



PELION ELEMENTARY

1202 Pine Street
Pelion, South Carolina

Grades	PK-5 Elementary School	
Enrollment	628 Students	
Principal	Ms. Catherine M. Hodge	803-821-2000
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	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

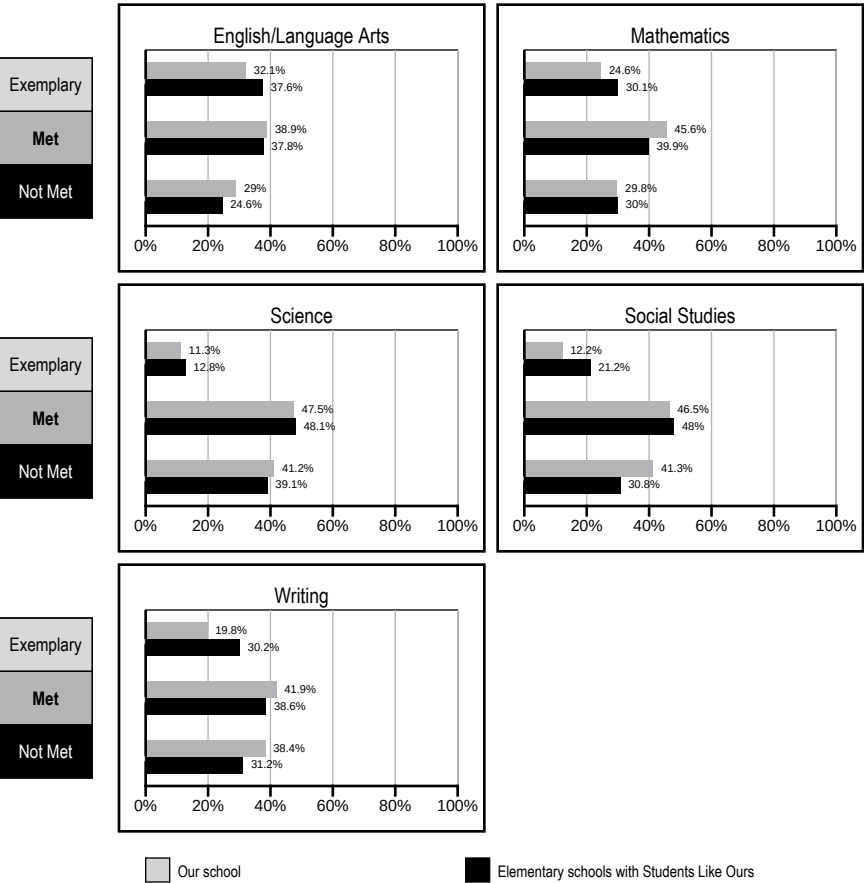
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	21	92	7	0

* 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
Students (n=628)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.8%	1.2%	1.2%
Attendance rate	94.9%	Up from 94.7%	95.8%	96.1%
Eligible for gifted and talented	10.6%	Up from 9.5%	10.5%	11.7%
With disabilities other than speech	8.3%	Down from 9.9%	8.7%	8.0%
Older than usual for grade	0.7%	Down from 0.8%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.6%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	52.1%	Up from 49.0%	60.2%	60.5%
Continuing contract teachers	91.7%	Up from 84.3%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.4%	Down from 78.7%	87.7%	87.0%
Teacher attendance rate	93.8%	Up from 93.6%	95.1%	95.4%
Average teacher salary*	\$48,859	Up 3.6%	\$47,079	\$47,288
Professional development days/teacher	10.7 days	Up from 9.5 days	10.1 days	10.5 days
School				
Principal's years at school	4.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Up from 14.3 to 1	19.2 to 1	19.2 to 1
Prime instructional time	87.0%	Down from 87.3%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,899	Up 7.0%	\$7,494	\$7,548
Percent of expenditures for instruction**	66.4%	Down from 71.6%	68.2%	68.7%
Percent of expenditures for teacher salaries**	64.2%	Up from 53.9%	64.9%	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

Pelion Elementary School experienced many successes during the 2009–2010 school year and continues to make progress toward academic excellence for all our students. Over the last few years, more of our subgroups of students met the academic objectives required for our school by the No Child Left Behind Act. We've gone from not meeting six student performance objectives in 2007–2008 to not meeting two in 2008–2009 (only students with disabilities tested in English/language arts and mathematics).

