



## Joseph R. Pye Elementary School

9701 Patriot Blvd.  
Ladson, SC 29456

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	714 Students	
<b>Principal</b>	Wanda Carroll-Williams	843-695-2979
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Frances Townsend	843-873-1341

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Excellent</b>
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A

## 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**

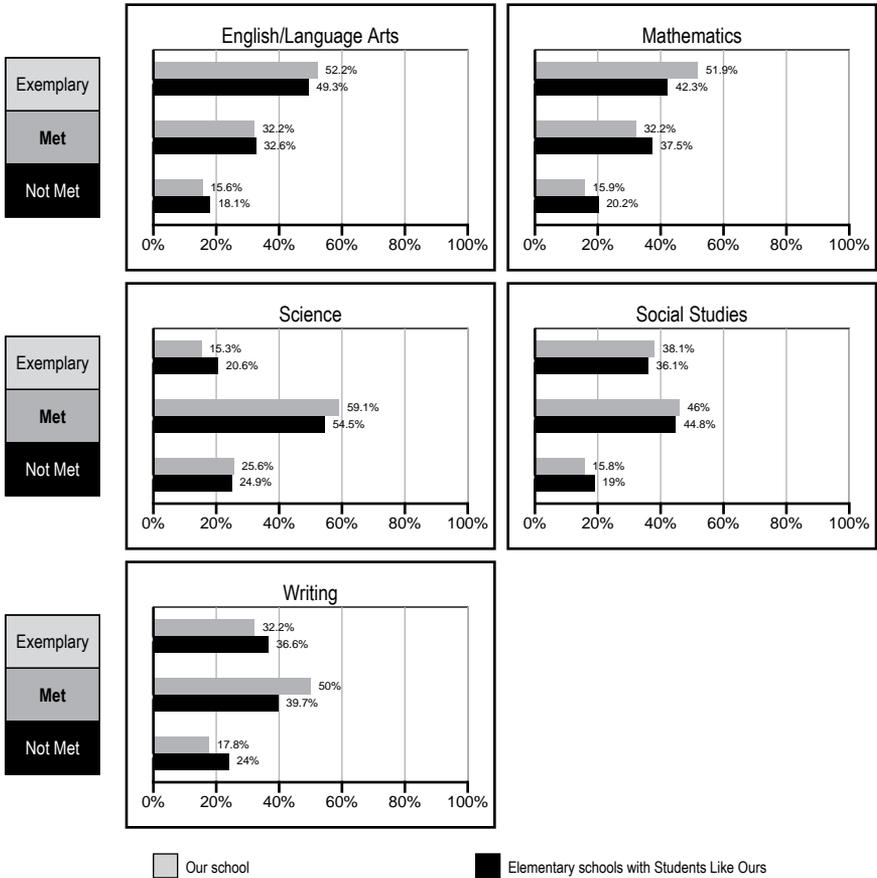
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 95.5%

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

Excellent	Good	Average	Below Average	At-Risk
43	38	23	0	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=714)</b>				
First graders who attended full-day kindergarten	97.2%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	0.9%	1.0%
Attendance rate	96.1%	N/A	96.6%	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	1.7%	N/R	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	66.7%	N/A	63.6%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	89.6%	88.7%
Teacher attendance rate	95.0%	N/R	95.0%	95.1%
Average teacher salary*	\$45,033	I/S	\$48,418	\$47,210
Professional development days/teacher	11.7 days	N/R	11.4 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	N/R	20.2 to 1	20.0 to 1
Prime instructional time	90.3%	N/R	90.3%	90.5%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$6,813	\$7,247
Percent of expenditures for instruction**	N/A	N/A	68.3%	68.2%
Percent of expenditures for teacher salaries**	N/A	N/A	66.3%	65.7%

\* 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

Opening a new school is one of the busiest, most fulfilling experiences that a community can share. It has been a wonderful, world-wide tour complete with shared leadership, shared responsibility, and shared accountability for all aspects of our school life! The operative word at JPES for this year has been TEAMWORK, and we made it through many JPES "firsts"...TOGETHER! We have worked hard to ensure that we have well defined, well designed, and well deployed processes in place that will help our school run like a well-oiled machine. Administrators, teachers, support staff, business partners, parents, and students have worked above and beyond the call of duty to set the pace for what has proven to be a banner school year, and the best is yet to come! Teamwork is alive and well at JPES. With active participation, clearly established procedures, and unwavering commitment to student learning, we are certain to make great strides. We believe that our work is more than a job, not everyone can do it, and no one can do it alone.

