



Pelion Elementary

1202 Pine Street

Pelion, South Carolina

Grades	PK-5 Elementary School	
Enrollment	706 Students	
Principal	Catherine M. Hodge	803-821-2000
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	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 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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

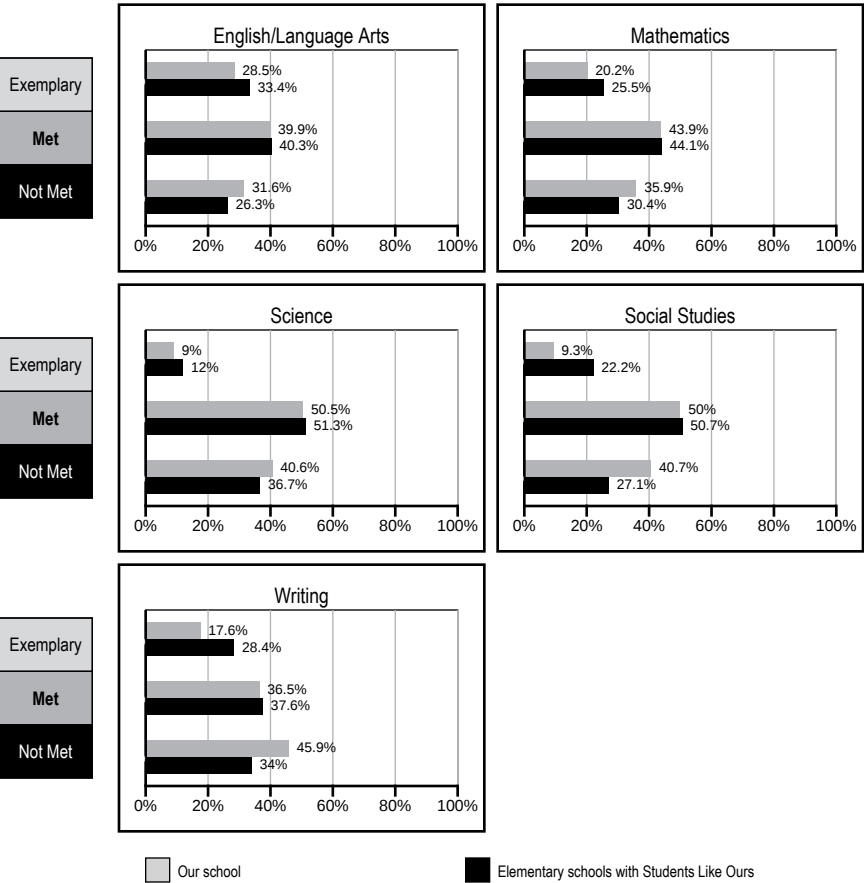
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	14	93	12	0

* Ratings are calculated with data available by 06/01/2010.

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=706)				
First graders who attended full-day kindergarten	100.0%	Up from 95.3%	100.0%	100.0%
Retention rate	0.8%	Down from 2.2%	2.4%	1.9%
Attendance rate	94.7%	Down from 95.1%	96.2%	96.3%
Eligible for gifted and talented	9.5%	Up from 5.4%	8.5%	10.0%
With disabilities other than speech	9.9%	Up from 8.6%	9.3%	7.7%
Older than usual for grade	0.8%	Up from 0.3%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.2%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	49.0%	Down from 58.4%	59.3%	59.4%
Continuing contract teachers	84.3%	Up from 81.8%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.7%	Down from 88.1%	86.5%	85.9%
Teacher attendance rate	93.6%	Up from 93.2%	95.0%	95.1%
Average teacher salary*	\$47,163	Up 4.8%	\$47,337	\$47,149
Professional development days/teacher	9.5 days	Down from 9.6 days	11.6 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 17.7 to 1	18.9 to 1	18.8 to 1
Prime instructional time	87.3%	Down from 87.4%	90.0%	90.4%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,385	Up 2.1%	\$7,360	\$7,458
Percent of expenditures for instruction**	71.6%	Up from 71.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	53.9%	Down from 68.6%	61.2%	63.2%

* 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

The mission of Pelion Elementary School is to inspire students to achieve their maximum potential through academics, technology, the arts and athletics. This tradition of excellence shines through our students, faculty and the families who call Pelion Elementary School home. It is through this mission that we continue to place high emphasis on academics.

During the 2008–2009 school year, our faculty collaborated on many new endeavors, forging ahead on a journey of professional learning that focuses on student learning, achievement and the individual needs of our students. As a learning community, we recognize the challenges we have now and will face in the future, but we are committed to ensuring that each of us accepts those challenges in a collaborative spirit.

This year we participated in a book study of "On Common Ground" by DuFour, Eaker and DuFour. Teachers and administrators also participated in professional conferences where we gleaned additional insight and knowledge.

In addition, we encouraged parent participation through workshops and parent meetings. The Pelion Parenting Center, housed on campus and funded by First Steps, continues to be an essential resource for our parents and prospective parents.

Pelion Elementary received several grants this year that expanded opportunities for our students. The Fresh Fruit and Vegetables Grant provided a nutritional snack each day for all of our students. This is done through a wonderful partnership with Rawls Farm and PYA. We also have a 21st Century After-School program funded by a grant. This program targets students who need extra study time and skills in order to be more successful in the classroom. Our teachers have written many other individual grants which continue to enhance the academic and learning environment in the classroom.

