

PLEASANT HILL ELEMENTARY

664 Rawl Road
Lexington, South Carolina

Grades	K-5 Elementary School	
Enrollment	978 Students	
Principal	Margaret B. Mitchum	803-821-2800
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	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	N/A	N/A

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

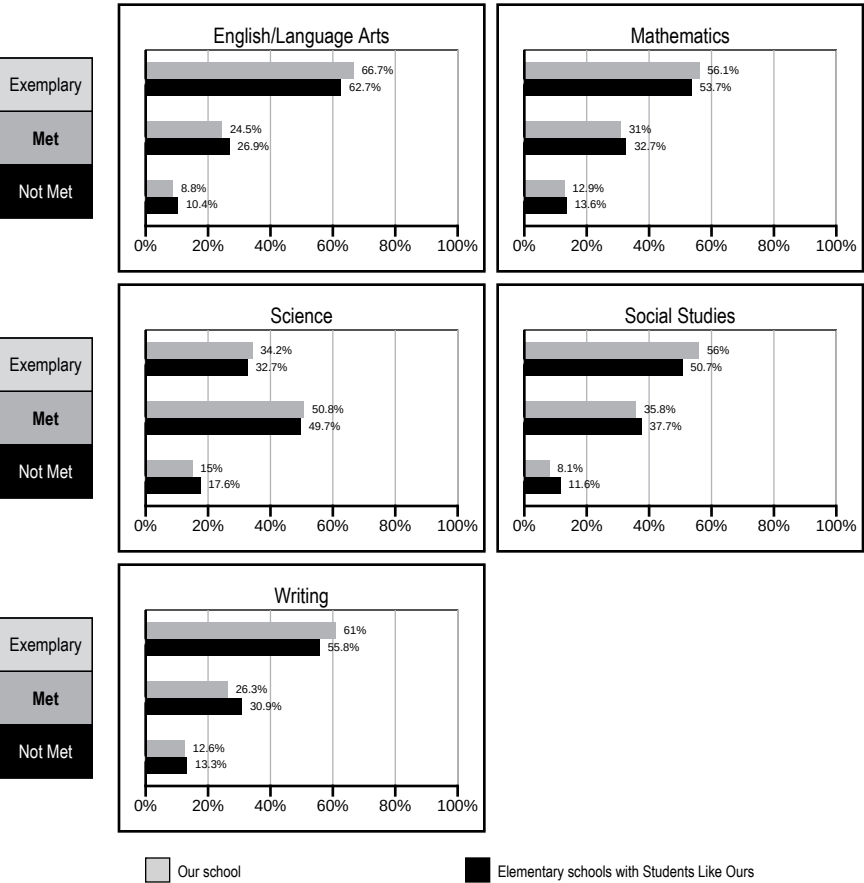
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	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=978)				
First graders who attended full-day kindergarten	100.0%	No Change	99.2%	100.0%
Retention rate	1.5%	Down from 1.6%	0.6%	1.2%
Attendance rate	96.7%	No Change	96.9%	96.1%
Eligible for gifted and talented	29.0%	Up from 25.6%	30.1%	11.7%
With disabilities other than speech	5.2%	Down from 5.7%	6.7%	8.0%
Older than usual for grade	0.2%	Up from 0.1%	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=65)				
Teachers with advanced degrees	61.5%	Up from 55.2%	65.1%	60.5%
Continuing contract teachers	81.5%	Up from 81.0%	88.0%	84.6%
Teachers with emergency or provisional certificates	5.1%	Up from 1.9%	0.0%	0.0%
Teachers returning from previous year	93.2%	N/A	88.4%	87.0%
Teacher attendance rate	95.7%	Up from 95.4%	95.2%	95.4%
Average teacher salary*	\$45,659	Up 3.5%	\$49,450	\$47,288
Professional development days/teacher	15.8 days	Up from 15.6 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	6.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 21.3 to 1	20.0 to 1	19.2 to 1
Prime instructional time	91.8%	Up from 91.6%	92.0%	90.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,714	Down 3.8%	\$6,878	\$7,548
Percent of expenditures for instruction**	70.8%	Up from 68.5%	70.2%	68.7%
Percent of expenditures for teacher salaries**	69.4%	Up from 51.1%	67.6%	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

Pleasant Hill Elementary School's fourth year was marked by continuous professional development, generous support from parents, service to others, and increased student achievement.

