



Pleasant Hill Elementary

664 Rawl Road
Lexington, South Carolina

Grades	K-5 Elementary School	
Enrollment	772 Students	
Principal	Margaret B. Mitchum	803-821-2800
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Below Average
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

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

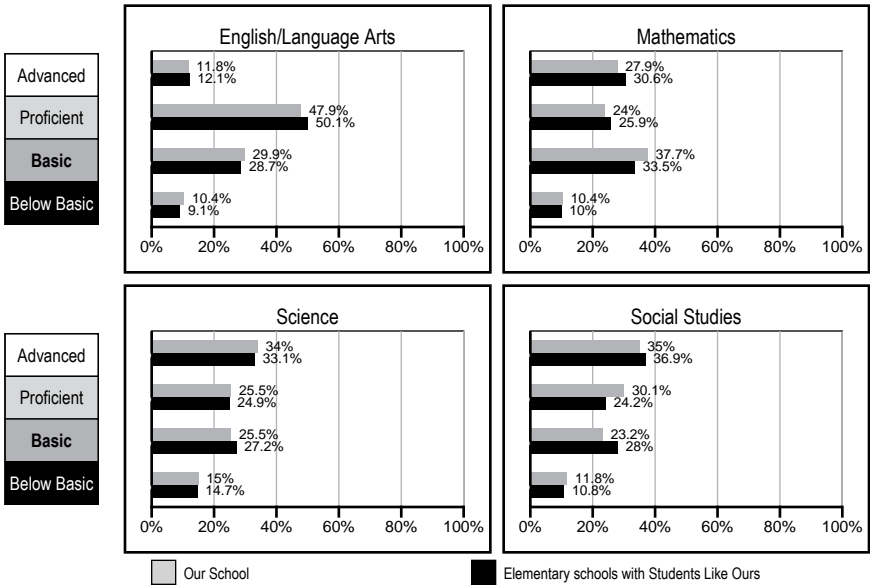
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	17	2	0	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=772)				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	100.0%
Retention rate	0.9%	Up from 0.6%	1.0%	2.3%
Attendance rate	96.6%	Up from 96.2%	97.0%	96.3%
Eligible for gifted and talented	22.3%	Down from 23.6%	25.9%	10.4%
With disabilities other than speech	4.7%	Down from 4.8%	6.2%	7.5%
Older than usual for grade	0.0%	Down from 0.4%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	58.0%	Down from 58.5%	59.0%	56.7%
Continuing contract teachers	72.0%	Up from 70.7%	83.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.7%	86.4%
Teacher attendance rate	95.4%	Down from 96.9%	95.0%	94.9%
Average teacher salary	\$42,892	Up 5.5%	\$46,707	\$45,345
Professional development days/teacher	15.6 days	Up from 14.4 days	12.4 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.3	4.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 22.0 to 1	19.4 to 1	18.5 to 1
Prime instructional time	91.5%	Down from 92.2%	90.4%	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 98.7%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,615	N/A	\$6,650	\$7,052
Percent of expenditures for instruction*	63.3%	N/A	73.3%	69.1%
Percent of expenditures for teacher salaries*	56.7%	N/A	67.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Pleasant Hill Elementary School's second year was full of achievement and accomplishments. As we prepared and honored every student, our mission and vision guided our efforts.

Our staff participated in many professional development opportunities, including technology workshops and instructional study groups. Teachers collaborated, analyzed student data, and developed appropriate instructional strategies.

The PTA and School Improvement Council played major roles in supporting our learning community. The PTA provided funding for field studies, professional development, and classroom materials. It also sponsored safety workshops and "Parents as Learners" workshops. Our SIC worked with other Lexington One SICs and encouraged our legislators to reform Act 388. Through the SIC's "Leave a Legacy" initiative, we planted palm trees, crepe myrtles, and willow oaks along our school's driveway. The SIC was instrumental in the creation of our School Improvement Plan.

Our community's businesses, churches, and residents reached out to our school and provided assistance with instructional materials and landscaping. Golden State Foods provided 100 book bags filled with school supplies for students. The students gave back to the Lexington community as they honored local veterans, made placemats for a local retirement center, shared artwork with local businesses, wrote letters to soldiers in Iraq, and participated in a mini-marathon to benefit students with cleft palates.

We continued several initiatives this year that enhanced the students' physical and academic growth, including our Morning Fitness Club and Sunrise Stars. Our Spanish Partial Immersion program expanded to first grade. New initiatives included sending "pawsitive" postcards, study buddies, and the "Stand Up Against Bullies" program.

PHES integrates technology across the curriculum. Teachers utilize SMARTBoard interactive whiteboards, laptops, document/digital cameras, and LCD projectors. Students and teachers benefit from the amplification system installed in every classroom. Our technology integration specialist trains teachers in the implementation of technology. The Lex-Connect online tool and the new SchoolMessenger telephone calling system strengthen home-to-school communication.

One challenge we face is responding to the diverse needs of our students. To better serve our students, we plan to expand our mentoring program. Another challenge is responding to the rapid growth in our attendance area. This year, we will add even more portable classrooms to our site to accommodate our growing student population.

Together, our staff, parents, and community members will continue to focus on high expectations for all students as we serve them in a safe and family-friendly school.

