



Pelion Elementary

1202 Pine Street
Pelion, SC 29123

Grades	K-5 Elementary School	
Enrollment	595 Students	
Principal	Catherine M. Hodge	803-821-2000
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	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 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

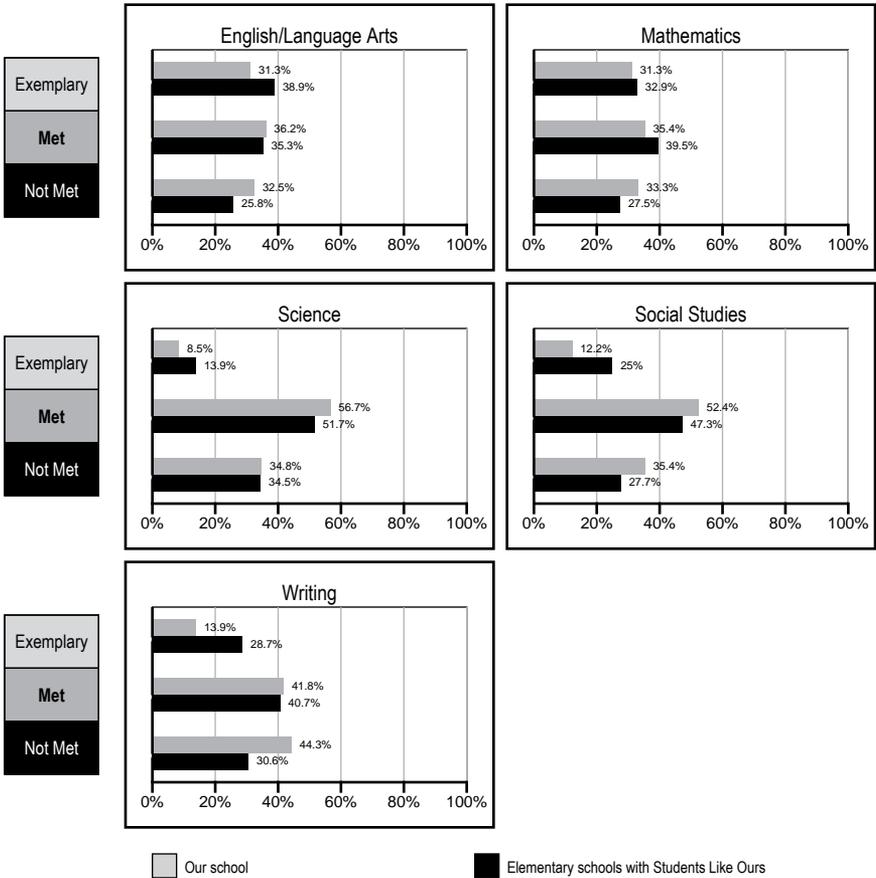
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.6%

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
Students (n=595)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.0%	1.3%	1.0%
Attendance rate	94.7%	Down from 94.8%	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	0.2%	Down from 0.5%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	58.1%	Up from 57.8%	60.7%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.1%	Up from 79.3%	88.7%	88.7%
Teacher attendance rate	94.1%	Up from 94.0%	94.8%	95.1%
Average teacher salary*	\$47,645	Down 1.8%	\$46,996	\$47,210
Professional development days/teacher	13.8 days	Up from 8.3 days	10.8 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	13.0 to 1	Up from 12.5 to 1	20.0 to 1	20.0 to 1
Prime instructional time	88.5%	Up from 88.0%	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 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,963	Down 1.7%	\$7,310	\$7,247
Percent of expenditures for instruction**	62.6%	Down from 66.8%	67.8%	68.2%
Percent of expenditures for teacher salaries**	59.4%	Down from 63.3%	65.0%	65.7%

* 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

Through shared decision making, a positive learning environment and high expectations for student learning, Pelion Elementary continues to be an award-winning school. Receiving the Palmetto Silver Award this year is evidence that student achievement is a top priority.

Our professional learning community of dedicated employees continues to offer our students a challenging, progressive, standards-based curriculum that enables them to become self-directed and successful learners. With emphasis on the 4 C's (creativity, collaboration, critical thinking and communication), we help our students set goals and work toward achieving those goals through personalized learning opportunities.

During the 2011-2012 school year, our students worked toward closing all aspects of the achievement gap. We started the year with the good news of overall positive growth in both mathematics and writing. In a significant increase since 2010, an additional 10 percent of PES students either met or exceeded state objectives in the Palmetto Assessment of State Standards in English language arts and reading. In mathematics, 16 percent of PES students improved from a status of Not Met to either Met or Exemplary. In our fall-to-spring MAP score comparison, 65 percent of PES students either met or exceeded average growth for MAP mathematics and 64 percent met or exceeded average growth for MAP reading. Our students also have numerous opportunities to participate in meaningful activities that reinforce learning standards and promote strong leadership skills including Chorus, Media Group, Art Academy, Running Program, Chess Academy, Safety Patrol, 21st Century Afterschool Program, Band, Orchestra and First in Math.

Our students continue to work hard on their daily attendance, a challenge for our school, and this area stays at or slightly above the target for AYP. We use the Sharp program to encourage our students to be at school and demonstrate to them that commitment and attendance go hand-in-hand for learning.

As our teachers and staff grow and work together, they continue to develop their skills by participating in professional development activities and focusing on instructional strategies to improve student achievement in reading and mathematics. Using our grade-level collaborative planning time, teachers, coaches and administrators develop strategies for addressing student weaknesses, enriching the learning process and challenging students. Many of our teachers continue to work on and receive National Board status as well as advanced degrees in their areas of specialty. Our commitment to professional learning is also demonstrated by our dedication to professional reading. Our staff selects books for book studies throughout the year such as "6+1 Traits of Writing" by Ruth Culham, "The Leader in Me" by Stephen Covey and "Better Learning Through Structured Teaching" by Douglas Fisher and Nancy Frey.

PES appreciates the support of our school community and parents as we continue to take pride in making success a reality for all children.

Principal Catherine M. Hodge and SIC Chair Lisa Shumpert

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	82	58
Percent satisfied with learning environment	89.8%	82.9%	86.2%
Percent satisfied with social and physical environment	93.9%	80.2%	85.7%
Percent satisfied with school-home relations	87.5%	87.8%	84.2%

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

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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.

Overall Weighted Points Total	83.2
Overall Grade Conversion	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

Pelion Elementary 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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	644.5	641.6	610.9	613.3	100.0	100.0
Male	642.3	641.2	612.0	614.1	100.0	100.0
Female	647.4	642.2	609.6	612.3	100.0	100.0
White	651.6	649.7	618.1	618.0	100.0	100.0
African American	N/A	N/A	N/A	N/A	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	596.5	597.8	577.8	588.8	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	637.8	633.3	604.9	604.9	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	89	100	24.7	24.7	50.6	75.3
	4	82	100	28	49.3	22.7	72
	5	107	100	26.5	52	21.6	73.5
	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
2012	3	88	100	29.1	24.1	46.8	70.9
	4	100	100	28.2	45.9	25.9	71.8
	5	90	100	40.5	38	21.5	59.5
	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
Mathematics							
2011	3	89	100	47.1	37.6	15.3	52.9
	4	82	100	26.7	46.7	26.7	73.3
	5	107	100	30.4	43.1	26.5	69.6
	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
2012	3	88	100	43	17.7	39.2	57
	4	100	100	24.7	47.1	28.2	75.3
	5	90	100	32.9	40.5	26.6	67.1
	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
Science							
2011	3	44	100	48.8	41.5	9.8	51.2
	4	82	100	42.7	50.7	6.7	57.3
	5	52	100	45.1	39.2	15.7	54.9
	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
2012	3	44	100	43.6	38.5	17.9	56.4
	4	100	100	30.6	64.7	4.7	69.4
	5	46	100	35	57.5	7.5	65
	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							
2011	3	45	100	27.3	59.1	13.6	72.7
	4	82	100	42.7	38.7	18.7	57.3
	5	55	100	52.9	33.3	13.7	47.1
	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
2012	3	44	100	25	55	20	75
	4	100	100	34.1	60	5.9	65.9
	5	44	100	48.7	33.3	17.9	51.3
	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
Writing							
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	110	100	35.6	46.2	18.3	64.4
	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
2012	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	89	100	44.3	41.8	13.9	55.7
	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

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