



## PLEASANT HILL ELEMENTARY

127 Schoolhouse Drive  
Hemingway, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	368 Students	
<b>Principal</b>	William Teddy 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 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	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 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

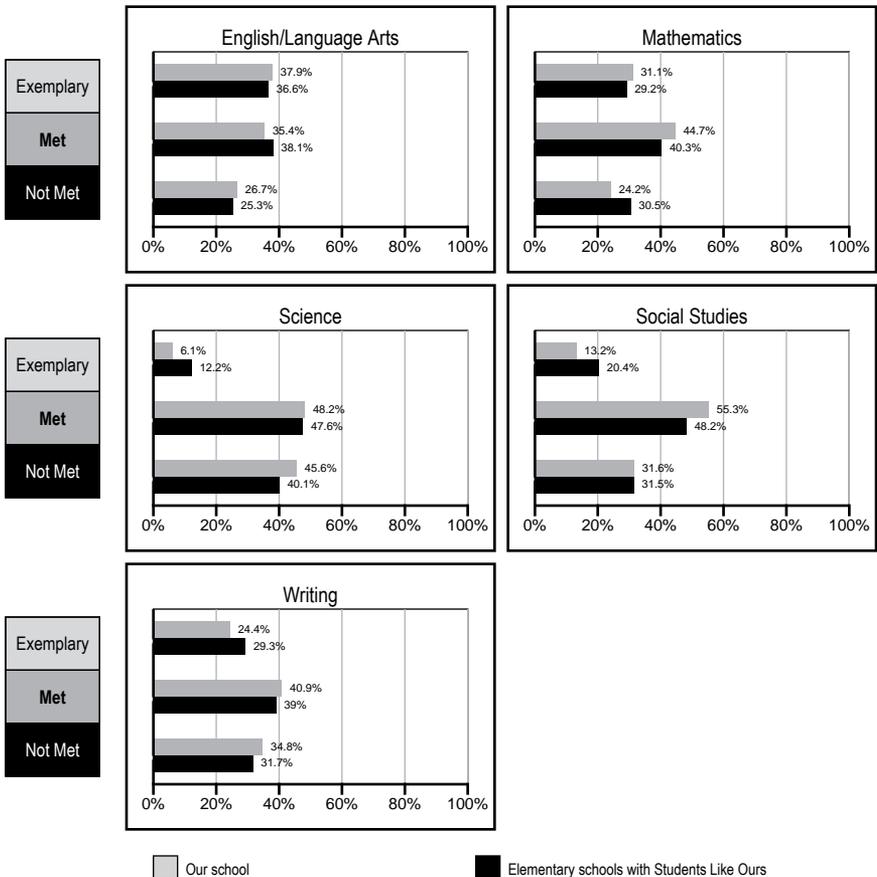
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	18	100	11	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
<b>Students (n=368)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 2.6%	1.5%	1.2%
Attendance rate	94.9%	Down from 95.8%	95.7%	96.1%
Eligible for gifted and talented	9.8%	Down from 10.5%	10.0%	11.7%
With disabilities other than speech	8.4%	Up from 8.0%	9.0%	8.0%
Older than usual for grade	1.0%	Up from 0.4%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	60.0%	Up from 59.3%	60.2%	60.5%
Continuing contract teachers	96.0%	Down from 96.3%	85.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.4%	Down from 94.9%	87.7%	87.0%
Teacher attendance rate	96.1%	Up from 93.0%	94.8%	95.4%
Average teacher salary*	\$49,151	Down 1.5%	\$47,036	\$47,288
Professional development days/teacher	13.0 days	Down from 16.1 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 15.7 to 1	19.3 to 1	19.2 to 1
Prime instructional time	90.0%	Up from 88.0%	89.6%	90.8%
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**	\$9,118	Up 3.4%	\$7,533	\$7,548
Percent of expenditures for instruction**	61.9%	Down from 62.9%	67.5%	68.7%
Percent of expenditures for teacher salaries**	58.3%	Up from 57.4%	64.6%	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**

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 allows students to grasp mathematical concepts and skills by participating in games and other hands-on activities. Actually, 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. 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. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 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 2-5 receive tutoring from highly qualified retiree teachers.

We utilize technology in all classrooms by providing interactive white boards, updating computers, and providing two SuccessMaker Labs. Teachers participate in technology training during planning and after school hours. 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.

Our school mission is to provide challenging educational programs that require students to meet high academic standards and to prepare students to be responsible citizens and lifelong learners. We will continue to reach for higher expectations for students as we embrace new challenges.

