



## WEST PELZER ELEMENTARY

10 West Stewart Street  
West Pelzer, SC 29669

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	513 Students	
<b>Principal</b>	Dr. Stacy Hashe	864-947-6424
<b>Superintendent</b>	Dr. Wayne Fowler	864-847-7344
<b>Board Chair</b>	Mr. Fred Alexander	864-947-9346

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

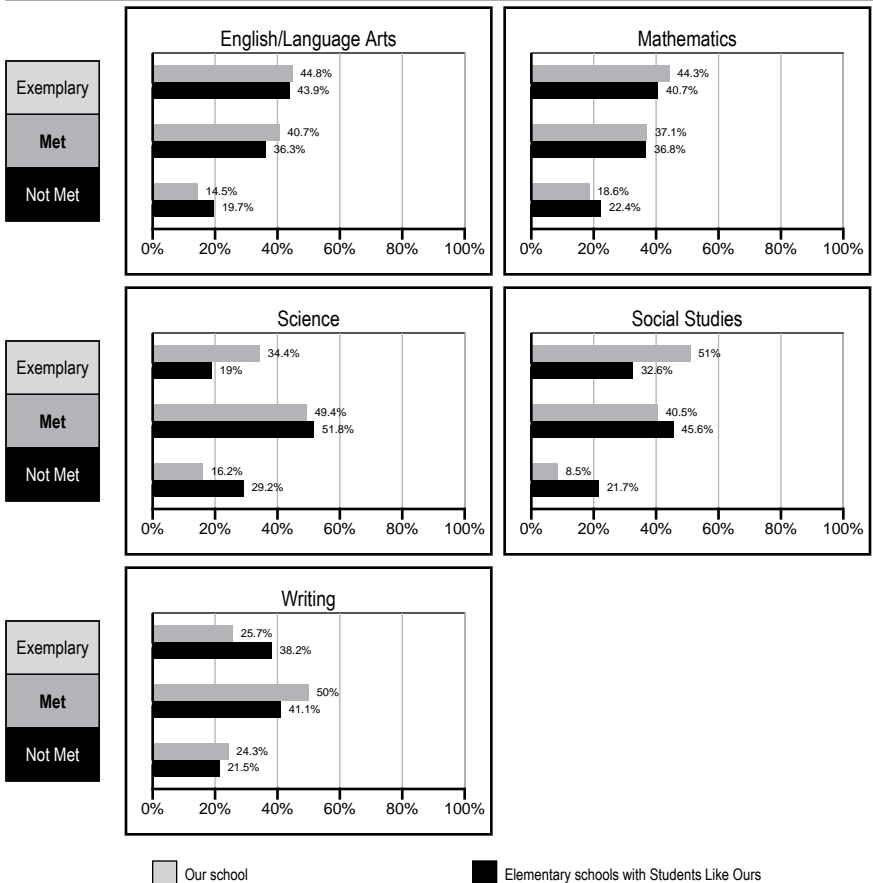
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
28	41	43	0	0

\* Ratings are calculated with data available by 11/09/2011.

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=513)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.0%	1.1%	1.1%
Attendance rate	96.0%	Down from 96.5%	96.1%	96.2%
Served by gifted and talented program	11.3%	Up from 9.2%	15.7%	13.4%
With disabilities other than speech	4.4%	Down from 7.6%	4.5%	4.1%
Older than usual for grade	0.4%	Down from 0.7%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	48.4%	Up from 46.9%	60.7%	62.5%
Continuing contract teachers	87.1%	Up from 84.4%	90.3%	88.2%
Teachers returning from previous year	84.7%	Down from 84.8%	88.5%	87.8%
Teacher attendance rate	96.9%	Up from 94.9%	95.2%	95.2%
Average teacher salary*	\$44,794	Down 4.6%	\$46,766	\$46,773
Professional development days/teacher	8.2 days	Up from 7.5 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	13.0	Up from 0.0	4.5	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 20.8 to 1	20.4 to 1	19.9 to 1
Prime instructional time	92.2%	Up from 91.1%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$6,499	Down 0.2%	\$6,887	\$7,447
Percent of expenditures for instruction**	69.2%	Up from 68.8%	68.8%	68.4%
Percent of expenditures for teacher salaries**	63.7%	Down from 65.1%	66.0%	65.8%

