



GEORGE I PAIR ELEMENTARY

2325 Platt Springs Road
West Columbia, SC 29169

Grades	PK-5 Elementary School	
Enrollment	325 Students	
Principal	n/a	803-739-4085
Superintendent	Venus J. holland, Ed.D.	803-739-4708
Board Chair	ElizaBeth Dickerson	803-791-6085

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Below Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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

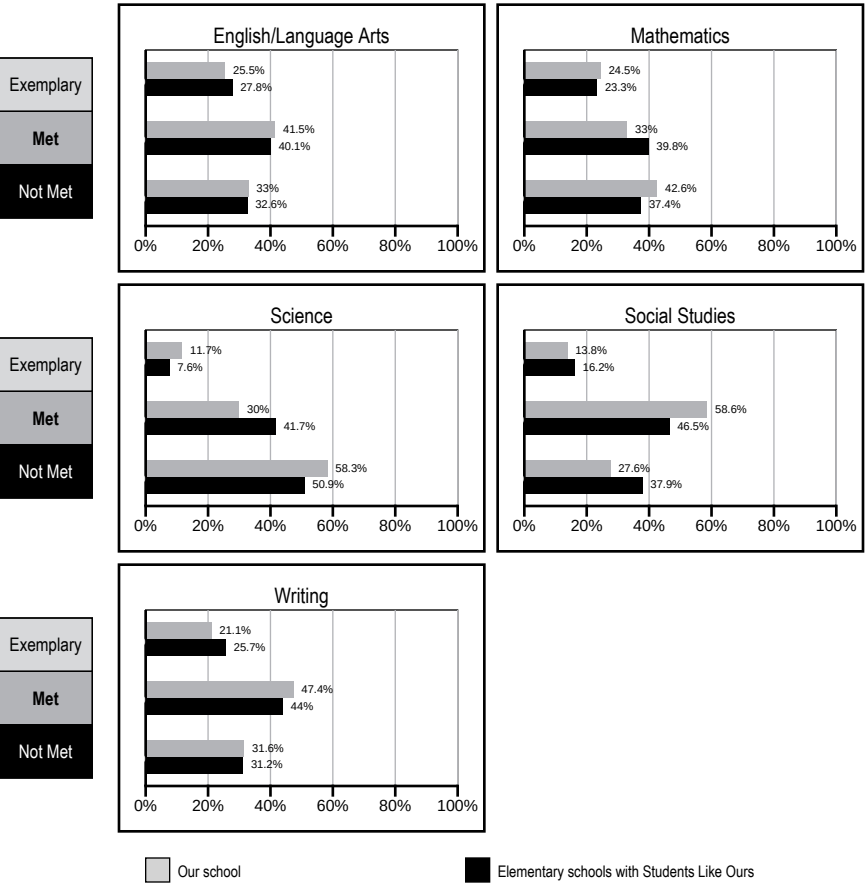
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	109	50	20

* 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=325)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.3%	1.5%	1.1%
Attendance rate	95.4%	Down from 99.9%	95.9%	96.2%
Served by gifted and talented program	6.6%	Down from 9.6%	6.0%	13.4%
With disabilities other than speech	3.9%	Down from 7.1%	4.3%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	64.0%	Up from 55.6%	61.9%	62.5%
Continuing contract teachers	88.0%	Up from 81.5%	83.3%	88.2%
Teachers returning from previous year	80.3%	Up from 75.3%	85.3%	87.8%
Teacher attendance rate	95.2%	Up from 93.4%	95.1%	95.2%
Average teacher salary*	\$46,067	Down 2.1%	\$45,346	\$46,773
Professional development days/teacher	14.4 days	Down from 23.9 days	10.5 days	10.5 days
School				
Principal's years at school	1.0	No Change	3.8	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 21.1 to 1	17.8 to 1	19.9 to 1
Prime instructional time	89.7%	Down from 91.6%	90.0%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,962	Up 8.6%	\$8,241	\$7,447
Percent of expenditures for instruction**	70.8%	Down from 71.3%	68.0%	68.4%
Percent of expenditures for teacher salaries**	63.8%	Down from 68.5%	64.2%	65.8%

* 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

George I. Pair Elementary School has been a school community committed to promoting excellence while ensuring academic, personal, physical, and social development for children. We have been focused on improving reading, mathematics, writing, science, social studies, and quality experiences in the arts. There have been high expectations for academic achievement and character education standards with an emphasis on celebrating diversity through community-building, enrichment, inclusion, and mainstreaming.

