



PLEASANT KNOLL ELEMENTARY

2346 Pleasant Rd.
Fort Mill, SC 29708

Grades	K-5 Elementary School	
Enrollment	776 Students	
Principal	Travis Howard	803-835-0090
Superintendent	Dr. James N. Epps, Jr	803-548-2527
Board Chair	Patrick White	803-802-0033

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	N/A	N/A
2008	N/A	N/A
2007	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 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

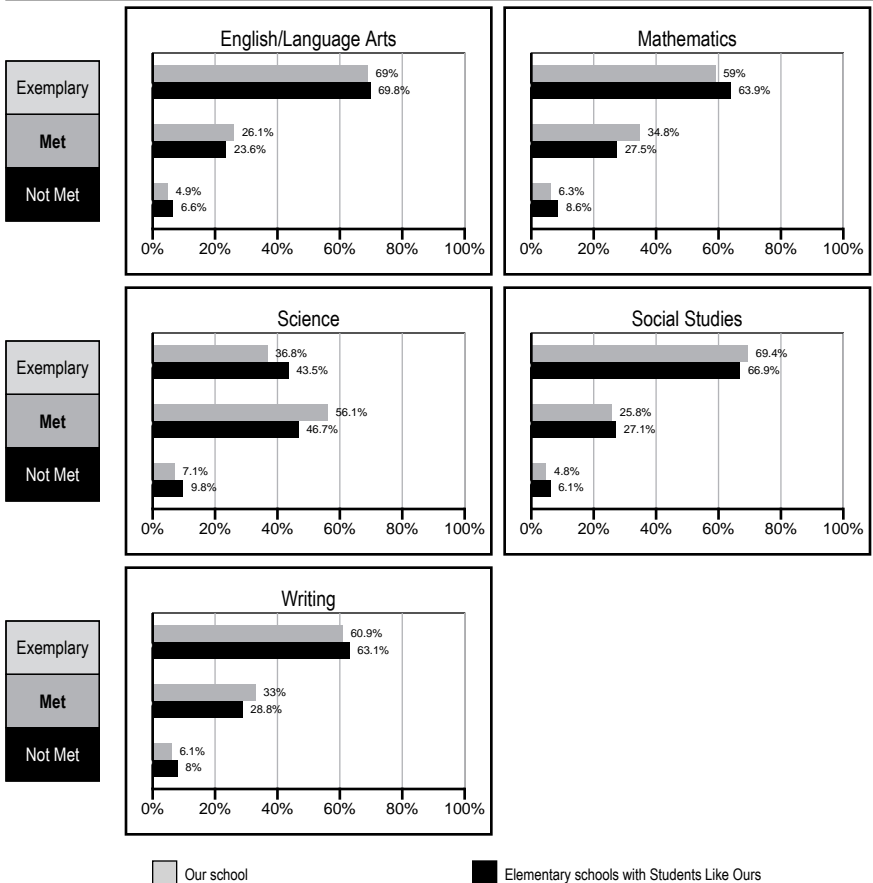
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	0	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=776)				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	100.0%
Retention rate	0.3%	Up from 0.0%	0.4%	1.1%
Attendance rate	96.6%	Down from 97.1%	96.8%	96.2%
Served by gifted and talented program	27.1%	Up from 24.0%	41.0%	13.4%
With disabilities other than speech	3.0%	Down from 3.3%	2.3%	4.1%
Older than usual for grade	0.0%	No Change	0.1%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	69.4%	Up from 61.9%	66.0%	62.5%
Continuing contract teachers	89.8%	Up from 81.0%	87.5%	88.2%
Teachers returning from previous year	N/A	N/A	87.6%	87.8%
Teacher attendance rate	96.0%	Up from 94.7%	95.4%	95.2%
Average teacher salary*	\$46,822	Up 5.3%	\$49,087	\$46,773
Professional development days/teacher	11.0 days	Up from 7.8 days	10.7 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 20.4 to 1	21.6 to 1	19.9 to 1
Prime instructional time	90.4%	Down from 90.6%	91.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 99.8%	99.9%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$5,837	N/A	\$6,801	\$7,447
Percent of expenditures for instruction**	73.8%	N/A	70.4%	68.4%
Percent of expenditures for teacher salaries**	72.5%	N/A	70.6%	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

"Year Two" was a huge success for the Panther Family. Our community agreement for 2010-11 school year was "Be a S.T.A.R. at PKES." Our students, teachers, and parents focused on demonstrating the leadership skills of Sincerity, Tolerance, Achievement, and Responsibility (S.T.A.R.). This focus set the tone for a positive and productive learning environment for all of our community members and was recognized by those both inside and outside of the Panther Family. In order for us to fulfill our vision of developing and supporting a sense of community within each child, parent, and faculty member, we recognized S.T.A.R. behavior through Student of the Week, Student of the Month, and our Blue Wall of Fame recognitions.

During this school year, we were recognized for excellence in a number of areas. We received an absolute performance rating of Excellent and a growth rating of Excellent on our first state report card. As a result of our ratings, we earned a Palmetto Gold Award for general PASS performance, which is the highest academic honor recognized by the State Department of Education. We also received a Palmetto Silver Award for Closing the Achievement Gap for historically under-performing students. Our school had a successful accreditation visit and maintains an "All Clear" status from the State Department of Education for having highly qualified teachers in each classroom.

Our students, faculty, and parents have continued on their path to being leaders in our building. Our fifth grade students demonstrated leadership skills through participation in drama, publishing, movie making, music activities, and tutoring. Learning Clubs such as art, community patrol, dance, chorus, news crew, newspaper, recycling, and writing offered additional leadership and enrichment opportunities for our students. The faculty at PKES continues to demonstrate leadership by implementing a dynamic curriculum and innovative programs such as the Daily Five framework, differentiation strategies, and Response to Intervention strategies. Our hardworking PTO continues to support our school through funding our summer tutorial program, classroom supplies and materials, landscaping projects, field trips, and teacher appreciation gifts.

With the support of a strong PTO, School Improvement Council, and parent volunteers, we are looking forward to a successful "Year Three" at Pleasant Knoll Elementary.

Travis Howard, Principal
Jean Piermattei, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	116	94
Percent satisfied with learning environment	100.0%	90.5%	96.8%
Percent satisfied with social and physical environment	100.0%	93.1%	96.7%
Percent satisfied with school-home relations	100.0%	92.2%	95.6%

* 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

YES

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

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	96.6%	94.0%**	Yes

* Or greater than last year

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

All Students	390	100	4.9	26.1	69	98.1	92.8	82.4	Yes	Yes
Gender										
Male	188	100	6.2	26.4	67.4	97.2	91.1	78.7	N/A	N/A
Female	202	100	3.7	25.8	70.5	98.9	94.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	292	100	4	23.8	72.2	98.9	94.6	88.9	Yes	Yes
African American	55	100	12.5	50	37.5	91.7	82.4	72.9	Yes	Yes
Asian/Pacific Islander	24	100	N/AV	N/AV	N/AV	100	93.7	93	I/S	I/S
Hispanic	19	100	5.3	10.5	84.2	100	89.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	83	I/S	I/S
Disability Status										
Disabled	37	100	18.9	45.9	35.1	89.2	61.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	9.1	18.2	72.7	100	82.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	49	100	12.8	40.4	46.8	93.6	79.8	75.4	Yes	Yes

