



Pleasant Hill Elementary

127 Schoolhouse Drive
Hemingway, South

Grades	PK-5 Elementary School	
Enrollment	405 Students	
Principal	William Teddy Graham	843-558-9417
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

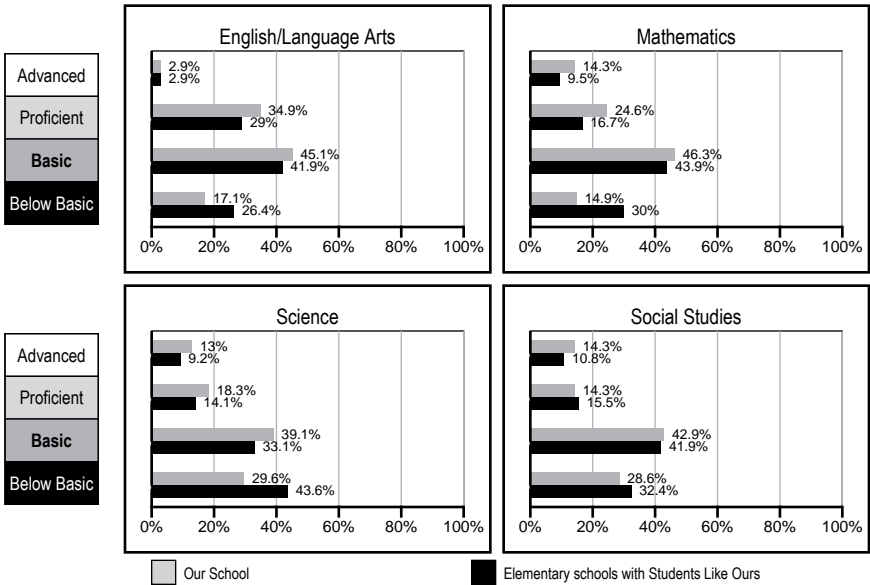
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	63	10

* 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=405)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.2%	Up from 4.6%	2.8%	2.3%
Attendance rate	95.9%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	11.8%	Down from 14.8%	6.5%	10.4%
With disabilities other than speech	8.0%	Up from 6.6%	8.8%	7.5%
Older than usual for grade	0.6%	Down from 1.3%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	64.3%	Down from 66.7%	54.0%	56.7%
Continuing contract teachers	92.9%	Up from 90.0%	75.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.4%	0.0%	0.0%
Teachers returning from previous year	92.2%	Up from 89.1%	86.0%	86.4%
Teacher attendance rate	93.1%	Down from 95.4%	94.8%	94.9%
Average teacher salary	\$48,185	Up 1.1%	\$44,455	\$45,345
Professional development days/teacher	14.4 days	Down from 17.5 days	12.8 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 15.3 to 1	18.2 to 1	18.5 to 1
Prime instructional time	87.8%	Down from 90.5%	89.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,967	Up 0.8%	\$7,363	\$7,052
Percent of expenditures for instruction*	61.8%	Up from 60.8%	69.1%	69.1%
Percent of expenditures for teacher salaries*	56.2%	Up from 56.0%	63.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The cooperative efforts of Pleasant Hill Elementary School's staff, parents, students, business partners, and community members have enabled us to achieve much success. Our school was once again recognized for closing the achievement gap among minority populations.

Academic achievement remained a top priority at Pleasant Hill Elementary School. We were very diligent to ensure that students were taught all South Carolina Learning Standards. Teachers incorporated hands-on learning activities across all content areas to establish real life connections to learning. We intensified efforts to address individual student needs by utilizing MAP testing. Each grade developed a plan to monitor student progress and address deficiencies.

We continue to increase the use of technology in our classrooms by increasing the number of interactive white boards, updating computers, and increasing the amount of time in the Success Maker Lab. Additionally, administration and teachers utilized many new technologies to assist with our academic program. Examples include IG-Pro (on-line grade book), Tandberg virtual field trips, Homework Hotline, classroom web sites, voice mail, and the 3N (National Notification Network) calling system.

This year, we offered a tutorial program, utilizing retired educators to work with small groups of students with targeted needs in math and ELA. We also offered an extended day program. Teachers from each grade level assisted students three hours weekly after school with homework assignments, mastery of objectives, and class projects. Many of our students have also been identified as having talents in the areas of art, music, and physical education. Enrichment classes were provided to students in grades K-5 to assist in developing these talents.

Our school has truly responded to the mission to provide challenging educational programs that require all students to meet high academic standards and to prepare all students to be responsible citizens and lifelong learners.

