



Pepperhill Elementary School

3300 Creola Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	586 Students	
Principal	Tanya Undersood	843-767-5905
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Below Average
2011	Average	Average
2010	Below Average	Average
2009	Average	Average
2008	Average	Good

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://www.eoc.sc.gov>

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

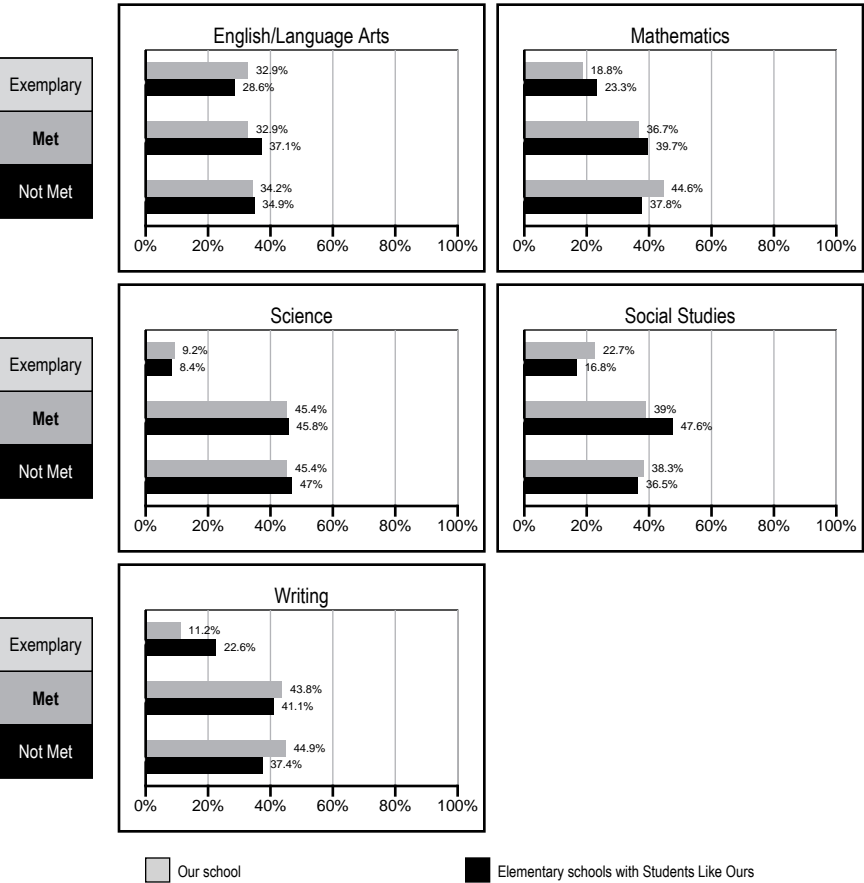
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	116	47	20

* Ratings are calculated with data available by 11/07/2012.

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=586)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.3%	1.3%	1.0%
Attendance rate	96.0%	Up from 95.1%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.7%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	48.8%	Down from 56.4%	61.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	86.4%	Up from 84.3%	85.6%	88.7%
Teacher attendance rate	97.9%	Up from 96.4%	95.2%	95.1%
Average teacher salary*	\$43,968	Up 3.6%	\$45,174	\$47,210
Professional development days/teacher	16.2 days	Up from 13.0 days	10.4 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	22.3 to 1	Up from 15.6 to 1	18.5 to 1	20.0 to 1
Prime instructional time	93.6%	Up from 91.4%	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,341	Down 4.5%	\$7,934	\$7,247
Percent of expenditures for instruction**	70.6%	Down from 72.8%	67.0%	68.2%
Percent of expenditures for teacher salaries**	67.3%	Down from 70.4%	63.3%	65.7%

* 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

A positive climate and high expectations at Pepperhill Elementary School help us continue to be a 2011 Palmetto Silver Award winning School for the fifth consecutive school-year. At Pepperhill we use data to drive our instructional decisions. Our academic success is directly tied to our differentiation and our guided reading in our classrooms. We use the NWEA's MAP test (Measures of Academic Progress) to gather data on student needs. We take the MAP test in the fall, winter and spring. With this information we group our students for very intense, small group reading instruction. This laser-focused instruction helps students grow in the areas that they need most. This targeted instruction fills the gaps in student learning and helps children excel. Dramatic increases in student achievement are possible when we use data to drive instruction and we differentiate for student needs.

This year our school as well as our county continued to focus our development in the area of literacy. Our school goal is to increase reading achievement for all students. In previous years our entire staff was trained with the Emergent Literacy Course and on balanced literacy. These trainings allowed us to focus on the reading instruction at our school and to make the necessary changes to ensure that the balanced literacy model was followed with fidelity.

We all have a common goal for the children and it is simple, "All children can learn, and all children can excel!" It is a job that we take very seriously and we work fervently to reach every child. We have continued this incredible journey to accelerate student learning as shown by improving our 2011 report card rating to an Absolute Rating of "Average".

Everyone in the Pepperhill family works together for the success of our students to diligently provide them with the best educational opportunities. We do this because we believe that our children are the future!

Tanya Underwood, Principal
Heidi Jackson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	92	78
Percent satisfied with learning environment	96.3%	81.1%	90.5%
Percent satisfied with social and physical environment	92.9%	78.3%	78.7%
Percent satisfied with school-home relations	60.7%	87.0%	88.5%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	63.4
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Pepperhill Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☒ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.9%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	643.5	627.1	606.1	623.3	100.0	100.0
Male	637.3	630.6	612.7	631.5	100.0	100.0
Female	649.9	623.5	598.9	613.8	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	637.0	620.0	595.1	615.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	593.7	589.0	572.0	586.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	641.0	626.1	605.2	623.1	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	75	100	44.6	29.2	26.2	55.4
	4	95	100	34.5	39.3	26.2	65.5
	5	90	100	42.2	39.8	18.1	57.8
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	93	100	23.5	25.9	50.6	76.5
	4	71	100	37.9	36.4	25.8	62.1
	5	99	100	41.6	37.1	21.3	58.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
2011	3	75	100	56.9	24.6	18.5	43.1
	4	95	100	28.6	48.8	22.6	71.4
	5	90	100	43.4	44.6	12	56.6
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	93	100	41.2	37.6	21.2	58.8
	4	71	100	45.5	28.8	25.8	54.5
	5	99	100	47.2	41.6	11.2	52.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
2011	3	36	100	61.3	29	9.7	38.7
	4	95	100	39.3	58.3	2.4	60.7
	5	44	100	64.1	30.8	5.1	35.9
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	46	100	50	33.3	16.7	50
	4	71	100	42.4	50	7.6	57.6
	5	50	100	45.5	50	4.5	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
2011	3	39	100	26.5	47.1	26.5	73.5
	4	95	100	20.2	53.6	26.2	79.8
	5	46	100	38.6	36.4	25	61.4
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	47	100	30.2	34.9	34.9	69.8
	4	71	100	31.8	43.9	24.2	68.2
	5	49	100	55.6	35.6	8.9	44.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
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	89	100	43.4	33.7	22.9	56.6
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	97	100	44.9	43.8	11.2	55.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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