

PAGELAND ELEMENTARY

715 West McGregor Street
Pageland, South Carolina

Grades	3-5 Elementary School	
Enrollment	408 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

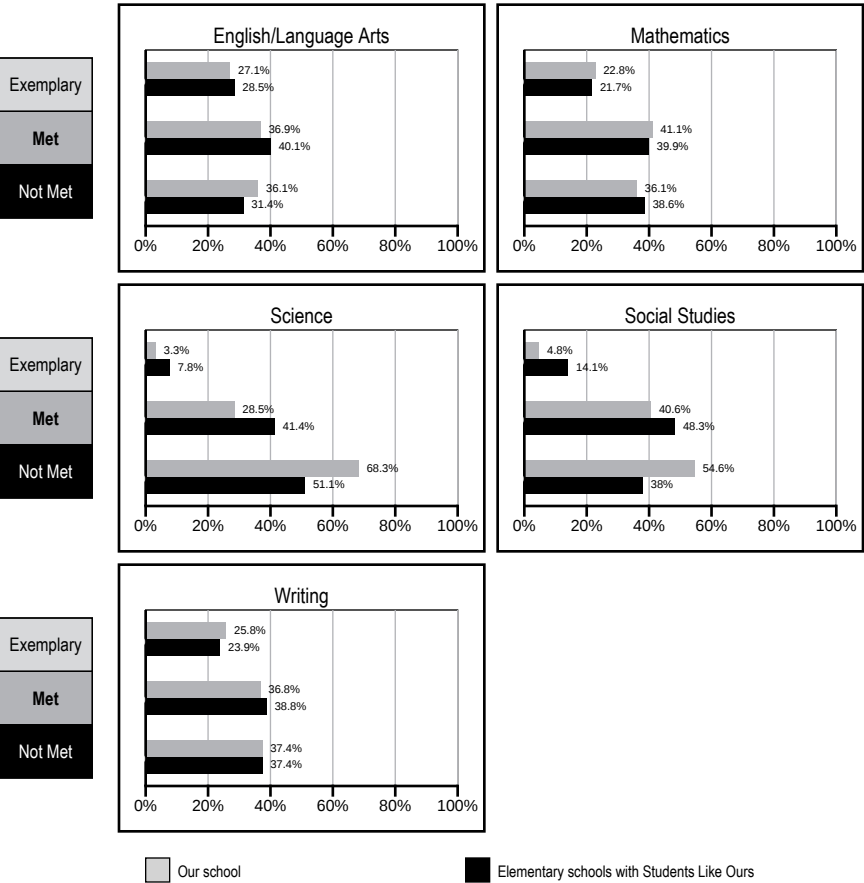
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	103	35	16

* 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=408)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.0%	Down from 2.0%	1.6%	1.2%
Attendance rate	95.2%	Down from 96.6%	95.8%	96.1%
Eligible for gifted and talented	7.0%	Up from 6.1%	5.5%	11.7%
With disabilities other than speech	7.0%	Down from 8.5%	8.5%	8.0%
Older than usual for grade	1.7%	Up from 1.2%	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=29)				
Teachers with advanced degrees	55.2%	Down from 56.0%	59.0%	60.5%
Continuing contract teachers	75.9%	Up from 56.0%	81.6%	84.6%
Teachers with emergency or provisional certificates	4.5%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	79.5%	Up from 75.9%	85.0%	87.0%
Teacher attendance rate	95.1%	Down from 96.3%	95.2%	95.4%
Average teacher salary*	\$41,395	Up 0.5%	\$45,782	\$47,288
Professional development days/teacher	13.4 days	Down from 14.4 days	11.1 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 20.8 to 1	18.0 to 1	19.2 to 1
Prime instructional time	86.2%	Down from 90.6%	90.1%	90.8%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,935	Down 7.2%	\$8,361	\$7,548
Percent of expenditures for instruction**	61.6%	Down from 67.2%	67.8%	68.7%
Percent of expenditures for teacher salaries**	54.0%	Down from 58.4%	62.7%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Pageland Elementary School is a rural Title I school that serves 435 students in grades three through five. Eighty-five percent of students qualify for free lunch. Our staff is committed to the highest standards of student achievement. We have a full-time Math Coach and a Curriculum Coordinator to provide continuous support for all content areas. Many opportunities to extend and enhance learning are provided for students at Pageland Elementary. Early-morning and after-school tutoring, after-school math and language arts instruction, and mentoring programs are all available to serve our children. Pageland Elementary is a model technology school. We have interactive SMARTboards and Active-Response Systems in every classroom. 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. All of our instructional decisions are based on current data. Data is gathered using MAP, Dominie Reading assessment, STAR reading assessment, PASS, and common grade level assessments. We changed our math curriculum to Every Day Mathematics and our writing program to Write from the Beginning. Parental support is strong at Pageland Elementary. The school won the district volunteer award for the third time in four years by logging 14,000 volunteer hours. The PTO raised funds to provide incentives and activities for students and staff. Our School Improvement Council continues to support and monitor innovations and improvements.

We schedule Monthly Parent Academies to assist parents with strategies to help their children in all academic and social areas. We also 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.

