



Pepperhill Elementary

3300 East Creola Rd.

North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	563 Students	
Principal	Tanya Underwood	843-767-5905
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Good
2007	Average	Good
2006	Below Average	Below Average
2005	Below Average	At-Risk

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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

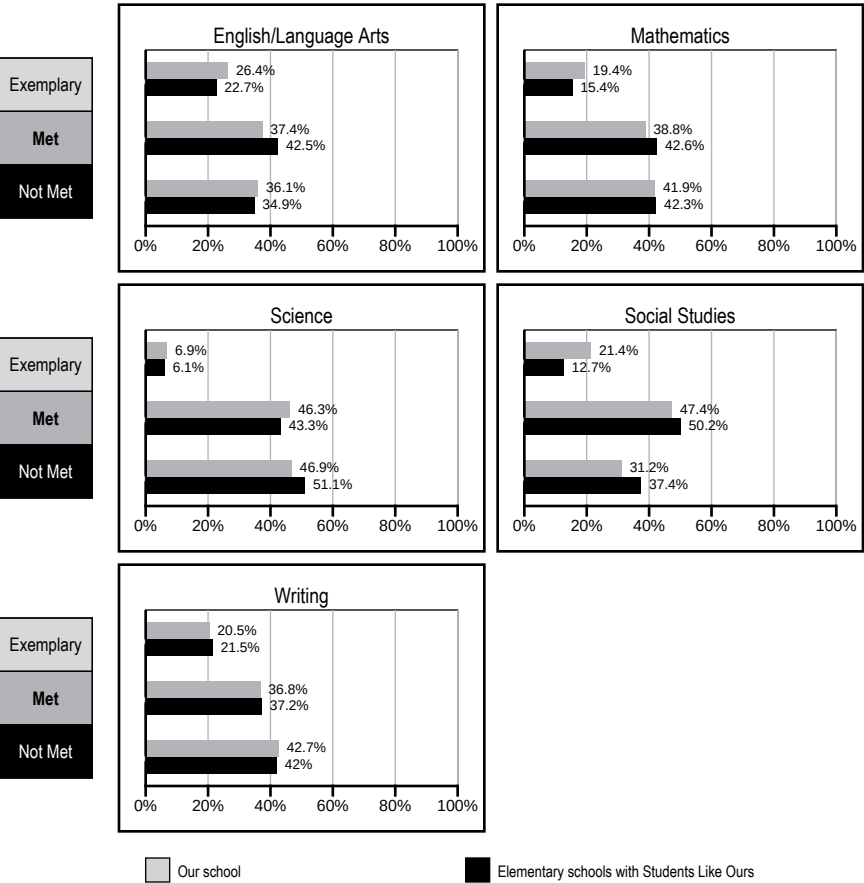
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	82	65	31

* Ratings are calculated with data available by 06/01/2010.

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
Students (n=563)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	No Change	2.5%	1.9%
Attendance rate	95.9%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	4.1%	Down from 6.4%	3.6%	10.0%
With disabilities other than speech	5.9%	Up from 4.9%	7.8%	7.7%
Older than usual for grade	0.5%	Up from 0.2%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Up from 0.8%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	56.5%	Down from 59.0%	57.1%	59.4%
Continuing contract teachers	67.4%	Down from 74.4%	72.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.5%	Down from 92.8%	82.2%	85.9%
Teacher attendance rate	94.7%	Down from 94.9%	95.2%	95.1%
Average teacher salary*	\$47,402	Up 3.2%	\$45,725	\$47,149
Professional development days/teacher	16.0 days	Up from 12.2 days	11.0 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 18.3 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.5%	Down from 88.9%	90.1%	90.4%
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**	\$7,190	Up 2.5%	\$8,556	\$7,458
Percent of expenditures for instruction**	71.9%	Down from 74.6%	68.1%	68.8%
Percent of expenditures for teacher salaries**	66.7%	Down from 67.0%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Through shared decision making, a positive climate and high expectations, Pepperhill Elementary School continues to be a Palmetto Silver Award winning School. 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 Academic 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.

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 as shown by meeting AYP for the fifth consecutive year and by being named a PBIS exemplar behavior school for the third year in a row.

