

Pepperhill Elementary

3300 East Creola Rd.

North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	527 Students	
Principal	Tanya A. Underwood	843-767-5905
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

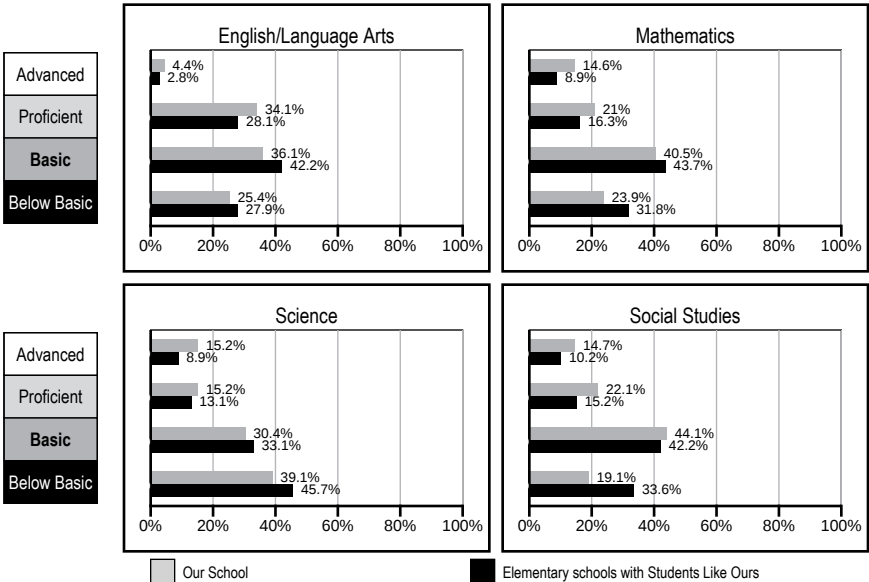
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	63	17

* 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=527)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	No Change	2.9%	2.3%
Attendance rate	96.1%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	6.4%	Up from 6.1%	4.9%	10.4%
With disabilities other than speech	4.9%	Up from 3.7%	8.0%	7.5%
Older than usual for grade	0.2%	Down from 1.8%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.6%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	59.0%	Up from 48.8%	53.5%	56.7%
Continuing contract teachers	74.4%	Down from 85.4%	70.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.8%	Up from 91.5%	83.9%	86.4%
Teacher attendance rate	94.9%	Up from 93.6%	95.0%	94.9%
Average teacher salary	\$45,954	Up 6.6%	\$43,955	\$45,345
Professional development days/teacher	12.2 days	Down from 22.2 days	13.6 days	12.6 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.7 to 1	16.8 to 1	18.5 to 1
Prime instructional time	88.9%	Up from 87.6%	89.3%	89.8%
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	Excellent	Excellent
Dollars spent per pupil*	\$7,018	Up 6.0%	\$7,801	\$7,052
Percent of expenditures for instruction*	74.6%	Up from 73.5%	69.1%	69.1%
Percent of expenditures for teacher salaries*	67.0%	Down from 68.7%	62.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Through shared decision making, a positive climate, and high expectations, Pepperhill Elementary School continues to ride the wave of success! At Pepperhill, we use data to drive our instructional decisions. Our academic success is directly tied to our "RBI" (RIT Band Instruction) and our collaborative teacher teams. We use the NWEA's MAP test (Measures of Achievement and Progress) to gather data on student needs. We take the MAP test in the fall, winter, and spring. With this information, we group our students for a very intense, hands-on instructional block each morning. Students are grouped based on their RIT band on the MAP test. This laser-focused instruction helps students grow in the areas that they need 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.

Our faculty and staff continue to participate in numerous professional development activities. All certified teachers received training in 6+1 writing traits, higher-level questioning, Rigor and Relevance, effective use of interactive white boards, and Balanced Literacy. With the Diverse Pathways Grant Partnership, several of our teachers have attended and presented at state and national conferences this year. In following our belief of true collaboration and a learning community model, our school has served as a showcase school for flexible grouping RBI instruction, hosting many visitors from the state and nation.

Our learning community model has also grown this year with the addition of the School's Out partnership. Through this partnership, our neighborhood school has become a hub for community engagement and learning. We offer adult education classes, workshops, and community events. This community connection has increased our community involvement with adding over 2,000 hours of service at our school.

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. These efforts were recognized by the state this year when, for the first time, we received the Palmetto Silver Award for raising our report card rating to Average and our Improvement rating to Good. We have continued this incredible journey to accelerate student learning as shown by meeting AYP for the fourth consecutive year.

Everyone in the Pepperhill family works together for the success of our students to diligently provide them with the best educational opportunities. We believe that excellence is in the classroom!

