

Pageland Elementary

715 West McGregor Street
Pageland, South Carolina

Grades	3-5 Elementary School	
Enrollment	413 Students	
Principal	Jim Heffner	843-672-2400
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

http://ed.sc.gov
http://www.eoc.sc.gov

Pageland Elementary	06/01/10-1301027

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

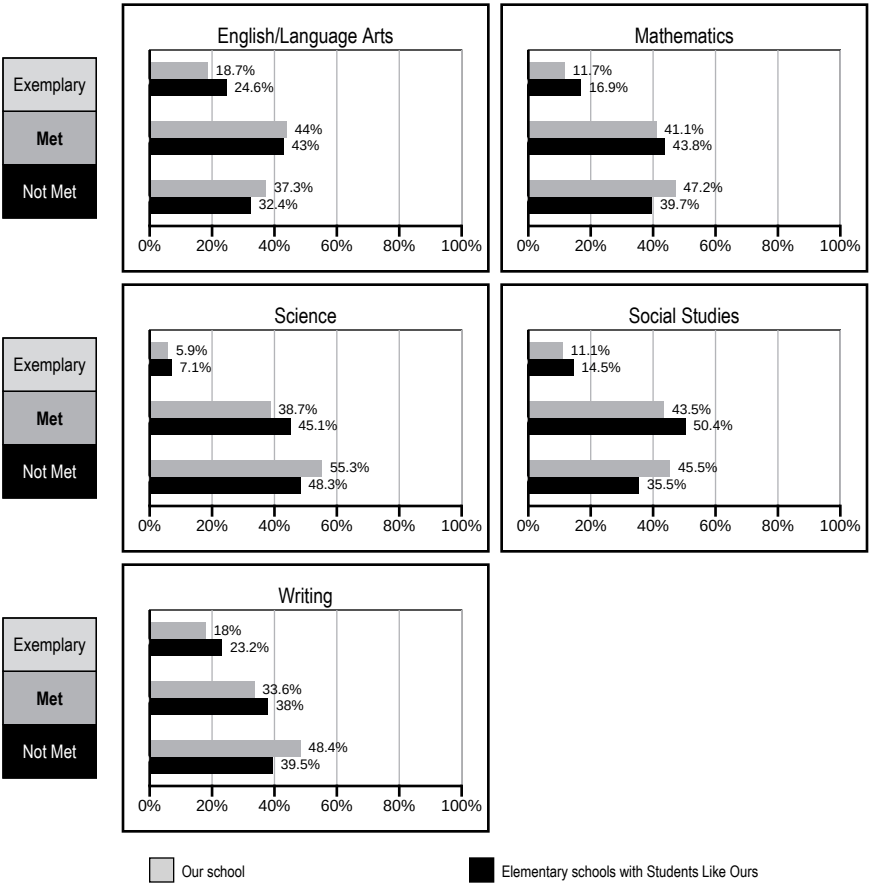
Percent of students tested in 2008-09 whose 2007-08 test scores were located	96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	89	52	16

* 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

Pageland Elementary 06/01/10-1301027

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=413)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.0%	Up from 0.5%	2.4%	1.9%
Attendance rate	96.6%	Up from 96.0%	96.1%	96.3%
Eligible for gifted and talented	6.1%	Up from 4.6%	4.7%	10.0%
With disabilities other than speech	8.5%	Down from 8.8%	8.1%	7.7%
Older than usual for grade	1.2%	Up from 0.5%	0.9%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	56.0%	Up from 51.7%	57.0%	59.4%
Continuing contract teachers	56.0%	Down from 72.4%	73.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.9%	Down from 83.4%	83.9%	85.9%
Teacher attendance rate	96.3%	Up from 94.6%	95.1%	95.1%
Average teacher salary*	$41,191	Down 1.4%	$45,762	$47,149
Professional development days/teacher	14.4 days	Up from 12.5 days	10.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 20.0 to 1	17.4 to 1	18.8 to 1
Prime instructional time	90.6%	Up from 87.9%	90.1%	90.4%
Opportunities in the arts	Poor	Down from Excellent	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	Good	Excellent
Dollars spent per pupil**	$7,472	Up 7.6%	$8,292	$7,458
Percent of expenditures for instruction**	67.2%	Up from 66.0%	68.5%	68.8%
Percent of expenditures for teacher salaries**	58.4%	Down from 58.6%	62.3%	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