Academically, our students continue to work toward excellence, making great strides and showing the necessary skill and knowledge base to continue to do well. The increase from Fall 2008 to Spring 2009 on our Measures of Academic Progress tests showed that the percentage of students meeting growth targets on the reading portion of the test increased from 52 percent in 2007–2008 to 59 percent in 2008–2009. The percentage of students meeting growth targets in mathematics also improved, from 47 percent in 2007–2008 to 60 percent in 2008–2009. In addition, students in grades 5K, 1 and 5 made excellent progress on the district reading benchmark assessments. The average score on each subtest in 5K and Grade 1 exceeded the target score. Fifth-grade scores made significant progress toward closing the achievement gap.

More than 725 students and 97 staff members benefit from the strong community support of our Parent Teacher Organization and School Improvement Council. It is through their efforts that our students have new playground equipment to play on, and we thank them for all they do.

Catherine M. Hodge, Principal

Molly Barney, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	111	77
Percent satisfied with learning environment	92.6%	81.8%	94.8%
Percent satisfied with social and physical environment	98.2%	80.0%	89.3%
Percent satisfied with school-home relations	80.0%	84.5%	90.9%

* 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	NO
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This school met 15 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	R
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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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	359	99.4	31.6	39.9	28.5	79.4	88.8	82.8	Yes	Yes
Gender										
Male	175	100	39.4	35.5	25.2	73.5	86.3	79.3	N/A	N/A
Female	184	98.9	24.6	43.9	31.6	84.8	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	305	99.3	30.4	39.5	30.1	79.7	90.3	89.5	Yes	Yes
African American	23	100	40	40	20	75	77.7	73.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.4	92.3	I/S	I/S
Hispanic	24	100	43.5	39.1	17.4	73.9	81.9	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	61	98.4	79.6	11.1	9.3	29.6	54.1	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	38.9	50	11.1	77.8	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	246	99.2	38	39.4	22.5	75.6	79.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	359	99.4	35.9	43.9	20.2	74.5	85.7	78.9	Yes	Yes
Gender										
Male	175	100	37.4	41.9	20.6	74.8	85.1	77	N/A	N/A
Female	184	98.9	34.5	45.6	19.9	74.3	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	305	99.3	34.1	45.7	20.3	76.8	87.8	87.2	Yes	Yes
African American	23	100	55	25	20	55	69.9	66.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	24	100	47.8	39.1	13	60.9	78.2	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	61	98.4	72.2	22.2	5.6	37	53.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	44.4	38.9	16.7	66.7	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	246	99.2	41.8	41.8	16.4	68.5	74.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

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	236	100	40.6	50.5	9	59.4	80	67.5
Gender								
Male	125	100	39.1	48.2	12.7	60.9	80.3	67
Female	111	100	42.2	52.9	4.9	57.8	79.7	68
Racial/Ethnic Group								
White	198	100	36.7	53.7	9.6	63.3	82.7	79.5
African American	18	100	68.8	25	6.3	31.3	58.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	16	100	53.3	40	6.7	46.7	72.4	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	44	100	68.4	28.9	2.6	31.6	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	12	100	N/AV	N/AV	N/AV	45.5	73.7	59.6
Socio-Economic Status								
Subsided meals	164	100	45.7	47.1	7.1	54.3	65.2	55.1

Social Studies

All Students	236	100	40.7	50	9.3	59.3	82.4	72.3
Gender								
Male	117	100	41.9	47.6	10.5	58.1	82.3	71.5
Female	119	100	39.6	52.3	8.1	60.4	82.5	73.2
Racial/Ethnic Group								
White	201	100	40.2	50	9.8	59.8	83.8	80.7
African American	15	100	N/AV	N/AV	N/AV	53.8	71	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	15	100	57.1	28.6	14.3	42.9	76.1	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	41	100	75.7	21.6	2.7	24.3	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	13	100	50	41.7	8.3	50	75.2	67.9
Socio-Economic Status								
Subsided meals	161	100	47.5	46.1	6.4	52.5	70.2	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	352	99.7	45.9	36.5	17.6	54.1	77.3	70.2	94.7	96.1
Gender										
Male	169	99.4	53.2	36.5	10.3	46.8	71.1	63.2	94.6	96.1
Female	183	100	39.3	36.4	24.3	60.7	83.8	77.5	94.9	96.2
Racial/Ethnic Group										
White	300	99.7	43.4	37.3	19.4	56.6	79.7	79.1	94.5	96.1
African American	21	100	70	25	5	30	61	57.6	95.5	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.6	86.2	95.2	97.4
Hispanic	24	100	60.9	30.4	8.7	39.1	64.5	62.6	95.8	95.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.6	68.7	93.3	95
Disability Status										
Disabled	60	98.3	87.3	7.3	5.5	12.7	34.3	26.1	92.8	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	19	100	61.1	33.3	5.6	38.9	64.7	61.2	96	96.6
Socio-Economic Status										
Subsidized meals	237	99.6	51.4	33.6	15	48.6	62	58.9	94.5	94.9

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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							
2009	3	116	98.3	26.7	38.1	35.2	73.3
	4	114	100	42.2	36.3	21.6	57.8
	5	129	100	26.9	44.5	28.6	73.1
	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
Mathematics							
2009	3	116	98.3	45.7	34.3	20	54.3
	4	114	100	33.3	47.1	19.6	66.7
	5	129	100	29.4	49.6	21	70.6
	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
Science							
2009	3	57	100	45.1	37.3	17.6	54.9
	4	114	100	40.2	51	8.8	59.8
	5	65	100	37.3	61	1.7	62.7
	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
Social Studies							
2009	3	58	100	44.4	40.7	14.8	55.6
	4	114	100	41.2	49	9.8	58.8
	5	64	100	36.7	60	3.3	63.3
	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
Writing							
2009	3	111	99.1	50	30.2	19.8	50
	4	115	100	48.1	42.3	9.6	51.9
	5	126	100	40.3	37	22.7	59.7
	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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