Polly Nicholson, SIC Chairperson
Jim Heffner, Principal

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	30	119	77
Percent satisfied with learning environment	96.7%	83.1%	83.6%
Percent satisfied with social and physical environment	93.3%	69.5%	82.4%
Percent satisfied with school-home relations	76.7%	83.1%	81.3%

* 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	YES
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This school met 21 out of 21 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-DELAY
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	412	99.3	35.8	36.3	27.9	79.9	79.7	83.5	Yes	Yes
Gender										
Male	223	99.6	40.4	37.5	22.1	76.4	76.1	80.1	N/A	N/A
Female	189	98.9	30.3	34.9	34.9	84	83.2	87	N/A	N/A
Racial/Ethnic Group										
White	158	99.4	25.5	34.5	40	87.6	86.8	89.6	Yes	Yes
African American	200	99.5	43.5	38.2	18.3	72.8	69.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	92.7	I/S	I/S
Hispanic	52	98.1	37.8	35.6	26.7	84.4	79.5	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	85.1	I/S	I/S
Disability Status										
Disabled	39	100	60.5	18.4	21.1	60.5	48.6	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	39	100	40.5	32.4	27	83.8	81	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	344	99.1	37.2	37.2	25.6	78.7	75	76.9	Yes	Yes

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

All Students	412	99.3	35.5	41.8	22.7	72.6	77.4	80.4	Yes	Yes
Gender										
Male	223	99.6	42.3	39.9	17.8	66.8	73.6	78.4	N/A	N/A
Female	189	98.9	27.4	44	28.6	79.4	81.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	158	99.4	22.1	44.8	33.1	85.5	86	87.8	Yes	Yes
African American	200	99.5	46.1	39.8	14.1	62.8	65.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	52	98.1	35.6	42.2	22.2	71.1	74.4	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	83.2	I/S	I/S
Disability Status										
Disabled	39	100	68.4	21.1	10.5	39.5	42	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	39	100	35.1	40.5	24.3	73	81	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	344	99.1	37.5	42.1	20.4	71	72.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	268	98.5	67.9	28.1	4	32.1	59.1	67.3
Gender								
Male	146	97.3	67.9	27.6	4.5	32.1	58.2	66.9
Female	122	100	67.8	28.7	3.5	32.2	59.9	67.7
Racial/Ethnic Group								
White	112	98.2	49.5	41.6	8.9	50.5	72.1	79.6
African American	123	98.4	83.9	15.3	0.8	16.1	41.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	32	100	N/A	N/A	N/A	31	51.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	26	96.2	N/A	N/A	N/A	8.3	33.1	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	26	100	N/A	N/A	N/A	32	53.6	58.6
Socio-Economic Status								
Subsidized meals	220	99.1	69.5	27.1	3.3	30.5	51.4	55.4

Social Studies

All Students	269	98.1	53.8	41.1	5.1	46.2	62.2	70.9
Gender								
Male	141	97.9	60.6	33.3	6.1	39.4	61.8	70.1
Female	128	98.4	46.3	49.6	4.1	53.7	62.5	71.7
Racial/Ethnic Group								
White	103	99	40.4	48.5	11.1	59.6	72.5	79.2
African American	130	97.7	62.6	35.8	1.6	37.4	47.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	34	97.1	N/A	N/A	N/A	34.5	58.5	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	23	91.3	75	15	10	25	33.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	25	100	N/A	N/A	N/A	22.7	64.3	68
Socio-Economic Status								
Subsidized meals	228	98.7	56.4	39.9	3.7	43.6	54.9	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	409	97.1	36.5	37.3	26.1	63.5	69.1	72.1	95.2	95.7
Gender										
Male	219	95.9	47.8	32.3	19.9	52.2	60.8	65.2	94.9	95.7
Female	185	98.9	23.6	43.1	33.3	76.4	77.3	79.2	95.6	95.8
Racial/Ethnic Group										
White	156	96.8	25.4	39.4	35.2	74.6	78.2	80.8	94.6	95.4
African American	200	97	45.7	35.5	18.8	54.3	56.3	59.7	95.5	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	N/A	97.4
Hispanic	50	98	35.6	40	24.4	64.4	68.7	64.6	95.5	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	73.4	97.8	95.8
Disability Status										
Disabled	38	81.6	80	13.3	6.7	20	20	27.7	93.8	94.9
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	38	100	35.1	45.9	18.9	64.9	72.4	63.7	96.3	96.6
Socio-Economic Status										
Subsidized meals	341	96.8	38.2	38.6	23.2	61.8	62.4	61.9	94.8	95.4

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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	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
2010	3	143	100	31.5	30.8	37.7	68.5
	4	129	98.5	37.2	36.4	26.4	62.8
	5	140	99.3	38.6	41.7	19.7	61.4
	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
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
2010	3	143	100	31.5	35.4	33.1	68.5
	4	129	98.5	33.1	43.8	23.1	66.9
	5	140	99.3	41.7	46.2	12.1	58.3
	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
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
2010	3	71	95.8	71.4	17.5	11.1	28.6
	4	127	100	65.3	32.2	2.5	34.7
	5	70	98.6	N/A	N/A	N/A	30.8
	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

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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	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
2010	3	73	95.9	55.2	38.8	6	44.8
	4	127	99.2	45	50.8	4.2	55
	5	69	98.6	68.2	25.8	6.1	31.8
	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
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
2010	3	141	96.5	34.6	34.6	30.7	65.4
	4	129	98.5	35.5	42.1	22.3	64.5
	5	139	96.4	39.4	35.4	25.2	60.6
	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

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