



Pelion Elementary

1202 Pine Street
Pelion, South Carolina

Grades	PK-4 Elementary School	
Enrollment	981 Students	
Principal	Catherine M. Hodge	803-894-2000
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	Good
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

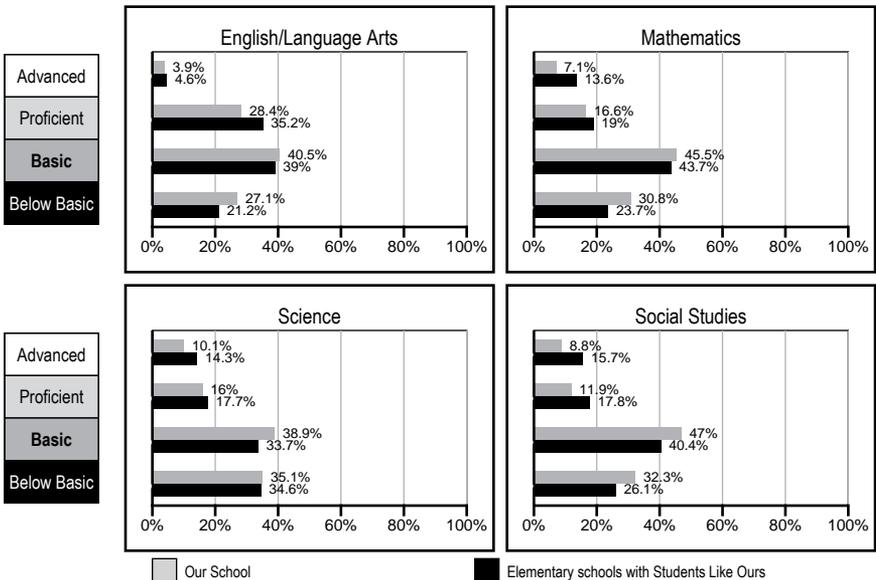
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	48	34	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=981)				
First graders who attended full-day kindergarten	95.3%	Down from 99.4%	100.0%	100.0%
Retention rate	2.2%	Down from 3.2%	2.7%	2.3%
Attendance rate	95.1%	Up from 95.0%	96.1%	96.3%
Eligible for gifted and talented	5.4%	Down from 7.8%	9.3%	10.4%
With disabilities other than speech	8.6%	Up from 7.1%	8.7%	7.5%
Older than usual for grade	0.3%	Down from 1.1%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.1%	0.0%	0.0%
Teachers (n=77)				
Teachers with advanced degrees	58.4%	Up from 57.0%	56.5%	56.7%
Continuing contract teachers	81.8%	Up from 75.9%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.1%	Up from 87.5%	87.2%	86.4%
Teacher attendance rate	93.2%	Down from 94.6%	94.7%	94.9%
Average teacher salary	\$45,008	Up 5.2%	\$45,317	\$45,345
Professional development days/teacher	9.6 days	Up from 8.0 days	12.9 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 15.3 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.4%	Down from 88.6%	89.3%	89.8%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,234	Up 0.6%	\$6,982	\$7,052
Percent of expenditures for instruction*	71.3%	Up from 71.2%	68.7%	69.1%
Percent of expenditures for teacher salaries*	68.6%	Down from 68.8%	64.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Pelion Elementary School continues its tradition of excellence. Our highly-qualified faculty and staff promote challenging educational experiences for all our students.

During the 2007–2008 school year, our faculty and staff concentrated on professional development activities designed to increase our awareness of the characteristics of a Professional Learning Community. As a result, we made significant strides toward building a school-based network. Some of the activities that we participated in were a book study on "A Framework for Understanding Poverty" by Dr. Ruby K. Payne. Several faculty members participated in Professional Learning Communities conferences. They brought that expertise back to PES and trained others.

Our School Improvement Council continued to set the stage for a continuation of our parenting efforts. Our goal at PES is to incorporate at least one activity from Epstein's Framework of Six Types of Involvement and the six National Standards for Parent/Family Involvement into each month's parenting activities as we build communication and parent-education bridges with our families.

We continue to hold our students to high standards of academic achievement, emphasize character traits and skills, and model appropriate behavior. As our students grow and learn, our school culture should reflect this knowledge.

We have seen growth in our school-wide screening of students using the Dynamic Indicators of Basic Early Literacy Skills assessment, running records data, and the Measure of Academic Progress tests. Our 21st Century after-school grant continued. With it, we provide enrichment opportunities to students who need a little extra encouragement, and we celebrated student success.

Students and staff got involved in the community through Jump Rope For Heart, Math-A-Thon, Relay For Life, United Way, and Lexington Employee Assistance Plan. These service-oriented projects help our students appreciate the world around them and develop a caring attitude of service.

Our teachers have done a great job of writing individual and team grants that have helped us implement many wonderful instructional opportunities for our students.

We continue to face challenges as we work to improve academic programs for the students whom we serve. We recognize that we have not improved our absolute rating index for meeting adequate yearly progress as much as we would like. It has varied by only 0.1 percent over the last three years. Also, our improvement rating has declined slightly. We need to increase the percentage of students showing improvement in their performance on PACT tests, because we are committed to ensuring that every child is empowered to achieve his/her potential.