Pageland Elementary School is a rural Title I school that serves 405 students in grades three through five. Our staff is committed to the highest standards of student achievement. With our dedication to the improvement of instruction through ongoing professional development, the staff strives to provide quality instruction to our students by participating in a variety of professional development opportunities. We have a full-time Math Coach, Literacy Coach, and a Curriculum Coordinator to provide support for all content areas. Many opportunities to extend and enhance learning are provided for students at Pagelend Elementary. Before and after-school tutoring, after-school math and language arts instruction, in-school math grouping, and mentoring programs are all available to serve our children. Pageland Elementary is a model technology school. We were the first school in the district to install interactive Smart Boards in every classroom. Since that time, we have continued to upgrade efforts in technology. The school also has two Compass computer labs. The staff is constantly being trained on new strategies and techniques for integrating technology into the curriculum.

Art, music, physical education, and the media center are integrated into the curriculum on a daily basis. All teachers collaborate to plan instructionally sound and engaging lessons for all children. Character education is a part of every student's day. Key character words are explained and discussed daily as part of the morning announcements. We use data to make all of our instructional decisions. Data is gathered using MAP, Dominie Reading assessment, STAR reading assessment, and teacher-made assessments.

Parental support is strong at Pagelend Elementary. The school won the district volunteer award for the second time in three years by logging 12,000 volunteer hours. The PTO raised funds to purchase a storage building to hold recess equipment and the School Improvement Council continues to support and monitor innovations and improvements. Monthly Parent Academies are scheduled to assist parents with strategies to help their children in all academic and social areas. We provide bi-weekly Saturday Library and Computer Lab to promote "families learning together." It takes all of us, teachers, parents, students, and community, working together to make Pageland Elementary a wonderful place to learn and grow and to create success beyond the classroom.

Angela Baker, SIC Chairperson
Jim Heffner, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	100	79
Percent satisfied with learning environment	100.0%	92.9%	84.2%
Percent satisfied with social and physical environment	100.0%	91.8%	89.6%
Percent satisfied with school-home relations	90.0%	86.0%	86.8%

* 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 24 out of 27 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	R

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	1.4%	5.8%

	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

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Pageland Elementary										06/01/10-1301027
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	401	98	36.9	43.8	19.3	72.8	80.1	82.8	Yes	Yes
Gender										
Male	201	99	46.6	36	17.5	64.6	76.2	79.3	N/A	N/A
Female	200	97	27.4	51.6	21.1	81.1	84.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	166	98.2	26.3	43.8	30	86.9	87.5	89.5	Yes	Yes
African American	183	98.4	48.3	40.7	11	59.3	70	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	49	98	33.3	55.6	11.1	73.3	73.6	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	43	97.7	65.9	26.8	7.3	43.9	54	52	No	Yes
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	40	97.5	36.1	55.6	8.3	72.2	71.8	75.1	I/S	Yes
Socio-Economic Status										
Subsized meals	342	98	39.6	44.9	15.5	70.3	74.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	401	98	46.7	41.2	12.1	63.1	76.6	78.9	Yes	Yes
Gender										
Male	201	99	50.3	36	13.8	57.7	73	77	N/A	N/A
Female	200	97	43.2	46.3	10.5	68.4	80.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	166	98.2	31.3	48.1	20.6	77.5	85.1	87.2	Yes	Yes
African American	183	98.4	61.6	32.6	5.8	48.8	65.3	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	93	I/S	I/S
Hispanic	49	98	46.7	48.9	4.4	64.4	67.3	76	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	43	97.7	80.5	14.6	4.9	24.4	42.3	45.5	No	Yes
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	40	97.5	47.2	50	2.8	63.9	68.2	76.1	I/S	Yes
Socio-Economic Status										
Subsized meals	342	98	50.5	39.6	9.9	60.4	70.3	70.2	Yes	Yes