Our Children opened the school year with a summer "Road Trip to JPES" to use real voting machines and cast their votes for the things that would help us build our school climate and a culture of mutual respect. We have created a place where all stakeholders, including the children, are committed to excellence. As a result, we are the Explorers. "Trotter" is our mascot who sets the pace for our children to explore...discover...and learn all they can about the world around them. He reminds us that Explorers are brave people who find new paths to make our world a better place. Our character education plan is based on the PBIS, and our "STEER Your Way to Excellence" process. The children have worked diligently to live by the STEER CHEER and make our school a great place to learn. They open each day chanting, "I'm an Explorer at JPES. These actions will steer me to be my best. Safety first, Teamwork next, Eager to learn, Expect the best, Responsibility leads to Respect! Safety, Teamwork, Eager, Expect, Responsibility, and Respect!!"

JPES began the journey this year to become a great school. Our vision is to create a world class Quality Academy School that promotes seamless integration of the arts and sciences. Our Mission: Joseph R. Pye Elementary keeps the needs of all children and their learning first by preparing today's learners to be tomorrow's leaders. Our goals for the 2011-2012 school year have been 1) To build RELATIONSHIPS in a positive school climate and a culture of mutual respect. 2) To promote RIGOR for all students and, 3) To ensure RELEVANCE in teaching and student learning. For next year, we want to focus on making the home-school partnership an EXCEPTIONAL strength at Pye. Commitment to the best possible experiences for our children on the part of parents, students, and staff is the key to our success as a new school community. It is our hope that ALL parents and ALL community partners will help us with this commitment to excellence on behalf of ALL children. The journey begins here!

Mrs. Wanda G. Carroll-Williams, Principal  
Mrs. Stephanie Marsella-Smith, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	92	52
Percent satisfied with learning environment	97.7%	97.8%	97.9%
Percent satisfied with social and physical environment	97.7%	90.1%	96.2%
Percent satisfied with school-home relations	97.7%	92.3%	96.2%

\* 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.

<b>Overall Weighted Points Total</b>	<b>85.7</b>
<b>Overall Grade Conversion</b>	<b>B</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**

Joseph R. Pye 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	0.2%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	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

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	674.1	672.8	626.3	648.8	100.0	100.0
Male	665.7	668.1	622.4	646.4	100.0	100.0
Female	682.7	677.6	630.2	651.4	100.0	100.0
White	687.7	685.9	639.7	656.0	100.0	100.0
African American	652.5	650.6	606.9	636.3	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	625.9	620.6	593.7	609.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	661.5	656.2	616.7	635.5	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
<b>English/Language Arts</b>							
<b>2011</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2012</b>	3	133	100	15.4	24.4	60.2	84.6
	4	120	100	16.4	34.5	49.1	83.6
	5	97	100	14.6	41.6	43.8	85.4
	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>Mathematics</b>							
<b>2011</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2012</b>	3	133	99.3	25.4	27.9	46.7	74.6
	4	120	100	10.9	34.5	54.5	89.1
	5	97	100	9	36	55.1	91
	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	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>2012</b>	3	67	100	39.3	42.6	18	60.7
	4	120	100	21.8	65.5	12.7	78.2
	5	49	100	15.6	66.7	17.8	84.4
	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

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>2011</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2012</b>	3	66	98.5	16.1	43.5	40.3	83.9
	4	120	100	15.5	47.3	37.3	84.5
	5	48	100	15.9	47.7	36.4	84.1
	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>Writing</b>							
<b>2011</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	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	98	100	17.8	50	32.2	82.2
	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

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