



## Pepperhill Elementary School

3300 Creola Rd.  
North Charleston, SC

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	522 Students	
<b>Principal</b>	Tanya Underwood	(843) 767-5905
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Cindy Bohn Coats	843-529-2457

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Below Average
2011	Average	Average
2010	Below Average	Average
2009	Average	Average

## 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 2012-13 whose 2011-12 test scores were located

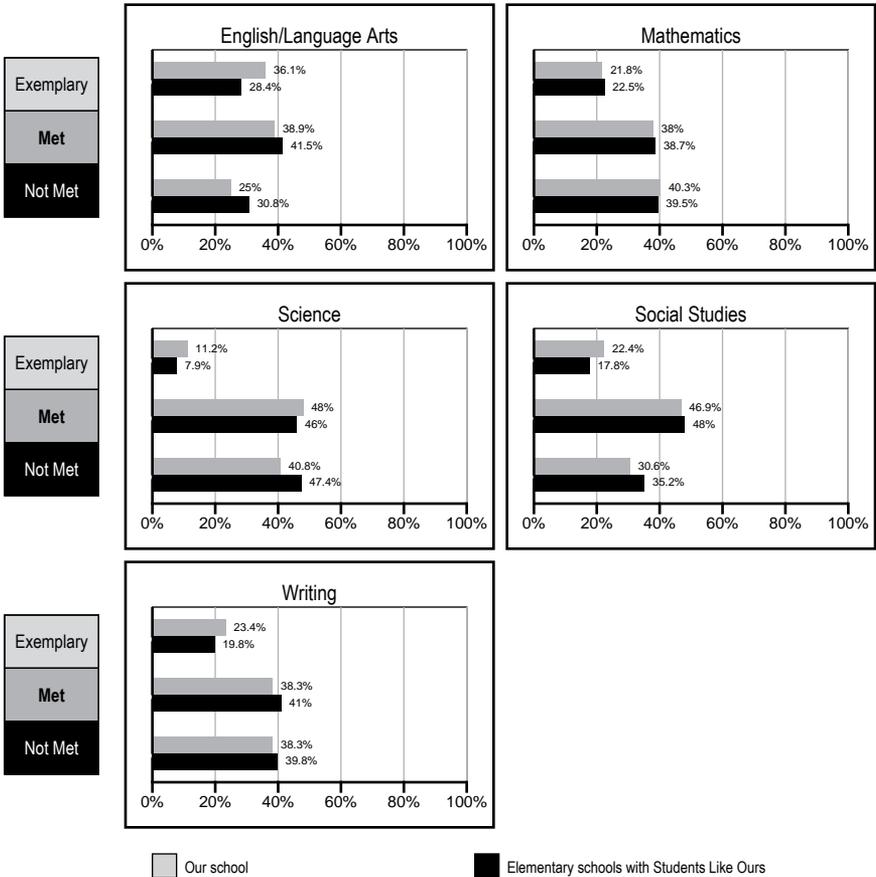
94%

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

Excellent	Good	Average	Below Average	At-Risk
1	13	104	47	15

\* Ratings are calculated with data available by 12/14/2013.

**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=522)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	1.1%	0.9%
Attendance rate	95.7%	Down from 96.0%	95.9%	96.3%
Served by gifted and talented program	3.2%	N/A	2.7%	7.2%
With disabilities	8.7%	N/A	13.6%	12.4%
Older than usual for grade	2.4%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.5%	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	48.8%	Down from 51.2%	60.0%	62.5%
Continuing contract teachers	70.7%	Down from 78.0%	76.7%	83.3%
Teachers returning from previous year	85.6%	Down from 86.4%	84.8%	88.3%
Teacher attendance rate	94.3%	Down from 97.9%	94.9%	95.0%
Average teacher salary*	\$44,135	Up 0.4%	\$46,184	\$48,193
Professional development days/teacher	21.9 days	Up from 16.2 days	10.5 days	11.0 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.8	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 22.3 to 1	18.2 to 1	20.1 to 1
Prime instructional time	89.2%	Down from 93.6%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$6,690	Up 5.5%	\$8,254	\$7,364
Percent of expenditures for instruction**	70.0%	Down from 70.6%	67.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Down from 67.3%	64.0%	66.0%