Margaret B. Mitchum, Principal
Gwen Morris, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	105	75
Percent satisfied with learning environment	97.7%	94.3%	95.9%
Percent satisfied with social and physical environment	100.0%	92.3%	96.0%
Percent satisfied with school-home relations	100.0%	90.5%	97.3%

* 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 15 out of 15 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	1.7%	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	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	389	100	10.4	29.9	47.9	11.8	72.3	57.1	48.2	Yes	Yes
Gender											
Male	203	100	14.3	34.9	41.8	9	66.7	50	41.7	N/A	N/A
Female	186	100	6.3	24.4	54.5	14.8	78.4	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	335	100	7.6	29.8	49.5	13	75.6	59.6	60	Yes	Yes
African American	21	100	22.2	27.8	50	0	61.1	37.8	31.7	I/S	I/S
Asian/Pacific Islander	13	100	15.4	23.1	46.2	15.4	76.9	75.4	70.4	I/S	I/S
Hispanic	19	100	44.4	33.3	22.2	0	27.8	39.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	47	100	41	43.6	15.4	0	33.3	17.3	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	53.3	26.7	20	0	26.7	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	79	100	31.5	32.9	34.2	1.4	43.8	38.7	34	Yes	Yes

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

All Students	389	100	10.4	37.5	24.1	27.9	67.1	54.6	45.8	Yes	Yes
Gender											
Male	203	100	12.2	38.6	20.6	28.6	69.3	55.3	45.6	N/A	N/A
Female	186	100	8.5	36.4	27.8	27.3	64.8	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	335	100	8.9	37.1	23.5	30.5	70.2	57.7	59	Yes	Yes
African American	21	100	22.2	38.9	38.9	0	44.4	30.5	26.9	I/S	I/S
Asian/Pacific Islander	13	100	7.7	23.1	23.1	46.2	69.2	71.6	71.3	I/S	I/S
Hispanic	19	100	27.8	55.6	16.7	0	33.3	37.5	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	47	100	38.5	43.6	7.7	10.3	38.5	20.3	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	26.7	60	13.3	0	20	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	79	100	21.9	46.6	21.9	9.6	46.6	36.3	31.4	Yes	Yes

* 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
Science											
All Students	262	100	15	25.5	25.5	34	59.5	50.3	35.7	96.6	96.1
Gender											
Male	134	100	18.9	21.3	27.6	32.3	59.8	51.7	37.4	96.5	96.1
Female	128	100	10.8	30	23.3	35.8	59.2	48.7	33.8	96.8	96.1
Racial/Ethnic Group											
White	227	100	12.6	26.2	25.2	36	61.2	53.7	49.2	96.6	96.1
African American	12	100	30	30	30	10	40	25.1	17	96.6	96.1
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	97.1	96.8
Hispanic	12	100	50	8.3	25	16.7	41.7	31.9	24.9	96.7	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	95.8	94.8
Disability Status											
Disabled	31	100	42.3	26.9	15.4	15.4	30.8	20	14	95.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	28.9	24.4	97.5	96.4
Socio-Economic Status											
Subsided meals	53	100	34	30	20	16	36	31.8	21.1	95.5	94.9
Social Studies											
All Students	262	100	11.8	23.2	30.1	35	65	47.1	34	96.6	96.1
Gender											
Male	134	100	11.3	19.4	29.8	39.5	69.4	52	36.6	96.5	96.1
Female	128	100	12.3	27	30.3	30.3	60.7	41.9	31.3	96.8	96.1
Racial/Ethnic Group											
White	224	100	9.4	22.6	31.6	36.3	67.9	49.4	44.5	96.6	96.1
African American	16	100	23.1	30.8	23.1	23.1	46.2	29.2	19.1	96.6	96.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	97.1	96.8
Hispanic	13	100	50	33.3	8.3	8.3	16.7	28	27.5	96.7	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	95.8	94.8
Disability Status											
Disabled	32	100	30.8	30.8	19.2	19.2	38.5	21.6	14.4	95.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	12	100	30	40	20	10	30	30.5	27.3	97.5	96.4
Socio-Economic Status											
Subsided meals	51	100	26.1	30.4	30.4	13	43.5	28.2	21	95.5	94.9

* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	119	100	4.5	31.8	50	13.6	63.6
	4	108	100	12.9	30.7	49.5	6.9	56.4
	5	115	99.1	13	40.7	44.4	1.9	46.3
	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	139	100	10.1	22.5	49.6	17.8	67.4
	4	135	100	8.6	29.7	50	11.7	61.7
	5	115	100	13	38.9	43.5	4.6	48.1
	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	119	100	10	37.3	35.5	17.3	52.7
	4	108	100	13.9	25.7	36.6	23.8	60.4
	5	115	100	16.5	49.5	16.5	17.4	33.9
	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	139	100	9.3	41.1	15.5	34.1	49.6
	4	135	100	7.8	35.2	25.8	31.3	57
	5	115	100	14.8	36.1	32.4	16.7	49.1
	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	58	100	14.8	22.2	40.7	22.2	63
	4	108	100	18.8	25.7	29.7	25.7	55.4
	5	58	100	31.5	29.6	9.3	29.6	38.9
	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	70	100	20	26.2	16.9	36.9	53.8
	4	135	100	12.5	28.1	29.7	29.7	59.4
	5	57	100	14.8	18.5	25.9	40.7	66.7
	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
Social Studies								
2007	3	61	100	0	21.4	33.9	44.6	78.6
	4	108	100	11.9	27.7	30.7	29.7	60.4
	5	57	100	20	43.6	14.5	21.8	36.4
	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	69	100	6.3	20.3	32.8	40.6	73.4
	4	135	100	13.3	25	32	29.7	61.7
	5	58	100	14.8	22.2	22.2	40.7	63
	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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