We used the Measure of Academic Progress tests to monitor the academic strengths and weaknesses of each student and make curriculum adjustments as needed so that our students can move forward and grow academically. Some of the interventions that we used this year, Voyager Passport K–5 Reading, Project Read and Voyager Vmath 2–8, proved successful with our students. We implemented a school-wide intervention time to ensure that students had individualized learning time at all ability levels. Our grant-funded 21st Century After-School program continues to help us target students who need extra study time and skills in order to be more successful in the classroom.

Academically, our students continue to work toward excellence, making great strides and showing the necessary skills and knowledge base to continue to do well. The increase from Fall 2009 to Spring 2010 on our students' MAP tests showed that the percentage of students meeting growth targets on the reading portion of the test increased from 59% in 2008–2009 to 60% in 2009–2010. The percentage of students meeting growth targets in mathematics also improved, from 60% in 2008–2009 to 72% in 2009–2010. In addition, students in Grades 5K, 1 and 5 made excellent progress on the district reading benchmark assessments. The average score on each subtest in 5K and Grade 1 exceeded the target score. Fifth-grade scores made significant progress toward closing the achievement gap.

The State Department of Education and the U.S. Dept. of Agriculture recognized PES as a Fresh Fruit and Vegetable school; the result of a wonderful partnership with Rawls Farms, PYA and Delano Kneec & Sons Farms. We received a Lowe's community playground grant that enabled our PTO to continue with the last three phases of the new playground equipment. We hope that this will be installed this summer in preparation for the 2010–2011 school year. Our school continues to have success in many service-learning projects such as our district's Lexington Employee Assistance Program that provides support and assistance to families within our district in need. Our school was recognized as having 100% of our faculty and staff participate in this worthwhile endeavor. We continue to provide aid to families through a Wal-mart community grant. This year alone our school raised more than \$10,700 for Relay For Life. This has an impact on our school, its families, and our community.

Our school continues to grow as a professional learning community. Growing professionally helps us concentrate on areas that benefit our students and gives us the training to grow as leaders. We continue to grow leaders within our school and strive for excellence. We encourage parent participation through workshops and parent meetings. The Pelion Parenting Center, housed on campus and funded by First Steps, continues to be an essential resource for our parents and prospective parents. Together as a school and community we can and will make the necessary progress for our students to be successful in the community, state, nation and world.

Catherine M. Hodge, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	92	84
Percent satisfied with learning environment	84.6%	93.5%	96.4%
Percent satisfied with social and physical environment	90.6%	87.9%	88.1%
Percent satisfied with school-home relations	77.4%	87.8%	90.4%

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

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School Adequate Yearly Progress	YES
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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	R-DELAY
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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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	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	271	100	29	38.9	32.1	82.1	89	83.5	Yes	Yes
Gender										
Male	144	100	34.3	38	27.7	78.1	86.2	80.1	N/A	N/A
Female	127	100	22.6	40	37.4	87	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	223	100	25.9	41.5	32.7	83.9	90.7	89.6	Yes	Yes
African American	21	100	45	30	25	70	76.9	74.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.4	92.7	I/S	I/S
Hispanic	22	100	40.9	27.3	31.8	72.7	82.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	48	100	68.2	22.7	9.1	45.5	53.9	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	46.7	33.3	20	66.7	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	190	100	35.1	38.6	26.3	77.8	80.1	76.9	Yes	Yes

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

All Students	270	100	29.8	45.6	24.6	79.8	86.2	80.4	Yes	Yes
Gender										
Male	143	100	32.1	42.3	25.5	76.6	84.9	78.4	N/A	N/A
Female	127	100	27	49.6	23.5	83.5	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	222	100	26.3	48.3	25.4	83.4	88.2	87.8	Yes	Yes
African American	21	100	55	30	15	55	72	69.3	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.9	93.5	I/S	I/S
Hispanic	22	100	45.5	31.8	22.7	63.6	78.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	47	100	63.6	29.5	6.8	45.5	52.7	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	53.3	26.7	20	60	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	189	100	33.3	46.8	19.9	75.4	76.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 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	190	100	41.2	47.5	11.3	58.8	80.7	67.3
Gender								
Male	93	100	37.1	51.7	11.2	62.9	80.2	66.9
Female	97	100	45.5	43.2	11.4	54.5	81.2	67.7
Racial/Ethnic Group								
White	160	100	37.4	49.7	12.9	62.6	83.4	79.6
African American	12	100	N/A	N/A	N/A	25	59.9	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	14	100	50	42.9	7.1	50	70	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	27	100	72	24	4	28	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69.9	58.6
Socio-Economic Status								
Subsidized meals	129	100	45.7	45.7	8.6	54.3	68	55.4

Social Studies

All Students	184	100	41.3	46.5	12.2	58.7	81.5	70.9
Gender								
Male	95	100	46.7	38.9	14.4	53.3	81.5	70.1
Female	89	100	35.4	54.9	9.8	64.6	81.4	71.7
Racial/Ethnic Group								
White	151	100	40	47.1	12.9	60	82.9	79.2
African American	15	100	50	35.7	14.3	50	68.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	16	100	37.5	56.3	6.3	62.5	78.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	35	100	66.7	30.3	3	33.3	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	79.2	68
Socio-Economic Status								
Subsidized meals	132	100	45.8	45	9.2	54.2	69.1	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
Writing										
All Students	272	99.6	38.1	42	19.8	61.9	79.4	72.1	94.9	97.1
Gender										
Male	146	99.3	46.8	39	14.2	53.2	73.4	65.2	94.8	97.1
Female	126	100	27.6	45.7	26.7	72.4	85.6	79.2	95	97.2
Racial/Ethnic Group										
White	222	99.6	37	43.3	19.7	63	81.6	80.8	94.8	97.1
African American	23	100	45.5	36.4	18.2	54.5	65.2	59.7	94.6	97.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.7	87	94	97.9
Hispanic	22	100	45.5	31.8	22.7	54.5	66.3	64.6	96.1	97.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.8	73.4	93.9	96.3
Disability Status										
Disabled	51	100	74.5	19.1	6.4	25.5	35.6	27.7	94.5	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	60	20	20	40	67.1	63.7	96.3	97.8
Socio-Economic Status										
Subsidized meals	189	99.5	39.4	41.7	18.9	60.6	66.5	61.9	94.5	96.3

Abbreviations for Missing Data

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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	116	98.3	26.7	38.1	35.2	73.3
	4	114	100	42.2	36.3	21.6	57.8
	5	129	100	26.9	44.5	28.6	73.1
	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
2010	3	73	100	22.1	30.9	47.1	77.9
	4	104	100	35.1	39.2	25.8	64.9
	5	94	100	27.6	44.8	27.6	72.4
	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
Mathematics							
2009	3	116	98.3	45.7	34.3	20	54.3
	4	114	100	33.3	47.1	19.6	66.7
	5	129	100	29.4	49.6	21	70.6
	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
2010	3	72	100	41.2	41.2	17.6	58.8
	4	104	100	25.8	52.6	21.6	74.2
	5	94	100	25.3	41.4	33.3	74.7
	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
Science							
2009	3	57	100	45.1	37.3	17.6	54.9
	4	114	100	40.2	51	8.8	59.8
	5	65	100	37.3	61	1.7	62.7
	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
2010	3	37	100	58.8	35.3	5.9	41.2
	4	104	100	37.1	52.6	10.3	62.9
	5	49	100	37	45.7	17.4	63
	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
Social Studies							
2009	3	58	100	44.4	40.7	14.8	55.6
	4	114	100	41.2	49	9.8	58.8
	5	64	100	36.7	60	3.3	63.3
	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
2010	3	35	100	44.1	38.2	17.6	55.9
	4	104	100	37.1	51.5	11.3	62.9
	5	45	100	48.8	41.5	9.8	51.2
	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
Writing							
2009	3	111	99.1	50	30.2	19.8	50
	4	115	100	48.1	42.3	9.6	51.9
	5	126	100	40.3	37	22.7	59.7
	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
2010	3	75	98.7	42.9	35.7	21.4	57.1
	4	101	100	34.7	40.8	24.5	65.3
	5	96	100	38.2	48.3	13.5	61.8
	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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