\* 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

A positive climate and high expectations at Pepperhill Elementary School help us to continue to improve as a school facility that upholds the idea that “Excellence is our Standard”. At Pepperhill we use data to drive our instructional decisions. Our academic success is directly tied to our differentiation and our guided reading in our classrooms. We use the NWEA’s MAP test (Measures of Academic Progress), which is administered three times throughout the school year, to gather data on student needs, as well as AIMSWEB Assessment, and of course the PASS test results to address strengths and weaknesses within the classroom. With this information we group our students for very intense, small-group reading instruction. This laser-focused instruction helps students grow in the areas where they need it the most. This targeted instruction fills the gaps in student learning and helps children excel. Dramatic increases in student achievement are possible when we use data to drive instruction and we differentiate for student needs.

This year our school, as well as our county, continued to focus our development in the area of literacy. Our school goal is to increase reading achievement for all students. In previous years our entire staff was trained with the Emergent Literacy Course and on balanced literacy. These trainings allowed us to focus on the reading instruction at our school and to make the necessary changes to ensure that the balanced literacy model was followed with fidelity.

We all have a common goal for the children and it is simple, “All children can learn, and all children can excel!” It is a job that we take very seriously and we work fervently to reach every child. We have continued this incredible journey to accelerate student learning and are continuing to work to improve with the continued implementation of PBIS and the new SSIS (Social Skills Improvement System) program to focus in on and improve behaviors for the rise in academic success.

Everyone in the Pepperhill family works together for the success of our students to diligently provide them with the best educational opportunities. We do this because we believe that our children are the future!

Tanya Underwood, Principal

Heidi Jackson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	66	39
Percent satisfied with learning environment	91.5%	77.2%	92.3%
Percent satisfied with social and physical environment	91.5%	78.8%	87.5%
Percent satisfied with school-home relations	47.2%	87.7%	95%

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

Abbreviations for Missing Data

## ESEA/Federal Accountability Rating System

In July 2013, 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	77.0
Overall Grade Conversion	C

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

Pepperhill 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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.4%	0.0%	No
Student attendance rate	95.7%	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
<b>Grades 3-5</b>						
All Students	649.1	631.5	611.1	631.4	100.0	100.0
Male	641.6	626.3	609.4	628.4	100.0	100.0
Female	656.4	636.6	612.8	634.3	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	642.3	623.1	600.9	621.5	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	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	649.1	629.7	609.4	631.3	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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>2012</b>	3	93	100	23.5	25.9	50.6	76.5
	4	71	100	37.9	36.4	25.8	62.1
	5	99	100	41.6	37.1	21.3	58.4
	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>2013</b>	3	80	100	24.3	28.6	47.1	75.7
	4	94	100	28.9	32.5	38.6	71.1
	5	73	100	20.6	58.7	20.6	79.4
	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>2012</b>	3	93	100	41.2	37.6	21.2	58.8
	4	71	100	45.5	28.8	25.8	54.5
	5	99	100	47.2	41.6	11.2	52.8
	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>2013</b>	3	80	100	44.3	31.4	24.3	55.7
	4	94	100	36.1	41	22.9	63.9
	5	73	100	41.3	41.3	17.5	58.7
	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>Science</b>							
<b>2012</b>	3	46	100	50	33.3	16.7	50
	4	71	100	42.4	50	7.6	57.6
	5	50	100	45.5	50	4.5	54.5
	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
<b>2013</b>	3	42	100	45.9	37.8	16.2	54.1
	4	94	100	39.8	50.6	9.6	60.2
	5	37	100	37.5	53.1	9.4	62.5
	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

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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>2012</b>	3	47	100	30.2	34.9	34.9	69.8
	4	71	100	31.8	43.9	24.2	68.2
	5	49	100	55.6	35.6	8.9	44.4
	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>2013</b>	3	38	100	36.4	51.5	12.1	63.6
	4	94	100	24.1	49.4	26.5	75.9
	5	36	100	41.9	35.5	22.6	58.1
	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>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	97	100	44.9	43.8	11.2	55.1
	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>2013</b>	3	77	100	45.8	23.6	30.6	54.2
	4	95	99	32.6	46.5	20.9	67.4
	5	70	98.6	36.5	44.4	19	63.5
	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

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