



PELION ELEMENTARY

1202 Pine Street
Pelion, South Carolina

Grades	PK-5 Elementary School	
Enrollment	626 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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

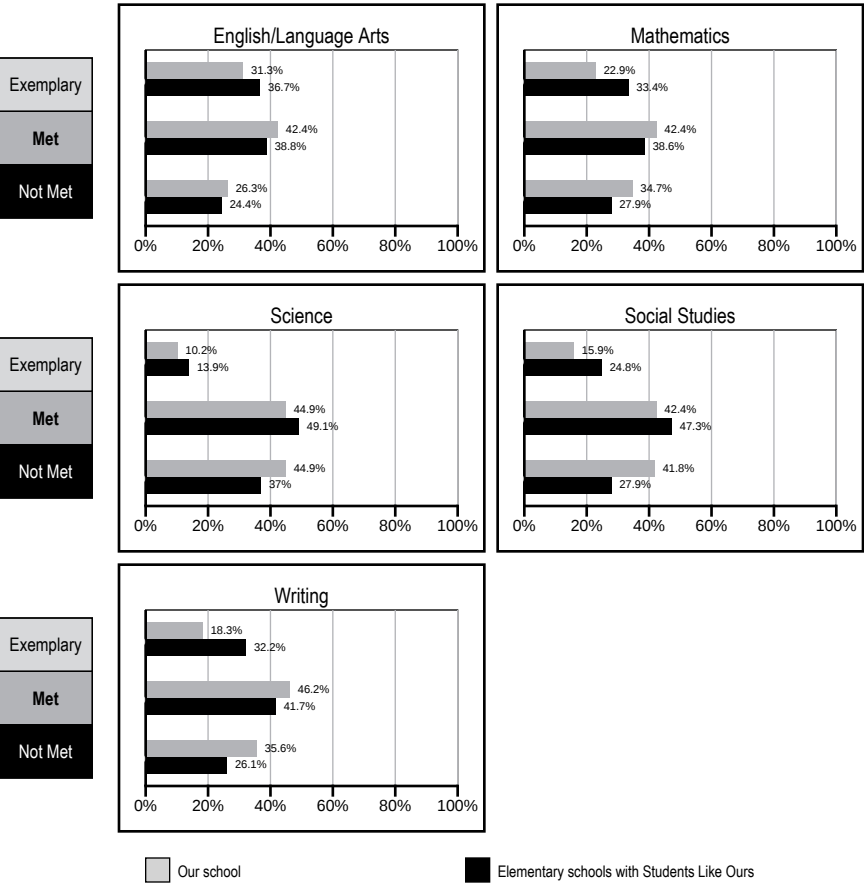
Percent of students tested in 2010-11 whose 2009-10 test scores were located
 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	24	85	9	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
Students (n=626)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.2%	1.3%	1.1%
Attendance rate	94.8%	Down from 94.9%	96.0%	96.2%
Served by gifted and talented program	9.2%	Down from 10.6%	11.6%	13.4%
With disabilities other than speech	5.2%	Down from 8.3%	5.1%	4.1%
Older than usual for grade	0.2%	Down from 0.7%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	57.8%	Up from 52.1%	60.5%	62.5%
Continuing contract teachers	93.3%	Up from 91.7%	90.0%	88.2%
Teachers returning from previous year	79.3%	Up from 78.4%	88.1%	87.8%
Teacher attendance rate	94.0%	Up from 93.8%	95.1%	95.2%
Average teacher salary*	\$48,505	Down 0.7%	\$46,617	\$46,773
Professional development days/teacher	8.3 days	Down from 10.7 days	11.3 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	12.5 to 1	Down from 14.8 to 1	19.5 to 1	19.9 to 1
Prime instructional time	88.0%	Up from 87.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,119	Up 15.4%	\$7,482	\$7,447
Percent of expenditures for instruction**	66.8%	Up from 66.4%	67.3%	68.4%
Percent of expenditures for teacher salaries**	63.3%	Down from 64.2%	64.7%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2010-2011 school year was another successful year at Pelion Elementary School.

Our school made significant strides toward closing the achievement gap. This means that many of our students exceeded the performance goals set forth by our school and Lexington County School District One. We improved the percentage of students meeting growth targets in reading. Sixty percent of our students maintained and met growth targets from fall 2010 to spring 2011 in reading. The percentage of students meeting growth targets from fall 2010 to spring 2011 fell in mathematics from 72 percent the previous year to 64 percent.

Pelion Elementary School received a "Met AYP" on all 17 of its performance objectives for the first time in the school's history. We held celebrations and proudly recognized our students' achievements in academics, attendance and character development.

Our teachers and support staff were also successful. We continued to make progress toward our performance goals as outlined in our strategic plan. Our staff participated in professional development, focusing on instructional strategies to improve student achievement in reading and mathematics. We again used a computer assessment program to analyze instruction and measure student progress. Teachers collaborated at grade levels and across grade levels to plan standards-based instruction. Many teachers participated in graduate coursework to advance their degrees.

We continue to collaborate professionally and read professional literature as we focus not only on student learning but also our own professional learning as teachers. During our school-wide intervention time, we provide extra time to address our students' individual needs.

