School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2023/24
Upcoming School Year: 2023/24

School Name:	Pelion High
SIDN:	3201004
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Lexington 01
Address 1:	600 Lydia Drive
Address 2:	
City:	Pelion, SC
Zip Code:	29123
School Renewal Plan Contact Person:	Bryan Hearn
School Plan Contact Phone:	803.821.2200
School Plan E-mail Address:	bhearn@lexington1.net

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. �59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. �59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent�s and school principal�s signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
Dr. Gerrita Postelwait Printed Name	*(signature)* Signature	4-11-23 Date
Principal		
W. Bryan Hearn Printed Name	*(signature)* Signature	3/8/23 Date
Chairperson, District Board of Trustees		
Anne Marie Green Printed Name	*(signature)* Signature	4-11-23 Date
Chairperson, School Improvement Council		
Randall Cooper Printed Name	*(signature)* Signature	3/9/23 Date
School Read To Succeed Literacy Leadership Team Lead		
Victoria Jackson Printed Name	*(signature)* Signature	3/8/23 Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	**Principal**	W. Bryan Hearn
2.	**Teacher**	Susana Cascante-Fifer
3.	**Parent/Guardian**	Lisa Shumpert
4.	**Community Member**	Randall Cooper
5.	**Paraprofessional**	Amy Miller
6.	**School Improvement Council Member**	Jessica Holland
7.	**Read to Succeed Reading Coach**	Erica Bissell
8.	**School Read To Succeed Literacy Leadership Team Lead**	Victoria Jackson
9.	**School Read To Succeed Literacy Leadership Team Member**	Jennalee Carson
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

> Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education to allow our students enrolled in Lexington District One Online Learning Academy or those taking part in the Graduation Alliance Partnership to have a flexible way to earn credits so they are not bound by seat time for grade-level promotion. This waiver affords our students throughout the system multiple pathways to accelerate learning or recover credits so they might progress on time with the requisite skills for success necessary for success in a career, the military, or school beyond the K-12 system.
6. Other (*Include the SBE Regulation number to be waived*)	

Pelion High School

2018 - 2023 Strategic Plan

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Lexington District One Vision

Empower each child to design the future.

Lexington District One Mission

Our mission is to cultivate

a caring community

where ALL learners

are extraordinary communicators,

collaborators, creators and critical thinkers.

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. Teaching and learning develop power skills in all students.