Teachers in each grade level collaborated throughout the school year to create common assessments in all subject areas. Our staff members also participated in professional development opportunities where they learned how to more effectively integrate technology into their instruction. All staff members also attended a workshop entitled, "Acting Right," which incorporates tools of acting to promote student self control and focusing techniques. All mathematics teachers received training in the newly-adopted Everyday Mathematics curriculum. Team leaders studied the book, "Learning by Doing, a Handbook for Professional Learning Communities at Work."

Our Parent Teacher Association and School Improvement Council provided much assistance to our school community. The PTA purchased calculators and mathematics manipulatives for students to use as they engaged in Everyday Mathematics activities. Our PTA also purchased subscriptions to BrainPOP and Quia, interactive software that teachers use to enhance instruction. Our SIC worked with School Improvement Councils at other schools to promote legislation that helps public schools. They also were instrumental in developing a new traffic pattern for the school and securing fencing behind PHES. In addition, SIC members began a recycling initiative.

Our students reached out to others as they raised \$1,117 in their Hearts for Haiti campaign, as they contributed \$1,513 to Pennies for Patients, and as they provided funds for 22 surgeries through their annual Smile Train mini-marathon. Students also made care packages for our soldiers, donated pajamas to the Wounded Soldiers charity and honored our veterans at a Veterans Day ceremony.

Evidence of student academic achievement includes gains by students served in our Response To Intervention Program and by students served in our ESOL program. PHES students exceeded expected growth on both mathematics and reading Measure of Achievement Progress scores. The entire PHES Family celebrated the Palmetto Gold Award received for outstanding student academic performance.

During the 2010–2011 school year, our staff will assist in the formation of Rocky Creek Elementary School. Challenges facing PHES continue to be student growth and budget concerns. Staff members will analyze and refine common assessments and will continue to be actively involved in our district's Schools of the Future initiative. We will all work together to prepare a new generation of leaders and global citizens.

Margaret B. Mitchum, Principal
Gwen Morris, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	151	70
Percent satisfied with learning environment	98.3%	89.4%	98.6%
Percent satisfied with social and physical environment	100.0%	84.8%	95.7%
Percent satisfied with school-home relations	98.2%	89.4%	98.6%

* 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	NO
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This school met 16 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	
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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	96.7%	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	474	100	8.8	24.5	66.7	94.8	89	83.5	Yes	Yes
Gender										
Male	262	100	11.6	27.5	60.9	93	86.2	80.1	N/A	N/A
Female	212	100	5.3	20.8	73.9	97.1	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	392	100	7	23.4	69.6	95.8	90.7	89.6	Yes	Yes
African American	39	100	23.7	34.2	42.1	86.8	76.9	74.6	I/S	I/S
Asian/Pacific Islander	17	100	6.3	25	68.8	100	95.4	92.7	I/S	I/S
Hispanic	20	100	20	30	50	85	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	50	31.3	18.8	58.3	53.9	51.7	No	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	16	100	25	43.8	31.3	87.5	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	100	19.6	32.1	48.2	85.7	80.1	76.9	Yes	Yes

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

All Students	474	100	12.9	31	56.1	93.8	86.2	80.4	Yes	Yes
Gender										
Male	262	100	15.9	30.2	53.9	91.9	84.9	78.4	N/A	N/A
Female	212	100	9.2	31.9	58.9	96.1	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	392	100	11.7	29.6	58.7	94.5	88.2	87.8	Yes	Yes
African American	39	100	26.3	36.8	36.8	86.8	72	69.3	I/S	I/S
Asian/Pacific Islander	17	100	6.3	25	68.8	100	93.9	93.5	I/S	I/S
Hispanic	20	100	20	45	35	85	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	48	100	47.9	35.4	16.7	64.6	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	16	100	25	43.8	31.3	87.5	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	100	24.1	39.3	36.6	86.6	76.1	72.8	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	313	100	15	50.8	34.2	85	80.7	67.3
Gender								
Male	168	100	16.8	48.5	34.7	83.2	80.2	66.9
Female	145	100	12.9	53.6	33.6	87.1	81.2	67.7
Racial/Ethnic Group								
White	262	100	12.8	51.4	35.8	87.2	83.4	79.6
African American	23	100	31.8	59.1	9.1	68.2	59.9	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	16	100	25	43.8	31.3	75	70	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	36	100	52.8	36.1	11.1	47.2	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	11	100	27.3	54.5	18.2	72.7	69.9	58.6
Socio-Economic Status								
Subsidized meals	73	100	27.1	57.1	15.7	72.9	68	55.4

