



SC Annual School Report Card Summary

Pleasant Hill Elementary School
 LEXINGTON 1
 Grades: K-5 Enrollment: 944
 Principal: Margaret B. Mitchum
 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	Excellent	Good	TBD	TBD	A	N/A
2013	Excellent	Good	GOLD	N/A	B	N/A
2012	Excellent	Excellent	GOLD	N/A	A	N/A

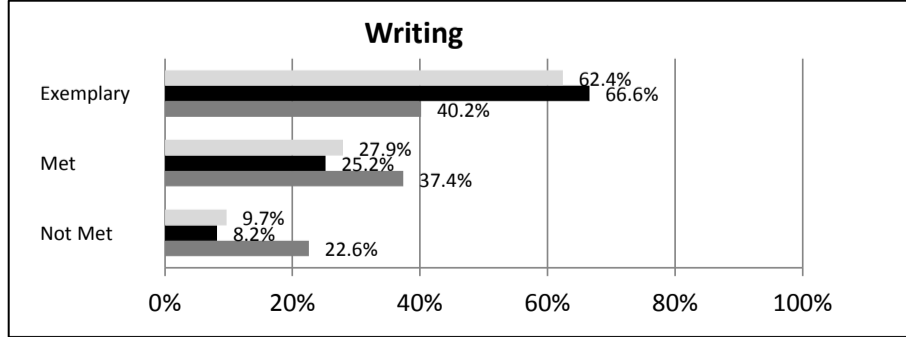
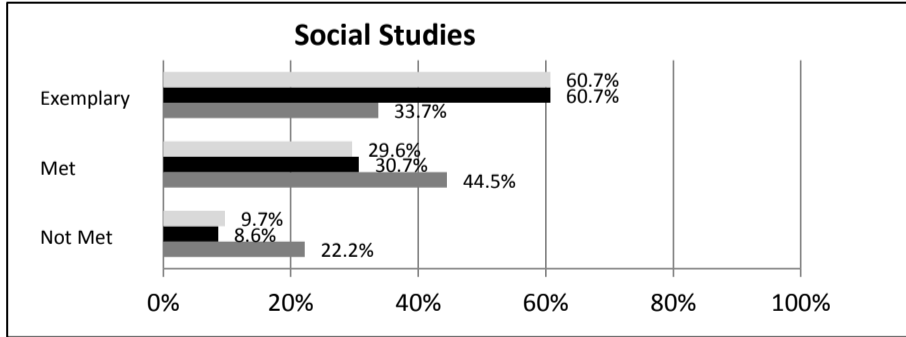
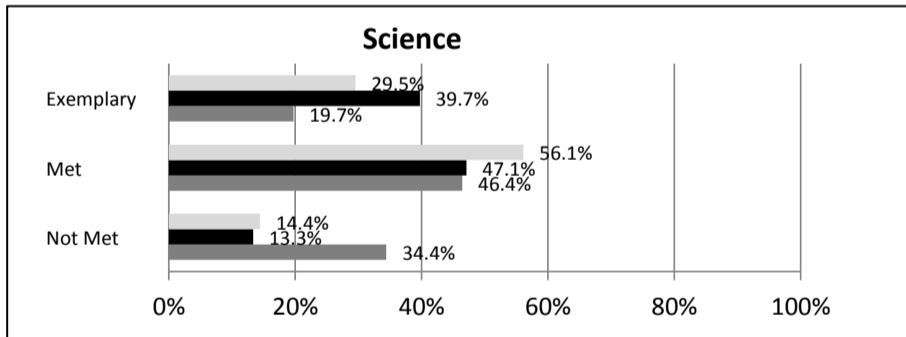
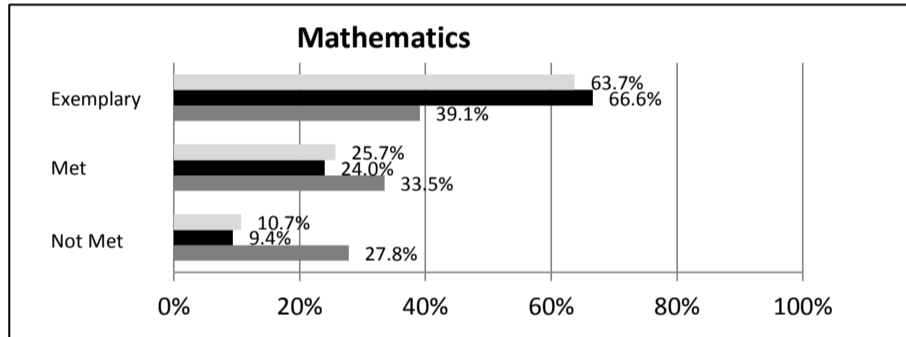
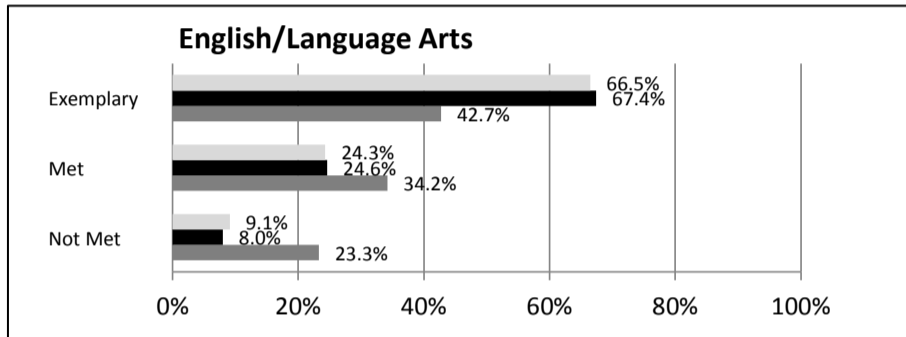
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
13	0	0	0	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