3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

[PHS 2021-22 Report Card](#)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
All	2021-2022	All	All	14.3%		(4 / 28)
		ELL	Not ELL	15.4%		(4 / 26)
			ELL	0.0%		(0 / 2)
		Gender	Female	12.5%		(2 / 16)
			Male	16.7%		(2 / 12)
		InstrSetting	Not Special Ed	16.7%		(4 / 24)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	20.0%		(1 / 5)
			White / Other	13.0%		(3 / 23)
	2020-2021	All	All	16.7%		(3 / 18)
		ELL	Not ELL	20.0%		(3 / 15)
			ELL	0.0%		(0 / 3)
		Gender	Female	0.0%		(0 / 4)
			Male	21.4%		(3 / 14)
		InstrSetting	Not Special Ed	17.6%		(3 / 17)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	25.0%		(1 / 4)
			White / Other	14.3%		(2 / 14)
	2019-2020	All	All	6.3%		(4 / 64)
		ELL	Not ELL	6.6%		(4 / 61)
			ELL	0.0%		(0 / 3)
		Gender	Female	6.7%		(2 / 30)
			Male	5.9%		(2 / 34)
		InstrSetting	Not Special Ed	7.1%		(4 / 56)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	0.0%		(0 / 11)
			White / Other	7.5%		(4 / 53)
	2018-2019	All	All	2.2%		(2 / 93)
		ELL	Not ELL	2.3%		(2 / 86)
			ELL	0.0%		(0 / 7)
		Gender	Female	0.0%		(0 / 47)
			Male	4.3%		(2 / 46)
		InstrSetting	Not Special Ed	2.6%		(2 / 78)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	4.0%		(1 / 25)
			White / Other	1.5%		(1 / 68)
	2017-2018	All	All	3.7%		(4 / 108)
		ELL	Not ELL	3.8%		(4 / 105)
			ELL	0.0%		(0 / 3)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
All	2017-2018	Gender	Female	5.8%		(3 / 52)
			Male	1.8%		(1 / 56)
		InstrSetting	Not Special Ed	4.3%		(4 / 93)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	0.0%		(0 / 21)
			White / Other	4.6%		(4 / 87)
	2016-2017	All	All	7.4%		(10 / 136)
		ELL	Not ELL	7.5%		(10 / 133)
			ELL	0.0%		(0 / 3)
		Gender	Female	6.5%		(5 / 77)
			Male	8.5%		(5 / 59)
		InstrSetting	Not Special Ed	7.9%		(10 / 126)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	0.0%		(0 / 14)
			White / Other	8.2%		(10 / 122)
	2015-2016	All	All	6.5%		(10 / 155)
		ELL	Not ELL	6.8%		(10 / 148)
			ELL	0.0%		(0 / 7)
		Gender	Female	6.0%		(5 / 84)
			Male	7.0%		(5 / 71)
		InstrSetting	Not Special Ed	7.1%		(10 / 140)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	0.0%		(0 / 32)
			White / Other	8.1%		(10 / 123)
	2014-2015	All	All	5.5%		(9 / 165)
		ELL	Not ELL	5.6%		(9 / 162)
			ELL	0.0%		(0 / 3)
		Gender	Female	7.1%		(6 / 84)
			Male	3.7%		(3 / 81)
		InstrSetting	Not Special Ed	5.8%		(9 / 155)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	0.0%		(0 / 25)
			White / Other	6.4%		(9 / 140)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
English	2021-2022	All	All	39.3%		(11 / 28)
		ELL	Not ELL	42.3%		(11 / 26)
			ELL	0.0%		(0 / 2)
		Gender	Female	50.0%		(8 / 16)
			Male	25.0%		(3 / 12)
		InstrSetting	Not Special Ed	45.8%		(11 / 24)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	20.0%		(1 / 5)
			White / Other	43.5%		(10 / 23)
	2020-2021	All	All	33.3%		(6 / 18)
		ELL	Not ELL	40.0%		(6 / 15)
			ELL	0.0%		(0 / 3)
		Gender	Female	25.0%		(1 / 4)
			Male	35.7%		(5 / 14)
		InstrSetting	Not Special Ed	35.3%		(6 / 17)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	25.0%		(1 / 4)
			White / Other	35.7%		(5 / 14)
	2019-2020	All	All	17.2%		(11 / 64)
		ELL	Not ELL	18.0%		(11 / 61)
			ELL	0.0%		(0 / 3)
		Gender	Female	23.3%		(7 / 30)
			Male	11.8%		(4 / 34)
