



West Pelzer Elementary

10 West Stewart Street
West Pelzer, SC 29669

Grades	PK-5 Elementary School	
Enrollment	409 Students	
Principal	Dr. Stacy Hashe	864-947-6424
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

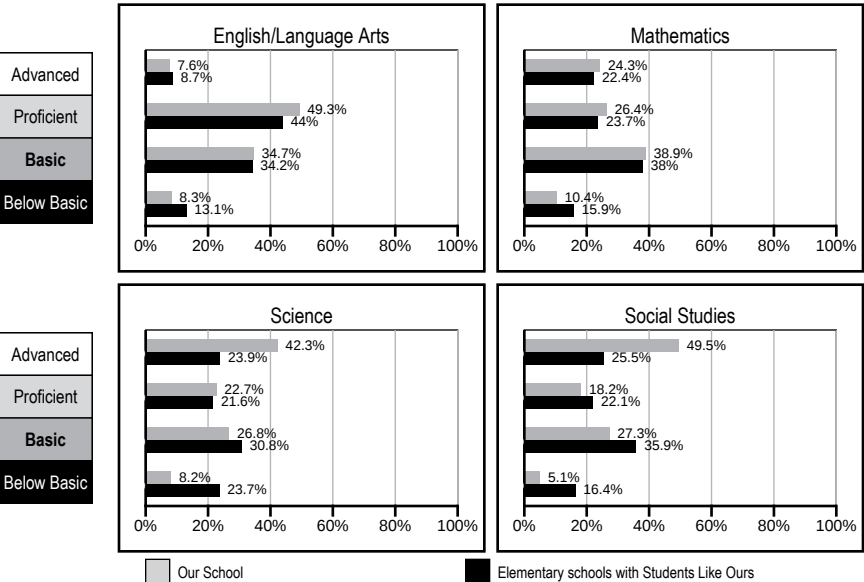
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	26	42	1	0

* 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=409)				
First graders who attended full-day kindergarten	85.5%	No Change	100.0%	100.0%
Retention rate	2.8%	Up from 2.5%	2.0%	2.3%
Attendance rate	96.4%	Up from 96.3%	96.4%	96.3%
Eligible for gifted and talented	12.4%	Up from 6.9%	15.4%	10.4%
With disabilities other than speech	6.6%	Down from 8.1%	6.8%	7.5%
Older than usual for grade	0.0%	Down from 1.1%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	35.7%	Down from 44.0%	59.8%	56.7%
Continuing contract teachers	75.0%	Down from 84.0%	80.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.3%	Down from 95.3%	89.4%	86.4%
Teacher attendance rate	93.6%	Down from 95.7%	94.8%	94.9%
Average teacher salary	\$43,433	Up 1.8%	\$46,464	\$45,345
Professional development days/teacher	8.1 days	Down from 11.4 days	13.0 days	12.6 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.3 to 1	19.4 to 1	18.5 to 1
Prime instructional time	88.9%	Down from 90.8%	90.1%	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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,808	Down 0.7%	\$6,427	\$7,052
Percent of expenditures for instruction*	67.7%	Up from 66.9%	69.7%	69.1%
Percent of expenditures for teacher salaries*	63.8%	Up from 61.8%	65.4%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

West Pelzer Elementary started the 2007-2008 school year with the theme: "Wild About Learning." Our nine-week themes included: "Science Safari," "Reading Expedition," "Geography Adventure," and "Math Excursion." We continued our new character education and positive behavior program entitled "Palomino Pride." The plan consisted of classes working toward winning recognition for ten specific behaviors that would affect our overall school climate. Our BETA students were exemplary role models of positive support to our school and community with several service projects in helping to clean our school, garden, and community.

Science success was celebrated with two fifth grade students winning gold awards at the Madren Center in Clemson for their science fair projects. Our annual "Science Soiree" invited parents to come at night with their child to have fun completing science experiments together. "Science Bags" were included in our second, third, fourth, and fifth grades. Students checked the bags out to take home for a week with some parent volunteers helping to replenish kits when the bags were returned. Fourth grade held their third annual Geography Bee and held their second History Gallery to showcase fourth grade projects. Our fourth and fifth graders presented "The Jungle Book" musical and our "West Pelzer Idol" showcased our students' talents.

West Pelzer Elementary focused on differentiated instruction and guided reading. Our sixth annual Literature Field Day encouraged all students to dress as their favorite story book character; the students rotated throughout the morning to different stations of storybook tellers. Our Afterschool Academy students helped with this event. We held four Accelerated Reader celebrations to encourage reading. We utilized DIBELS and MAP testing for the appropriate grade levels. These two tools were used in giving us feedback to help our teachers plan instructionally. Piano keyboarding and strings gave students wonderful opportunities to expand their musical background. Our "Learn and Serve" grant monies and the community support of volunteers helped us continue our S.C. Fence Garden with a Schoolyard Habitat. Our PTO helped with our fall festival, spring fling, and holiday workshops as well as funded a new four-year-old kindergarten playground. We participated in the "St. Jude's Math-a-Thon" and their "Trike-a-Thon," along with "Jump Rope for Heart." The kindergartners sponsored a book drive collecting over 3,000 books to donate for community needs. Our Healthy School's initiatives continued with our Mileage Club, morning television fitness video, daily parent/student checklists, and staff checklists.