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

All Students	390	100	6.3	34.8	59	96.5	93	81.9	Yes	Yes
Gender										
Male	188	100	5.1	32	62.9	96.6	92.5	79.9	N/A	N/A
Female	202	100	7.4	37.4	55.3	96.3	93.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	292	100	4	35.4	60.6	98.2	95.1	88.9	Yes	Yes
African American	55	100	25	43.8	31.3	83.3	80.8	71.4	Yes	Yes
Asian/Pacific Islander	24	100	N/AV	N/AV	N/AV	100	95.4	94.6	I/S	I/S
Hispanic	19	100	N/AV	N/AV	N/AV	100	88.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	84.4	I/S	I/S
Disability Status										
Disabled	37	100	35.1	37.8	27	75.7	58.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	9.1	45.5	45.5	100	85.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	49	100	21.3	42.6	36.2	87.2	80.9	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	266	100	7.1	56.1	36.8	92.9	87.1	68.6
Gender								
Male	134	100	7.1	51.6	41.3	92.9	87	68.3
Female	132	100	7.1	60.6	32.3	92.9	87.3	68.9
Racial/Ethnic Group								
White	199	100	5.3	55	39.7	94.7	90.9	80.7
African American	32	100	20.7	65.5	13.8	79.3	69.6	51.4
Asian/Pacific Islander	18	100	N/AV	N/AV	N/AV	100	89.4	85.3
Hispanic	17	100	11.8	64.7	23.5	88.2	71.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	19	100	31.6	52.6	15.8	68.4	53.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	58.1	60.7
Socio-Economic Status								
Subsidized meals	32	100	22.6	61.3	16.1	77.4	67.4	57.3
Social Studies								
All Students	268	100	4.8	25.8	69.4	95.2	89.5	72.5
Gender								
Male	130	100	4	19.4	76.6	96	89.1	72
Female	138	100	5.5	32	62.5	94.5	89.8	73.1
Racial/Ethnic Group								
White	202	100	2.6	24.5	72.9	97.4	91.5	81
African American	38	100	18.8	50	31.3	81.3	78.1	60
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	93.8	89
Hispanic	11	100	9.1	9.1	81.8	90.9	82.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	30	100	16.7	36.7	46.7	83.3	57	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.9	69.7
Socio-Economic Status								
Subsidized meals	31	100	23.3	33.3	43.3	76.7	74.4	62.9

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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	120	100	6.1	33	60.9	93.9	89.3	73.2	96.6	96.3
Gender										
Male	55	100	11.5	38.5	50	88.5	85.5	67.2	96.8	96.4
Female	65	100	1.6	28.6	69.8	98.4	93.6	79.4	96.4	96.2
Racial/Ethnic Group										
White	93	100	3.4	27.3	69.3	96.6	91.9	81.5	96.6	96.2
African American	19	100	21.1	52.6	26.3	78.9	74.7	61.3	96.8	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.2	87	96.3	96.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	86.3	66.7	96.4	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97	96.2
Disability Status										
Disabled	14	100	28.6	50	21.4	71.4	45	26	96.4	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.9
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	80.4	65.7	95.3	97.1
Socio-Economic Status										
Subsidized meals	13	100	23.1	53.8	23.1	76.9	73.9	63.2	95.7	95.8

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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	135	100	3.1	19.5	77.3	96.9
	4	115	100	5.6	29.9	64.5	94.4
	5	115	100	8.2	28.2	63.6	91.8
	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	123	100	2.6	17.2	80.2	97.4
	4	144	100	2.9	30.7	66.4	97.1
	5	123	100	9.6	29.6	60.9	90.4
	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
Mathematics							
2010	3	135	100	9.4	31.3	59.4	90.6
	4	115	100	7.5	34.6	57.9	92.5
	5	115	100	10	43.6	46.4	90
	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	123	100	7.8	29.3	62.9	92.2
	4	144	100	2.9	32.1	65	97.1
	5	123	100	8.7	43.5	47.8	91.3
	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
Science							
2010	3	69	100	18.2	37.9	43.9	81.8
	4	115	100	11.1	55.6	33.3	88.9
	5	58	100	8.9	55.4	35.7	91.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	61	100	8.5	59.3	32.2	91.5
	4	144	100	4.4	59.1	36.5	95.6
	5	61	100	12.3	45.6	42.1	87.7
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	66	100	6.5	25.8	67.7	93.5
	4	115	100	3.7	32.4	63.9	96.3
	5	57	100	7.4	50	42.6	92.6
	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	62	100	3.5	17.5	78.9	96.5
	4	144	100	3.6	27.7	68.6	96.4
	5	62	100	8.6	29.3	62.1	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
Writing							
2010	3	135	100	3.9	30.5	65.6	96.1
	4	116	100	8.1	25.2	66.7	91.9
	5	113	100	6.4	28.4	65.1	93.6
	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
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	120	100	6.1	33	60.9	93.9
	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

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