		InstrSetting	Not Special Ed	19.6%		(11 / 56)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	9.1%		(1 / 11)
			White / Other	18.9%		(10 / 53)
	2018-2019	All	All	19.4%		(18 / 93)
		ELL	Not ELL	20.9%		(18 / 86)
			ELL	0.0%		(0 / 7)
		Gender	Female	25.5%		(12 / 47)
			Male	13.0%		(6 / 46)
		InstrSetting	Not Special Ed	23.1%		(18 / 78)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	12.0%		(3 / 25)
			White / Other	22.1%		(15 / 68)
	2017-2018	All	All	32.7%		(35 / 107)
		ELL	Not ELL	33.7%		(35 / 104)
			ELL	0.0%		(0 / 3)
		Gender	Female	33.3%		(17 / 51)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
English	2017-2018	Gender	Male	32.1%		(18 / 56)
		InstrSetting	Not Special Ed	38.0%		(35 / 92)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	33.3%		(7 / 21)
			White / Other	32.6%		(28 / 86)
	2016-2017	All	All	38.2%		(52 / 136)
		ELL	Not ELL	39.1%		(52 / 133)
			ELL	0.0%		(0 / 3)
		Gender	Female	42.9%		(33 / 77)
			Male	32.2%		(19 / 59)
		InstrSetting	Not Special Ed	41.3%		(52 / 126)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	7.1%		(1 / 14)
			White / Other	41.8%		(51 / 122)
	2015-2016	All	All	31.6%		(49 / 155)
		ELL	Not ELL	33.1%		(49 / 148)
			ELL	0.0%		(0 / 7)
		Gender	Female	33.3%		(28 / 84)
			Male	29.6%		(21 / 71)
		InstrSetting	Not Special Ed	35.0%		(49 / 140)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	9.4%		(3 / 32)
			White / Other	37.4%		(46 / 123)
	2014-2015	All	All	36.4%		(60 / 165)
		ELL	Not ELL	37.0%		(60 / 162)
			ELL	0.0%		(0 / 3)
		Gender	Female	39.3%		(33 / 84)
			Male	33.3%		(27 / 81)
		InstrSetting	Not Special Ed	38.7%		(60 / 155)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	24.0%		(6 / 25)
			White / Other	38.6%		(54 / 140)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
Math	2021-2022	All	All	17.9%		(5 / 28)
		ELL	Not ELL	19.2%		(5 / 26)
			ELL	0.0%		(0 / 2)
		Gender	Female	18.8%		(3 / 16)
			Male	16.7%		(2 / 12)
		InstrSetting	Not Special Ed	20.8%		(5 / 24)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	20.0%		(1 / 5)
			White / Other	17.4%		(4 / 23)
	2020-2021	All	All	27.8%		(5 / 18)
		ELL	Not ELL	33.3%		(5 / 15)
			ELL	0.0%		(0 / 3)
		Gender	Female	0.0%		(0 / 4)
			Male	35.7%		(5 / 14)
		InstrSetting	Not Special Ed	29.4%		(5 / 17)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	25.0%		(1 / 4)
			White / Other	28.6%		(4 / 14)
	2019-2020	All	All	15.6%		(10 / 64)
		ELL	Not ELL	16.4%		(10 / 61)
			ELL	0.0%		(0 / 3)
		Gender	Female	16.7%		(5 / 30)
			Male	14.7%		(5 / 34)
		InstrSetting	Not Special Ed	16.1%		(9 / 56)
			Special Ed	12.5%		(1 / 8)
		Race	Black / Latinx	0.0%		(0 / 11)
			White / Other	18.9%		(10 / 53)
	2018-2019	All	All	5.4%		(5 / 93)
		ELL	Not ELL	5.8%		(5 / 86)
			ELL	0.0%		(0 / 7)
		Gender	Female	0.0%		(0 / 47)
			Male	10.9%		(5 / 46)
		InstrSetting	Not Special Ed	6.4%		(5 / 78)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	8.0%		(2 / 25)
			White / Other	4.4%		(3 / 68)
	2017-2018	All	All	15.6%		(17 / 109)
		ELL	Not ELL	16.0%		(17 / 106)
			ELL	0.0%		(0 / 3)
		Gender	Female	15.4%		(8 / 52)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
Math	2017-2018	Gender	Male	15.8%		(9 / 57)
		InstrSetting	Not Special Ed	18.1%		(17 / 94)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	9.5%		(2 / 21)
			White / Other	17.0%		(15 / 88)
