



Pageland Elementary

715 West McGregor Street
Pageland, South Carolina

Grades	3-5 Elementary School	
Enrollment	395 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	Below Average
2004	Below 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

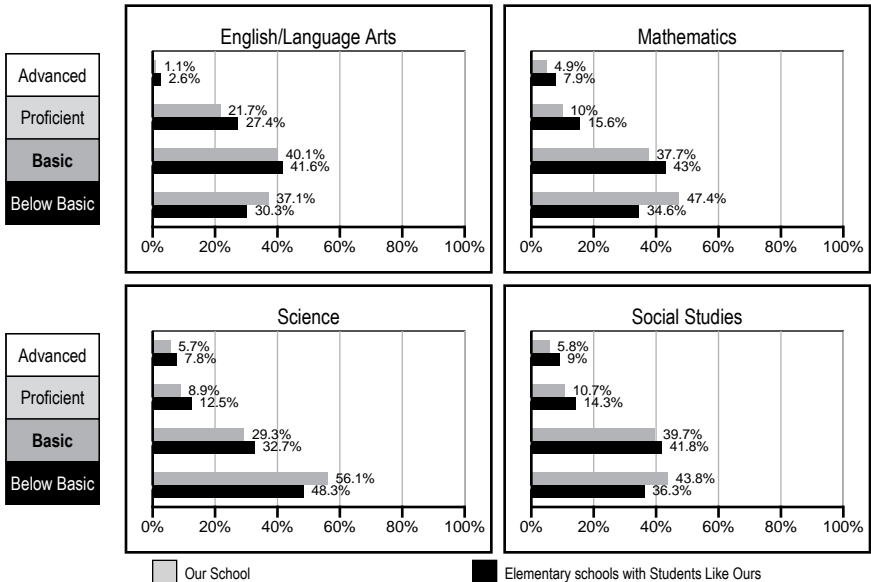
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	66	29

* 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
Students (n=395)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	No Change	2.9%	2.3%
Attendance rate	96.0%	Up from 95.6%	96.0%	96.3%
Eligible for gifted and talented	4.6%	Up from 4.2%	6.0%	10.4%
With disabilities other than speech	8.8%	Down from 11.1%	8.4%	7.5%
Older than usual for grade	0.5%	Down from 1.0%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	51.7%	Down from 51.9%	54.3%	56.7%
Continuing contract teachers	72.4%	Down from 85.2%	71.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.4%	Up from 78.8%	84.8%	86.4%
Teacher attendance rate	94.6%	Down from 97.2%	94.9%	94.9%
Average teacher salary	\$41,765	Up 6.4%	\$44,314	\$45,345
Professional development days/teacher	12.5 days	Down from 17.7 days	13.1 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.3	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 17.7 to 1	17.0 to 1	18.5 to 1
Prime instructional time	87.9%	Down from 89.5%	89.1%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,947	Up 10.4%	\$7,781	\$7,052
Percent of expenditures for instruction*	66.0%	Down from 68.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	58.6%	Down from 60.6%	62.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Pageland Elementary Family continued to provide a quality education that encouraged achievement for all students in a safe and caring environment. Our mission statement reflects the efforts of our teachers as they worked to improve education for all at PES.

We continued to implement Writing Workshop as part of an initiative to improve student writing. The "3 Minute Drill" was implemented this year to improve math facts. The faculty used MAP testing to align instruction and assessment with curriculum standards and PACT. As a result, flexible groups were formed to address specific areas of weakness in language arts.

The school's professional development plan was revised to "raise the bar" in literacy and math instruction and assessment. Teachers met weekly for professional development and protocol sessions. Daily common planning was continued for teachers on each grade level to promote collaboration. Teachers went to numerous workshops and conferences throughout the school year to keep abreast of the latest research and best practices in various subject areas. All teachers at Pageland Elementary School are highly qualified and two teachers are National Board Certified.

All of these improvement initiatives were in addition to a number of innovative programs already in place at PES. Some of the programs are: after-school remediation, academic achievement recognition and awards, character education program, and author visits. We have the Accelerated Reader program and an active School Improvement Council and PTO. Also, we have monthly Parent Academy nights focusing on reading, writing, math, and technology; and, a challenging, engaging curriculum.

As service projects, students and staff contributed to area charities, including Relay for Life and various food donation ministries. Parent volunteers continued to play a vital role at PES, evident in the fact that our school finished second in the district for the most volunteer hours for 2007-2008. The SIC, PTO, community businesses, and parent volunteers continue to support the school with physical improvements and financial assistance. These efforts show that community collaboration is the key to school success. Pageland Elementary continues to be a caring, community school that promotes the development of the "whole child" while meeting rigorous academic standards.