Catherine M. Hodge, Principal
Shawn Dorward, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	76	187	168
Percent satisfied with learning environment	92.0%	85.3%	88.0%
Percent satisfied with social and physical environment	93.4%	77.0%	83.4%
Percent satisfied with school-home relations	79.7%	87.6%	82.0%

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

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School Adequate Yearly Progress

NO

This school met 11 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

Plan to Restructure

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. Sanction: Implement the restructuring plan.
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	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	417	99	26.3	41	28.7	4	44.1	57.1	48.2	Yes	Yes
Gender											
Male	211	98.1	31.2	42.5	24.7	1.6	34.9	50	41.7	N/A	N/A
Female	206	100	21.6	39.5	32.6	6.3	53.2	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	359	98.9	23.8	43	29	4.3	45.4	59.6	60	Yes	Yes
African American	29	100	56.5	17.4	26.1	0	26.1	37.8	31.7	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	20	100	47.1	41.2	11.8	0	23.5	39.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	74	97.3	68.9	21.3	6.6	3.3	14.8	17.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	40	53.3	6.7	0	26.7	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	269	98.5	30.9	42.2	24.3	2.6	39.1	38.7	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	417	100	30.8	45.5	16.6	7.1	35.8	54.6	45.8	No	Yes
Gender											
Male	211	100	29.5	47.4	16.3	6.8	36.3	55.3	45.6	N/A	N/A
Female	206	100	32.1	43.7	16.8	7.4	35.3	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	359	100	27.7	48.5	16.6	7.2	37	57.7	59	No	Yes
African American	29	100	56.5	26.1	8.7	8.7	17.4	30.5	26.9	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	71.6	71.3	I/S	I/S
Hispanic	20	100	64.7	29.4	5.9	0	17.6	37.5	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	74	100	71.4	15.9	9.5	3.2	12.7	20.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	66.7	20	13.3	0	20	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	269	100	38	44.4	12	5.6	28.2	36.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	314	100	35.1	38.9	16	10.1	26	50.3	35.7	95.1	96.1
Gender											
Male	163	100	37.8	37.8	14.9	9.5	24.3	51.7	37.4	95.2	96.1
Female	151	100	32.1	40	17.1	10.7	27.9	48.7	33.8	95	96.1
Racial/Ethnic Group											
White	274	100	33.3	39.7	16.7	10.3	27	53.7	49.2	95.1	96.1
African American	19	100	61.1	22.2	11.1	5.6	16.7	25.1	17	95.1	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	95.5	96.8
Hispanic	13	100	54.5	45.5	0	0	0	31.9	24.9	95.5	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	92.4	94.8
Disability Status											
Disabled	57	100	70	20	8	2	10	20	14	93.9	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	12	100	50	50	0	0	0	28.9	24.4	95.9	96.4
Socio-Economic Status											
Subsided meals	199	100	42.3	36	16	5.7	21.7	31.8	21.1	94.6	94.9
Social Studies											
All Students	313	100	32.3	47	11.9	8.8	20.7	47.1	34	95.1	96.1
Gender											
Male	154	100	30.4	48.6	13	8	21	52	36.6	95.2	96.1
Female	159	100	34	45.6	10.9	9.5	20.4	41.9	31.3	95	96.1
Racial/Ethnic Group											
White	271	100	30.6	46.8	13.1	9.5	22.6	49.4	44.5	95.1	96.1
African American	20	100	53.3	40	0	6.7	6.7	29.2	19.1	95.1	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	95.5	96.8
Hispanic	17	100	50	50	0	0	0	28	27.5	95.5	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	92.4	94.8
Disability Status											
Disabled	50	100	58.1	30.2	7	4.7	11.6	21.6	14.4	93.9	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	15	100	41.7	58.3	0	0	0	30.5	27.3	95.9	96.4
Socio-Economic Status											
Subsided meals	202	100	36.4	46.6	9.1	8	17	28.2	21	94.6	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	195	100	24.9	35.1	38.9	1.1	40
	4	173	100	15.7	51.2	32.5	0.6	33.1
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	206	99.5	22.7	39.5	31.9	5.9	37.8
	4	210	98.6	29.5	42.6	25.8	2.1	27.9
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	195	100	24.9	56.2	14.1	4.9	18.9
	4	173	100	25.9	39.8	22.3	12	34.3
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	206	100	28	48.4	15.6	8.1	23.7
	4	210	100	33.2	43	17.6	6.2	23.8
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	100	100	36.2	38.3	20.2	5.3	25.5
	4	173	100	34.9	32.5	21.1	11.4	32.5
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	104	100	36.8	35.8	20	7.4	27.4
	4	210	100	34.2	40.4	14	11.4	25.4
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	95	99	18.7	46.2	24.2	11	35.2
	4	173	100	27.1	42.8	21.7	8.4	30.1
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	102	100	22	54.9	8.8	14.3	23.1
	4	210	100	36.8	43.5	13.5	6.2	19.7
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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