\* 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

West Pelzer Elementary started the 2010-2011 school year with the theme: "Once Upon a Time." Each grade level celebrated with related themes: Kindergarten-"Kingdom of Kindergarten," First Grade-"Fairy Tale Land," Second Grade-"Castles, Dragons, and Knights! Oh, My!," Third Grade- "Follow the Yellow Brick Road," Fourth Grade-"Magical Fourth Grade Forest," and Fifth Grade-"The Quest of the Adventurous Knights." Our school focused on reading, writing, and math goals. In those areas, we continued to redefine our reading and writing workshops. For math, we focused on number and operations with banners to recognize student achievement towards goals.

As a Title One school, we hosted parent activities for each grade level in the subject areas of reading and math. With Title One funding, we were able to purchase leveled readers for classroom use, a wireless computer lab station, Nooks, Leapsters and VTech Readers, MP3 Players for Audiobooks and Podcasts, SmartTable Interactive Learning Centers for kindergarten, Flip Video Cameras, and Elmos. Additional software for reading and math was purchased for our computer labs.

Crowning behavior was recognized as students and staff members had accomplishments to celebrate. One of our fifth grade students won the State of S.C. Superintendent's Writing Award. A fifth grade teacher received the Anderson Soil and Water Conservation Teacher of the Year. We celebrated our Math Minute winners weekly and monthly. Students who improved their MAP scores were invited to a dance celebration, and top students were recognized with monetary awards. Student performances were held by our fifth graders in "Jammin' through U.S. History," fourth graders in "The Lewis and Clark Expedition," third graders in "From Sea to Shining Sea," and first graders in "A Penguin's Christmas." Our third, fourth, and fifth grade girls worked hard to make our new running club a success.

Service learning projects included raising over \$9,000 for Jump Rope for Heart, participation in our local community's canned food drive, and continued efforts in our weekly recycling project. We held a tree dedication in memory of a local businessman's contributions to our S.C. Fence Garden. Our PTO was extremely supportive in their endeavors. They sponsored our Fall Boo-zaar and Spring Fling. Many Box Tops for Education were counted by our parent volunteers. The PTO recognized our staff's hard work by treating them to breakfast on a cart, a crock pot luncheon, and Teacher Appreciation week.

Our mission is to R.E.A.C.H. every child, parent, teacher, and community member of West Pelzer Elementary by respecting others, educating all, achieving goals, communicating well, and setting high expectations while molding today's learner into tomorrow's creative and innovative thinker. For the past eight years, we have continued to be recognized from the Education Oversight Committee for "Closing the Achievement Gap" and this year received the Gold award. The state report card rated our school as "Excellent" with an "Excellent" growth rating.

SIC Chairperson, Teresa Smith and Principal, Stacy Hashe

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	69	45
Percent satisfied with learning environment	90.5%	86.8%	86.7%
Percent satisfied with social and physical environment	90.5%	83.8%	86.7%
Percent satisfied with school-home relations	90.5%	83.8%	75.0%

\* 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 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