Jim Heffner – Principal
Angela Baker – SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	120	66
Percent satisfied with learning environment	96.7%	87.3%	85.9%
Percent satisfied with social and physical environment	90.0%	87.8%	84.1%
Percent satisfied with school-home relations	76.7%	84.6%	86.2%

* 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 13 out of 25 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

Plan to Restructure

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	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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	23.2%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	402	100	36.9	40.2	21.8	1.1	33.4	42.6	48.2	No	Yes
Gender											
Male	210	100	44.4	34.7	19.4	1.5	28.1	35.9	41.7	N/A	N/A
Female	192	100	28.6	46.3	24.6	0.6	39.4	49.6	55	N/A	N/A
Racial/Ethnic Group											
White	165	100	28.2	37.6	31.5	2.7	43.6	53.3	60	No	Yes
African American	191	100	45.8	40.8	13.4	0	24	28.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	70.4	I/S	I/S
Hispanic	43	100	30	47.5	22.5	0	37.5	27.8	38.4	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	43	100	83.3	14.3	2.4	0	4.8	12.8	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	38	100	34.3	40	25.7	0	31.4	30.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	338	100	40.8	39.5	19.1	0.6	30.1	31.9	34	No	Yes

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

All Students	402	100	47.2	37.7	10.2	4.9	23.7	41.8	45.8	No	Yes
Gender											
Male	210	100	49.5	32.1	11.7	6.6	25.5	39.9	45.6	N/A	N/A
Female	192	100	44.6	44	8.6	2.9	21.7	43.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	165	100	31.5	43	15.4	10.1	35.6	54	59	No	Yes
African American	191	100	60.3	32.4	6.1	1.1	14.5	25.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	71.3	I/S	I/S
Hispanic	43	100	45	42.5	10	2.5	20	23.7	38.1	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	43	100	85.7	11.9	2.4	0	4.8	15.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	38	100	48.6	37.1	11.4	2.9	22.9	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	338	100	52.4	36.2	8.1	3.2	18.1	31.4	31.4	No	Yes

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

Abbreviations for Missing Data

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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*	School Attendance Rate	District Attendance Rate
Science											
All Students	267	100	55.9	29.1	9.3	5.7	15	31.1	35.7	96	95.7
Gender											
Male	137	100	53.5	30.7	9.4	6.3	15.7	31.7	37.4	96	95.5
Female	130	100	58.3	27.5	9.2	5	14.2	30.6	33.8	96.1	95.9
Racial/Ethnic Group											
White	108	100	34.4	40.6	15.6	9.4	25	42	49.2	95.3	95.4
African American	126	100	72.5	20	5	2.5	7.5	16.7	17	96.4	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.9	58	N/A	96.9
Hispanic	31	100	58.6	27.6	6.9	6.9	13.8	11.1	24.9	97.3	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.1	95.4
Disability Status											
Disabled	29	100	89.3	7.1	3.6	0	3.6	11.3	14	93.7	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	57.7	26.9	7.7	7.7	15.4	18.2	24.4	97.6	96.7
Socio-Economic Status											
Subsided meals	224	100	61.7	27.2	7.8	3.4	11.2	22.3	21.1	95.8	95.3
Social Studies											
All Students	267	100	43.4	39.8	11.1	5.7	16.8	30.3	34	96	95.7
Gender											
Male	131	100	41.3	39.7	12.4	6.6	19	31.7	36.6	96	95.5
Female	136	100	45.5	39.8	9.8	4.9	14.6	28.8	31.3	96.1	95.9
Racial/Ethnic Group											
White	111	100	33.3	41.4	15.2	10.1	25.3	39.9	44.5	95.3	95.4
African American	120	100	54.5	36.6	7.1	1.8	8.9	17.5	19.1	96.4	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.9
Hispanic	34	100	35.5	48.4	9.7	6.5	16.1	17.1	27.5	97.3	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.1	95.4
Disability Status											
Disabled	28	100	66.7	29.6	3.7	0	3.7	13.8	14.4	93.7	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	30	100	40.7	40.7	11.1	7.4	18.5	21.1	27.3	97.6	96.7
Socio-Economic Status											
Subsided meals	224	100	48.3	39.9	8.4	3.4	11.8	21.3	21	95.8	95.3

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	129	100	23.1	44.6	32.2	0	32.2
	4	125	99.2	39.2	45	15.8	0	15.8
	5	131	100	47.6	44.4	7.3	0.8	8.1
	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
2008	3	140	100	27.8	35.7	33.3	3.2	36.5
	4	131	100	37	42	21	0	21
	5	131	100	46	42.9	11.1	0	11.1
	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
Mathematics								
2007	3	129	100	37.2	50.4	9.9	2.5	12.4
	4	125	99.2	50.4	36.4	8.3	5	13.2
	5	131	100	41.1	46	10.5	2.4	12.9
	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
2008	3	140	100	38.1	46	13.5	2.4	15.9
	4	131	100	50.4	34.5	8.4	6.7	15.1
	5	131	100	53.2	32.5	8.7	5.6	14.3
	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
Science								
2007	3	65	100	50	43.5	4.8	1.6	6.5
	4	125	100	64.5	24	6.6	5	11.6
	5	66	100	61.3	24.2	8.1	6.5	14.5
	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
2008	3	70	100	51.6	32.8	10.9	4.7	15.6
	4	131	100	53.8	32.8	9.2	4.2	13.4
	5	66	100	64.1	18.8	7.8	9.4	17.2
	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
Social Studies								
2007	3	64	100	22	54.2	23.7	0	23.7
	4	125	100	39.7	42.1	12.4	5.8	18.2
	5	65	100	55.7	37.7	6.6	0	6.6
	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
2008	3	70	100	30.6	50	12.9	6.5	19.4
	4	131	100	35.3	43.7	13.4	7.6	21
	5	66	100	71.4	22.2	4.8	1.6	6.3
	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

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