



SC Annual School Report Card Summary

Pelion Elementary

LEXINGTON 1

Grades: PK-5

Enrollment: 635

Principal: Catherine M. Hodge

Superintendent: Dr. Karen C. Woodward

Board Chair: Cynthia S. Smith

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	Average	Average	TBD	TBD	C	N/A
2013	Average	Average	N/A	N/A	A	Reward
2012	Average	Average	N/A	N/A	B	N/A

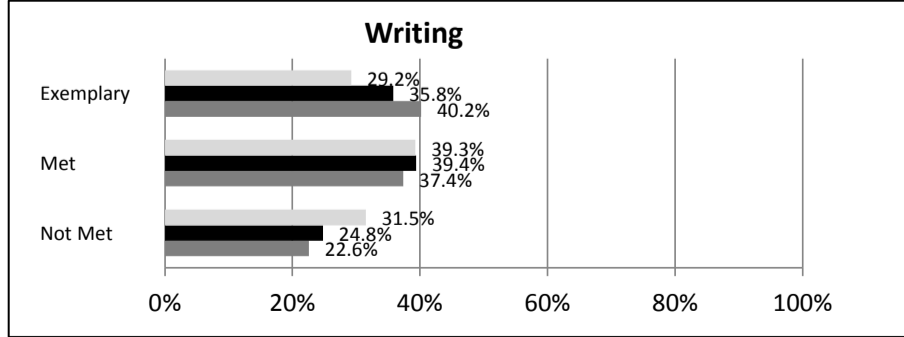
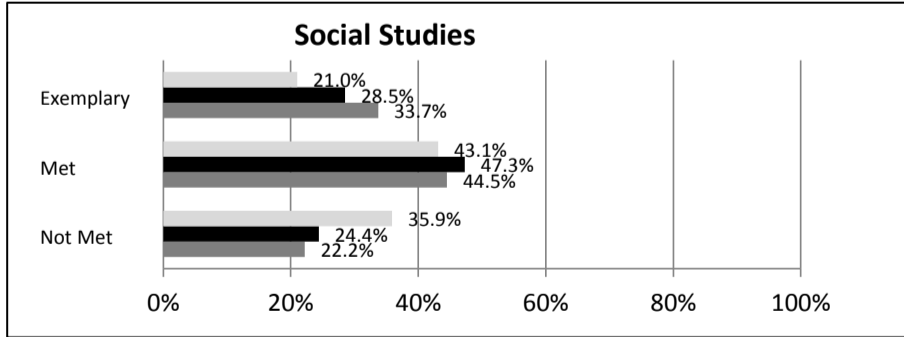
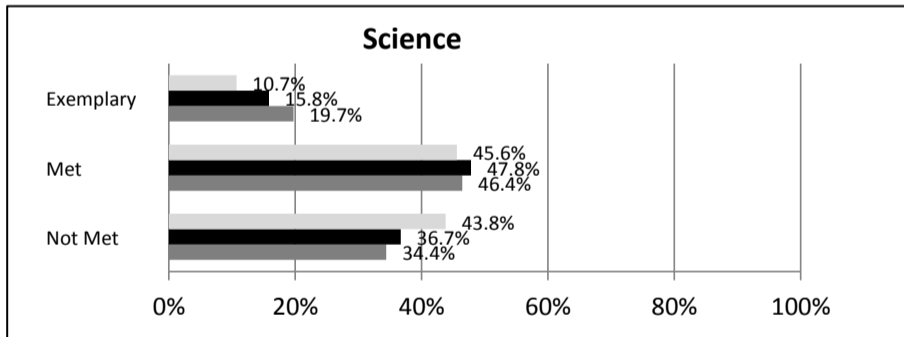
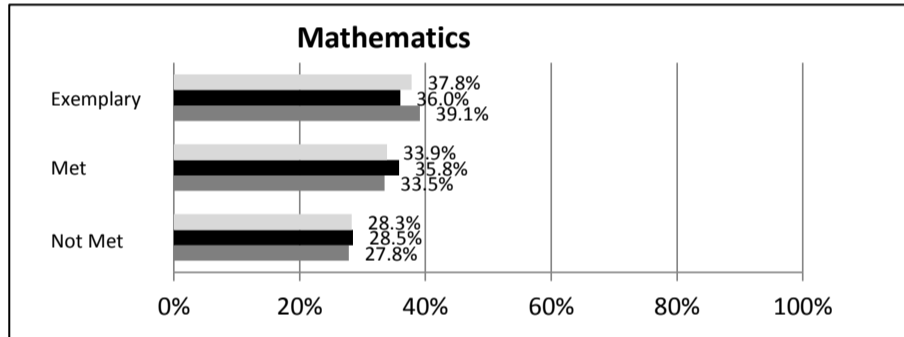
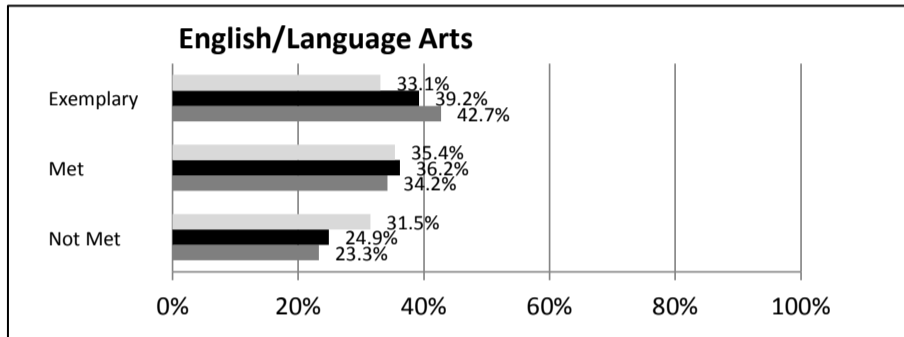
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
20	28	78	4	1

