

GEORGE I PAIR ELEMENTARY

2325 Platt Springs Road
West Columbia, SC 29169

Grades	PK-5 Elementary School	
Enrollment	368 Students	
Principal	Dr. Vicki Traufler	803-739-4085
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

http://ed.sc.gov
http://www.eoc.sc.gov

GEORGE I PAIR ELEMENTARY	03/09/11-3202021

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

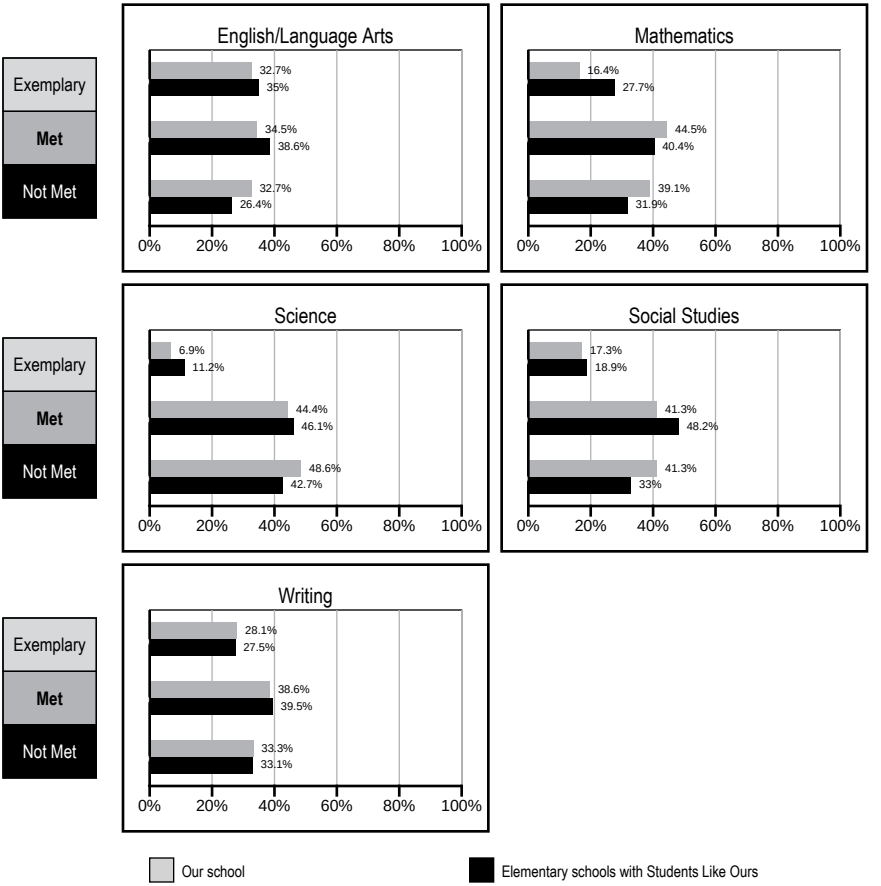
Percent of students tested in 2009-10 whose 2008-09 test scores were located	96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	101	13	1

* 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=368)				
First graders who attended full-day kindergarten	100.0%	Up from 92.3%	100.0%	100.0%
Retention rate	1.3%	Up from 0.7%	1.6%	1.2%
Attendance rate	99.9%	Up from 96.1%	95.7%	96.1%
Eligible for gifted and talented	9.6%	Up from 8.4%	9.6%	11.7%
With disabilities other than speech	7.1%	Up from 5.6%	9.1%	8.0%
Older than usual for grade	0.0%	Down from 0.8%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 0.9%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	55.6%	Up from 43.8%	59.4%	60.5%
Continuing contract teachers	81.5%	Up from 62.5%	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.3%	Down from 78.1%	87.1%	87.0%
Teacher attendance rate	93.4%	Down from 94.9%	94.8%	95.4%
Average teacher salary*	$47,077	Up 8.7%	$46,539	$47,288
Professional development days/teacher	23.9 days	Up from 15.0 days	11.0 days	10.5 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 16.5 to 1	19.3 to 1	19.2 to 1
Prime instructional time	91.6%	Up from 89.9%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$8,252	Up 11.7%	$7,518	$7,548
Percent of expenditures for instruction**	71.3%	Up from 71.0%	67.8%	68.7%
Percent of expenditures for teacher salaries**	68.5%	Down from 68.8%	64.5%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

George I. Pair Elementary School had a terrific year of student growth and achievement in 2009-2010. The faculty and staff "celebrated the world around us" by focusing on the diversity of our students and modifying instruction to meet the needs of all students.

Our students were involved in differentiated activities that challenged and motivated them to reach new heights. They went on field trips to many locations such as Charleston and Camden to discover new learning connections. After-school programs also focused on the various needs of students in grades 1-5.

Pair Elementary achieved Adequate Yearly Progress (AYP) for the first time by meeting all seventeen of its objectives based on No Child Left Behind mandates. Even with ninety-two percent free and reduced lunch, our students worked diligently with our teachers to achieve this great accomplishment.

