



## George I Pair Elementary

2325 Platt Springs Road  
West Columbia, SC 29169

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	383 Students	
<b>Principal</b>	Gale Whitfield	803-739-4085
<b>Superintendent</b>	Dr. Venus Holland	803-739-8399
<b>Board Chair</b>	Beth Branham	803-739-4708

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

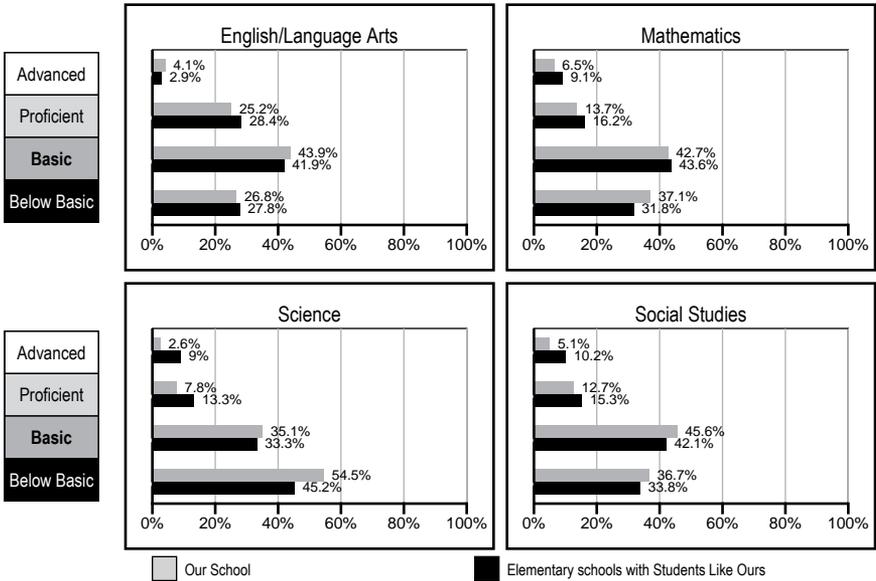
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	18	61	14

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=383)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.6%	100.0%	100.0%
Retention rate	1.5%	Down from 3.2%	2.9%	2.3%
Attendance rate	95.5%	No Change	96.0%	96.3%
Eligible for gifted and talented	10.6%	Up from 9.2%	6.3%	10.4%
With disabilities other than speech	6.6%	Up from 6.0%	8.9%	7.5%
Older than usual for grade	0.4%	Up from 0.0%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	63.3%	Up from 62.5%	54.5%	56.7%
Continuing contract teachers	73.3%	Up from 71.9%	73.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.0%	Down from 90.0%	85.4%	86.4%
Teacher attendance rate	94.0%	Down from 94.2%	94.9%	94.9%
Average teacher salary	\$44,347	Down 0.6%	\$44,314	\$45,345
Professional development days/teacher	7.5 days	Down from 13.3 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 8.0	3.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Down from 17.5 to 1	18.0 to 1	18.5 to 1
Prime instructional time	88.3%	Down from 88.8%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,142	Up 9.2%	\$7,513	\$7,052
Percent of expenditures for instruction*	73.7%	Down from 73.8%	69.1%	69.1%
Percent of expenditures for teacher salaries*	71.0%	Up from 70.5%	63.9%	64.2%

\* 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, Jr. Elementary School had an exciting and productive 2007–2008 school year. The successes that were achieved are due to the commitment based on our theme to "ride the waves to success." We provided all the students with a comprehensive curriculum that met their needs and improved all student achievement. Parents, community members, students, and the Pair faculty and staff worked together to provide a safe, supportive, and positive environment that empowered all students to learn.

Our school is equipped with a wonderful faculty and staff that work tirelessly to provide an innovative and challenging educational experience for our students. Through professional book studies and staff development opportunities, our faculty continually strives to learn and grow in order to meet the needs of our students and create the best possible learning climate.

Our students are given many opportunities to develop leadership skills through their participation in student council, Pair Patrol, flag helpers, The Morning News Show, Student Council, Service Learning Projects, Jump Rope for Heart, Pennies for Presents, Breakfast in the Classroom, Fellow Christian Athletics Program, Pair Chorus, and Recycling Committee.

Family involvement is a priority at Pair. Parents' participation in our Community Picnic/Open House, ESOL Orientation, Date with Dad, Muffins with Mom, Grandparents lunch, Skate Night, PTO performance night, Math/Science Night, volunteering in classrooms, and chaperoning field trips have improved the partnership between family and school.

Our focus for the 2008-2009 school year is to improve student learning through continued implementation of reading intervention through our SMART room approach, provide opportunities for more hands-on instruction in math and science for K-5 students, and to continue using our data to help drive instruction in all content areas as we differentiate instruction for our students.

As we continue to grow and celebrate our successes, we look forward to the 2008-2009 school year with much enthusiasm as we remain with the school's goals to provide the best educational opportunities, environment, and growing experiences for each individual child who attends our school.