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

**Pleasant Hill Elementary School
LEXINGTON 1**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 944)				
Retention rate	1.5%	Up from 1.2%	0.6%	1.0%
Attendance rate	96.9%	Up from 96.8%	97.2%	96.5%
Served by gifted and talented program	16.1%	Up from 15.6%	19.1%	7.3%
With disabilities	8.6%	Down from 10.0%	11.7%	12.5%
Older than usual for grade	0.8%	Down from 0.9%	0.8%	1.8%
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	60.3%	Down from 65.5%	64.5%	62.3%
Continuing contract teachers	84.5%	Down from 86.2%	85.5%	81.2%
Teachers returning from previous year	90.6%	Down from 90.8%	91.0%	88.4%
Teacher attendance rate	96.3%	Up from 95.4%	96.3%	95.3%
Average teacher salary*	\$47,850	Down 1.0%	\$50,140	\$47,902
Classes not taught by highly qualified teachers	8.1%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	16.6 days	Down from 16.7 days	10.5 days	10.9 days
School				
Principal's years at school	8.0	Up from 7.0	7.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 21.3 to 1	21.4 to 1	19.9 to 1
Prime instructional time	92.2%	Up from 91.1%	91.9%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$6,696	Up 4.4%	\$7,579	\$7,680
Percent of expenditures for instruction**	68.7%	Down from 69.0%	68.9%	66.8%
Percent of expenditures for teacher salaries**	67.9%	Up from 67.0%	67.9%	66.0%
ESEA composite index score	95.8	Up from 83.9	95.8	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	53	142	30
Percent satisfied with learning environment	100.0%	85.9%	93.4%
Percent satisfied with social and physical environment	96.2%	83.1%	96.6%
Percent satisfied with school-home relations	96.2%	91.6%	80.0%

*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

The Pleasant Hill Elementary School family spent the 2013-2014 academic year "Connecting the Dots" to a great education. Students, parents and staff made strides in many areas, including technology, professional learning, community involvement and school safety. In 2013, PHES once again earned the Palmetto Gold Award for general academic performance.

In the area of technology, PHES began a keyboarding initiative for second- through fifth-graders. All fifth-graders became iPad certified. Student technology scores increased significantly as 89 percent of second-graders and 91 percent of fifth-graders passed the technology assessment. We also utilized Peachjar for school and community digital flyer distribution.

School safety and positive role models are both paramount for a strong academic environment. The PHES WATCH D.O.G.S. program was a big success. Almost 200 dads spent a day at PHES serving as positive role models and enhancing school security. In addition, a Lexington County Sheriff's Deputy was on campus several hours each school day. The PHES PTA and SIC increased campus security by adding a privacy fence behind our playground and completing fencing on the side of the playground. These two parent groups also organized the PHES Playground and Wellness (PAW) Committee to develop a new playground/wellness area for students, staff and community.

The Spanish Immersion Parent Advisory Team sponsored the first El Mercado Spanish market for fifth-graders. Our third-through fifth-graders received face-to-face Spanish instruction for 90 minutes each week through the Lexington One Language Acquisition program.

Students raised \$10,500 for SmileTrain to provide more than 40 surgeries for children with cleft palates. Students also raised \$1,855 for Pennies for Patients to help children with blood cancers and donated 644 pairs of shoes to support a clean well water initiative in Africa. PHES continues to be a Green Steps school and added battery recycling this year.

PHES teachers grew through professional learning opportunities including training in the integration of technology and the implementation of newly created student leadership report cards and state standards. Teachers also received training in The Leader in Me program, and team leaders participated in a book study of "Every Child, Every Day: A Digital Conversion Model for Student Achievement."

As we look to 2014-2015, we recognize the need to close the achievement gap in certain subgroups of students. Our data also shows that we need to focus on science and writing in all grades. We welcome these challenges as opportunities to prepare students as they become lifelong learners, leaders and global citizens.

Principal Margaret B. Mitchum and SIC Chair Torya Evans

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