



SC Annual School Report Card Summary

Joseph R. Pye Elementary School
DORCHESTER 2
Grades: PK-5 Enrollment: 818
Principal: Wanda Carroll-Williams
Superintendent: Joseph R. Pye
Board Chair: Gail Hughes

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Excellent	Good	TBD	TBD	B	Reward
2013	Excellent	Excellent	GOLD	N/A	B	Reward
2012	Excellent	Excellent	GOLD	SILVER	B	N/A

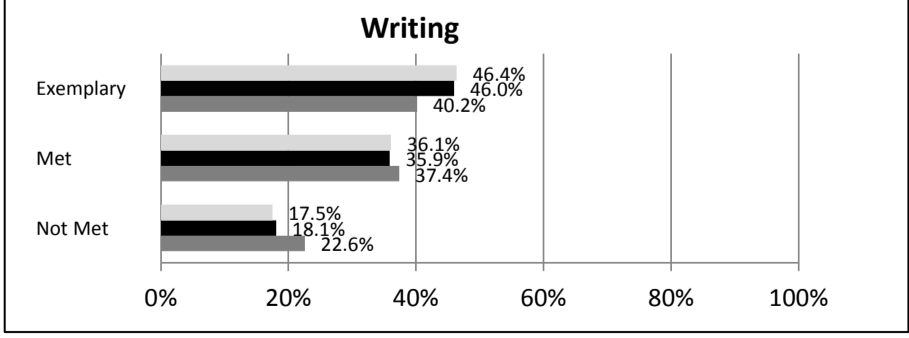
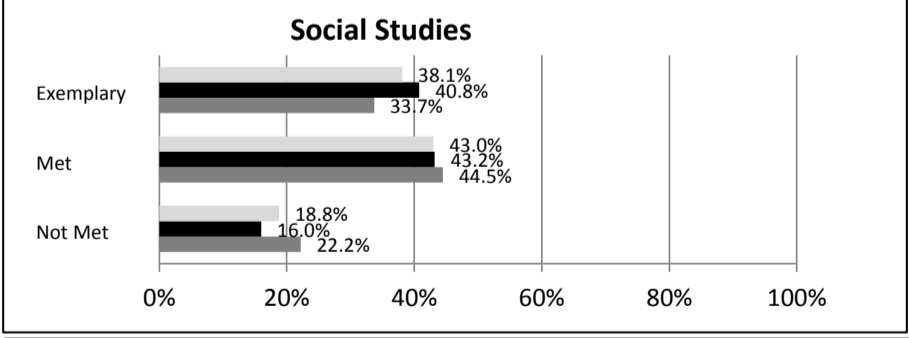
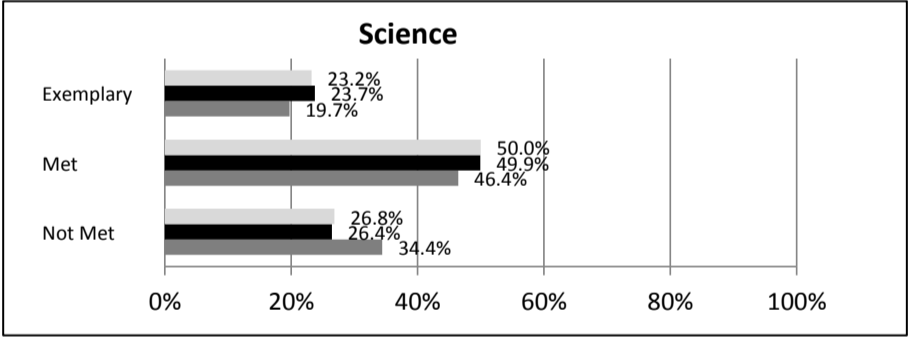
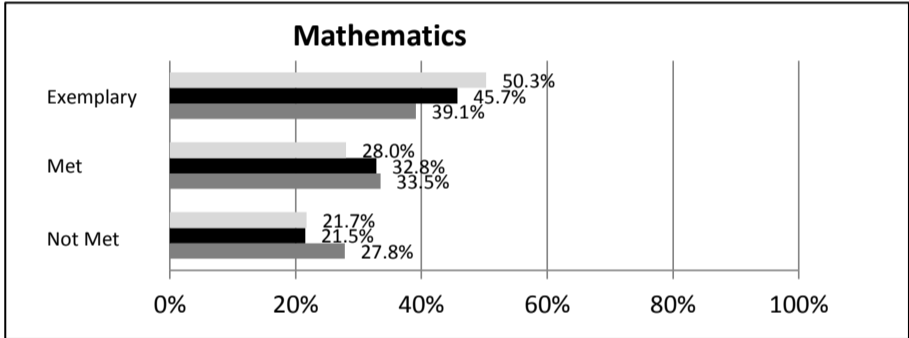
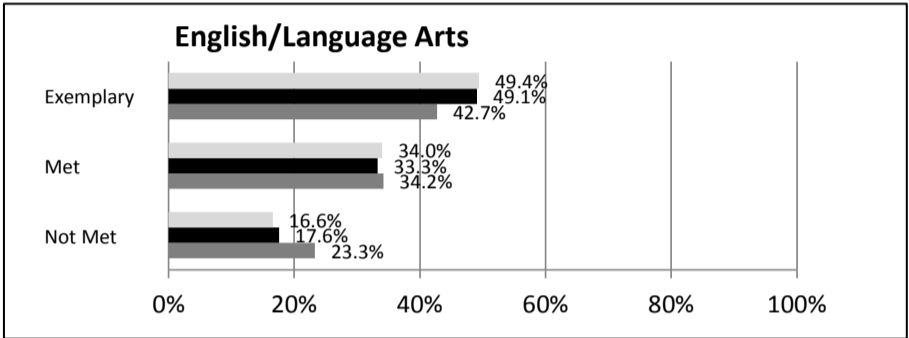
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
49	34	13	1	0

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide

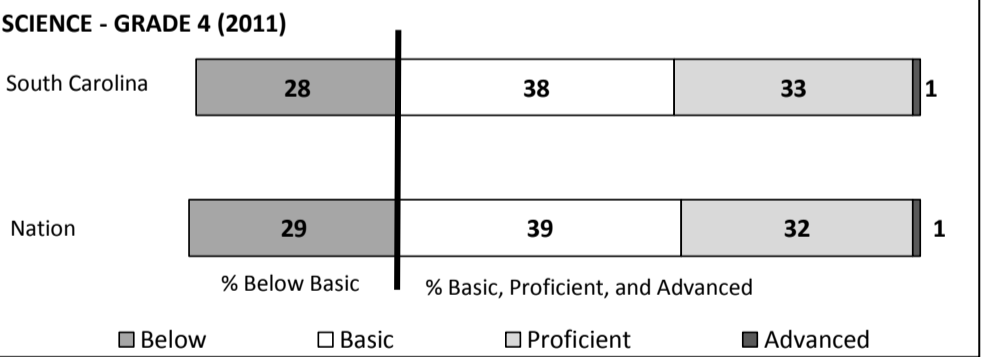
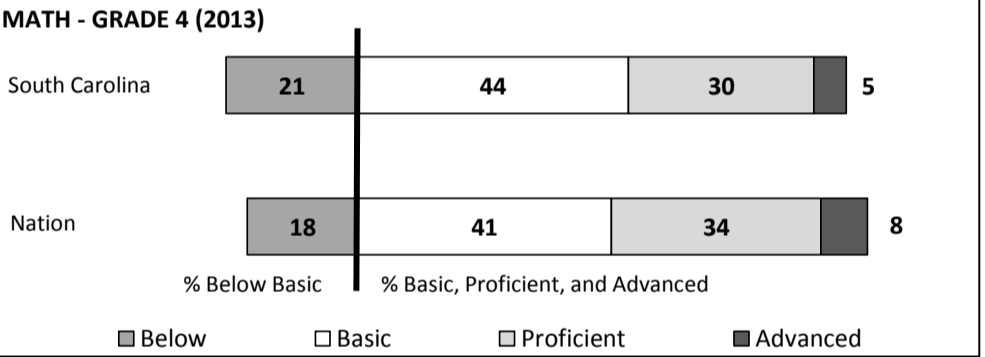
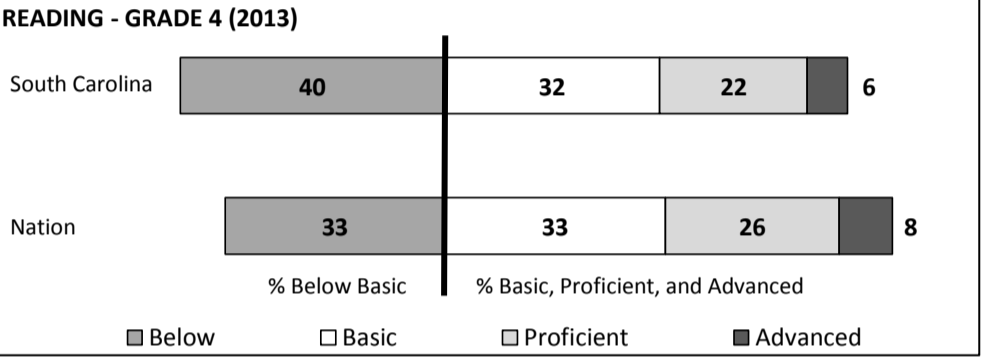