Social Studies

All Students	315	100	8.1	35.8	56	91.9	81.5	70.9
Gender								
Male	172	100	10.1	31	58.9	89.9	81.5	70.1
Female	143	100	5.8	41.7	52.5	94.2	81.4	71.7
Racial/Ethnic Group								
White	256	100	7.6	34.8	57.6	92.4	82.9	79.2
African American	29	100	14.3	39.3	46.4	85.7	68.5	58.4
Asian/Pacific Islander	13	100	N/A	N/A	N/A	100	91.3	86.8
Hispanic	14	100	14.3	64.3	21.4	85.7	78.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	26	100	30.8	42.3	26.9	69.2	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	83	100	17.7	40.5	41.8	82.3	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	473	99.8	12.4	26.4	61.2	87.6	79.4	72.1	96.7	97.1
Gender										
Male	261	99.6	19	27.9	53.1	81	73.4	65.2	96.8	97.1
Female	212	100	4.3	24.5	71.2	95.7	85.6	79.2	96.7	97.2
Racial/Ethnic Group										
White	392	100	10.6	24.8	64.6	89.4	81.6	80.8	96.7	97.1
African American	39	97.4	27	32.4	40.5	73	65.2	59.7	96.9	97.3
Asian/Pacific Islander	16	100	6.3	37.5	56.3	93.8	87.7	87	97.4	97.9
Hispanic	20	100	30	30	40	70	66.3	64.6	96.5	97.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.8	73.4	92.2	96.3
Disability Status										
Disabled	51	98	62	20	18	38	35.6	27.7	96.2	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	16	100	37.5	43.8	18.8	62.5	67.1	63.7	96.9	97.8
Socio-Economic Status										
Subsidized meals	115	99.1	26.1	24.3	49.5	73.9	66.5	61.9	96.2	96.3

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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	147	100	5.2	19.3	75.6	94.8
	4	162	100	24.8	27.5	47.7	75.2
	5	146	100	7.1	37.9	55	92.9
	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	158	100	6.4	14.7	78.8	93.6
	4	154	100	7.4	28.9	63.8	92.6
	5	162	100	12.5	30	57.5	87.5
	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	147	100	5.9	32.6	61.5	94.1
	4	162	100	19	38.6	42.5	81
	5	146	100	12.1	44.3	43.6	87.9
	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	158	100	12.8	23.1	64.1	87.2
	4	154	100	6	30.9	63.1	94
	5	162	100	19.4	38.8	41.9	80.6
	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	73	100	5.8	34.8	59.4	94.2
	4	162	100	22.9	57.5	19.6	77.1
	5	73	100	8.6	72.9	18.6	91.4
	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
2010	3	78	100	20.5	26.9	52.6	79.5
	4	154	100	7.4	62.4	30.2	92.6
	5	81	100	23.8	52.5	23.8	76.3
	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
Social Studies							
2009	3	74	100	1.5	24.2	74.2	98.5
	4	162	100	17	43.8	39.2	83
	5	73	100	8.6	57.1	34.3	91.4
	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
2010	3	80	100	5.1	30.8	64.1	94.9
	4	154	100	6	36.2	57.7	94
	5	81	100	15	40	45	85
	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	146	100	8.8	23.5	67.6	91.2
	4	162	98.8	17.9	33.1	49	82.1
	5	146	100	10	30	60	90
	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	157	100	10.3	26.3	63.5	89.7
	4	153	99.4	9.5	26.4	64.2	90.5
	5	163	100	17.3	26.5	56.2	82.7
	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

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