W. Teddy Graham, Principal  
Julie West, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	29	46	43
Percent satisfied with learning environment	100.0%	100.0%	95.1%
Percent satisfied with social and physical environment	100.0%	100.0%	97.7%
Percent satisfied with school-home relations	88.9%	93.5%	97.7%

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

## Abbreviations for Missing Data

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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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	173	100	26.7	35.4	37.9	86.3	83.7	83.5	Yes	Yes
<b>Gender</b>										
Male	88	100	30.1	37.3	32.5	81.9	80.4	80.1	N/A	N/A
Female	85	100	23.1	33.3	43.6	91	87.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	79	100	18.3	33.8	47.9	91.5	90.1	89.6	Yes	Yes
African American	92	100	34.1	36.4	29.5	81.8	76.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.9	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	29	100	72.4	20.7	6.9	41.4	43.5	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.5	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	145	100	31.6	36.8	31.6	83.5	78.1	76.9	Yes	Yes

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

All Students	173	100	24.2	44.7	31.1	85.1	82.1	80.4	Yes	Yes
<b>Gender</b>										
Male	88	100	26.5	42.2	31.3	81.9	79.7	78.4	N/A	N/A
Female	85	100	21.8	47.4	30.8	88.5	84.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	79	100	16.9	40.8	42.3	87.3	89.2	87.8	Yes	Yes
African American	92	100	30.7	47.7	21.6	83	74	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.9	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	85	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	29	100	82.8	13.8	3.4	34.5	37.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84.9	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	145	100	28.6	47.4	24.1	82.7	76.5	72.8	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
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**Science**

All Students	121	100	45.6	48.2	6.1	54.4	63.8	67.3
<b>Gender</b>								
Male	64	100	48.4	43.5	8.1	51.6	62.5	66.9
Female	57	100	42.3	53.8	3.8	57.7	65.1	67.7
<b>Racial/Ethnic Group</b>								
White	57	100	30.8	59.6	9.6	69.2	78.7	79.6
African American	64	100	58.1	38.7	3.2	41.9	47.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	19	100	N/A	N/A	N/A	15.8	22.6	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	60.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	100	100	49.5	46.2	4.3	50.5	52.8	55.4

**Social Studies**

All Students	122	99.2	31.6	55.3	13.2	68.4	67.7	70.9
<b>Gender</b>								
Male	60	100	30.4	55.4	14.3	69.6	66.3	70.1
Female	62	98.4	32.8	55.2	12.1	67.2	69.2	71.7
<b>Racial/Ethnic Group</b>								
White	59	98.3	20.8	60.4	18.9	79.2	78.2	79.2
African American	61	100	42.4	49.2	8.5	57.6	55.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	21	100	71.4	19	9.5	28.6	29.6	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.3	68
<b>Socio-Economic Status</b>								
Subsidized meals	99	99	37.4	57.1	5.5	62.6	57.8	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
<b>Writing</b>										
All Students	172	100	34.8	40.9	24.4	65.2	69.4	72.1	94.9	95.8
<b>Gender</b>										
Male	88	100	44.7	35.3	20	55.3	62.3	65.2	94.9	95.7
Female	84	100	24.1	46.8	29.1	75.9	76.9	79.2	95	96
<b>Racial/Ethnic Group</b>										
White	79	100	24.3	45.9	29.7	75.7	79.6	80.8	93.7	95.2
African American	91	100	44.3	36.4	19.3	55.7	58.3	59.7	96.2	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	87	N/A	96.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.2	64.6	94.7	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	91.5	93.4
<b>Disability Status</b>										
Disabled	28	100	N/AV	N/AV	N/AV	14.3	16.6	27.7	93.8	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.3	63.7	93.5	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	144	100	40.4	42.6	16.9	59.6	60.4	61.9	94.9	95.6

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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>2009</b>	3	69	100	30.9	35.3	33.8	69.1
	4	49	100	34	36.2	29.8	66
	5	59	100	15.8	49.1	35.1	84.2
	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>2010</b>	3	55	100	26.5	28.6	44.9	73.5
	4	70	100	25.4	40.3	34.3	74.6
	5	48	100	28.9	35.6	35.6	71.1
	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
<b>Mathematics</b>							
<b>2009</b>	3	69	100	29.4	38.2	32.4	70.6
	4	49	100	10.6	61.7	27.7	89.4
	5	59	100	19.3	57.9	22.8	80.7
	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>2010</b>	3	55	100	30.6	44.9	24.5	69.4
	4	70	100	16.4	44.8	38.8	83.6
	5	48	100	28.9	44.4	26.7	71.1
	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
<b>Science</b>							
<b>2009</b>	3	35	100	40	51.4	8.6	60
	4	49	100	42.6	55.3	2.1	57.4
	5	30	100	N/AV	N/AV	N/AV	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
<b>2010</b>	3	27	100	52	40	8	48
	4	70	100	43.3	55.2	1.5	56.7
	5	24	100	45.5	36.4	18.2	54.5
	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

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	34	100	33.3	45.5	21.2	66.7
	4	49	100	25.5	53.2	21.3	74.5
	5	29	100	17.9	64.3	17.9	82.1
	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
<b>2010</b>	3	28	100	29.2	45.8	25	70.8
	4	70	100	31.3	58.2	10.4	68.7
	5	24	95.8	34.8	56.5	8.7	65.2
	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
<b>Writing</b>							
<b>2009</b>	3	69	100	33.8	32.4	33.8	66.2
	4	48	100	42.6	38.3	19.1	57.4
	5	59	100	22.8	47.4	29.8	77.2
	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>2010</b>	3	55	100	35.3	37.3	27.5	64.7
	4	70	100	38.2	39.7	22.1	61.8
	5	47	100	28.9	46.7	24.4	71.1
	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

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