W. Teddy Graham, Principal
Renee Moore, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	61	59
Percent satisfied with learning environment	100.0%	96.7%	91.2%
Percent satisfied with social and physical environment	100.0%	98.4%	98.3%
Percent satisfied with school-home relations	93.3%	96.7%	94.7%

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

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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

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	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

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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	182	100	17.1	45.1	34.9	2.9	48	46	48.2	Yes	Yes
Gender											
Male	105	100	24	42	31	3	44	39.5	41.7	N/A	N/A
Female	77	100	8	49.3	40	2.7	53.3	53.1	55	N/A	N/A
Racial/Ethnic Group											
White	74	100	15.1	34.2	46.6	4.1	61.6	58.9	60	Yes	Yes
African American	104	100	18.4	53.1	26.5	2	38.8	32.5	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.4	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	27	100	51.9	33.3	14.8	0	22.2	13.2	16	I/S	I/S
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
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	148	100	18.4	48.9	31.9	0.7	42.6	35.1	34	Yes	Yes

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

All Students	182	100	14.9	46.3	24.6	14.3	54.3	46.1	45.8	Yes	Yes
Gender											
Male	105	100	20	48	17	15	47	45.4	45.6	N/A	N/A
Female	77	100	8	44	34.7	13.3	64	47	45.9	N/A	N/A
Racial/Ethnic Group											
White	74	100	12.3	39.7	24.7	23.3	61.6	60.3	59	Yes	Yes
African American	104	100	17.3	50	24.5	8.2	49	30.9	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	43.6	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	27	100	51.9	33.3	11.1	3.7	18.5	15.3	17.1	I/S	I/S
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
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	43	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	148	100	17	48.9	23.4	10.6	51.1	35.8	31.4	Yes	Yes

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

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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
Science											
All Students	121	100	29.6	39.1	18.3	13	31.3	35.1	35.7	95.9	95.9
Gender											
Male	65	100	34.4	34.4	16.4	14.8	31.1	36.6	37.4	95.5	95.7
Female	56	100	24.1	44.4	20.4	11.1	31.5	33.6	33.8	96.4	96.1
Racial/Ethnic Group											
White	55	100	16.4	41.8	18.2	23.6	41.8	52.6	49.2	95.1	95.2
African American	62	100	41.1	37.5	17.9	3.6	21.4	17.3	17	96.6	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	N/A	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	30.6	24.9	99.8	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	91.5	94.8
Disability Status											
Disabled	16	100	50	31.3	12.5	6.3	18.8	12.3	14	94.8	94.4
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
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	26.9	24.4	98.7	97.1
Socio-Economic Status											
Subsided meals	95	100	36	37.1	16.9	10.1	27	22.9	21.1	95.8	95.7
Social Studies											
All Students	122	100	28.6	42.9	14.3	14.3	28.6	32.9	34	95.9	95.9
Gender											
Male	75	100	27.8	37.5	19.4	15.3	34.7	34.7	36.6	95.5	95.7
Female	47	100	29.8	51.1	6.4	12.8	19.1	30.8	31.3	96.4	96.1
Racial/Ethnic Group											
White	44	100	27.9	32.6	16.3	23.3	39.5	44.4	44.5	95.1	95.2
African American	75	100	30.1	49.3	13.7	6.8	20.5	19.5	19.1	96.6	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	N/A	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	99.8	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	91.5	94.8
Disability Status											
Disabled	18	100	61.1	22.2	5.6	11.1	16.7	12.8	14.4	94.8	94.4
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
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5	27.3	98.7	97.1
Socio-Economic Status											
Subsided meals	100	100	30.9	45.4	13.4	10.3	23.7	22.1	21	95.8	95.7

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

Abbreviations for Missing Data

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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	62	100	6.9	41.4	48.3	3.4	51.7
	4	59	100	14	47.4	31.6	7	38.6
	5	59	100	17.9	51.8	30.4	0	30.4
	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	58	100	16.4	38.2	41.8	3.6	45.5
	4	61	100	13.6	42.4	42.4	1.7	44.1
	5	63	100	21.3	54.1	21.3	3.3	24.6
	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	62	100	10.3	50	25.9	13.8	39.7
	4	59	100	15.8	38.6	22.8	22.8	45.6
	5	59	100	14.3	55.4	17.9	12.5	30.4
	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	58	100	20	49.1	16.4	14.5	30.9
	4	61	100	8.5	50.8	27.1	13.6	40.7
	5	63	100	16.4	39.3	29.5	14.8	44.3
	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	31	100	17.2	37.9	17.2	27.6	44.8
	4	59	100	33.3	42.1	8.8	15.8	24.6
	5	30	100	44.8	20.7	27.6	6.9	34.5
	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	29	100	19.2	34.6	26.9	19.2	46.2
	4	61	100	30.5	44.1	20.3	5.1	25.4
	5	31	100	36.7	33.3	6.7	23.3	30
	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	31	100	0	48.3	31	20.7	51.7
	4	59	100	26.3	35.1	24.6	14	38.6
	5	29	100	25.9	44.4	14.8	14.8	29.6
	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	29	100	10.3	44.8	24.1	20.7	44.8
	4	61	100	33.9	44.1	13.6	8.5	22
	5	32	100	35.5	38.7	6.5	19.4	25.8
	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

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