



Pleasant Hill Elementary

664 Rawl Road
Lexington, South Carolina

Grades	K-5 Elementary School	
Enrollment	892 Students	
Principal	Margaret B. Mitchum	803-821-2800
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	N/A	N/A
2005	N/A	N/A

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

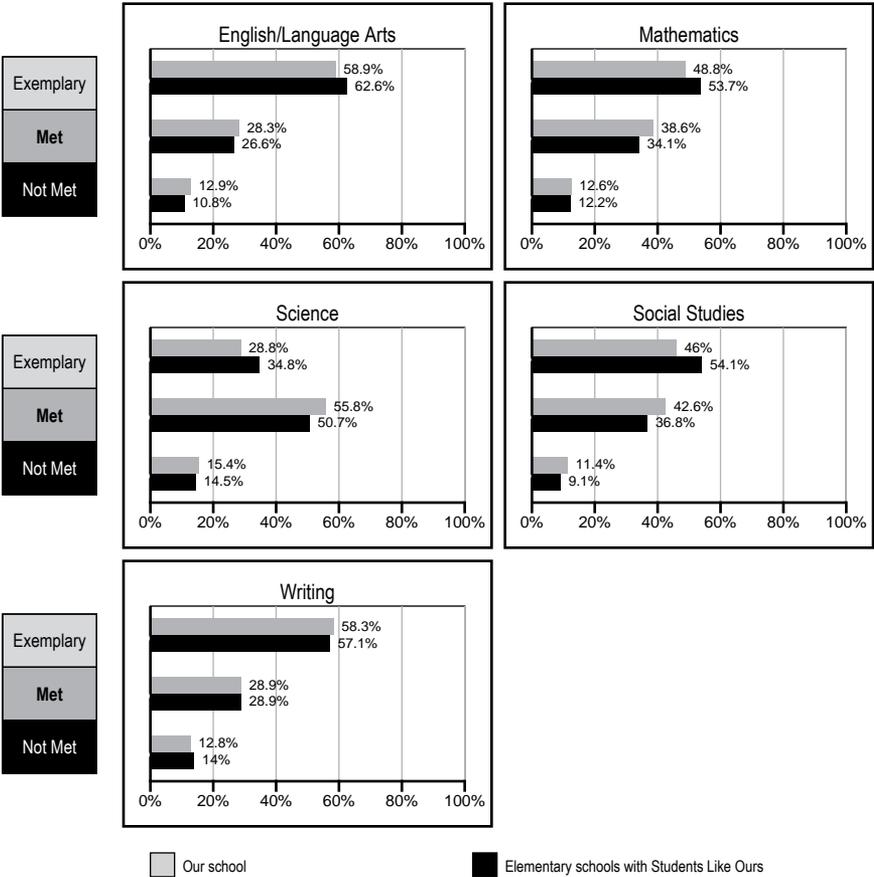
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	0	0	0	0

* 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=892)				
First graders who attended full-day kindergarten	100.0%	No Change	98.4%	100.0%
Retention rate	1.6%	Up from 0.9%	0.9%	1.9%
Attendance rate	96.7%	Up from 96.6%	96.8%	96.3%
Eligible for gifted and talented	25.6%	Up from 22.3%	27.2%	10.0%
With disabilities other than speech	5.7%	Up from 4.7%	6.4%	7.7%
Older than usual for grade	0.1%	Up from 0.0%	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	55.2%	Down from 58.0%	66.7%	59.4%
Continuing contract teachers	81.0%	Up from 72.0%	84.6%	80.0%
Teachers with emergency or provisional certificates	1.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.7%	85.9%
Teacher attendance rate	95.4%	No Change	94.9%	95.1%
Average teacher salary*	\$44,099	Up 2.8%	\$48,221	\$47,149
Professional development days/teacher	15.6 days	No Change	10.7 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 21.7 to 1	20.7 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 91.5%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,941	Down 11.3%	\$7,166	\$7,458
Percent of expenditures for instruction**	68.5%	Up from 63.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	51.1%	Down from 56.7%	64.3%	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

Pleasant Hill Elementary School's third year was marked with achievements and accomplishments. As we prepared and honored every student, our mission guided our actions.

Our staff experienced many professional development opportunities. All teachers participated in a study of the book "On Common Ground." In addition, teachers attended workshops conducted by our media specialist, literacy coach and technology integration specialist. Teachers collaborated, analyzed data and developed strategies to improve instruction.

The PTA and SIC provided much support. Our PTA purchased classroom literacy materials, funded field studies and sponsored author visits. Our SIC continued to work with other Lexington One SICs to enact legislation that would support education. SIC was instrumental in the development of the School Improvement Plan.

As we continue to teach our students about social responsibility, they always seem to exceed our expectations. Students raised money for SmileTrain during our mini-marathon and were able to fund 36 surgeries for students with cleft palates. Students also raised more than \$1,200 for Pennies for Patients and donated more than \$600 to the Red Cross for victims of recent tornadoes and wildfires. In addition, students honored veterans, sent care packages overseas to troops, donated food to a local food bank and made decorations for senior citizens in a retirement home.

We expanded our Response to Intervention initiative this year as we implemented Voyager Passport and provided extra reading assistance to students. All students were given the opportunity to participate in an online reading program, Ticket to Read. Proudly, our students exceeded expectations on spring achievement tests. Other new initiatives we started this year included implementation of a school-wide positive behavior support system, student mail delivery system and recycling program.