Our focus for 2010-2011 will be to continue building on the Habits of Mind (HOM) concepts of Costa and Kallick. The HOM's are behaviors and characteristics that enable students to reach greater levels of achievement and with the support of parents and the community; we will look forward to the challenges that lay ahead.

Dr. Wanda C. Whatley, Principal
Mrs. Nicole Marchant, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	38	18
Percent satisfied with learning environment	100.0%	86.8%	72.2%
Percent satisfied with social and physical environment	96.0%	89.5%	88.9%
Percent satisfied with school-home relations	76.0%	86.8%	72.2%

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

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School Adequate Yearly Progress	YES

This school met 13 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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

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GEORGE I PAIR ELEMENTARY										03/09/11-3202021
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	126	97.6	33.3	34.2	32.4	74.8	81.6	83.5	Yes	Yes
Gender										
Male	69	97.1	41.7	28.3	30	68.3	76.7	80.1	N/A	N/A
Female	57	98.3	23.5	41.2	35.3	82.4	86.5	87	N/A	N/A
Racial/Ethnic Group										
White	32	100	25	31.3	43.8	78.1	89.5	89.6	I/S	I/S
African American	53	96.2	35.7	33.3	31	71.4	70.9	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	81.8	92.7	I/S	I/S
Hispanic	39	100	36.1	38.9	25	75	74.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	17	100	64.7	29.4	5.9	41.2	52.3	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	97.4	37.1	40	22.9	74.3	72.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	100	39	31.2	29.9	71.4	75.4	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	126	97.6	39.6	44.1	16.2	72.1	77.9	80.4	Yes	Yes
Gender										
Male	69	97.1	46.7	36.7	16.7	66.7	75	78.4	N/A	N/A
Female	57	98.3	31.4	52.9	15.7	78.4	80.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	32	100	31.3	37.5	31.3	75	86.1	87.8	I/S	I/S
African American	53	96.2	47.6	38.1	14.3	71.4	65.6	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	95.5	93.5	I/S	I/S
Hispanic	39	100	38.9	55.6	5.6	69.4	74.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	17	100	70.6	23.5	5.9	29.4	45.6	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	97.4	42.9	51.4	5.7	65.7	73.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	83	100	42.9	42.9	14.3	72.7	71.5	72.8	Yes	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	80	100	48.6	44.4	6.9	51.4	67.5	67.3
Gender								
Male	49	100	54.3	39.1	6.5	45.7	66.6	66.9
Female	31	100	38.5	53.8	7.7	61.5	68.4	67.7
Racial/Ethnic Group								
White	20	100	40	45	15	60	80	79.6
African American	31	100	46.2	46.2	7.7	53.8	51	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	73.1	84.4
Hispanic	28	100	N/A	N/A	N/A	44	55.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	12	100	N/A	N/A	N/A	8.3	36.8	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	27	100	N/A	N/A	N/A	37.5	52.2	58.6
Socio-Economic Status								
Subsidized meals	54	100	51	41.2	7.8	49	58.8	55.4
Social Studies								
All Students	83	100	42.1	40.8	17.1	57.9	72	70.9
Gender								
Male	46	100	47.5	35	17.5	52.5	72.2	70.1
Female	37	100	36.1	47.2	16.7	63.9	71.8	71.7
Racial/Ethnic Group								
White	20	100	30	40	30	70	80	79.2
African American	35	100	40	43.3	16.7	60	61.3	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	86.8
Hispanic	28	100	53.8	38.5	7.7	46.2	63.1	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	11	100	N/A	N/A	N/A	9.1	47.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	27	100	56	36	8	44	61.9	68
Socio-Economic Status								
Subsidized meals	55	100	47.1	41.2	11.8	52.9	64.4	60.8

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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	128	97.7	32.7	38.9	28.3	67.3	70.5	72.1	99.9	98.6
Gender										
Male	71	97.2	38.7	38.7	22.6	61.3	62.3	65.2	99.9	98.6
Female	57	98.3	25.5	39.2	35.3	74.5	78.8	79.2	99.9	98.7
Racial/Ethnic Group										
White	33	97	25.8	32.3	41.9	74.2	79.1	80.8	99.9	98.4
African American	53	96.2	32.6	37.2	30.2	67.4	58.9	59.7	99.9	98.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	87	99.9	99.5
Hispanic	41	100	39.5	44.7	15.8	60.5	62.4	64.6	99.9	99.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98.7
Disability Status										
Disabled	18	88.9	N/AV	N/AV	N/AV	18.8	30.7	27.7	99.9	98.5
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	40	100	40.5	40.5	18.9	59.5	58	63.7	99.9	99.4
Socio-Economic Status										
Subsidized meals	87	97.7	35.4	39.2	25.3	64.6	61.1	61.9	99.9	98.3

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GEORGE I PAIR ELEMENTARY 03/09/11-3202021

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
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
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
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
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
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

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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	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
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
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
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

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