* 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.

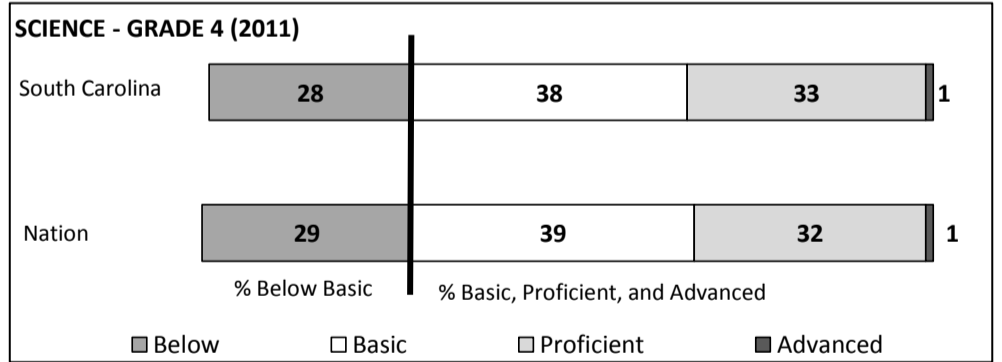
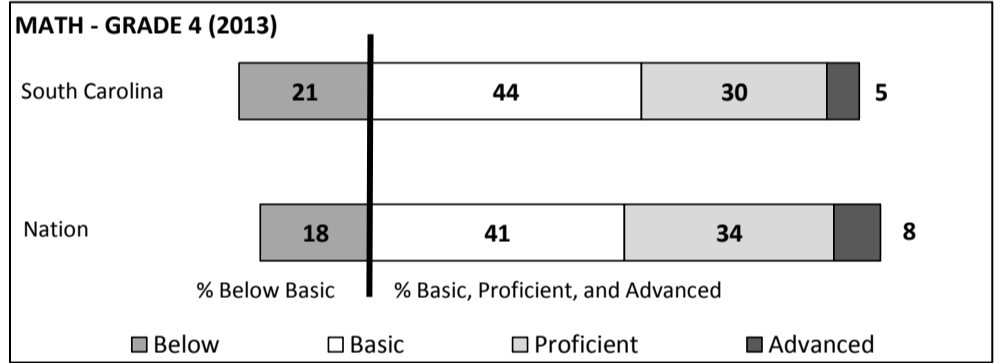
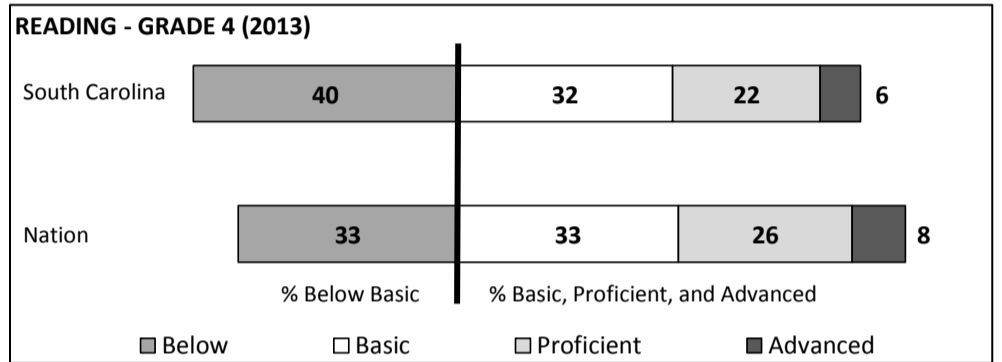
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