During the 2011-2012 school year, we will work with our parents, community members and School Improvement Council to provide opportunities for our students to excel academically and to participate in extracurricular activities. We look forward to another great year meeting the needs of all our children.

Catherine M. Hodge, Principal
Kendrean Padgett, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	103	62
Percent satisfied with learning environment	96.1%	86.4%	88.3%
Percent satisfied with social and physical environment	100.0%	80.6%	78.7%
Percent satisfied with school-home relations	91.8%	82.5%	81.0%

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 13 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
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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	0.4%	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	94.8%	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 = 79.4% (Met or Exemplary)

All Students	278	100	26.3	42.4	31.3	82.8	88	82.4	Yes	Yes
Gender										
Male	140	100	27.3	43.9	28.8	80.3	84.9	78.7	N/A	N/A
Female	138	100	25.4	40.8	33.8	85.4	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	232	100	23.9	43.1	33	83.9	90	88.9	Yes	Yes
African American	23	100	50	45.5	4.5	68.2	74.6	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	20	100	31.6	26.3	42.1	84.2	81.2	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	54	100	64.2	32.1	3.8	50.9	51.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	36.4	18.2	45.5	90.9	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	201	100	29.2	44.3	26.5	81.1	78.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	278	100	34.7	42.4	22.9	77.5	88	81.9	No	Yes
Gender										
Male	140	100	32.6	43.2	24.2	78	86.5	79.9	N/A	N/A
Female	138	100	36.9	41.5	21.5	76.9	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	232	100	32.1	41.7	26.1	79.8	89.8	88.9	Yes	Yes
African American	23	100	54.5	40.9	4.5	54.5	75.3	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.4	94.6	I/S	I/S
Hispanic	20	100	42.1	47.4	10.5	73.7	82	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	54	100	64.2	32.1	3.8	47.2	52.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	N/AV	N/AV	N/AV	72.7	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	201	100	37.8	42.7	19.5	75.1	78.1	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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	178	100	44.9	44.9	10.2	55.1	80.1	68.6
Gender								
Male	86	100	37.8	48.8	13.4	62.2	79.7	68.3
Female	92	100	51.8	41.2	7.1	48.2	80.5	68.9
Racial/Ethnic Group								
White	142	100	39.4	50	10.6	60.6	82.8	80.7
African American	17	100	82.4	11.8	5.9	17.6	60.6	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.8	85.3
Hispanic	18	100	47.1	41.2	11.8	52.9	70.5	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	30	100	66.7	26.7	6.7	33.3	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	12	100	45.5	45.5	9.1	54.5	70.6	60.7
Socio-Economic Status								
Subsidized meals	133	100	51.6	40.2	8.2	48.4	66.5	57.3

Social Studies								
All Students	182	100	41.8	42.4	15.9	58.2	82.8	72.5
Gender								
Male	102	100	38.5	41.7	19.8	61.5	82.5	72
Female	80	100	45.9	43.2	10.8	54.1	83	73.1
Racial/Ethnic Group								
White	155	100	39.3	44.1	16.6	60.7	84.7	81
African American	15	100	64.3	28.6	7.1	35.7	69.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	74.5	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	40	100	N/AV	N/AV	N/AV	28.2	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	76	69.7
Socio-Economic Status								
Subsidized meals	128	100	42.2	44	13.8	57.8	70.3	62.9

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	110	100	35.6	46.2	18.3	64.4	79.6	73.2	94.8	95.7
Gender										
Male	50	100	40.4	42.6	17	59.6	74.1	67.2	94.8	95.7
Female	60	100	31.6	49.1	19.3	68.4	85.3	79.4	94.8	95.8
Racial/Ethnic Group										
White	97	100	34.8	46.7	18.5	65.2	81.6	81.5	94.6	95.7
African American	4	I/S	I/S	I/S	I/S	I/S	65.3	61.3	95.5	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	87	97.8	96.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	68.2	66.7	95.6	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.9	72.2	94.8	94.9
Disability Status										
Disabled	20	100	75	20	5	25	30.7	26	94.2	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.7	65.7	96.1	96.3
Socio-Economic Status										
Subsidized meals	81	100	34.7	46.7	18.7	65.3	67.4	63.2	94.3	94.8

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							
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
2011	3	89	100	24.7	24.7	50.6	75.3
	4	82	100	28	49.3	22.7	72
	5	107	100	26.5	52	21.6	73.5
	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							
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
2011	3	89	100	47.1	37.6	15.3	52.9
	4	82	100	26.7	46.7	26.7	73.3
	5	107	100	30.4	43.1	26.5	69.6
	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							
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
2011	3	44	100	48.8	41.5	9.8	51.2
	4	82	100	42.7	50.7	6.7	57.3
	5	52	100	45.1	39.2	15.7	54.9
	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

Abbreviations for Missing Data

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	45	100	27.3	59.1	13.6	72.7
	4	82	100	42.7	38.7	18.7	57.3
	5	55	100	52.9	33.3	13.7	47.1
	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
Writing							
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
2011	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	110	100	35.6	46.2	18.3	64.4
	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

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