



Pleasant Hill Elementary School

664 Rawl Road
Lexington, SC 29072

Grades	K-5 Elementary School	
Enrollment	903 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 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	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

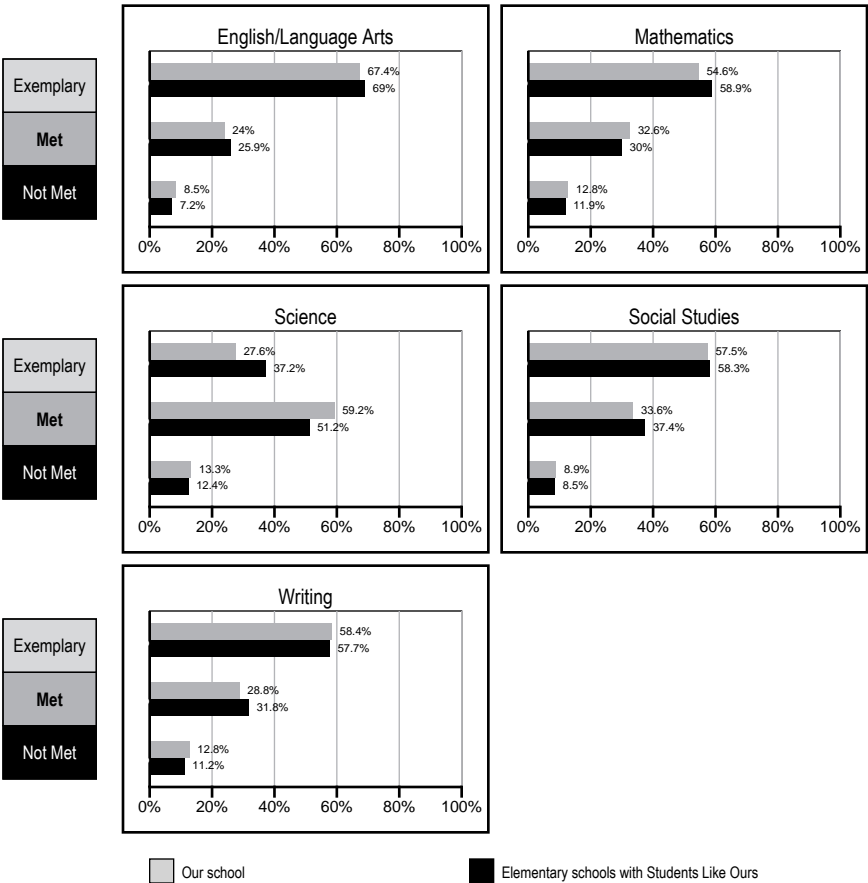
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	0	1	0	0

* Ratings are calculated with data available by 12/14/2013.

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=903)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	No Change	0.5%	0.9%
Attendance rate	96.8%	Down from 97.2%	97.2%	96.3%
Served by gifted and talented program	15.6%	N/A	18.3%	7.2%
With disabilities	10.0%	N/A	9.5%	12.4%
Older than usual for grade	0.9%	N/A	0.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	65.5%	Down from 66.7%	66.7%	62.5%
Continuing contract teachers	86.2%	Down from 89.5%	88.4%	83.3%
Teachers returning from previous year	90.8%	Down from 93.5%	91.5%	88.3%
Teacher attendance rate	95.4%	Down from 95.7%	95.5%	95.0%
Average teacher salary*	\$48,317	Up 2.1%	\$49,461	\$48,193
Professional development days/teacher	16.7 days	Up from 15.6 days	9.7 days	11.0 days
School				
Principal's years at school	7.0	Up from 6.0	7.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 21.2 to 1	20.9 to 1	20.1 to 1
Prime instructional time	91.1%	Down from 92.5%	91.2%	90.0%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,412	Down 0.2%	\$6,714	\$7,364
Percent of expenditures for instruction**	69.0%	Up from 67.1%	70.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Up from 66.0%	68.0%	66.0%

* 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

The Pleasant Hill Elementary School Family began the 2012-2013 school year with the theme: "All Aboard the PHES Express." During our journey this year, the PHES family saw the creation of a mentoring program, a Farm to School gardening initiative and the addition of 117 iPads for student use.

PHES students achieved at high levels in 2012. As a result, PHES earned the Palmetto Gold Award for general performance. In order to continue this high-level achievement, students participated in rigorous learning experiences, collaborated with peers to solve problems and utilized technology in all subject areas.