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.

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

**Pelion Elementary
LEXINGTON 1**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 635)				
Retention rate	0.2%	Down from 0.6%	1.1%	1.0%
Attendance rate	94.9%	Up from 94.6%	96.2%	96.5%
Served by gifted and talented program	5.4%	Up from 5.0%	6.0%	7.3%
With disabilities	14.2%	Down from 14.7%	13.7%	12.5%
Older than usual for grade	1.9%	Down from 2.0%	2.1%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Down from 2.2%	0.0%	0.0%
Teachers (n = 44)				
Teachers with advanced degrees	63.6%	Up from 59.1%	60.7%	62.3%
Continuing contract teachers	79.5%	No change	81.8%	81.2%
Teachers returning from previous year	85.0%	Up from 84.8%	89.0%	88.4%
Teacher attendance rate	95.7%	Up from 94.3%	95.1%	95.3%
Average teacher salary*	\$46,943	Down 0.6%	\$47,920	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	13.1 days	Up from 12.2 days	11.0 days	10.9 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Up from 14.1 to 1	19.8 to 1	19.9 to 1
Prime instructional time	90.2%	Up from 88.6%	90.0%	90.7%
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**	\$8,805	Down 0.7%	\$7,796	\$7,680
Percent of expenditures for instruction**	61.1%	Down from 63.0%	65.7%	66.8%
Percent of expenditures for teacher salaries**	60.7%	Up from 60.0%	64.9%	66.0%
ESEA composite index score	78.0	Down from 93.1	83.8	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	47	89	79
Percent satisfied with learning environment	87.2%	89.9%	86.1%
Percent satisfied with social and physical environment	91.5%	83.2%	93.8%
Percent satisfied with school-home relations	82.6%	91.0%	77.9%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In 2013-2014, Pelion Elementary School successfully implemented the FranklinCovey Leadership Model, which is in line with our school mission of "Panthers Achieve Leadership." This is an exciting time for our students and staff as we continue to work hard to empower our students with the skills and academic language they need for 21st century success.

PES's leadership model encourages service learning with our students. Some of the inspirational activities this year included Jump Rope For Heart, Relay For Life, St. Jude Children's Research Hospital Math-A-Thon, Logan's Run and Harvest Hope food drives. Our students also made care packages for our soldiers. Staff encouraged students to develop their leadership ability through student safety patrol, WEE Deliver mail, WPES (school news), student council, chess academy, Leader in Me spirit team and many other leadership positions. It is through this leadership endeavor that our students demonstrate their understanding of their responsibility to their community.

Our academic program is a top priority. We strive to move our students to higher levels of learning by using the Northwest Evaluation Association's Measures of Academic Progress (MAP). We meet as collegial teams to focus on the strengths and weaknesses of each student and to chart each student's progress toward continued success.

We use other measures of academic performance such as Dominie reading and writing assessment portfolios, common assessments and benchmarking to help guide and drive our decision making. Our data meetings look at our 21st Century Community Learning Centers grant funded after-school program, results from Imagine Learning and First in Math computer-based programs, core differentiation of mathematics and English language arts, and small-group instruction for students in Response to Intervention tiers.

Parent and community involvement are very much a part of our learning community. Our SIC and PTO are integral parts of who we are at PES. Through iMoms and All Pro Dads, our parent and community members participate in parenting sessions that focus on skills to support them and their children.

Some of the barriers and challenges to student progress are the transient student population, attendance rate and high number of tardies. These impede the educational process. Our faculty and staff, along with the SIC and PTO, continue to look for ways to improve in these areas.

At PES, we focus on leadership, academic success and community involvement through communication, collaboration, creativity and critical thinking.

Principal Catherine M. Hodge and SIC Chair Cindy Smith

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