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 victory 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	26	68	54
Percent satisfied with learning environment	100.0%	79.4%	88.5%
Percent satisfied with social and physical environment	100.0%	68.2%	86.5%
Percent satisfied with school-home relations	84.6%	82.1%	90.4%

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

Abbreviations for Missing Data

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	254	100	36.1	37.4	26.4	77.5	84.9	82.8	Yes	Yes
Gender										
Male	137	100	37.7	40.2	22.1	75.4	81.8	79.3	N/A	N/A
Female	117	100	34.3	34.3	31.4	80	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	18	100	26.7	26.7	46.7	86.7	95.8	89.5	I/S	I/S
African American	205	100	36.6	38.2	25.3	78	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	31	100	38.5	38.5	23.1	69.2	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	35	100	72.7	24.2	3	42.4	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	37.5	37.5	25	66.7	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	221	100	35.8	38.3	25.9	77.1	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	254	100	41.9	38.8	19.4	67.8	81	78.9	Yes	Yes
Gender										
Male	137	100	44.3	35.2	20.5	66.4	79.3	77	N/A	N/A
Female	117	100	39	42.9	18.1	69.5	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	18	100	33.3	33.3	33.3	73.3	94.6	87.2	I/S	I/S
African American	205	100	42.5	40.9	16.7	67.7	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	31	100	42.3	26.9	30.8	65.4	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	35	100	72.7	24.2	3	30.3	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	37.5	29.2	33.3	66.7	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	221	100	41.3	39.3	19.4	68.7	69.2	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	177	100	46.9	46.3	6.9	53.1	68.9	67.5
Gender								
Male	98	100	51.7	41.6	6.7	48.3	68.2	67
Female	79	100	40.8	52.1	7	59.2	69.6	68
Racial/Ethnic Group								
White	14	100	N/AV	N/AV	N/AV	63.6	90.4	79.5
African American	139	100	49.6	43.3	7.1	50.4	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	24	100	36.4	54.5	9.1	63.6	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	32	100	N/AV	N/AV	N/AV	16.7	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	23	100	33.3	57.1	9.5	66.7	58.3	59.6
Socio-Economic Status								
Subsided meals	154	100	46.8	46.1	7.1	53.2	50.2	55.1

Social Studies								
All Students	173	99.4	30.5	48.1	21.4	69.5	76.8	72.3
Gender								
Male	91	100	36.6	43.9	19.5	63.4	75.3	71.5
Female	82	98.8	23.6	52.8	23.6	76.4	78.4	73.2
Racial/Ethnic Group								
White	11	100	I/S	I/S	I/S	I/S	91.5	80.7
African American	143	99.3	31.3	47.7	21.1	68.8	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	19	100	31.3	43.8	25	68.8	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	33.3	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	18	100	26.7	46.7	26.7	73.3	71.6	67.9
Socio-Economic Status								
Subsided meals	150	99.3	31.3	47.8	20.9	68.7	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	258	100	42.7	36.8	20.5	57.3	74.1	70.2	95.9	96
Gender										
Male	144	100	51.2	33.1	15.7	48.8	67.8	63.2	95.8	95.9
Female	114	100	32.7	41.1	26.2	67.3	80.6	77.5	96	96.1
Racial/Ethnic Group										
White	21	100	36.8	21.1	42.1	63.2	90.4	79.1	95	95.9
African American	204	100	40.7	39.7	19.6	59.3	59.2	57.6	95.8	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	92.8	97
Hispanic	33	100	61.5	26.9	11.5	38.5	61.1	62.6	97.1	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	81	95.8
Disability Status										
Disabled	38	100	84.4	9.4	6.3	15.6	29.6	26.1	95.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	31	100	62.5	25	12.5	37.5	60.2	61.2	97.1	96.5
Socio-Economic Status										
Subsidized meals	221	100	42	38	20	58	59.1	58.9	95.9	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	83	100	53.2	29.9	16.9	46.8
	4	96	100	27.9	37.2	34.9	72.1
	5	75	100	26.6	46.9	26.6	73.4
	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
Mathematics							
2009	3	83	100	63.6	28.6	7.8	36.4
	4	96	100	27.9	39.5	32.6	72.1
	5	75	100	34.4	50	15.6	65.6
	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
Science							
2009	3	42	100	N/AV	N/AV	N/AV	22.5
	4	96	100	28.7	58.6	12.6	71.3
	5	39	100	N/AV	N/AV	N/AV	42.4
	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
Social Studies							
2009	3	41	97.6	58.3	38.9	2.8	41.7
	4	96	100	16.1	50.6	33.3	83.9
	5	36	100	38.7	51.6	9.7	61.3
	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
Writing							
2009	3	85	100	46.2	37.2	16.7	53.8
	4	95	100	46.6	37.5	15.9	53.4
	5	78	100	33.8	35.3	30.9	66.2
	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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