



George I Pair Elementary

2325 Platt Springs Road
West Columbia, SC 29169

Grades	PK-5 Elementary School	
Enrollment	344 Students	
Principal	Dr. Wanda Whatley	803-739-4085
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

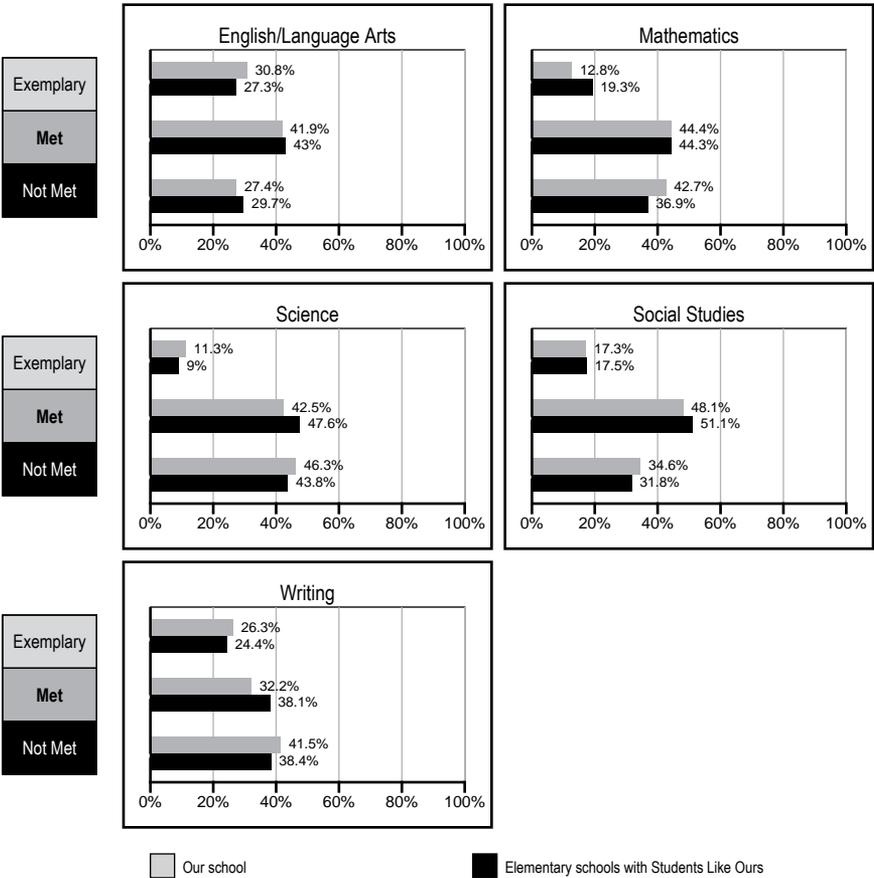
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	84	30	5

* 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=344)				
First graders who attended full-day kindergarten	92.3%	Down from 100.0%	100.0%	100.0%
Retention rate	0.7%	Down from 1.5%	2.5%	1.9%
Attendance rate	96.1%	Up from 95.5%	96.0%	96.3%
Eligible for gifted and talented	8.4%	Down from 10.6%	6.1%	10.0%
With disabilities other than speech	5.6%	Down from 6.6%	9.0%	7.7%
Older than usual for grade	0.8%	Up from 0.4%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.8%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	43.8%	Down from 63.3%	57.1%	59.4%
Continuing contract teachers	62.5%	Down from 73.3%	76.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.1%	Down from 86.0%	84.9%	85.9%
Teacher attendance rate	94.9%	Up from 94.0%	95.0%	95.1%
Average teacher salary*	\$43,327	Down 2.4%	\$46,065	\$47,149
Professional development days/teacher	15.0 days	Up from 7.5 days	11.7 days	11.1 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 14.7 to 1	17.9 to 1	18.8 to 1
Prime instructional time	89.9%	Up from 88.3%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,387	Down 10.2%	\$7,754	\$7,458
Percent of expenditures for instruction**	71.0%	Down from 73.7%	68.1%	68.8%
Percent of expenditures for teacher salaries**	68.8%	Down from 71.0%	62.2%	63.2%

* 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

For the 2008-2009 school year, George I. Pair Elementary School, provided all students with the resources to help them achieve at higher levels. Our faculty and staff were focused on each child's particular learning needs and our parents and community members continued to provide assistance in many areas of our school.

Pair Elementary students became more involved in computer assisted instruction through Compass Learning and Study Island Software programs. Many students were able to participate in field trips designed to enhance their learning experiences. Mad Science "in class" field trips were provided for all students. Other student activities included: Student Council, Pair Patrol (student leaders), The Morning News Television Show, Jump Rope for Heart, FCA, Chorus, Pair Patriots (Students of the Month), Early Morning Computer Lab, and RAP (Realizing Amazing Progress) after school program.

Our faculty and staff developed improved instructional strategies through our professional development partnership with Robert Marzano. They re-directed their efforts to differentiate how they teach in order to reach each student in our school.

Pair also encourages family involvement through our Community Picnic/Open House, Grandparents Lunch, Scholastic Book Fairs, Field Day activities, Skate Night, PTO performance nights, Curriculum Night, ESOL Orientation, and providing assistance as classroom volunteers.

The focus for 2009-2010 will be to continue to provide the best instruction possible based on each child's needs. There will be more opportunities for students to have positive learning experiences through field trips and author visits. Every effort will be made to incorporate research-based strategies to enable our young people to be "shining stars" of the future.