	2016-2017	All	All	12.5%		(17 / 136)
		ELL	Not ELL	12.8%		(17 / 133)
			ELL	0.0%		(0 / 3)
		Gender	Female	11.7%		(9 / 77)
			Male	13.6%		(8 / 59)
		InstrSetting	Not Special Ed	13.5%		(17 / 126)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	0.0%		(0 / 14)
			White / Other	13.9%		(17 / 122)
	2015-2016	All	All	12.9%		(20 / 155)
		ELL	Not ELL	13.5%		(20 / 148)
			ELL	0.0%		(0 / 7)
		Gender	Female	10.7%		(9 / 84)
			Male	15.5%		(11 / 71)
		InstrSetting	Not Special Ed	14.3%		(20 / 140)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	6.3%		(2 / 32)
			White / Other	14.6%		(18 / 123)
	2014-2015	All	All	14.5%		(24 / 165)
		ELL	Not ELL	14.8%		(24 / 162)
			ELL	0.0%		(0 / 3)
		Gender	Female	13.1%		(11 / 84)
			Male	16.0%		(13 / 81)
		InstrSetting	Not Special Ed	14.8%		(23 / 155)
			Special Ed	10.0%		(1 / 10)
		Race	Black / Latinx	8.0%		(2 / 25)
			White / Other	15.7%		(22 / 140)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
Reading	2021-2022	All	All	32.1%		(9 / 28)
		ELL	Not ELL	34.6%		(9 / 26)
			ELL	0.0%		(0 / 2)
		Gender	Female	37.5%		(6 / 16)
			Male	25.0%		(3 / 12)
		InstrSetting	Not Special Ed	37.5%		(9 / 24)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	20.0%		(1 / 5)
			White / Other	34.8%		(8 / 23)
	2020-2021	All	All	33.3%		(6 / 18)
		ELL	Not ELL	40.0%		(6 / 15)
			ELL	0.0%		(0 / 3)
		Gender	Female	0.0%		(0 / 4)
			Male	42.9%		(6 / 14)
		InstrSetting	Not Special Ed	35.3%		(6 / 17)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	25.0%		(1 / 4)
			White / Other	35.7%		(5 / 14)
	2019-2020	All	All	20.3%		(13 / 64)
		ELL	Not ELL	21.3%		(13 / 61)
			ELL	0.0%		(0 / 3)
		Gender	Female	26.7%		(8 / 30)
			Male	14.7%		(5 / 34)
		InstrSetting	Not Special Ed	23.2%		(13 / 56)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	9.1%		(1 / 11)
			White / Other	22.6%		(12 / 53)
	2018-2019	All	All	15.1%		(14 / 93)
		ELL	Not ELL	16.3%		(14 / 86)
			ELL	0.0%		(0 / 7)
		Gender	Female	17.0%		(8 / 47)
			Male	13.0%		(6 / 46)
		InstrSetting	Not Special Ed	17.9%		(14 / 78)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	4.0%		(1 / 25)
			White / Other	19.1%		(13 / 68)
	2017-2018	All	All	17.8%		(19 / 107)
		ELL	Not ELL	18.3%		(19 / 104)
			ELL	0.0%		(0 / 3)
		Gender	Female	23.5%		(12 / 51)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
Reading	2017-2018	Gender	Male	12.5%		(7 / 56)
		InstrSetting	Not Special Ed	20.7%		(19 / 92)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	28.6%		(6 / 21)
			White / Other	15.1%		(13 / 86)
	2016-2017	All	All	20.6%		(28 / 136)
		ELL	Not ELL	21.1%		(28 / 133)
			ELL	0.0%		(0 / 3)
		Gender	Female	20.8%		(16 / 77)
			Male	20.3%		(12 / 59)
		InstrSetting	Not Special Ed	22.2%		(28 / 126)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	0.0%		(0 / 14)
			White / Other	23.0%		(28 / 122)
	2015-2016	All	All	21.9%		(34 / 155)
		ELL	Not ELL	23.0%		(34 / 148)
			ELL	0.0%		(0 / 7)
		Gender	Female	21.4%		(18 / 84)
			Male	22.5%		(16 / 71)
		InstrSetting	Not Special Ed	24.3%		(34 / 140)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	3.1%		(1 / 32)
			White / Other	26.8%		(33 / 123)
	2014-2015	All	All	21.2%		(35 / 165)
		ELL	Not ELL	21.6%		(35 / 162)
			ELL	0.0%		(0 / 3)
		Gender	Female	26.2%		(22 / 84)
			Male	16.0%		(13 / 81)
		InstrSetting	Not Special Ed	22.6%		(35 / 155)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	8.0%		(2 / 25)
			White / Other	23.6%		(33 / 140)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
Science	2021-2022	All	All	25.0%		(7 / 28)
		ELL	Not ELL	26.9%		(7 / 26)
			ELL	0.0%		(0 / 2)
		Gender	Female	25.0%		(4 / 16)
			Male	25.0%		(3 / 12)
		InstrSetting	Not Special Ed	29.2%		(7 / 24)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	20.0%		(1 / 5)
			White / Other	26.1%		(6 / 23)
	2020-2021	All	All	27.8%		(5 / 18)
		ELL	Not ELL	33.3%		(5 / 15)
			ELL	0.0%		(0 / 3)
		Gender	Female	0.0%		(0 / 4)
			Male	35.7%		(5 / 14)
		InstrSetting	Not Special Ed	29.4%		(5 / 17)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	25.0%		(1 / 4)
			White / Other	28.6%		(4 / 14)
	2019-2020	All	All	14.1%		(9 / 64)
		ELL	Not ELL	14.8%		(9 / 61)
			ELL	0.0%		(0 / 3)
		Gender	Female	16.7%		(5 / 30)
			Male	11.8%		(4 / 34)
		InstrSetting	Not Special Ed	16.1%		(9 / 56)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	9.1%		(1 / 11)
			White / Other	15.1%		(8 / 53)
	2018-2019	All	All	10.6%		(10 / 94)
		ELL	Not ELL	11.5%		(10 / 87)
			ELL	0.0%		(0 / 7)
		Gender	Female	8.3%		(4 / 48)
			Male	13.0%		(6 / 46)
		InstrSetting	Not Special Ed	12.7%		(10 / 79)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	8.0%		(2 / 25)
			White / Other	11.6%		(8 / 69)
	2017-2018	All	All	10.3%		(11 / 107)
		ELL	Not ELL	10.6%		(11 / 104)
			ELL	0.0%		(0 / 3)
		Gender	Female	11.8%		(6 / 51)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
Science	2017-2018	Gender	Male	8.9%		(5 / 56)
		InstrSetting	Not Special Ed	12.0%		(11 / 92)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	4.8%		(1 / 21)
			White / Other	11.6%		(10 / 86)
	2016-2017	All	All	11.8%		(16 / 136)
		ELL	Not ELL	12.0%		(16 / 133)
			ELL	0.0%		(0 / 3)
		Gender	Female	11.7%		(9 / 77)
			Male	11.9%		(7 / 59)
		InstrSetting	Not Special Ed	12.7%		(16 / 126)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	0.0%		(0 / 14)
			White / Other	13.1%		(16 / 122)
	2015-2016	All	All	9.7%		(15 / 155)
		ELL	Not ELL	10.1%		(15 / 148)
			ELL	0.0%		(0 / 7)
		Gender	Female	9.5%		(8 / 84)
			Male	9.9%		(7 / 71)
		InstrSetting	Not Special Ed	10.7%		(15 / 140)
			Special Ed	0.0%		(0 / 15)
		Race	Black / Latinx	3.1%		(1 / 32)
			White / Other	11.4%		(14 / 123)
	2014-2015	All	All	11.5%		(19 / 165)
		ELL	Not ELL	11.7%		(19 / 162)
			ELL	0.0%		(0 / 3)
		Gender	Female	11.9%		(10 / 84)
			Male	11.1%		(9 / 81)
		InstrSetting	Not Special Ed	12.3%		(19 / 155)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	4.0%		(1 / 25)
			White / Other	12.9%		(18 / 140)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Pelion High School	Number of Students
Evidence-Based Reading and Writing	21-22	All	All	73.9%		(34 / 46)
		ELL	Not ELL	78.6%		(33 / 42)
			ELL	25.0%		(1 / 4)
		Gender	Female	80.8%		(21 / 26)
			Male	65.0%		(13 / 20)
		InstrSetting	Not Special Ed	75.6%		(34 / 45)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	50.0%		(6 / 12)
			White / Other	82.4%		(28 / 34)
	19-20	All	All	67.1%		(55 / 82)
		ELL	Not ELL	68.4%		(54 / 79)
			ELL	33.3%		(1 / 3)
		Gender	Female	69.4%		(34 / 49)
			Male	63.6%		(21 / 33)
		InstrSetting	Not Special Ed	68.8%		(53 / 77)
			Special Ed	40.0%		(2 / 5)
		Race	Black / Latinx	20.0%		(2 / 10)
			White / Other	73.6%		(53 / 72)
	18-19	All	All	56.0%		(47 / 84)
		ELL	Not ELL	55.0%		(44 / 80)
			ELL	75.0%		(3 / 4)
		Gender	Female	44.9%		(22 / 49)
			Male	71.4%		(25 / 35)
		InstrSetting	Not Special Ed	59.0%		(46 / 78)
			Special Ed	16.7%		(1 / 6)
		Race	Black / Latinx	50.0%		(5 / 10)
			White / Other	56.8%		(42 / 74)
	17-18	All	All	65.7%		(46 / 70)
		ELL	Not ELL	65.7%		(46 / 70)
		Gender	Female	69.8%		(30 / 43)
			Male	59.3%		(16 / 27)
		InstrSetting	Not Special Ed	66.7%		(46 / 69)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	66.7%		(4 / 6)
			White / Other	65.6%		(42 / 64)
	16-17	All	All	70.3%		(26 / 37)
		ELL	Not ELL	74.3%		(26 / 35)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Pelion High School	Number of Students
Evidence-Based Reading and Writing	16-17	ELL	ELL	25.0%		(1 / 4)
		Gender	Female	72.0%		(18 / 25)
			Male	66.7%		(8 / 12)
		InstrSetting	Not Special Ed	69.2%		(27 / 39)
		Race	Black / Latinx	25.0%		(1 / 4)
			White / Other	75.8%		(25 / 33)
	15-16	All	All	68.4%		(13 / 19)
		ELL	Not ELL	68.4%		(13 / 19)
		Gender	Female	64.3%		(9 / 14)
			Male	80.0%		(4 / 5)
		InstrSetting	Not Special Ed	68.4%		(13 / 19)
		Race	Black / Latinx	33.3%		(1 / 3)
			White / Other	75.0%		(12 / 16)
	14-15	All	All	59.1%		(13 / 22)
		ELL	Not ELL	59.1%		(13 / 22)
			ELL	100.0%		(1 / 1)
		Gender	Female	61.5%		(8 / 13)
			Male	55.6%		(5 / 9)
		InstrSetting	Not Special Ed	63.6%		(14 / 22)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	0.0%		(0 / 2)
			White / Other	65.0%		(13 / 20)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Pelion High School	Number of Students
Math	21-22	All	All	34.8%		(16 / 46)
		ELL	Not ELL	38.1%		(16 / 42)
			ELL	0.0%		(0 / 4)
		Gender	Female	23.1%		(6 / 26)
			Male	50.0%		(10 / 20)
		InstrSetting	Not Special Ed	35.6%		(16 / 45)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	8.3%		(1 / 12)
			White / Other	44.1%		(15 / 34)
	20-21	All	All	30.6%		(22 / 72)
		ELL	Not ELL	31.9%		(22 / 69)
			ELL	0.0%		(0 / 3)
		Gender	Female	21.4%		(9 / 42)
			Male	43.3%		(13 / 30)
		InstrSetting	Not Special Ed	31.4%		(22 / 70)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	13.3%		(2 / 15)
			White / Other	35.1%		(20 / 57)
	19-20	All	All	36.6%		(30 / 82)
		ELL	Not ELL	36.7%		(29 / 79)
			ELL	33.3%		(1 / 3)
		Gender	Female	26.5%		(13 / 49)
			Male	51.5%		(17 / 33)
		InstrSetting	Not Special Ed	37.7%		(29 / 77)
			Special Ed	20.0%		(1 / 5)
		Race	Black / Latinx	20.0%		(2 / 10)
			White / Other	38.9%		(28 / 72)
	18-19	All	All	27.4%		(23 / 84)
		ELL	Not ELL	26.3%		(21 / 80)
			ELL	50.0%		(2 / 4)
		Gender	Female	22.4%		(11 / 49)
			Male	34.3%		(12 / 35)
		InstrSetting	Not Special Ed	29.5%		(23 / 78)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	40.0%		(4 / 10)
			White / Other	25.7%		(19 / 74)
	17-18	All	All	27.1%		(19 / 70)
		ELL	Not ELL	27.1%		(19 / 70)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Pelion High School	Number of Students
Math	17-18	Gender	Female	20.9%		(9 / 43)
			Male	37.0%		(10 / 27)
		InstrSetting	Not Special Ed	27.5%		(19 / 69)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	16.7%		(1 / 6)
			White / Other	28.1%		(18 / 64)
	16-17	All	All	54.1%		(20 / 37)
		ELL	Not ELL	57.1%		(20 / 35)
			ELL	25.0%		(1 / 4)
		Gender	Female	52.0%		(13 / 25)
			Male	58.3%		(7 / 12)
		InstrSetting	Not Special Ed	53.8%		(21 / 39)
		Race	Black / Latinx	25.0%		(1 / 4)
			White / Other	57.6%		(19 / 33)
	15-16	All	All	31.6%		(6 / 19)
		ELL	Not ELL	31.6%		(6 / 19)
		Gender	Female	28.6%		(4 / 14)
			Male	40.0%		(2 / 5)
		InstrSetting	Not Special Ed	31.6%		(6 / 19)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	37.5%		(6 / 16)
	14-15	All	All	36.4%		(8 / 22)
		ELL	Not ELL	36.4%		(8 / 22)
			ELL	100.0%		(1 / 1)
		Gender	Female	30.8%		(4 / 13)
			Male	44.4%		(4 / 9)
		InstrSetting	Not Special Ed	40.9%		(9 / 22)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	0.0%		(0 / 2)
			White / Other	40.0%		(8 / 20)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for Pelion High School	Number of Students
Ready to Work	2020-2021	All	All	65.2%		(172 / 264)
		ELL	Not ELL	65.5%		(156 / 238)
			ELL	61.5%		(16 / 26)
		Gender	Female	68.3%		(82 / 120)
			Male	62.5%		(90 / 144)
		InstrSetting	Not Special Ed	71.9%		(169 / 235)
			Special Ed	10.3%		(3 / 29)
		Race	Black / Latinx	54.8%		(23 / 42)
			White / Other	67.1%		(149 / 222)
	2018-2019	All	All	59.5%		(94 / 158)
		ELL	Not ELL	60.8%		(87 / 143)
			ELL	46.7%		(7 / 15)
		Gender	Female	68.8%		(55 / 80)
			Male	50.0%		(39 / 78)
		InstrSetting	Not Special Ed	67.7%		(90 / 133)
			Special Ed	16.0%		(4 / 25)
		Race	Black / Latinx	37.9%		(11 / 29)
			White / Other	64.3%		(83 / 129)
	2017-2018	All	All	63.7%		(107 / 168)
		ELL	Not ELL	64.6%		(104 / 161)
			ELL	42.9%		(3 / 7)
		Gender	Female	64.2%		(52 / 81)
			Male	63.2%		(55 / 87)
		InstrSetting	Not Special Ed	72.1%		(106 / 147)
			Special Ed	4.8%		(1 / 21)
		Race	Black / Latinx	50.0%		(13 / 26)
			White / Other	66.2%		(94 / 142)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on WorkKeys Pelion High School	Number of Students
WorkKeys	2021-2022	All	All	49.6%		(63 / 127)
		ELL	Not ELL	52.7%		(59 / 112)
			ELL	26.7%		(4 / 15)
		Gender	Female	52.5%		(32 / 61)
			Male	47.0%		(31 / 66)
		InstrSetting	Not Special Ed	57.8%		(59 / 102)
			Special Ed	16.0%		(4 / 25)
		Race	Black / Latinx	26.7%		(8 / 30)
			White / Other	56.7%		(55 / 97)
	2016-2017	All	All	57.4%		(89 / 155)
		ELL	Not ELL	58.7%		(88 / 150)
			ELL	20.0%		(1 / 5)
		Gender	Female	60.0%		(51 / 85)
			Male	54.3%		(38 / 70)
		InstrSetting	Not Special Ed	64.7%		(86 / 133)
			Special Ed	13.6%		(3 / 22)
		Race	Black / Latinx	35.3%		(6 / 17)
			White / Other	60.1%		(83 / 138)
	2015-2016	All	All	66.7%		(114 / 171)
		ELL	Not ELL	67.1%		(110 / 164)
			ELL	57.1%		(4 / 7)
		Gender	Female	68.4%		(65 / 95)
			Male	64.5%		(49 / 76)
		InstrSetting	Not Special Ed	74.5%		(114 / 153)
			Special Ed	0.0%		(0 / 18)
		Race	Black / Latinx	48.5%		(16 / 33)
			White / Other	71.0%		(98 / 138)
	2014-2015	All	All	62.5%		(115 / 184)
		ELL	Not ELL	63.3%		(112 / 177)
			ELL	42.9%		(3 / 7)
		Gender	Female	62.0%		(57 / 92)
			Male	63.0%		(58 / 92)
		InstrSetting	Not Special Ed	70.0%		(112 / 160)
			Special Ed	12.5%		(3 / 24)
		Race	Black / Latinx	48.1%		(13 / 27)
			White / Other	65.0%		(102 / 157)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
Algebra 1	21-22	All	All	39.7%		(75 / 189)
		ELL	ELL	21.7%		(5 / 23)
			Not ELL	42.2%		(70 / 166)
		Gender	Female	42.1%		(40 / 95)
			Male	37.2%		(35 / 94)
		InstrSetting	Not Special Ed	43.8%		(64 / 146)
			Special Ed	25.6%		(11 / 43)
		Race	Black / Latinx	35.1%		(20 / 57)
			White / Other	41.7%		(55 / 132)
	20-21	All	All	12.7%		(29 / 228)
		ELL	Not ELL	12.7%		(27 / 213)
