



PAGELAND ELEMENTARY

715 West McGregor Street
Pageland, South Carolina

Grades	3-5 Elementary School	
Enrollment	383 Students	
Principal	Jim Heffner	843-672-2400
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad L. Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

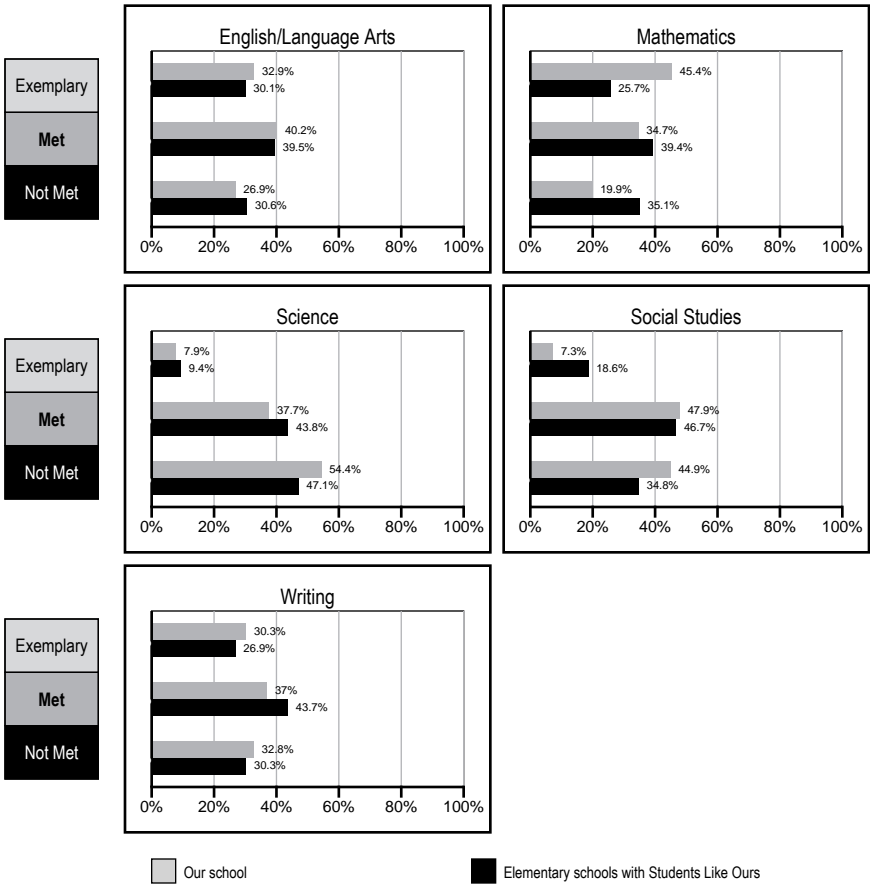
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	100	32	8

* 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=383)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	Down from 1.0%	1.4%	1.1%
Attendance rate	96.4%	Up from 95.2%	95.9%	96.2%
Served by gifted and talented program	8.3%	Up from 7.0%	7.8%	13.4%
With disabilities other than speech	5.3%	Down from 7.0%	4.5%	4.1%
Older than usual for grade	0.8%	Down from 1.7%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	56.7%	Up from 55.2%	61.1%	62.5%
Continuing contract teachers	76.7%	Up from 75.9%	85.1%	88.2%
Teachers returning from previous year	74.6%	Down from 79.5%	86.3%	87.8%
Teacher attendance rate	94.0%	Down from 95.1%	95.1%	95.2%
Average teacher salary*	\$41,406	Up 0.0%	\$45,695	\$46,773
Professional development days/teacher	9.7 days	Down from 13.4 days	10.5 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 20.5 to 1	18.2 to 1	19.9 to 1
Prime instructional time	89.1%	Up from 86.2%	90.0%	90.4%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,447	Up 7.4%	\$7,922	\$7,447
Percent of expenditures for instruction**	63.9%	Up from 61.6%	67.9%	68.4%
Percent of expenditures for teacher salaries**	58.5%	Up from 54.0%	64.8%	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

The Pageland Elementary Family continued to provide an engaging, challenging and meaningful curriculum that encourages achievement for all students in a safe and caring environment. Pageland Elementary met AYP as a result of our high expectations for everyone.

We continued to implement Write from the Beginning as part of an initiative to improve student writing. Calendar Math was implemented this year to improve mathematical problem solving. The faculty used MAP testing to align instruction and assessment with curriculum standards and PASS. 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 meet our student’s needs 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 three 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 also have the Accelerated Reader program and an active School Improvement Council and PTO. Also, we have annual Parent Academy nights focusing on reading, writing, math, and technology.

