



## Pleasant Hill Elementary School

127 Schoolhouse Drive  
Hemingway, SC 29554

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	334 Students	
<b>Principal</b>	William T. Graham	843-558-9417
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Good</b>	<b>Average</b>
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	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 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>

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

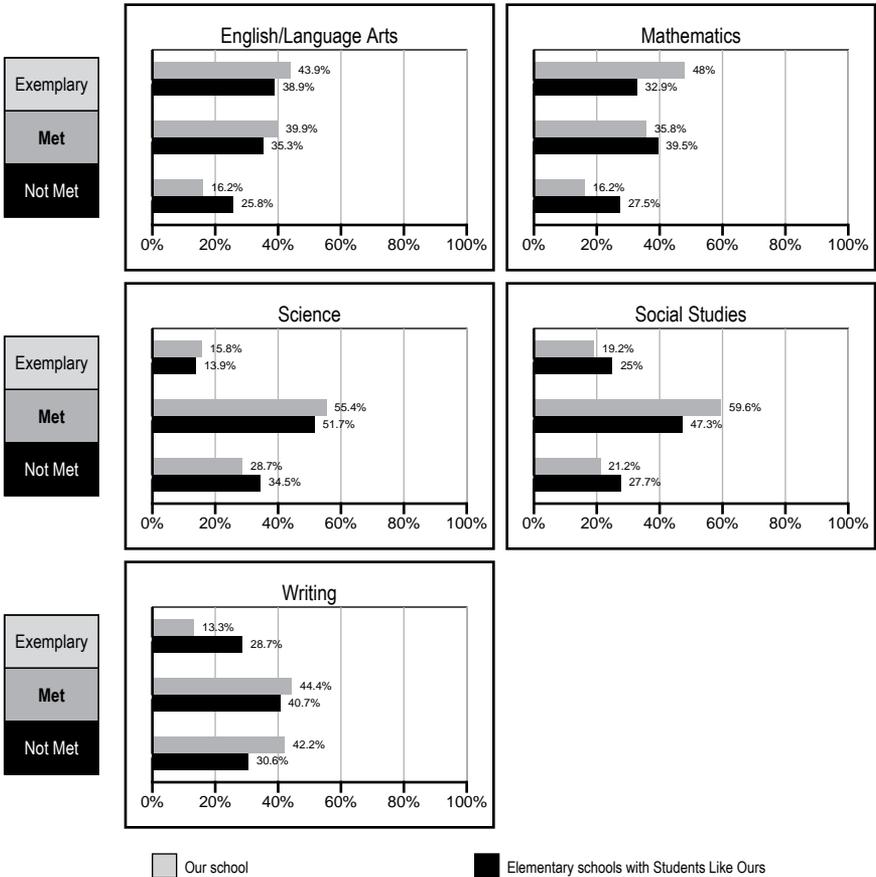
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
15	30	86	9	0

\* Ratings are calculated with data available by 11/07/2012.

**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
<b>Students (n=334)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 1.2%	1.3%	1.0%
Attendance rate	96.1%	Down from 98.6%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	61.5%	Up from 59.3%	60.7%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	88.7%	Down from 92.3%	88.7%	88.7%
Teacher attendance rate	94.8%	Up from 92.7%	94.8%	95.1%
Average teacher salary*	\$49,084	Down 0.1%	\$46,996	\$47,210
Professional development days/teacher	13.2 days	Down from 14.0 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Down from 16.1 to 1	20.0 to 1	20.0 to 1
Prime instructional time	90.6%	Up from 89.1%	89.8%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,777	Up 6.5%	\$7,310	\$7,247
Percent of expenditures for instruction**	57.3%	Down from 58.4%	67.8%	68.2%
Percent of expenditures for teacher salaries**	54.2%	Down from 56.4%	65.0%	65.7%

\* 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 provides a quality educational environment to develop competent, confident, and responsible students. Our staff has worked cooperatively with students, parents, and community members to offer a safe clean campus, modern facilities, a challenging curriculum, quality instruction, current technologies, and effective communications. Consequently, our students experience great academic and personal growth, and our school remains a source of pride for the entire community.

