

PLEASANT HILL ELEMENTARY

664 Rawl Road
Lexington, South Carolina

Grades	K-5 Elementary School	
Enrollment	829 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	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 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

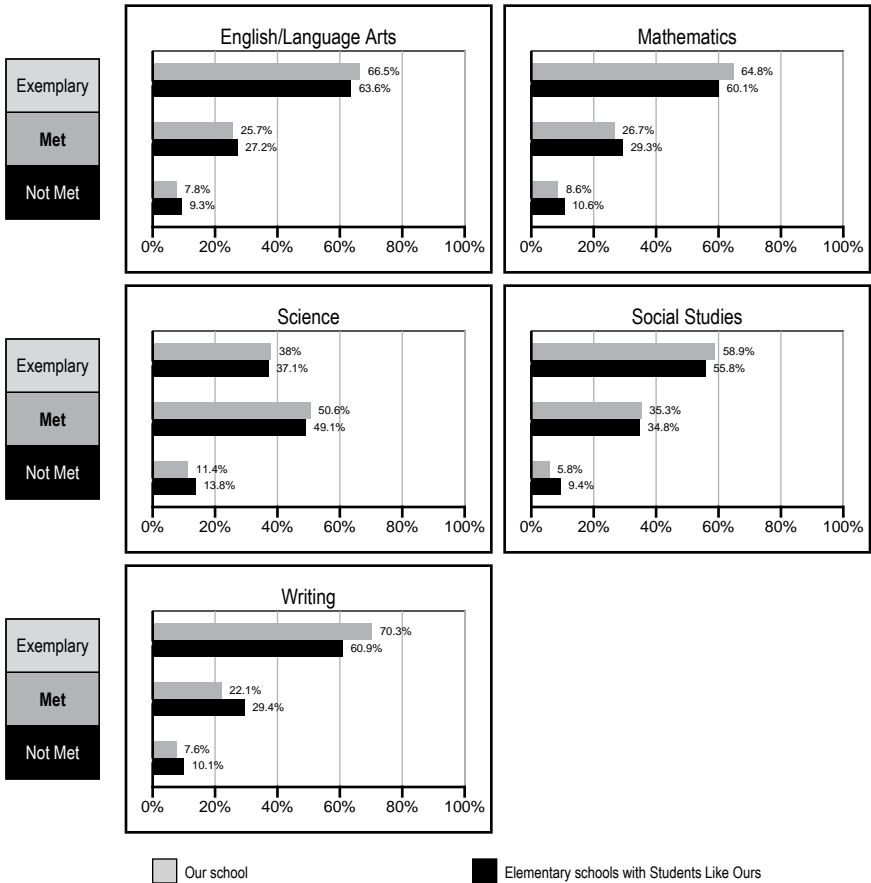
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	2	0	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
Students (n=829)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.5%	0.5%	1.1%
Attendance rate	96.7%	No Change	96.7%	96.2%
Served by gifted and talented program	31.1%	Up from 29.0%	32.7%	13.4%
With disabilities other than speech	3.2%	Down from 5.2%	2.8%	4.1%
Older than usual for grade	0.2%	No Change	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	68.4%	Up from 61.5%	68.3%	62.5%
Continuing contract teachers	91.2%	Up from 81.5%	93.8%	88.2%
Teachers returning from previous year	94.7%	Up from 93.2%	89.8%	87.8%
Teacher attendance rate	95.5%	Down from 95.7%	95.3%	95.2%
Average teacher salary*	\$46,803	Up 2.5%	\$48,174	\$46,773
Professional development days/teacher	16.2 days	Up from 15.8 days	10.0 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 15.0 to 1	21.4 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 91.8%	91.3%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	99.9%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,789	Up 1.3%	\$6,567	\$7,447
Percent of expenditures for instruction**	68.8%	Down from 70.8%	69.4%	68.4%
Percent of expenditures for teacher salaries**	67.4%	Down from 69.4%	68.1%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Pleasant Hill Elementary School celebrated its fifth year with professional development, strong parent involvement, student service and leadership, and outstanding academic student performance.

Teachers in each grade level collaborated throughout the year, analyzing student achievement data and developing strategies to differentiate instruction, increase rigor and engage students more actively. Our staff also participated in professional development opportunities on problem-based learning, gradual release of responsibility, student collaboration and technology as a learning tool. Team leaders studied the book, "Delivering on the Promise."

Our Parent Teacher Association and School Improvement Council were instrumental in helping us reach our goals. The PTA sponsored family dinner/workshops on "Less Childhood Stress" and "Internet Safety." The PTA also purchased fitness equipment and software for instruction, funded field studies for students and staff development conferences for teachers, and provided staff appreciation.

Our SIC conducted a Voter Registration Drive and was instrumental in helping PHES become a Green Steps School. We are excited to have plants in every classroom, a "no idle" zone and a composting center. In addition, our students and staff recycled, reused and reduced all year long!

Our students served others as they raised \$3,047 for Pennies for Patients and funded 72 surgeries through their annual Smile Train mini-marathon. They also provided 37 baskets, 12 Red Cross Comfort Kits and a vanload of clothes for the Central Midlands Transitional Retreat located in Lexington. Our students raised money for Relay For Life, donated canned goods to Lexington Interfaith Community Services and shared book bags with students in need.

PHES students continue to perform well academically as measured by standardized tests. Some new initiatives implemented to increase student achievement include: STEM curriculum and lab; First in Math program; LinguaFolio for immersion students; and district-wide writing assessments in all grade levels. We created a Spanish Immersion Parent Advisory Team (SIPAT) this year to support our Spanish Partial Immersion program. We were proud to earn the Palmetto Gold Award, confirming our students' outstanding academic achievement.