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

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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	266	99.6	54.7	38.7	6.6	45.3	62.9	67.5
Gender								
Male	141	100	56	35.8	8.2	44	60.7	67
Female	125	99.2	53.3	41.8	4.9	46.7	65.1	68
Racial/Ethnic Group								
White	109	100	39.8	47.2	13	60.2	74	79.5
African American	131	99.2	66.1	33.1	0.8	33.9	48.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	84.3
Hispanic	26	100	62.5	29.2	8.3	37.5	48.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	29	100	82.8	10.3	6.9	17.2	32.9	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	22	100	55	35	10	45	55.6	59.6
Socio-Economic Status								
Subsized meals	229	99.6	58.4	36.1	5.5	41.6	53.9	55.1
Social Studies								
All Students	264	99.6	45.1	43.9	11	54.9	67.4	72.3
Gender								
Male	135	100	50.4	35.7	14	49.6	66	71.5
Female	129	99.2	39.7	52.4	7.9	60.3	68.8	73.2
Racial/Ethnic Group								
White	106	100	39.4	41.3	19.2	60.6	75.8	80.7
African American	119	99.2	51.3	46	2.7	48.7	55.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	37	100	44.4	47.2	8.3	55.6	63	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	27	100	N/AV	N/AV	N/AV	19.2	41.9	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	29	100	46.4	42.9	10.7	53.6	63.9	67.9
Socio-Economic Status								
Subsized meals	227	99.6	48.6	45	6.4	51.4	59.9	62.1

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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	397	97.2	48.1	33.8	18.1	51.9	64.7	70.2	96.6	95.8
Gender										
Male	197	97	60.5	29.7	9.7	39.5	55.9	63.2	96.5	95.6
Female	200	97.5	36.1	37.7	26.2	63.9	73.4	77.5	96.7	95.9
Racial/Ethnic Group										
White	165	96.4	43	32.9	24.1	57	72.4	79.1	95.7	95.4
African American	181	97.8	55.3	30.6	14.1	44.7	54.2	57.6	97.2	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	86.2	N/A	97.4
Hispanic	49	98	39.1	47.8	13	60.9	60.3	62.6	97.2	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	98.4	96.2
Disability Status										
Disabled	42	88.1	86.1	11.1	2.8	13.9	21.9	26.1	95.3	94.6
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	40	97.5	40.5	51.4	8.1	59.5	62	61.2	97.7	96.8
Socio-Economic Status										
Subsized meals	335	97	50.5	33.8	15.8	49.5	57.1	58.9	96.5	95.5

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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	140	97.9	32.8	38.9	28.2	67.2
	4	135	99.3	45	42	13	55
	5	126	96.8	32.5	51.3	16.2	67.5
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	140	97.9	46.6	35.9	17.6	53.4
	4	135	99.3	45.8	45.8	8.4	54.2
	5	126	96.8	47.9	41.9	10.3	52.1
	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							
2009	3	69	100	56.3	32.8	10.9	43.8
	4	135	99.3	54.2	40.5	5.3	45.8
	5	62	100	54.1	41	4.9	45.9
	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
Social Studies							
2009	3	68	100	43.3	46.3	10.4	56.7
	4	135	99.3	42	47.3	10.7	58
	5	61	100	54.4	33.3	12.3	45.6
	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
Writing							
2009	3	140	94.3	44.2	29.5	26.4	55.8
	4	133	100	53.4	33.6	13	46.6
	5	124	97.6	46.6	38.8	14.7	53.4
	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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