Thomas M. Drew, Assistant Principal

Kathy Taylor, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	31	23
Percent satisfied with learning environment	87.1%	80.6%	95.5%
Percent satisfied with social and physical environment	93.5%	74.2%	91.3%
Percent satisfied with school-home relations	61.3%	90.3%	81.8%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 19 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

CSI-DELAY

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	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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 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	129	98.5	28.6	41.2	30.3	78.2	82.1	82.8	Yes	Yes
Gender										
Male	77	100	32.9	45.2	21.9	75.3	77.5	79.3	N/A	N/A
Female	52	96.2	21.7	34.8	43.5	82.6	86.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	41	97.6	13.2	36.8	50	89.5	89	89.5	I/S	Yes
African American	41	97.6	25.6	53.8	20.5	82.1	72.4	73.7	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.9	92.3	I/S	I/S
Hispanic	46	100	46.3	31.7	22	63.4	72.7	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	22	90.9	25	55	20	80	49.7	52	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	44	100	48.7	35.9	15.4	61.5	69.5	75.1	I/S	Yes
Socio-Economic Status										
Subsided meals	102	99	30.9	42.3	26.8	75.3	74.7	75.5	Yes	Yes

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

All Students	129	98.5	43.7	43.7	12.6	67.2	79	78.9	Yes	Yes
Gender										
Male	77	100	49.3	42.5	8.2	64.4	76.5	77	N/A	N/A
Female	52	96.2	34.8	45.7	19.6	71.7	81.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	41	97.6	28.9	47.4	23.7	81.6	86.8	87.2	I/S	Yes
African American	41	97.6	51.3	41	7.7	59	66.4	66.7	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97	93	I/S	I/S
Hispanic	46	100	51.2	41.5	7.3	61	75.3	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	22	90.9	65	25	10	45	44.7	45.5	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	44	100	56.4	41	2.6	59	72.4	76.1	I/S	Yes
Socio-Economic Status										
Subsided meals	102	99	49.5	40.2	10.3	61.9	71.3	70.2	Yes	Yes

* 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

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	87	100	47.6	41.5	11	52.4	68	67.5
Gender								
Male	52	100	53.1	38.8	8.2	46.9	66.4	67
Female	35	100	39.4	45.5	15.2	60.6	69.7	68
Racial/Ethnic Group								
White	31	100	26.7	56.7	16.7	73.3	79.7	79.5
African American	26	100	64	24	12	36	49.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	84.3
Hispanic	29	100	53.8	42.3	3.8	46.2	59.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	12	100	N/AV	N/AV	N/AV	33.3	37.1	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	29	100	N/AV	N/AV	N/AV	42.3	55.8	59.6
Socio-Economic Status								
Subsided meals	68	100	51.5	34.8	13.6	48.5	56.3	55.1
Social Studies								
All Students	87	98.9	35.4	47.6	17.1	64.6	73.2	72.3
Gender								
Male	52	98.1	38	48	14	62	70.7	71.5
Female	35	100	31.3	46.9	21.9	68.8	75.7	73.2
Racial/Ethnic Group								
White	27	100	23.1	42.3	34.6	76.9	80.5	80.7
African American	27	96.3	40	56	4	60	61.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.2	88.5
Hispanic	33	100	41.9	45.2	12.9	58.1	69.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	15	93.3	50	35.7	14.3	50	41.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	30	100	42.9	50	7.1	57.1	67.9	67.9
Socio-Economic Status								
Subsided meals	67	98.5	39.1	46.9	14.1	60.9	65.2	62.1

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 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	126	97.6	41.5	32.2	26.3	58.5	68.3	70.2	96.1	95.8
Gender										
Male	75	98.7	52.1	31.5	16.4	47.9	59.9	63.2	95.8	95.8
Female	51	96.1	24.4	33.3	42.2	75.6	76.8	77.5	96.4	95.9
Racial/Ethnic Group										
White	39	97.4	29.7	21.6	48.6	70.3	76.1	79.1	95.9	95.6
African American	41	95.1	41	46.2	12.8	59	56.1	57.6	96.1	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	86.2	96.5	96.5
Hispanic	45	100	51.2	29.3	19.5	48.8	62.8	62.6	96.2	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.6
Disability Status										
Disabled	21	85.7	72.2	16.7	11.1	27.8	23	26.1	95.8	95.2
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	97.2	97.2
English Proficiency										
Limited English Proficient	43	100	53.8	30.8	15.4	46.2	59.2	61.2	96.2	96.2
Socio-Economic Status										
Subsidized meals	100	98	42.1	36.8	21.1	57.9	58.8	58.9	96	95.4

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							
2009	3	47	97.9	20.9	37.2	41.9	79.1
	4	47	100	37.8	40	22.2	62.2
	5	35	97.1	25.8	48.4	25.8	74.2
	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	47	97.9	41.9	39.5	18.6	58.1
	4	47	100	37.8	51.1	11.1	62.2
	5	35	97.1	54.8	38.7	6.5	45.2
	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	23	100	54.5	31.8	13.6	45.5
	4	47	100	44.4	42.2	13.3	55.6
	5	17	100	N/AV	N/AV	N/AV	53.3
	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
Social Studies							
2009	3	23	100	45.5	50	4.5	54.5
	4	47	97.9	25	52.3	22.7	75
	5	17	100	50	31.3	18.8	50
	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	45	100	46.5	20.9	32.6	53.5
	4	46	97.8	54.5	25	20.5	45.5
	5	35	94.3	16.1	58.1	25.8	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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample