  | 3     | 99                            | 100      | 11.5      | 31.3  | 57.3        | 88.5               |
|                       | 4     | 111                           | 100      | 15.5      | 34    | 50.5        | 84.5               |
|                       | 5     | 89                            | 100      | 16.1      | 47.1  | 36.8        | 83.9               |
|                       | 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                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| Science               |       |                               |          |           |       |             |                    |
| 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                |
| 2012                  | 3     | 50                            | 100      | 27.1      | 29.2  | 43.8        | 72.9               |
|                       | 4     | 111                           | 100      | 19.4      | 70.9  | 9.7         | 80.6               |
|                       | 5     | 45                            | 100      | 13.6      | 61.4  | 25          | 86.4               |
|                       | 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                |

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

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2011           | 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                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 49                               | 100      | 14.3      | 36.7  | 49          | 85.7                  |
|                | 4     | 111                              | 100      | 13.6      | 47.6  | 38.8        | 86.4                  |
|                | 5     | 44                               | 100      | 30.2      | 27.9  | 41.9        | 69.8                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 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        |       |                                  |          |           |       |             |                       |
| 2011           | 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                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 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     | 87                               | 98.9     | 18.6      | 41.9  | 39.5        | 81.4                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 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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