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 first in the district for the most volunteer hours four out of the last six years. 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
 Jason Evans – SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	128	108
Percent satisfied with learning environment	95.5%	92.2%	87.7%
Percent satisfied with social and physical environment	95.5%	90.4%	89.5%
Percent satisfied with school-home relations	72.7%	89.8%	85.4%

* 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 20 out of 21 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

R

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.4%	94.0%**	Yes

* Or greater than last year

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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	378	100	26.5	39.9	33.6	82.3	79.1	82.4	Yes	Yes
Gender										
Male	202	100	34	38.8	27.1	77.1	74.8	78.7	N/A	N/A
Female	176	100	17.8	41.1	41.1	88.3	83.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	137	100	17.1	33.3	49.6	88.4	85.9	88.9	Yes	Yes
African American	186	100	31.2	44.5	24.3	79.8	69.7	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	52	100	37	43.5	19.6	73.9	76.9	79.3	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	25	100	54.2	25	20.8	50	43.3	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	34	100	36.7	46.7	16.7	76.7	78.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	314	100	27.6	42.4	30	81.4	74.6	75.4	Yes	Yes

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

All Students	378	100	19.7	34.8	45.6	86.9	79.8	81.9	Yes	Yes
Gender										
Male	202	100	25.5	34	40.4	80.3	76.6	79.9	N/A	N/A
Female	176	100	12.9	35.6	51.5	94.5	83.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	137	100	9.3	35.7	55	91.5	87.1	88.9	Yes	Yes
African American	186	100	26	37	37	85	69.4	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	94.6	I/S	I/S
Hispanic	52	100	26.1	26.1	47.8	80.4	79.9	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	25	100	50	29.2	20.8	45.8	40.8	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	34	100	16.7	36.7	46.7	86.7	83.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	314	100	21.7	35.9	42.4	85.9	75.3	74.9	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	255	99.6	53.3	37.2	9.5	46.7	60.6	68.6
Gender								
Male	134	100	56.3	32.8	10.9	43.8	61.2	68.3
Female	121	99.2	50	42.1	7.9	50	60.1	68.9
Racial/Ethnic Group								
White	82	98.8	33.3	42.3	24.4	66.7	73.9	80.7
African American	135	100	63.3	33.6	3.1	36.7	43	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.9	85.3
Hispanic	37	100	N/AV	N/AV	N/AV	37.1	54.2	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	19	100	61.1	16.7	22.2	38.9	32.5	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	25	100	N/AV	N/AV	N/AV	34.8	57.7	60.7
Socio-Economic Status								
Subsidized meals	213	99.5	56.4	37.1	6.4	43.6	53.2	57.3
Social Studies								
All Students	259	100	44.3	47.7	8	55.7	64.8	72.5
Gender								
Male	143	100	46.2	47	6.8	53.8	64.3	72
Female	116	100	41.9	48.6	9.5	58.1	65.3	73.1
Racial/Ethnic Group								
White	96	100	36.7	50	13.3	63.3	72.7	81
African American	121	100	50	45.5	4.5	50	54	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.3	89
Hispanic	39	100	50	47.1	2.9	50	61.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	16	100	50	25	25	50	37.4	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	27	100	45.8	50	4.2	54.2	63.2	69.7
Socio-Economic Status								
Subsidized meals	219	100	46.2	47.2	6.5	53.8	58.5	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	130	99.2	32.8	37	30.3	67.2	67	73.2	96.4	95.6
Gender										
Male	66	98.5	40	36.7	23.3	60	61.3	67.2	96.5	95.6
Female	64	100	25.4	37.3	37.3	74.6	72.7	79.4	96.3	95.6
Racial/Ethnic Group										
White	51	98	21.3	36.2	42.6	78.7	76.4	81.5	95.7	95.1
African American	58	100	40.7	37	22.2	59.3	54.3	61.3	96.9	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97.8	98.1
Hispanic	20	100	41.2	41.2	17.6	58.8	62.5	66.7	96.5	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	99.9	93.5
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	18.4	26	95.3	94.6
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	11	100	I/S	I/S	I/S	I/S	57.1	65.7	97.4	97
Socio-Economic Status										
Subsidized meals	102	99	35.5	40.9	23.7	64.5	60.4	63.2	96.3	95.3

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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	143	100	31.5	30.8	37.7	68.5
	4	129	98.5	37.2	36.4	26.4	62.8
	5	140	99.3	38.6	41.7	19.7	61.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	109	100	14.9	30.7	54.5	85.1
	4	138	100	30.5	42	27.5	69.5
	5	131	100	31.9	45.4	22.7	68.1
	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	143	100	31.5	35.4	33.1	68.5
	4	129	98.5	33.1	43.8	23.1	66.9
	5	140	99.3	41.7	46.2	12.1	58.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	109	100	14.9	17.8	67.3	85.1
	4	138	100	16	44.3	39.7	84
	5	131	100	27.7	38.7	33.6	72.3
	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	71	95.8	71.4	17.5	11.1	28.6
	4	127	100	65.3	32.2	2.5	34.7
	5	70	98.6	N/A	N/A	N/A	30.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	54	100	54.7	34	11.3	45.3
	4	138	100	45.8	43.5	10.7	54.2
	5	63	98.4	69	25.9	5.2	31
	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	73	95.9	55.2	38.8	6	44.8
	4	127	99.2	45	50.8	4.2	55
	5	69	98.6	68.2	25.8	6.1	31.8
	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	55	100	41.7	45.8	12.5	58.3
	4	136	100	40.3	54.3	5.4	59.7
	5	68	100	55	35	10	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
Writing							
2010	3	141	96.5	34.6	34.6	30.7	65.4
	4	129	98.5	35.5	42.1	22.3	64.5
	5	139	96.4	39.4	35.4	25.2	60.6
	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	130	99.2	32.8	37	30.3	67.2
	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

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