Gale Whitfield, Ed.S, Principal  
Kathy Taylor, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	25	39	37
Percent satisfied with learning environment	80.0%	74.4%	86.5%
Percent satisfied with social and physical environment	92.0%	82.1%	85.3%
Percent satisfied with school-home relations	68.0%	87.2%	87.9%

\* 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 14 out of 19 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

Continuing School Improvement

## 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	146	100	26.2	43.7	24.6	5.6	42.1	45.4	48.2	No	Yes
<b>Gender</b>											
Male	72	100	33.9	46.8	16.1	3.2	32.3	37.4	41.7	N/A	N/A
Female	74	100	18.8	40.6	32.8	7.8	51.6	53.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	46	100	13.6	38.6	38.6	9.1	65.9	55.4	60	Yes	Yes
African American	58	100	34	42.6	19.1	4.3	34	30.2	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	69.2	70.4	I/S	I/S
Hispanic	40	100	32.4	50	14.7	2.9	23.5	34.5	38.4	I/S	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	21	100	47.1	29.4	11.8	11.8	35.3	14.3	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	22.2	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	39	100	33.3	51.5	12.1	3	21.2	29.9	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	112	100	28.6	48.6	19	3.8	36.2	35.1	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	146	100	35.7	42.9	15.1	6.3	33.3	47.1	45.8	No	Yes
<b>Gender</b>											
Male	72	100	46.8	33.9	14.5	4.8	24.2	45.7	45.6	N/A	N/A
Female	74	100	25	51.6	15.6	7.8	42.2	48.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	46	100	13.6	43.2	31.8	11.4	59.1	58.2	59	Yes	Yes
African American	58	100	42.6	51.1	2.1	4.3	17	28.5	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	40	100	55.9	29.4	11.8	2.9	23.5	41.7	38.1	I/S	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	21	100	52.9	23.5	17.6	5.9	23.5	19.9	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	50	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	39	100	54.5	33.3	9.1	3	21.2	41.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	112	100	39	46.7	9.5	4.8	25.7	36.6	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	95	100	52.5	35	7.5	5	12.5	39.6	35.7	95.5	95.8
<b>Gender</b>											
Male	46	100	58.5	26.8	7.3	7.3	14.6	40.5	37.4	95.2	95.7
Female	49	100	46.2	43.6	7.7	2.6	10.3	38.7	33.8	95.7	95.9
<b>Racial/Ethnic Group</b>											
White	28	100	15.4	61.5	15.4	7.7	23.1	51.9	49.2	95.3	95.7
African American	39	100	66.7	30	3.3	0	3.3	19.8	17	95.9	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	58	98.1	97
Hispanic	28	100	75	12.5	4.2	8.3	12.5	28.7	24.9	95.1	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.1	96.2
<b>Disability Status</b>											
Disabled	13	100	50	20	0	30	30	18.6	14	94.8	95.1
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.9	94	97
<b>English Proficiency</b>											
Limited English Proficient	26	100	78.3	17.4	4.3	0	4.3	24.1	24.4	95.3	95.8
<b>Socio-Economic Status</b>											
Subsided meals	74	100	61.8	32.4	2.9	2.9	5.9	27	21.1	95.5	95.4
<b>Social Studies</b>											
All Students	93	100	35.4	46.8	12.7	5.1	17.7	35.4	34	95.5	95.8
<b>Gender</b>											
Male	49	100	41.5	41.5	9.8	7.3	17.1	38.6	36.6	95.2	95.7
Female	44	100	28.9	52.6	15.8	2.6	18.4	32.1	31.3	95.7	95.9
<b>Racial/Ethnic Group</b>											
White	28	100	19.2	61.5	7.7	11.5	19.2	44.2	44.5	95.3	95.7
African American	40	100	48.5	36.4	15.2	0	15.2	21.8	19.1	95.9	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.9	98.1	97
Hispanic	23	100	36.8	42.1	15.8	5.3	21.1	29.4	27.5	95.1	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.1	96.2
<b>Disability Status</b>											
Disabled	15	100	58.3	33.3	0	8.3	8.3	17.7	14.4	94.8	95.1
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	16.7	22.6	94	97
<b>English Proficiency</b>											
Limited English Proficient	23	100	38.9	44.4	16.7	0	16.7	23.7	27.3	95.3	95.8
<b>Socio-Economic Status</b>											
Subsided meals	75	100	38.6	44.3	12.9	4.3	17.1	28.4	21	95.5	95.4

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	35	91.4	29.6	44.4	22.2	3.7	25.9	
	4	43	97.7	18.9	48.6	29.7	2.7	32.4	
	5	51	98	31.8	47.7	20.5	0	20.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	61	100	17	43.4	34	5.7	39.6	
	4	42	100	42.4	45.5	12.1	0	12.1	
	5	43	100	25	42.5	22.5	10	32.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	35	94.3	37	40.7	11.1	11.1	22.2	
	4	43	100	28.9	44.7	18.4	7.9	26.3	
	5	51	98	25	59.1	11.4	4.5	15.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
<b>2008</b>	3	61	100	34	47.2	9.4	9.4	18.9	
	4	42	100	45.5	39.4	12.1	3	15.2	
	5	43	100	30	40	25	5	30	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	17	100	38.5	38.5	23.1	0	23.1	
	4	43	100	38.9	33.3	16.7	11.1	27.8	
	5	26	100	40	35	20	5	25	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
<b>2008</b>	3	31	100	42.3	50	7.7	0	7.7	
	4	42	100	63.6	33.3	0	3	3	
	5	22	100	47.6	19	19	14.3	33.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	19	84.2	23.1	53.8	23.1	0	23.1	
	4	43	100	30.6	52.8	11.1	5.6	16.7	
	5	27	96.3	56.5	26.1	8.7	8.7	17.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
<b>2008</b>	3	30	100	22.2	51.9	18.5	7.4	25.9	
	4	42	100	48.5	36.4	9.1	6.1	15.2	
	5	21	100	31.6	57.9	10.5	0	10.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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