The PHES Teacher of the Year, Betsy Goodman, was named Lexington One's District Teacher of the Year. In addition, PHES received the Red Carpet Award from the State Department of Education for being a family-friendly school.

Two challenges facing PHES are continued rapid growth and budget concerns. We will add more portables to our campus to deal with growth. Our teachers continue to help with the budget by applying for grants whenever possible for technology and materials.

We are proud of the entire PHES Family, and we continue to work together to provide a safe and pleasant learning environment for our students.

Margaret B. Mitchum, Principal
Gwen Morris, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	136	75
Percent satisfied with learning environment	97.9%	92.6%	94.6%
Percent satisfied with social and physical environment	100.0%	85.3%	93.2%
Percent satisfied with school-home relations	97.9%	96.3%	90.5%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	455	100	12.9	28.3	58.9	93.9	88.8	82.8	Yes	Yes
Gender										
Male	233	100	16.9	26.9	56.2	90.9	86.3	79.3	N/A	N/A
Female	222	100	8.6	29.7	61.7	97.1	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	390	100	11.4	27.6	61	94.9	90.3	89.5	Yes	Yes
African American	33	100	22.6	41.9	35.5	87.1	77.7	73.7	I/S	I/S
Asian/Pacific Islander	14	100	7.7	7.7	84.6	92.3	95.4	92.3	I/S	I/S
Hispanic	17	100	33.3	33.3	33.3	86.7	81.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	82.5	I/S	I/S
Disability Status										
Disabled	53	100	50	32	18	70	54.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	38.5	38.5	23.1	84.6	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	89	100	24.1	36.1	39.8	86.7	79.9	75.5	Yes	Yes

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

All Students	455	100	12.6	38.6	48.8	93	85.7	78.9	Yes	Yes
Gender										
Male	233	100	16	37.9	46.1	91.3	85.1	77	N/A	N/A
Female	222	100	9.1	39.2	51.7	94.7	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	390	100	11.1	37.9	50.9	94	87.8	87.2	Yes	Yes
African American	33	100	29	41.9	29	87.1	69.9	66.7	I/S	I/S
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	93.2	93	I/S	I/S
Hispanic	17	100	26.7	60	13.3	73.3	78.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	79.5	I/S	I/S
Disability Status										
Disabled	53	100	50	36	14	64	53.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	15.4	76.9	7.7	84.6	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	89	100	22.9	43.4	33.7	86.7	74.2	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	308	100	15.4	55.8	28.8	84.6	80	67.5
Gender								
Male	168	100	18.9	53.5	27.7	81.1	80.3	67
Female	140	100	11.3	58.6	30.1	88.7	79.7	68
Racial/Ethnic Group								
White	264	100	13.9	55.6	30.6	86.1	82.7	79.5
African American	22	100	36.4	45.5	18.2	63.6	58.8	50.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	11	100	I/S	I/S	I/S	I/S	72.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.2	71.2
Disability Status								
Disabled	31	100	56.7	33.3	10	43.3	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	73.7	59.6
Socio-Economic Status								
Subsided meals	60	100	31.6	54.4	14	68.4	65.2	55.1
Social Studies								
All Students	309	100	11.4	42.6	46	88.6	82.4	72.3
Gender								
Male	159	100	14.8	36.2	49	85.2	82.3	71.5
Female	150	100	7.9	49.3	42.9	92.1	82.5	73.2
Racial/Ethnic Group								
White	266	100	10.8	40.6	48.6	89.2	83.8	80.7
African American	24	100	13.6	63.6	22.7	86.4	71	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	72.2
Disability Status								
Disabled	41	100	30.8	46.2	23.1	69.2	55.6	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	9	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	64	100	25	40	35	75	70.2	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	454	99.6	12.4	29	58.5	87.6	77.3	70.2	96.7	96.1
Gender										
Male	232	99.1	18.4	34.6	47	81.6	71.1	63.2	96.7	96.1
Female	222	100	6.2	23.3	70.5	93.8	83.8	77.5	96.6	96.2
Racial/Ethnic Group										
White	388	99.7	10.9	28.5	60.6	89.1	79.7	79.1	96.6	96.1
African American	33	97	16.7	46.7	36.7	83.3	61	57.6	97	96.3
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	84.6	88.6	86.2	98.1	97.4
Hispanic	18	100	37.5	31.3	31.3	62.5	64.5	62.6	96.9	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.6	68.7	96.4	95
Disability Status										
Disabled	55	98.2	54	34	12	46	34.3	26.1	96.2	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	15	100	50	28.6	21.4	50	64.7	61.2	97.5	96.6
Socio-Economic Status										
Subsided meals	89	98.9	26.5	41	32.5	73.5	62	58.9	96.1	94.9

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	147	100	5.2	19.3	75.6	94.8
	4	162	100	24.8	27.5	47.7	75.2
	5	146	100	7.1	37.9	55	92.9
	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
Mathematics							
2009	3	147	100	5.9	32.6	61.5	94.1
	4	162	100	19	38.6	42.5	81
	5	146	100	12.1	44.3	43.6	87.9
	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
Science							
2009	3	73	100	5.8	34.8	59.4	94.2
	4	162	100	22.9	57.5	19.6	77.1
	5	73	100	8.6	72.9	18.6	91.4
	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	74	100	1.5	24.2	74.2	98.5
	4	162	100	17	43.8	39.2	83
	5	73	100	8.6	57.1	34.3	91.4
	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	146	100	8.8	23.5	67.6	91.2
	4	162	98.8	17.9	33.1	49	82.1
	5	146	100	10	30	60	90
	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