Teaching students the importance of a healthy lifestyle is important to us. Our students participate in before-school fitness activities and the after-school programs of Girls on the Run and the Run Hard program for boys. Our school received the USDA HealthierUS School Challenge Bronze Level Award in 2012-2013.

Our students served others in our community, in our country and in our world. Our students expanded the recycling program by adding collection bins and a composting bin. Our students collected 560 pairs of used shoes to support a well water project in Africa, raised \$10,000 for Smile Train to provide 39 surgeries for students with cleft palates and donated \$2,701 to Pennies for Patients. Through a student-initiated project entitled "Let's Help Our Friends in OK Feel OK Again," PHES students raised \$1,087 for the American Red Cross by selling handmade items to their classmates.

Parent support is strong at PHES. Our Parent Teacher Association provided family fun nights throughout the year, supported teachers by purchasing classroom materials and resources, and volunteered in the school. Our School Improvement Council conducted a voter registration drive, reviewed our safety plan and initiated a traffic study. Our Spanish Immersion Parent Advisory Team sponsored "la Noche de la Familia" for students and parents in the partial-immersion program and hosted a "Welcome to Immersion" night for rising kindergarten students and parents. A newly created School Counseling Advisory Board began implementation of a WATCH D.O.G.S. (Dads of Great Students) program at the end of the school year.

Teachers developed their professional instructional skills as they attended technology workshops, implemented the Journeys reading program and studied the Common Core State Standards. Teachers also reflected on grading practices through the study of "How to Grade for Learning, K-12" by Ken O'Connor.

Because each student has unique learning needs, a challenge facing PHES is providing every child with the academic supports he/she needs to be a successful learner. In addressing this, we continue to examine the instructional strategies implemented in all classroom settings. Having all students at school ready to learn at 7:35 a.m. each day presents another challenge. We continue to stress the importance of and work with parents of students with excessive tardies to develop a plan.

Principal Margaret B. Mitchum and SIC Chair Gwen Morris

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	135	60
Percent satisfied with learning environment	100%	89.7%	95%
Percent satisfied with social and physical environment	98.1%	89.6%	98.3%
Percent satisfied with school-home relations	98.1%	90.4%	90%

* 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 2013, 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	83.9
Overall Grade Conversion	B

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

Pleasant Hill 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	0.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	688.2	675.0	641.0	672.7	100.0	100.0
Male	686.2	675.2	645.1	674.3	100.0	100.0
Female	690.5	674.8	636.7	671.1	100.0	100.0
White	693.4	681.4	645.6	679.1	100.0	100.0
African American	657.1	634.3	603.3	634.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	661.8	639.8	612.0	636.8	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	626.3	606.6	588.2	617.7	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	658.3	647.8	619.4	646.7	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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							
2012	3	146	100	8.5	10.6	80.9	91.5
	4	143	100	8.7	26.1	65.2	91.3
	5	153	100	10.3	24.8	64.8	89.7
	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
2013	3	169	100	6.3	10.7	83	93.7
	4	147	100	11.3	31.2	57.4	88.7
	5	152	100	8.3	31.7	60	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
Mathematics							
2012	3	146	100	8.5	24.1	67.4	91.5
	4	143	100	8.7	30.4	60.9	91.3
	5	153	100	12.4	33.1	54.5	87.6
	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
2013	3	169	100	10.7	28.3	61	89.3
	4	147	100	9.9	34	56	90.1
	5	152	100	17.9	35.9	46.2	82.1
	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
Science							
2012	3	73	100	20.8	37.5	41.7	79.2
	4	143	100	11.6	65.9	22.5	88.4
	5	77	100	19.2	45.2	35.6	80.8
	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
2013	3	85	98.8	8.9	46.8	44.3	91.1
	4	147	100	12.8	61.7	25.5	87.2
	5	77	98.7	16.7	69.4	13.9	83.3
	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

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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							
2012	3	73	100	7.2	17.4	75.4	92.8
	4	143	100	9.4	39.9	50.7	90.6
	5	76	100	4.1	31.5	64.4	95.9
	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
2013	3	84	97.6	5.1	30.8	64.1	94.9
	4	147	100	9.2	39	51.8	90.8
	5	75	98.7	9.9	26.8	63.4	90.1
	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							
2012	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	153	100	14.5	24.1	61.4	85.5
	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
2013	3	169	100	10.7	23.3	66	89.3
	4	147	100	9.9	32.6	57.4	90.1
	5	152	100	17.9	31	51	82.1
	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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