



## PEPPERHILL ELEMENTARY

3300 East Creola Rd.  
North Charleston, SC

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	600 Students	
<b>Principal</b>	Tanya Underwood	843-767-5905
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	Good
2007	Average	Good
2006	Below Average	Below Average

## 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

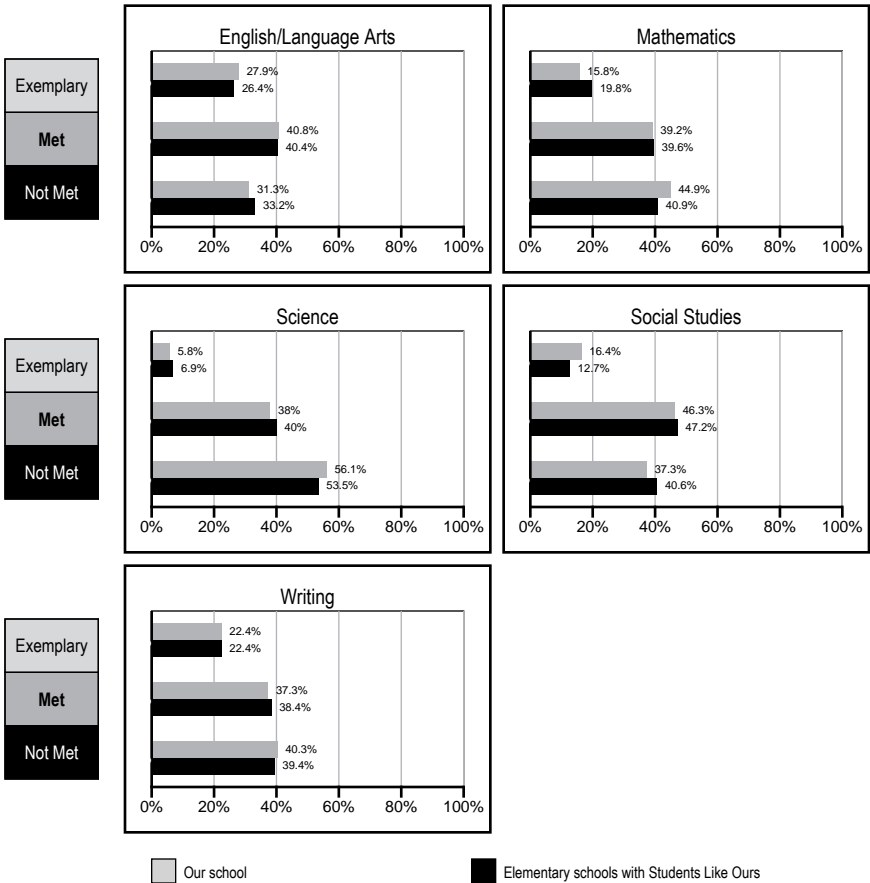
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	101	51	22

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=600)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 2.2%	1.5%	1.2%
Attendance rate	95.2%	Down from 95.9%	95.8%	96.1%
Eligible for gifted and talented	7.3%	Up from 4.1%	5.0%	11.7%
With disabilities other than speech	5.2%	Down from 5.9%	8.5%	8.0%
Older than usual for grade	0.9%	Up from 0.5%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.8%	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	57.9%	Up from 56.5%	58.3%	60.5%
Continuing contract teachers	63.2%	Down from 67.4%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.0%	Down from 88.5%	84.6%	87.0%
Teacher attendance rate	96.8%	Up from 94.7%	95.3%	95.4%
Average teacher salary*	\$45,970	Down 3.0%	\$45,292	\$47,288
Professional development days/teacher	13.3 days	Down from 16.0 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.7 to 1	17.7 to 1	19.2 to 1
Prime instructional time	91.1%	Up from 88.5%	90.3%	90.8%
Opportunities in the arts	Poor	Down from Good	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**	\$6,756	Down 6.0%	\$8,356	\$7,548
Percent of expenditures for instruction**	72.2%	Up from 71.9%	68.2%	68.7%
Percent of expenditures for teacher salaries**	69.4%	Up from 66.7%	63.0%	65.1%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

A positive climate and high expectations at Pepperhill Elementary School help us continue to be a Palmetto Silver Award winning School for the third consecutive school year. 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.

This year our school and county focused our professional development in the area of literacy. Our entire staff was trained with the Emergent Literacy Course. This training allowed us to focus on the reading instruction at our school and to make the necessary changes to ensure that the balanced literacy model was followed with fidelity.

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 sixth consecutive year and by being named a PBIS exemplar behavior school for the fourth 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 our children are the future!

Tanya Underwood, Principal  
Kenatha Chery, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	75	62
Percent satisfied with learning environment	87.5%	76.0%	84.5%
Percent satisfied with social and physical environment	93.8%	80.0%	83.1%
Percent satisfied with school-home relations	59.4%	89.2%	88.5%

\* 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. 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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	290	100	31.3	40.8	27.9	81.9	85	83.5	Yes	Yes
<b>Gender</b>										
Male	152	100	35.8	36.5	27.7	78.8	81.6	80.1	N/A	N/A
Female	138	100	26.6	45.3	28.1	85.2	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	17	100	25	50	25	75	95.3	89.6	I/S	I/S
African American	230	100	30	40.8	29.1	82.2	75.2	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	40	100	41.7	36.1	22.2	83.3	80.1	79.6	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	29	100	78.3	13	8.7	39.1	49	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	35	100	41.2	35.3	23.5	82.4	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	262	100	32.6	40.1	27.3	81.8	76.4	76.9	Yes	Yes

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

All Students	290	100	44.9	39.2	15.8	69.1	81	80.4	Yes	Yes
<b>Gender</b>										
Male	152	100	48.2	38.7	13.1	70.1	78.9	78.4	N/A	N/A
Female	138	100	41.4	39.8	18.8	68	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	17	100	37.5	43.8	18.8	68.8	94.5	87.8	I/S	I/S
African American	230	100	45.5	38.5	16	68.5	68	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	40	100	44.4	41.7	13.9	72.2	77.2	78.3	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	29	100	N/A	N/A	N/A	17.4	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	35	100	44.1	44.1	11.8	73.5	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	262	100	46.3	38.4	15.3	67.8	70.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
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**Science**

All Students	189	100	56.1	38	5.8	43.9	67.4	67.3
<b>Gender</b>								
Male	103	100	53.3	37.8	8.9	46.7	66.2	66.9
Female	86	100	59.3	38.3	2.5	40.7	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	11	100	I/S	I/S	I/S	I/S	89	79.6
African American	146	100	57.9	38.3	3.8	42.1	46.7	49.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	30	100	57.1	32.1	10.7	42.9	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
<b>Disability Status</b>								
Disabled	22	100	N/A	N/A	N/A	12.5	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	26	100	57.7	30.8	11.5	42.3	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	173	100	57.6	37.3	5.1	42.4	49.3	55.4

**Social Studies**

All Students	194	100	37.3	46.3	16.4	62.7	73.8	70.9
<b>Gender</b>								
Male	105	100	37.6	43	19.4	62.4	72.3	70.1
Female	89	100	36.9	50	13.1	63.1	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	15	100	28.6	50	21.4	71.4	90.1	79.2
African American	155	100	38.9	44.4	16.7	61.1	58.4	58.4
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	21	100	31.6	57.9	10.5	68.4	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
<b>Disability Status</b>								
Disabled	19	100	60	33.3	6.7	40	38.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	19	100	29.4	58.8	11.8	70.6	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	172	100	39	44.7	16.4	61	60.2	60.8

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
<b>Writing</b>										
All Students	296	99.7	40.1	37.5	22.5	59.9	75	72.1	95.2	95.7
<b>Gender</b>										
Male	159	99.4	49.3	34.8	15.9	50.7	69.1	65.2	94.7	95.5
Female	137	100	30.2	40.3	29.5	69.8	81	79.2	95.7	95.8
<b>Racial/Ethnic Group</b>										
White	19	100	37.5	31.3	31.3	62.5	91	80.8	94.9	95.8
African American	235	99.6	40.5	36.3	23.3	59.5	60.2	59.7	94.9	95.5
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	89.2	87	94.8	97
Hispanic	38	100	38.9	47.2	13.9	61.1	63.7	64.6	97.1	96
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	89.1	73.4	72.2	95.6
<b>Disability Status</b>										
Disabled	30	100	N/AV	N/AV	N/AV	16.7	28.4	27.7	94.6	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	34	100	38.2	47.1	14.7	61.8	63.5	63.7	96.9	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	264	99.6	42	37	21	58	61.1	61.9	95.1	95.2

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>2010</b>	3	95	100	29.5	35.2	35.2	70.5
	4	93	100	37.3	45.8	16.9	62.7
	5	102	100	27.7	41.5	30.9	72.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	95	100	51.1	37.5	11.4	48.9
	4	93	100	39.8	41	19.3	60.2
	5	102	100	43.6	39.4	17	56.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	47	100	72.7	25	2.3	27.3
	4	93	100	51.8	38.6	9.6	48.2
	5	49	100	47.7	50	2.3	52.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	3	48	100	34.1	52.3	13.6	65.9
	4	93	100	38.6	44.6	16.9	61.4
	5	53	100	38	44	18	62
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	98	100	41.1	38.9	20	58.9
	4	94	98.9	45.8	32.5	21.7	54.2
	5	104	100	34	40.4	25.5	66
	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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