Academic achievement remains a top priority. We are diligent to ensure that students are taught all South Carolina learning standards. The balanced literacy concept guides instruction in the area of reading and language arts, encompassing shared reading, guided reading, independent reading, teacher read alouds, and writing. The Everyday Math program connects the real world to mathematical concepts and skills, incorporating games and other interactive activities. Teachers incorporate hands-on learning activities across all content areas to establish real life connections to learning. We host a science fair and provide science kits to immerse students in scientific inquiry and investigation. A wide variety of technology based resources supplement instruction in social studies. Our students and staff participate in a district technology fair. Monthly constructed response writings and daily non-fiction writing in all contents allow our students to develop written expression.

Much emphasis is placed on meeting individual student needs. Running records and MAP (Measures of Academic Progress) assessments allow teachers to identify and target instructional needs. We have expanded the RtI (Response to Intervention) program to identify and remediate struggling readers in grades K-3. A daily intervention block allows teachers to work with students in smaller groups to address specific needs. The intervention block also provides a setting for enrichment activities for the high flyers. Students requiring addition academic assistance in grades K-5 receive tutoring service from highly qualified teachers.

We utilize technology in all classrooms by providing interactive white boards, portable computer carts, and two computer labs. Teachers participate in technology training during planning and after school hours. Training includes Promethean applications, web-site construction, and web-based instructional tools. Because students must be equipped to function in the twenty-first century, we envision an expanding roll in the use of instructional technologies.

Many of our students have talents in the areas of art, music, and physical education. We encourage students' best effort in every endeavor. Enrichment classes are provided to students in grades K-5 to assist in developing these talents. We have increased the amount of time spent in physical education, art, and music. Guidance and media classes are also provided to students

We will continue our mission, providing educational programs that require students to meet high academic standards and preparing students to be responsible citizens and lifelong learners.

W. Teddy Graham, Principal

Sonya Marsh, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	52	52
Percent satisfied with learning environment	96.3%	98.1%	98.1%
Percent satisfied with social and physical environment	100.0%	92.3%	92.3%
Percent satisfied with school-home relations	88.9%	98.1%	92.3%

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

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**ESEA/Federal Accountability Rating System**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>96.2</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Pleasant Hill Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.7%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	666.3	665.4	621.8	628.8	100.0	100.0
Male	674.9	671.0	627.6	634.4	100.0	100.0
Female	658.5	660.4	615.6	623.9	100.0	100.0
White	685.9	685.4	642.4	640.1	100.0	100.0
African American	645.8	644.6	600.8	614.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	656.1	656.0	612.9	621.7	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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
<b>English/Language Arts</b>							
<b>2011</b>	3	54	100	7.7	28.8	63.5	92.3
	4	53	100	31.4	45.1	23.5	68.6
	5	70	100	21.2	57.6	21.2	78.8
	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
<b>2012</b>	3	52	100	15.7	15.7	68.6	84.3
	4	57	100	13.5	53.8	32.7	86.5
	5	53	100	20	51.1	28.9	80
	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
<b>Mathematics</b>							
<b>2011</b>	3	54	100	9.6	28.8	61.5	90.4
	4	53	100	23.5	33.3	43.1	76.5
	5	70	100	15.2	57.6	27.3	84.8
	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
<b>2012</b>	3	52	100	17.6	21.6	60.8	82.4
	4	57	100	11.5	30.8	57.7	88.5
	5	53	100	20	57.8	22.2	80
	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
<b>Science</b>							
<b>2011</b>	3	28	100	34.6	50	15.4	65.4
	4	53	100	39.2	52.9	7.8	60.8
	5	35	100	33.3	60.6	6.1	66.7
	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
<b>2012</b>	3	26	100	34.6	30.8	34.6	65.4
	4	57	100	21.2	71.2	7.7	78.8
	5	27	100	39.1	47.8	13	60.9
	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

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
<b>Social Studies</b>							
<b>2011</b>	3	26	100	N/AV	N/AV	N/AV	100
	4	53	100	31.4	45.1	23.5	68.6
	5	35	100	24.2	42.4	33.3	75.8
	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
<b>2012</b>	3	26	100	28	44	28	72
	4	57	100	17.3	69.2	13.5	82.7
	5	26	100	22.7	54.5	22.7	77.3
	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
<b>Writing</b>							
<b>2011</b>	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	70	100	38.8	40.3	20.9	61.2
	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
<b>2012</b>	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	53	96.2	39.5	46.5	14	60.5
	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