Our mission is to provide challenging expectations that encourage continuous improvement for students to become productive, self-directed, and lifelong learners. For the past five years, our report card continued to have an Absolute Rating "Good." We have continued to be recognized from the Education Oversight Committee for "Closing the Achievement Gap" for the fifth year.

Stacy Hashe, Principal
Tina Reeves, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	46	26
Percent satisfied with learning environment	87.5%	95.7%	92.3%
Percent satisfied with social and physical environment	100.0%	93.5%	96.2%
Percent satisfied with school-home relations	87.5%	93.5%	76.0%

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

School Adequate Yearly Progress

YES

This school met 13 out of 13 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	
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	0.2%	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	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	158	98.7	7	35.2	50	7.7	72.5	63.1	48.2	Yes	Yes
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Gender

Male	68	97.1	12.1	27.6	55.2	5.2	75.9	57.1	41.7	N/A	N/A
Female	90	100	3.6	40.5	46.4	9.5	70.2	69.7	55	N/A	N/A

Racial/Ethnic Group

White	141	100	6.8	35.3	51.9	6	73.7	64.9	60	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	47.2	31.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	81.6	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	47.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S

Disability Status

Disabled	19	100	15.8	57.9	26.3	0	47.4	24.8	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	57	96.5	11.4	34.1	47.7	6.8	65.9	46.5	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	158	100	10.4	38.9	26.4	24.3	64.6	59.8	45.8	Yes	Yes
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Gender

Male	68	100	10	41.7	23.3	25	68.3	60	45.6	N/A	N/A
Female	90	100	10.7	36.9	28.6	23.8	61.9	59.4	45.9	N/A	N/A

Racial/Ethnic Group

White	141	100	9	39.1	27.8	24.1	66.2	62	59	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	37.1	26.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	45.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	46.2	I/S	I/S

Disability Status

Disabled	19	100	26.3	52.6	15.8	5.3	31.6	24.5	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	57	100	10.9	47.8	23.9	17.4	52.2	44.2	31.4	Yes	Yes
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* Adj - 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

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
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Science

All Students	107	99.1	8.2	26.8	22.7	42.3	64.9	57.2	35.7	96.4	96.1
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Gender

Male	47	97.9	9.8	19.5	22	48.8	70.7	60.1	37.4	96.5	96.1
Female	60	100	7.1	32.1	23.2	37.5	60.7	53.9	33.8	96.2	96.1

Racial/Ethnic Group

White	96	99	7.7	26.4	23.1	42.9	65.9	59.8	49.2	96.3	96
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	31.9	17	97.4	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8	58	97.4	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	46	24.9	96.1	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.3	94.9

Disability Status

Disabled	13	100	38.5	23.1	23.1	15.4	38.5	23.7	14	96.4	95.4
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	38	24.4	96.5	96.6
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Socio-Economic Status

Subsided meals	35	97.1	18.5	40.7	22.2	18.5	40.7	38.2	21.1	96	95.2
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Social Studies

All Students	107	100	5.1	27.3	18.2	49.5	67.7	50.7	34	96.4	96.1
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Gender

Male	48	100	2.2	22.2	17.8	57.8	75.6	53.7	36.6	96.5	96.1
Female	59	100	7.4	31.5	18.5	42.6	61.1	47.3	31.3	96.2	96.1

Racial/Ethnic Group

White	97	100	5.4	26.1	18.5	50	68.5	51.8	44.5	96.3	96
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	39.5	19.1	97.4	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80	58.9	97.4	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	39.3	27.5	96.1	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.3	94.9

Disability Status

Disabled	13	100	0	46.2	7.7	46.2	53.8	24.9	14.4	96.4	95.4
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	96.5	96.6
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Socio-Economic Status

Subsided meals	35	100	6.9	31	24.1	37.9	62.1	37.5	21	96	95.2
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* Adj - Adjusted to account for natural variation in performance.

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	54	100	1.9	20.8	58.5	18.9	77.4
	4	49	100	2.3	44.2	51.2	2.3	53.5
	5	54	100	11.8	52.9	35.3	0	35.3
	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	54	98.2	0	19.1	68.1	12.8	80.9
	4	56	98.2	5.9	29.4	54.9	9.8	64.7
	5	48	100	15.9	59.1	25	0	25
	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	54	100	1.9	47.2	30.2	20.8	50.9
	4	49	100	7	27.9	41.9	23.3	65.1
	5	54	100	23.5	51	15.7	9.8	25.5
	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	54	100	2.1	43.8	27.1	27.1	54.2
	4	56	100	15.4	38.5	23.1	23.1	46.2
	5	48	100	13.6	34.1	29.5	22.7	52.3
	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	27	100	7.7	19.2	42.3	30.8	73.1
	4	49	100	16.3	25.6	34.9	23.3	58.1
	5	27	100	50	15.4	19.2	15.4	34.6
	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	27	100	0	41.7	41.7	16.7	58.3
	4	56	100	3.8	23.1	17.3	55.8	73.1
	5	24	95.8	28.6	19	14.3	38.1	52.4
	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	26	100	0	30.8	53.8	15.4	69.2
	4	49	100	0	18.6	25.6	55.8	81.4
	5	27	100	52	28	8	12	20
	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	27	100	4.2	20.8	33.3	41.7	75
	4	56	100	3.8	15.4	13.5	67.3	80.8
	5	24	100	8.7	60.9	13	17.4	30.4
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample