



SC Annual School Report Card Summary

Pelion Elementary
Lexington 1
Grades: PK-4 Enrollment: 981
Principal: Catherine M. Hodge
Superintendent: Dr. Karen C. Woodward
Board Chair: G. Edwin Harmon, Ph.D.

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/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Below Average	At-Risk	TBD	Not Met	RP
2007	Average	At-Risk	N/A	Not Met	CA
2006	Average	Below Average	Silver	Not Met	CSI

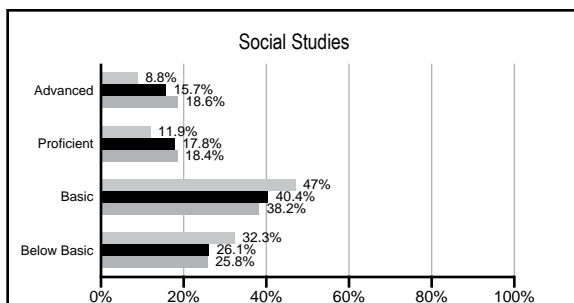
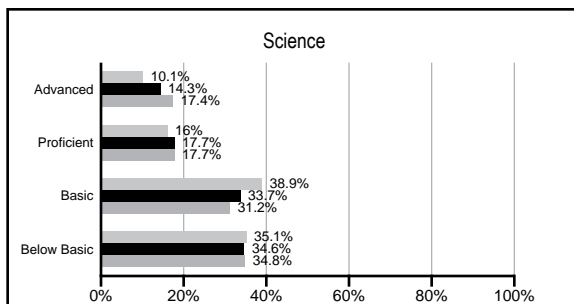
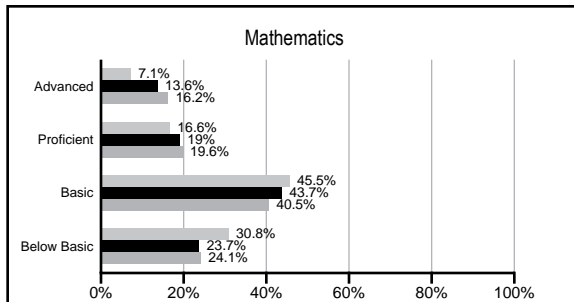
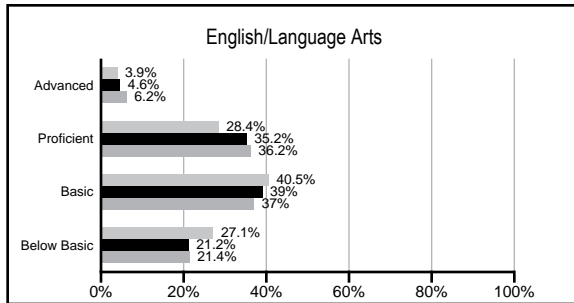
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	5	48	34	1

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

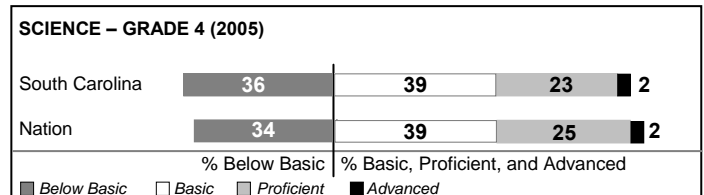
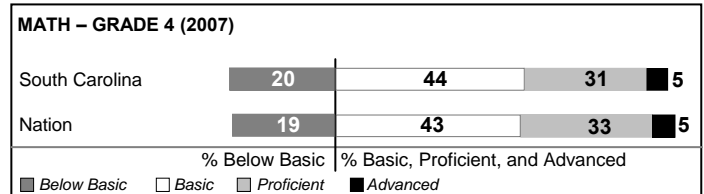
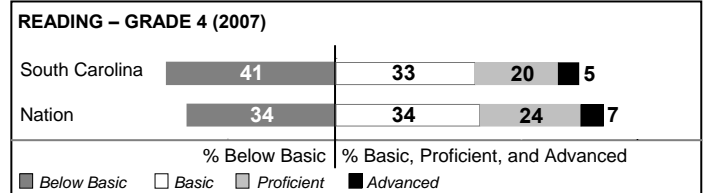
PACT PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

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



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Goal: TBD

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
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Pelion Elementary [Lexington 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=981)				
Retention rate	2.2%	Down from 3.2%	2.7%	2.3%
Attendance rate	95.1%	Up from 95.0%	96.1%	96.3%
Eligible for gifted and talented	5.4%	Down from 7.8%	9.3%	10.4%
With disabilities other than speech	8.6%	Up from 7.1%	8.7%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.1%	0.0%	0.0%
Teachers (n=77)				
Teachers with advanced degrees	58.4%	Up from 57.0%	56.5%	56.7%
Continuing contract teachers	81.8%	Up from 75.9%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.1%	Up from 87.5%	87.2%	86.4%
Teacher attendance rate	93.2%	Down from 94.6%	94.7%	94.9%
Average teacher salary	\$45,008	Up 5.2%	\$45,317	\$45,345
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 15.3 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.4%	Down from 88.6%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,234	Up 0.6%	\$6,982	\$7,052
Percent of expenditures for instruction*	71.3%	Up from 71.2%	68.7%	69.1%
Percent of expenditures for teacher salaries*	68.6%	Down from 68.8%	64.5%	64.2%
% of AYP objectives met	64.7%		85.7%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	76	187	168
Percent satisfied with learning environment	92.0%	85.3%	88.0%
Percent satisfied with social and physical environment	93.4%	77.0%	83.4%
Percent satisfied with school-home relations	79.7%	87.6%	82.0%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pelion Elementary School continues its tradition of excellence. Our highly-qualified faculty and staff promote challenging educational experiences for all our students.

During the 2007–2008 school year, our faculty and staff concentrated on professional development activities designed to increase our awareness of the characteristics of a Professional Learning Community. As a result, we made significant strides toward building a school-based network. Some of the activities that we participated in were a book study on “A Framework for Understanding Poverty” by Dr. Ruby K. Payne. Several faculty members participated in Professional Learning Communities conferences. They brought that expertise back to PES and trained others.

Our School Improvement Council continued to set the stage for a continuation of our parenting efforts. Our goal at PES is to incorporate at least one activity from Epstein’s Framework of Six Types of Involvement and the six National Standards for Parent/Family Involvement into each month’s parenting activities as we build communication and parent-education bridges with our families.

We continue to hold our students to high standards of academic achievement, emphasize character traits and skills, and model appropriate behavior. As our students grow and learn, our school culture should reflect this knowledge.

We have seen growth in our school-wide screening of students using the Dynamic Indicators of Basic Early Literacy Skills assessment, running records data, and the Measure of Academic Progress tests. Our 21st Century after-school grant continued. With it, we provide enrichment opportunities to students who need a little extra encouragement, and we celebrated student success.

Students and staff got involved in the community through Jump Rope For Heart, Math-A-Thon, Relay For Life, United Way, and Lexington Employee Assistance Plan. These service-oriented projects help our students appreciate the world around them and develop a caring attitude of service.

Our teachers have done a great job of writing individual and team grants that have helped us implement many wonderful instructional opportunities for our students.

We continue to face challenges as we work to improve academic programs for the students whom we serve. We recognize that we have not improved our absolute rating index for meeting adequate yearly progress as much as we would like. It has varied by only 0.1 percent over the last three years. Also, our improvement rating has declined slightly. We need to increase the percentage of students showing improvement in their performance on PACT tests, because we are committed to ensuring that every child is empowered to achieve his/her potential.

Catherine M. Hodge, Principal
Shawn Dorward, SIC Chair

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