We began this year by celebrating two consecutive years of meeting AYP and exiting school corrective action. This accomplishment was a result of the collaborative efforts by our staff members as a Professional Learning Community. We enjoyed another schoolwide celebration when our fourth grade students became the District Math Bowl Champions.

We have implemented many programs this year to enhance academic instruction, such as the SMART Room for small group Reading instruction, Mad Science partnership, Lunch Buddies, educational partnerships with the University of South Carolina, Midlands Tech, and BC High School, "Reading with the Lady Gamecocks", book fairs, afterschool tutoring, and Response to Intervention. Our efforts to enhance the social development of our students include a partnership with Fellowship of Christian Athletes, student recognition for academic achievements, Student Council service learning projects, breakfast in the classrooms for all students, Red Ribbon Week activities, Jump Rope for Heart, Monthly Pair Patriots, Pinwheels for Peace, and the schoolwide infusion of Habits of Mind.

Our parents have had many opportunities to be involved in their child's educational process through activities such as ESOL Orientations, Class Assignment Days, Grandparents in the Classroom, Family Literacy Night, Poetry Slam, Fall Festival, Chorus Christmas Program, Family Skate Nights, Math/Science Night, Fabulous Fine Arts Night, Volunteer Appreciation Breakfast, Chick-fil-A Nights, Moe's Family Nights, Field Day, Muffins for Moms, and Doughnuts for Dads.

We are proud of the technology available at Pair, including SMARTboards in every classroom, SMART Tables, iPads, iTouches, and numerous software programs that enhance instruction.

We appreciate the support of our parents and community. As George I. Pair Elementary closes its doors as an elementary school this year, our students, families, teachers, and staff look forward to what lies ahead as our children continue their journey towards excellence in Lexington School District Two.

Vicki J. Traufler, Ph.D., Principal
Latisha Lowery-Sims, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	38	15
Percent satisfied with learning environment	100.0%	92.1%	80.0%
Percent satisfied with social and physical environment	100.0%	83.8%	73.3%
Percent satisfied with school-home relations	75.0%	92.1%	80.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	95.4%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	106	100	33.3	41.7	25	78.1	79.9	82.4	Yes	Yes
Gender										
Male	65	100	39.7	32.8	27.6	72.4	75.4	78.7	N/A	N/A
Female	41	100	23.7	55.3	21.1	86.8	84.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	25	100	14.3	33.3	52.4	95.2	87.3	88.9	I/S	I/S
African American	47	100	34.9	48.8	16.3	74.4	70.7	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.6	93	I/S	I/S
Hispanic	33	100	45.2	38.7	16.1	71	73.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.2	83	I/S	I/S
Disability Status										
Disabled	19	100	68.4	26.3	5.3	42.1	48.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	46.7	36.7	16.7	70	70.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	89	100	34.5	42.9	22.6	76.2	73.9	75.4	Yes	Yes