The biggest challenge facing PHES is preparing our students for the ever-changing world in which we live. Therefore, during the 2011-2012 school year, we will expand our global emphasis by implementing KITE-LL in grades 3-5. We will also introduce enrichment clusters for personalized learning.

Our ultimate goal is to prepare a new generation of leaders and global citizens.

Margaret B. Mitchum, Principal
Gwen Morris, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	137	52
Percent satisfied with learning environment	100.0%	91.2%	96.1%
Percent satisfied with social and physical environment	100.0%	87.6%	92.2%
Percent satisfied with school-home relations	100.0%	92.7%	94.1%

* 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	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	96.7%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	431	100	7.8	25.7	66.5	95.1	88	82.4	Yes	Yes
Gender										
Male	244	100	9.1	29.1	61.7	93.9	84.9	78.7	N/A	N/A
Female	187	100	6.1	21.2	72.6	96.6	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	365	100	5.4	24.4	70.2	97.1	90	88.9	Yes	Yes
African American	31	100	13.8	48.3	37.9	86.2	74.6	72.9	I/S	I/S
Asian/Pacific Islander	12	100	8.3	16.7	75	91.7	94.6	93	I/S	I/S
Hispanic	21	100	44.4	22.2	33.3	72.2	81.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	41	100	50	26.3	23.7	63.2	51.1	48.1	I/S	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	19	100	41.2	29.4	29.4	76.5	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	99	100	23.9	28.3	47.8	84.8	78.6	75.4	Yes	Yes

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

All Students	431	100	8.6	26.7	64.8	94.9	88	81.9	Yes	Yes
Gender										
Male	244	100	8.3	28.3	63.5	94.8	86.5	79.9	N/A	N/A
Female	187	100	8.9	24.6	66.5	95	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	365	100	6.9	24.9	68.2	96.3	89.8	88.9	Yes	Yes
African American	31	100	17.2	44.8	37.9	93.1	75.3	71.4	I/S	I/S
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	95.4	94.6	I/S	I/S
Hispanic	21	100	33.3	38.9	27.8	66.7	82	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	41	100	50	26.3	23.7	63.2	52.3	47.3	I/S	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	19	100	23.5	41.2	35.3	76.5	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	99	100	19.6	39.1	41.3	87	78.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	287	100	11.8	50.4	37.9	88.2	80.1	68.6
Gender								
Male	170	100	10.7	46.5	42.8	89.3	79.7	68.3
Female	117	100	13.3	55.8	31	86.7	80.5	68.9
Racial/Ethnic Group								
White	244	100	10.8	49.6	39.7	89.2	82.8	80.7
African American	18	100	5.9	64.7	29.4	94.1	60.6	51.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	14	100	46.2	46.2	7.7	53.8	70.5	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	30	100	35.7	46.4	17.9	64.3	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	13	100	30.8	46.2	23.1	69.2	70.6	60.7
Socio-Economic Status								
Subsidized meals	63	100	18.6	55.9	25.4	81.4	66.5	57.3
Social Studies								
All Students	287	100	5.8	35.3	58.9	94.2	82.8	72.5
Gender								
Male	163	100	5.8	33.3	60.9	94.2	82.5	72
Female	124	100	5.9	37.8	56.3	94.1	83	73.1
Racial/Ethnic Group								
White	239	100	3.9	35.8	60.3	96.1	84.7	81
African American	25	100	13	39.1	47.8	87	69.4	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	11	100	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	28	100	18.5	63	18.5	81.5	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	12	100	36.4	36.4	27.3	63.6	76	69.7
Socio-Economic Status								
Subsidized meals	69	100	16.7	43.9	39.4	83.3	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	150	99.3	6.9	22.2	70.8	93.1	79.6	73.2	96.7	95.7
Gender										
Male	79	98.7	10.7	22.7	66.7	89.3	74.1	67.2	96.7	95.7
Female	71	100	2.9	21.7	75.4	97.1	85.3	79.4	96.7	95.8
Racial/Ethnic Group										
White	127	99.2	4.9	22	73.2	95.1	81.6	81.5	96.7	95.7
African American	11	100	I/S	I/S	I/S	I/S	65.3	61.3	97.1	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	87	97.2	96.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	68.2	66.7	96.8	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	72.2	93.2	94.9
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	50	30.7	26	95.8	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	7	I/S	I/S	I/S	I/S	I/S	69.7	65.7	97.9	96.3
Socio-Economic Status										
Subsidized meals	33	100	12.5	21.9	65.6	87.5	67.4	63.2	96.2	94.8

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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	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
2011	3	136	100	6.3	11	82.7	93.7
	4	143	100	12.4	32.1	55.5	87.6
	5	152	100	4.8	32.4	62.8	95.2
	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
Mathematics							
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
2011	3	136	100	11	24.4	64.6	89
	4	143	100	6.6	25.5	67.9	93.4
	5	152	100	8.3	29.7	62.1	91.7
	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
Science							
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
2011	3	68	100	16.4	36.1	47.5	83.6
	4	143	100	8.8	56.2	35	91.2
	5	76	100	13.5	51.4	35.1	86.5
	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

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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							
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
2011	3	68	100	6.1	25.8	68.2	93.9
	4	143	100	4.4	41.6	54	95.6
	5	76	100	8.3	31.9	59.7	91.7
	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
Writing							
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
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	150	99.3	6.9	22.2	70.8	93.1
	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

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