\* Or greater than last year

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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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	229	99.6	14.1	40.9	45	92.7	90.7	82.4	Yes	Yes
<b>Gender</b>										
Male	119	99.2	19	41.4	39.7	90.5	88.7	78.7	N/A	N/A
Female	110	100	8.7	40.4	51	95.2	92.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	207	100	11.5	42.5	46	94	91.8	88.9	Yes	Yes
African American	11	90.9	I/S	I/S	I/S	I/S	80.9	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	87	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	37.5	46.9	15.6	78.1	63.2	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	86.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	126	99.2	18.8	42.7	38.5	89.7	85.6	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	229	99.6	18.2	37.3	44.5	89.5	90.8	81.9	Yes	Yes
<b>Gender</b>										
Male	119	99.2	21.6	39.7	38.8	87.9	90.3	79.9	N/A	N/A
Female	110	100	14.4	34.6	51	91.3	91.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	207	100	17	37.5	45.5	89.5	91.6	88.9	Yes	Yes
African American	11	90.9	I/S	I/S	I/S	I/S	84.2	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	88.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	37.5	40.6	21.9	78.1	60.5	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	87.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	126	99.2	22.2	40.2	37.6	88.9	85.3	74.9	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
<b>Science</b>								
All Students	160	99.4	16.2	49.4	34.4	83.8	85.1	68.6
<b>Gender</b>								
Male	81	100	15.2	53.2	31.6	84.8	84.9	68.3
Female	79	98.7	17.3	45.3	37.3	82.7	85.3	68.9
<b>Racial/Ethnic Group</b>								
White	144	99.3	15.9	47.1	37	84.1	86.5	80.7
African American	9	I/S	I/S	I/S	I/S	I/S	73.9	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	70.8
<b>Disability Status</b>								
Disabled	22	100	50	35	15	50	53.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	88	98.9	17.1	57.3	25.6	82.9	76.7	57.3
<b>Social Studies</b>								
All Students	158	98.7	7.9	40.8	51.3	92.1	84.9	72.5
<b>Gender</b>								
Male	85	98.8	7.2	42.2	50.6	92.8	85.4	72
Female	73	98.6	8.7	39.1	52.2	91.3	84.3	73.1
<b>Racial/Ethnic Group</b>								
White	145	99.3	7.1	39	53.9	92.9	86.2	81
African American	7	I/S	I/S	I/S	I/S	I/S	75.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.9	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	73.5
<b>Disability Status</b>								
Disabled	23	100	13.6	50	36.4	86.4	55.2	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	80.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	88	97.7	12.2	43.9	43.9	87.8	77.8	62.9

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	71	100	24.3	50	25.7	75.7	82.5	73.2	96	96.1
<b>Gender</b>										
Male	40	100	25	57.5	17.5	75	77.2	67.2	96.1	96.2
Female	31	100	23.3	40	36.7	76.7	88.2	79.4	95.9	96
<b>Racial/Ethnic Group</b>										
White	64	100	22.2	49.2	28.6	77.8	84.2	81.5	96	96
African American	2	I/S	I/S	I/S	I/S	I/S	71.4	61.3	96	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	87	90.8	98.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.1	66.7	96.4	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	72.2	97.8	95.3
<b>Disability Status</b>										
Disabled	11	100	N/AV	N/AV	N/AV	36.4	36.2	26	95.2	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.4	65.7	96.3	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	37	100	33.3	55.6	11.1	66.7	73	63.2	95.6	95.4

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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>2010</b>	3	88	100	4.7	17.6	77.6	95.3
	4	74	100	11.3	47.9	40.8	88.7
	5	81	98.8	18.4	50	31.6	81.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	69	98.6	10.9	15.6	73.4	89.1
	4	89	100	12.8	45.3	41.9	87.2
	5	71	100	18.6	58.6	22.9	81.4
	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>Mathematics</b>							
<b>2010</b>	3	88	100	8.2	30.6	61.2	91.8
	4	74	100	14.1	57.7	28.2	85.9
	5	81	98.8	32.9	47.4	19.7	67.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	69	98.6	10.9	18.8	70.3	89.1
	4	89	100	11.6	44.2	44.2	88.4
	5	71	100	32.9	45.7	21.4	67.1
	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	
<b>Science</b>							
<b>2010</b>	3	44	100	19	35.7	45.2	81
	4	74	100	8.5	66.2	25.4	91.5
	5	39	97.4	16.7	72.2	11.1	83.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	34	100	18.8	37.5	43.8	81.3
	4	89	100	10.5	54.7	34.9	89.5
	5	37	97.3	27.8	47.2	25	72.2
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	44	100	4.7	32.6	62.8	95.3
	4	74	100	2.8	50.7	46.5	97.2
	5	41	100	25.6	33.3	41	74.4
	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>2011</b>	3	35	94.3	3.1	34.4	62.5	96.9
	4	89	100	8.1	38.4	53.5	91.9
	5	34	100	11.8	52.9	35.3	88.2
	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>Writing</b>							
<b>2010</b>	3	88	100	12.9	41.2	45.9	87.1
	4	74	100	12.7	50.7	36.6	87.3
	5	80	100	27.6	39.5	32.9	72.4
	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>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	71	100	24.3	50	25.7	75.7
	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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