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

All Students	106	100	43.8	32.3	24	66.7	79.2	81.9	No	Yes
Gender										
Male	65	100	46.6	27.6	25.9	62.1	76.6	79.9	N/A	N/A
Female	41	100	39.5	39.5	21.1	73.7	81.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	25	100	28.6	28.6	42.9	76.2	88	88.9	I/S	I/S
African American	47	100	51.2	32.6	16.3	65.1	67.6	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	94.6	I/S	I/S
Hispanic	33	100	45.2	32.3	22.6	61.3	73.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.2	84.4	I/S	I/S
Disability Status										
Disabled	19	100	84.2	10.5	5.3	31.6	47.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	43.3	36.7	20	63.3	72.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	89	100	45.2	32.1	22.6	65.5	73	74.9	No	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	64	100	59	29.5	11.5	41	64.9	68.6
Gender								
Male	40	100	56.8	29.7	13.5	43.2	64.6	68.3
Female	24	100	62.5	29.2	8.3	37.5	65.3	68.9
Racial/Ethnic Group								
White	20	100	38.9	22.2	38.9	61.1	78.2	80.7
African American	27	100	N/AV	N/AV	N/AV	25.9	48	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	17	100	N/AV	N/AV	N/AV	43.8	59.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	70.8
Disability Status								
Disabled	13	100	84.6	7.7	7.7	15.4	35.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	16	100	N/AV	N/AV	N/AV	40	56	60.7
Socio-Economic Status								
Subsidized meals	55	100	61.1	31.5	7.4	38.9	55.5	57.3

Social Studies

All Students	69	100	30	56.7	13.3	70	72.5	72.5
Gender								
Male	42	100	30.6	50	19.4	69.4	70.4	72
Female	27	100	29.2	66.7	4.2	70.8	74.5	73.1
Racial/Ethnic Group								
White	12	100	I/S	I/S	I/S	I/S	81.4	81
African American	33	100	34.5	55.2	10.3	65.5	61	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.2	89
Hispanic	23	100	28.6	57.1	14.3	71.4	63.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	73.5
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	18.2	40.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	23	100	28.6	61.9	9.5	71.4	58.2	69.7
Socio-Economic Status								
Subsidized meals	57	100	26.9	59.6	13.5	73.1	64.9	62.9

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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	42	97.6	29.7	48.6	21.6	70.3	71.1	73.2	95.4	97.3
Gender										
Male	28	96.4	41.7	41.7	16.7	58.3	65.4	67.2	95.1	97.3
Female	14	100	7.7	61.5	30.8	92.3	76.9	79.4	95.8	97.4
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	80.3	81.5	95	97.2
African American	20	95	29.4	52.9	17.6	70.6	58.9	61.3	95.1	97.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	96.7	97.5
Hispanic	14	100	30.8	53.8	15.4	69.2	65.7	66.7	96.1	97.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.9
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	28.2	26	95	96.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	36.4	45.5	18.2	63.6	66.7	65.7	96.2	97.7
Socio-Economic Status										
Subsidized meals	36	97.2	31.3	50	18.8	68.8	62.9	63.2	95.7	97.1

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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	36	100	30.3	24.2	45.5	69.7
	4	43	93	40.5	37.8	21.6	59.5
	5	47	100	29.3	39	31.7	70.7
	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	35	100	39.4	27.3	33.3	60.6
	4	27	100	32	44	24	68
	5	44	100	28.9	52.6	18.4	71.1
	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
Mathematics							
2010	3	36	100	18.2	51.5	30.3	81.8
	4	43	93	48.6	43.2	8.1	51.4
	5	47	100	48.8	39	12.2	51.2
	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	35	100	51.5	30.3	18.2	48.5
	4	27	100	32	36	32	68
	5	44	100	44.7	31.6	23.7	55.3
	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
Science							
2010	3	17	100	31.3	56.3	12.5	68.8
	4	40	100	56.8	35.1	8.1	43.2
	5	23	100	N/A	N/A	N/A	52.6
	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	16	100	68.8	12.5	18.8	31.3
	4	27	100	56	32	12	44
	5	21	100	55	40	5	45
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	19	100	35.3	29.4	35.3	64.7
	4	40	100	40.5	48.6	10.8	59.5
	5	24	100	50	36.4	13.6	50
	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	19	100	23.5	64.7	11.8	76.5
	4	27	100	32	52	16	68
	5	23	100	33.3	55.6	11.1	66.7
	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							
2010	3	36	97.2	25	31.3	43.8	75
	4	42	100	35.9	41	23.1	64.1
	5	50	96	35.7	42.9	21.4	64.3
	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
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	42	97.6	29.7	48.6	21.6	70.3
	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

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