Abbreviations Key

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

NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Joseph R. Pye Elementary School
DORCHESTER 2
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 818)				
Retention rate	1.7%	Up from 1.5%	1.0%	1.0%
Attendance rate	96.6%	Up from 96.0%	96.5%	96.5%
Served by gifted and talented program	8.5%	Up from 8.0%	9.4%	7.3%
With disabilities	6.7%	Down from 12.3%	12.3%	12.5%
Older than usual for grade	2.0%	Down from 2.3%	1.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.3%	0.0%	0.0%
Teachers (n = 55)				
Teachers with advanced degrees	63.6%	Down from 68.8%	64.2%	62.3%
Continuing contract teachers	80.0%	Up from 68.8%	85.7%	81.2%
Teachers returning from previous year	N/A	N/A	90.3%	88.4%
Teacher attendance rate	92.6%	Down from 93.7%	95.2%	95.3%
Average teacher salary*	\$45,758	Down 0.8%	\$49,832	\$47,902
Classes not taught by highly qualified teachers	0.5%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	15.7 days	Up from 10.4 days	11.7 days	10.9 days
School				
Principal's years at school	3.0	Up from 2.0	6.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 18.3 to 1	20.6 to 1	19.9 to 1
Prime instructional time	87.3%	Down from 87.9%	90.6%	90.7%
Opportunities in the arts	Excellent	Up from Good	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**	\$7,593	Down 1.0%	\$7,294	\$7,680
Percent of expenditures for instruction**	57.0%	No change	67.5%	66.8%
Percent of expenditures for teacher salaries**	55.8%	Down from 56.0%	66.8%	66.0%
ESEA composite index score	86.6	Down from 87.8	91.5	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	58	120	40
Percent satisfied with learning environment	93.1%	80.0%	77.5%
Percent satisfied with social and physical environment	93.1%	79.8%	85.0%
Percent satisfied with school-home relations	86.2%	86.7%	57.5%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Joseph R. Pye Elementary is located in the heart of one of the fastest growing districts in SC. Our current enrollment is 841 K4 through 5th grade students as well as 49 Head Start and PD 3-year old preschoolers. Our staffing has grown in response to increased enrollment to a current total of 110. All teaching staff has continuously met the qualifications for certification as highly qualified personnel.☒

Our Mission is to prepare today's learners to be 21st Century Leaders as they explore, discover, and learn. Our Vision is to become a world class model STEAM school that promotes integration of the arts and sciences. Our academic and school climate Goals are based on the Dorchester School District Two guiding tenets of rigor, relevance, and relationships: 1) To build relationships in a positive school climate and a culture of mutual respect. 2) To promote rigor for all students and, 3) To ensure relevance in teaching with clear focus on student learning. As a result, JPES has earned the Palmetto Gold Award for student achievement in 2012 and 2013, and the Palmetto Silver Award for closing the achievement gap in 2012. We are the Explorers. "Trotter" (the animated globe) is our mascot. He reminds us that Explorers are brave people who find new paths to make our world a better place. Our character education plan is based on the premises of the Positive Behavior Intervention System (PBIS). We tie it all together with our travel theme and “Pye Miles” that move children from the boarding gate to coach, business, and ultimately FIRST CLASS citizenship. Through time and travel we "STEER Our Way to Excellence" by land, sea, and air.☒

Relationships: At JPES, we have worked collaboratively to make each year of performance our "Springboard for Continuous Improvement". We have established solid relationships and foundational beliefs that will allow us to build a world class model school. We recognize that home-school communication and rapport between administrators, parents, teachers and students is imperative for sustainable growth. Rigor: JPES engages in "Courageous Conversations" to monitor student performance data at the state, district, school, classroom, and individual student levels. We have identified patterns of performance, strengths and weaknesses, that drive action plans to create opportunities for change and growth. We have built balanced teams vs. committees to address areas of need. “Team Pye” is organized into Student Achievement Teams and School Climate Teams that are charged with planning, implementing, and evaluating school events, activities, and programs to ensure alignment with established goals for student achievement and school climate. Relevance: As a result, we have identified the targeted areas of need and will tailor our delivery of curriculum, instruction, and intervention to meet the needs of all students in the upcoming year. We will work to close achievement gaps for African American males; students with Special Needs in ELA, math, and science; students receiving subsidized meals; and all females in math. We will improve academic vocabulary and reading fluency for students in K-3. We will improve student performance in science and social studies in grades 3-5. We will improve student performance in writing in grades K-5. Come join us. We welcome “Frequent Flyers”!☒

Mrs. Wanda G. Carroll-Williams, Principal ☒☒

Mrs. Yolanda Zanders-Barr, SIC Chairperson