Tanya Underwood, Principal
 Sally Ann Archie, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	58	43
Percent satisfied with learning environment	100.0%	87.9%	97.6%
Percent satisfied with social and physical environment	97.4%	82.8%	87.8%
Percent satisfied with school-home relations	67.6%	93.1%	90.5%

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

School Adequate Yearly Progress	YES
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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	
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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		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	220	100	25.4	36.1	34.1	4.4	49.3	53.5	48.2	Yes	Yes
Gender											
Male	125	100	31.9	38.9	26.5	2.7	44.2	47.3	41.7	N/A	N/A
Female	95	100	17.4	32.6	43.5	6.5	55.4	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	14	100	9.1	27.3	54.5	9.1	72.7	77.6	60	I/S	I/S
African American	178	100	24.7	38	33.1	4.2	48.8	32.1	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	27	100	37	25.9	33.3	3.7	44.4	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	27	100	75	16.7	8.3	0	16.7	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	38.5	26.9	30.8	3.8	46.2	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	192	100	26.7	36.1	33.3	3.9	46.7	33	34	Yes	Yes

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

All Students	220	100	23.9	40.5	21	14.6	47.3	49.7	45.8	Yes	Yes
Gender											
Male	125	100	28.3	41.6	16.8	13.3	43.4	49.5	45.6	N/A	N/A
Female	95	100	18.5	39.1	26.1	16.3	52.2	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	14	100	9.1	18.2	36.4	36.4	81.8	75.6	59	I/S	I/S
African American	178	100	22.9	45.8	20.5	10.8	44.6	26.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	27	100	33.3	18.5	18.5	29.6	51.9	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	27	100	62.5	29.2	8.3	0	16.7	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	34.6	19.2	15.4	30.8	50	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	192	100	25	42.2	18.9	13.9	44.4	28.3	31.4	Yes	Yes

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

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	149	100	39.1	30.4	15.2	15.2	30.4	39.2	35.7	96.1	96
Gender											
Male	80	100	46.5	22.5	15.5	15.5	31	40.8	37.4	96	95.8
Female	69	100	31.3	38.8	14.9	14.9	29.9	37.6	33.8	96.3	96.1
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	93.7	96.1
African American	118	100	36.4	31.8	18.2	13.6	31.8	15.3	17	96.2	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	99.4	97.3
Hispanic	21	100	57.1	28.6	0	14.3	14.3	26	24.9	96.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	23	100	70	20	5	5	10	16.6	14	95.2	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	21	100	57.1	28.6	0	14.3	14.3	26.5	24.4	97.1	96.3
Socio-Economic Status											
Subsided meals	128	100	42.5	30.8	13.3	13.3	26.7	17.1	21.1	96.2	95.5

Social Studies

All Students	144	99.3	19.1	44.1	22.1	14.7	36.8	40.2	34	96.1	96
Gender											
Male	83	98.8	22.1	41.6	18.2	18.2	36.4	42	36.6	96	95.8
Female	61	100	15.3	47.5	27.1	10.2	37.3	38.3	31.3	96.3	96.1
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	93.7	96.1
African American	122	99.2	20	47.8	19.1	13	32.2	19.1	19.1	96.2	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	99.4	97.3
Hispanic	13	100	15.4	30.8	38.5	15.4	53.8	29.3	27.5	96.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	14	92.9	58.3	25	8.3	8.3	16.7	18.2	14.4	95.2	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	11	100	18.2	36.4	27.3	18.2	45.5	31.9	27.3	97.1	96.3
Socio-Economic Status											
Subsided meals	126	99.2	18.5	47.1	21.8	12.6	34.5	20.1	21	96.2	95.5

* 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	78	100	18.3	39.4	38	4.2	42.3
	4	69	100	25.4	39.7	31.7	3.2	34.9
	5	67	100	33.3	40	25	1.7	26.7
	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	84	100	20.8	35.1	37.7	6.5	44.2
	4	73	100	26.1	30.4	40.6	2.9	43.5
	5	63	100	30.5	44.1	22	3.4	25.4
	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
Mathematics								
2007	3	78	100	31	47.9	16.9	4.2	21.1
	4	69	100	17.5	42.9	25.4	14.3	39.7
	5	67	100	18.3	46.7	25	10	35
	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	84	100	29.9	44.2	16.9	9.1	26
	4	73	100	17.4	40.6	17.4	24.6	42
	5	63	100	23.7	35.6	30.5	10.2	40.7
	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	40	100	63.9	36.1	0	0	0
	4	69	100	39.7	27	27	6.3	33.3
	5	33	97	39.3	35.7	17.9	7.1	25
	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	45	100	51.2	34.1	12.2	2.4	14.6
	4	73	100	21.7	31.9	18.8	27.5	46.4
	5	31	100	64.3	21.4	10.7	3.6	14.3
	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
Social Studies								
2007	3	38	100	20	45.7	31.4	2.9	34.3
	4	69	100	19	46	23.8	11.1	34.9
	5	34	100	50	34.4	12.5	3.1	15.6
	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	39	100	19.4	50	19.4	11.1	30.6
	4	73	98.6	15.9	42	27.5	14.5	42
	5	32	100	25.8	41.9	12.9	19.4	32.3
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample