



WEST PELZER ELEMENTARY

10 West Stewart Street
West Pelzer, SC 29669

Grades	PK-5 Elementary School	
Enrollment	528 Students	
Principal	Dr. Stacy Hashe	864-947-6424
Superintendent	Dr. R. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	At-Risk
2006	Good	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 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

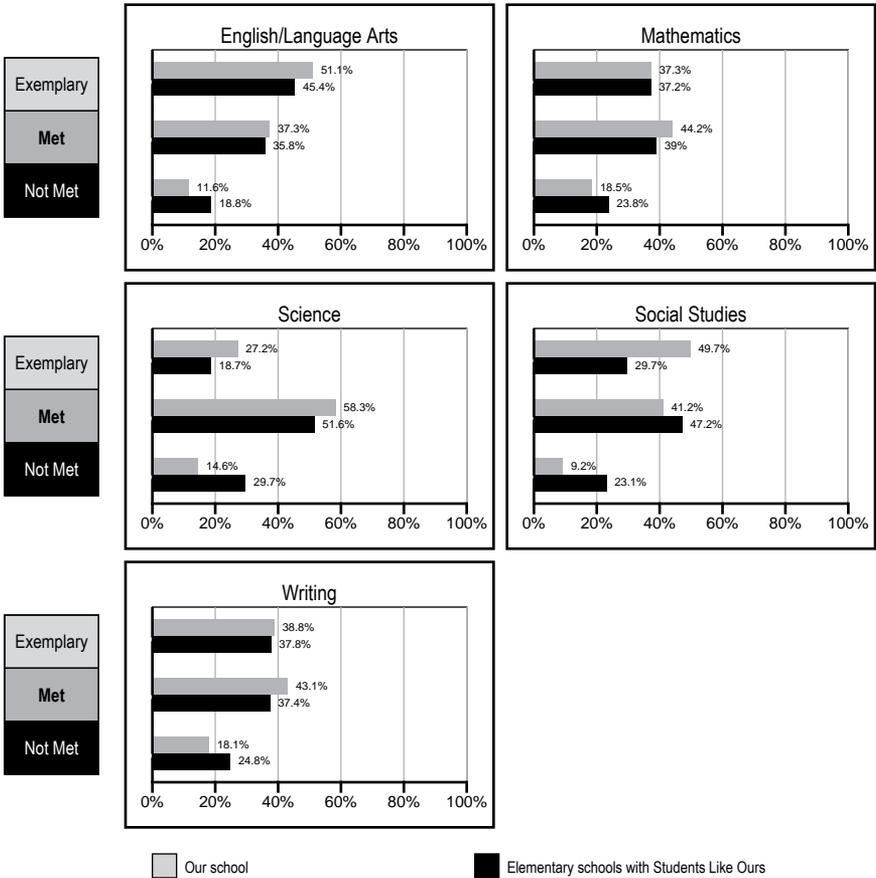
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	38	41	0	0

* 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=528)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.8%	1.2%	1.2%
Attendance rate	96.5%	Up from 96.1%	96.1%	96.1%
Eligible for gifted and talented	9.2%	Up from 0.0%	14.8%	11.7%
With disabilities other than speech	7.6%	Up from 7.4%	8.2%	8.0%
Older than usual for grade	0.7%	Up from 0.6%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	46.9%	Up from 42.9%	60.0%	60.5%
Continuing contract teachers	84.4%	Up from 71.4%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 88.3%	87.1%	87.0%
Teacher attendance rate	94.9%	Down from 95.0%	95.5%	95.4%
Average teacher salary*	\$46,973	Up 3.5%	\$47,512	\$47,288
Professional development days/teacher	7.5 days	Down from 8.8 days	9.8 days	10.5 days
School				
Principal's years at school	0.0	Down from 10.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 22.1 to 1	19.8 to 1	19.2 to 1
Prime instructional time	91.1%	Up from 90.5%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,513	Up 1.3%	\$6,998	\$7,548
Percent of expenditures for instruction**	68.8%	Up from 66.2%	68.9%	68.7%
Percent of expenditures for teacher salaries**	65.1%	Up from 60.7%	66.0%	65.1%

* 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

West Pelzer Elementary started the 2009-2010 school year with the theme: "On with the Show." Each grade level celebrated with related themes: Kindergarten-"The Lion King," First Grade-"First Grade Fantasia," Second Grade-"Lights, Camera, Learning," Third Grade- "Hollywood Stars," Fourth Grade-"Broadway Hits," and Fifth Grade-"Talkin' Broadway." Our school focused on using best practices for guided reading and writing. We finished our last year of a science writing pilot to help students with scaffolding instruction to support learning, giving students more opportunities for expository writing.

As a Title 1 school, we hosted parent activities for each grade level in the subject areas of reading and math. With Title 1 funding, we were able to purchase leveled readers to help with our guided reading program and math manipulatives for our new math series. Through MAP testing, student scores allowed our teachers to focus on individual strengths and weaknesses of the students with state standards. Fountas and Pinnell assessments gave our first through second grade teachers an opportunity to place students in leveled reading groups. Our school also purchased Smartboards with these funds so that all of our classrooms have one.

Our star student celebrities displayed great talents through our West Pelzer Follies, the fourth grade musical-"Annie," fifth grade production- "We 'haz' Jazz," and our district's Spring Sing. Our teacher celebrities sang and danced to "Hairspray" and showed off their talents at "Steppin'" for our PASS Pep Rally. A jazz production at Clemson University gave our fifth graders an opportunity to hear the integration of music and social studies standards. Fifth grade also traveled to Tybee Island, Ga., and the third grade visited Charleston, S.C., to further enhance their knowledge of the state standards. Students from other grade levels had field experiences to the Children's Museum, Greenville Zoo, and Roper Mountain Science Center.

Service-learning projects included an opportunity for our school to contribute to the Haiti Relief Fund. Our students also raised over \$6,000 for Jump Rope for Heart. Our S.C. Fence Garden became the focus for funds to be raised to finish a final phase of this project. "Grow a Garden" and a "Learn and Serve" grant allowed us to purchase the items needed. Our PTO has been extremely supportive in their endeavors. They sponsored our Fall Boo-zaar and Spring Fling. Teacher Appreciation Week was fabulous, along with the crock pot soup lunches throughout the year.

Our mission is to R.E.A.C.H. every child, parent, teacher, and community member of West Pelzer Elementary by respecting others, educating all, achieving goals, communicating well, and setting high expectations while molding today's learner into tomorrow's creative and innovative thinker. For the past seven years, we have continued to be recognized from the Education Oversight Committee for "Closing the Achievement Gap" and this year received the Silver award. The state report card rated our school as "Excellent" with an "Average" growth rating.

SIC Chairperson Teresa Smith and Principal Stacy Hashe

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	73	30
Percent satisfied with learning environment	95.7%	95.9%	75.9%
Percent satisfied with social and physical environment	91.3%	98.6%	76.7%
Percent satisfied with school-home relations	95.7%	94.5%	73.3%

* 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

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	0.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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 = 58.8% (Met or Exemplary)

All Students	243	99.6	11.2	37.5	51.3	95.3	91.7	83.5	Yes	Yes
Gender										
Male	136	99.3	12.4	41.1	46.5	97.7	89.9	80.1	N/A	N/A
Female	107	100	9.7	33	57.3	92.2	93.6	87	N/A	N/A
Racial/Ethnic Group										
White	222	99.6	10.4	37.7	51.9	95.8	92.6	89.6	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	83.5	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.1	92.7	I/S	I/S
Hispanic	12	100	36.4	27.3	36.4	81.8	87.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	85	85.1	I/S	I/S
Disability Status										
Disabled	39	100	21.6	59.5	18.9	89.2	67.5	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	8	I/S	I/S	I/S	I/S	I/S	89.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	124	99.2	14.7	42.2	43.1	94	86	76.9	Yes	Yes

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

All Students	243	99.6	18.1	44.4	37.5	88.4	89	80.4	Yes	Yes
Gender										
Male	136	99.3	18.6	41.9	39.5	87.6	88.4	78.4	N/A	N/A
Female	107	100	17.5	47.6	35	89.3	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	222	99.6	17.5	44.8	37.7	89.2	89.8	87.8	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	80.5	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	93.5	I/S	I/S
Hispanic	12	100	36.4	36.4	27.3	63.6	87.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	83.2	I/S	I/S
Disability Status										
Disabled	39	100	43.2	40.5	16.2	70.3	57.8	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	8	I/S	I/S	I/S	I/S	I/S	89.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	124	99.2	20.7	50	29.3	83.6	83	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	157	99.4	13.4	59.1	27.5	86.6	84.6	67.3
Gender								
Male	93	98.9	10.1	56.2	33.7	89.9	85	66.9
Female	64	100	18.3	63.3	18.3	81.7	84.2	67.7
Racial/Ethnic Group								
White	140	99.3	11.3	60.2	28.6	88.7	86.1	79.6
African American	6	I/S	I/S	I/S	I/S	I/S	70.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	11	100	I/S	I/S	I/S	I/S	81.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.9	69.5
Disability Status								
Disabled	29	96.6	25.9	59.3	14.8	74.1	55.1	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	8	I/S	I/S	I/S	I/S	I/S	78.8	58.6
Socio-Economic Status								
Subsidized meals	81	98.8	17.6	58.1	24.3	82.4	76	55.4
Social Studies								
All Students	159	100	9.2	41.2	49.7	90.8	83	70.9
Gender								
Male	85	100	4.9	37	58	95.1	82.9	70.1
Female	74	100	13.9	45.8	40.3	86.1	83.1	71.7
Racial/Ethnic Group								
White	150	100	9.7	40.3	50	90.3	83.9	79.2
African American	3	I/S	I/S	I/S	I/S	I/S	74.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	81.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	78.6	71.2
Disability Status								
Disabled	22	100	23.8	33.3	42.9	76.2	50.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.7	68
Socio-Economic Status								
Subsidized meals	78	100	10.8	47.3	41.9	89.2	73.7	60.8

Abbreviations for Missing Data

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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	242	100	17.7	43.5	38.8	82.3	82.8	72.1	96.5	96.2
Gender										
Male	136	100	23.8	44.6	31.5	76.2	76.6	65.2	96.7	96.2
Female	106	100	9.8	42.2	48	90.2	89.5	79.2	96.2	96.2
Racial/Ethnic Group										
White	221	100	16.5	43.9	39.6	83.5	84.2	80.8	96.4	96.1
African American	8	I/S	I/S	I/S	I/S	I/S	71.3	59.7	96.3	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.4	87	96.7	97.8
Hispanic	12	100	45.5	27.3	27.3	54.5	73.7	64.6	97.7	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	73.4	98.8	94.7
Disability Status										
Disabled	36	100	37.1	51.4	11.4	62.9	40.5	27.7	96.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	75	63.7	97.8	96.7
Socio-Economic Status										
Subsidized meals	124	100	25.6	46.2	28.2	74.4	73.6	61.9	96.1	95.4

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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							
2009	3	61	100	12.5	37.5	50	87.5
	4	59	100	7.5	49.1	43.4	92.5
	5	61	100	16.7	33.3	50	83.3
	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	88	100	4.7	17.6	77.6	95.3
	4	74	100	11.3	47.9	40.8	88.7
	5	81	98.8	18.4	50	31.6	81.6
	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
Mathematics							
2009	3	61	100	12.5	44.6	42.9	87.5
	4	59	100	17	49.1	34	83
	5	61	100	29.6	44.4	25.9	70.4
	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
2010	3	88	100	8.2	30.6	61.2	91.8
	4	74	100	14.1	57.7	28.2	85.9
	5	81	98.8	32.9	47.4	19.7	67.1
	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	30	100	21.4	57.1	21.4	78.6
	4	59	100	1.9	66	32.1	98.1
	5	31	100	12	56	32	88
	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	44	100	19	35.7	45.2	81
	4	74	100	8.5	66.2	25.4	91.5
	5	39	97.4	16.7	72.2	11.1	83.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	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	31	100	3.6	53.6	42.9	96.4
	4	59	100	5.7	34	60.4	94.3
	5	30	100	13.8	37.9	48.3	86.2
	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	44	100	4.7	32.6	62.8	95.3
	4	74	100	2.8	50.7	46.5	97.2
	5	41	100	25.6	33.3	41	74.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	59	98.3	25.5	43.6	30.9	74.5
	4	59	100	14.8	42.6	42.6	85.2
	5	60	100	29.6	33.3	37	70.4
	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
2010	3	88	100	12.9	41.2	45.9	87.1
	4	74	100	12.7	50.7	36.6	87.3
	5	80	100	27.6	39.5	32.9	72.4
	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

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