			ELL	13.3%		(2 / 15)
		Gender	Female	11.4%		(12 / 105)
			Male	13.8%		(17 / 123)
		InstrSetting	Not Special Ed	15.4%		(26 / 169)
			Special Ed	5.1%		(3 / 59)
		Race	Black / Latinx	19.6%		(10 / 51)
			White / Other	10.7%		(19 / 177)
	18-19	All	All	57.2%		(107 / 187)
		ELL	Not ELL	56.7%		(97 / 171)
			ELL	62.5%		(10 / 16)
		Gender	Female	53.8%		(49 / 91)
			Male	60.4%		(58 / 96)
		InstrSetting	Not Special Ed	62.7%		(99 / 158)
			Special Ed	27.6%		(8 / 29)
		Race	Black / Latinx	57.8%		(26 / 45)
			White / Other	57.0%		(81 / 142)
	17-18	All	All	60.2%		(77 / 128)
		ELL	Not ELL	59.8%		(70 / 117)
			ELL	63.6%		(7 / 11)
		Gender	Female	63.9%		(39 / 61)
			Male	56.7%		(38 / 67)
		InstrSetting	Not Special Ed	73.2%		(71 / 97)
			Special Ed	19.4%		(6 / 31)
		Race	Black / Latinx	58.1%		(18 / 31)
			White / Other	60.8%		(59 / 97)
	16-17	All	All	68.0%		(102 / 150)
		ELL	Not ELL	68.1%		(96 / 141)
			ELL	66.7%		(6 / 9)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
Algebra 1	16-17	Gender	Female	69.2%		(54 / 78)
			Male	66.7%		(48 / 72)
		InstrSetting	Not Special Ed	75.8%		(94 / 124)
			Special Ed	30.8%		(8 / 26)
		Race	Black / Latinx	64.3%		(18 / 28)
			White / Other	68.9%		(84 / 122)
	15-16	All	All	91.0%		(142 / 156)
		ELL	Not ELL	90.7%		(137 / 151)
			ELL	100.0%		(5 / 5)
		Gender	Female	93.5%		(72 / 77)
			Male	88.6%		(70 / 79)
		InstrSetting	Not Special Ed	91.6%		(120 / 131)
			Special Ed	88.0%		(22 / 25)
		Race	Black / Latinx	94.4%		(17 / 18)
			White / Other	90.6%		(125 / 138)
	14-15	All	All	87.9%		(152 / 173)
		ELL	Not ELL	88.4%		(145 / 164)
			ELL	77.8%		(7 / 9)
		Gender	Female	90.6%		(77 / 85)
			Male	85.2%		(75 / 88)
		InstrSetting	Not Special Ed	93.1%		(135 / 145)
			Special Ed	60.7%		(17 / 28)
		Race	Black / Latinx	72.4%		(21 / 29)
			White / Other	91.0%		(131 / 144)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
Biology 1	21-22	All	All	31.5%		(69 / 219)
		ELL	ELL	9.5%		(2 / 21)
			Not ELL	33.8%		(67 / 198)
		Gender	Female	36.1%		(39 / 108)
			Male	27.0%		(30 / 111)
		InstrSetting	Not Special Ed	35.8%		(62 / 173)
			Special Ed	15.2%		(7 / 46)
		Race	Black / Latinx	25.8%		(16 / 62)
			White / Other	33.8%		(53 / 157)
	20-21	All	All	27.8%		(93 / 334)
		ELL	Not ELL	29.2%		(92 / 315)
			ELL	5.3%		(1 / 19)
		Gender	Female	32.1%		(53 / 165)
			Male	24.0%		(40 / 167)
		InstrSetting	Not Special Ed	33.3%		(91 / 273)
			Special Ed	3.3%		(2 / 61)
		Race	Black / Latinx	23.1%		(15 / 65)
			White / Other	29.2%		(78 / 267)
	18-19	All	All	61.0%		(97 / 159)
		ELL	Not ELL	63.5%		(94 / 148)
			ELL	27.3%		(3 / 11)
		Gender	Female	65.3%		(49 / 75)
			Male	57.1%		(48 / 84)
		InstrSetting	Not Special Ed	67.4%		(89 / 132)
			Special Ed	29.6%		(8 / 27)
		Race	Black / Latinx	41.4%		(12 / 29)
			White / Other	65.4%		(85 / 130)
	17-18	All	All	66.7%		(100 / 150)
		ELL	Not ELL	67.6%		(94 / 139)
			ELL	54.5%		(6 / 11)
		Gender	Female	72.4%		(55 / 76)
			Male	60.8%		(45 / 74)
		InstrSetting	Not Special Ed	74.2%		(95 / 128)
			Special Ed	22.7%		(5 / 22)
		Race	Black / Latinx	47.1%		(16 / 34)
			White / Other	72.4%		(84 / 116)
	16-17	All	All	70.4%		(126 / 179)
		ELL	Not ELL	71.4%		(125 / 175)
			ELL	25.0%		(1 / 4)
		Gender	Female	74.2%		(72 / 97)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
Biology 1	16-17	Gender	Male	65.9%		(54 / 82)
		InstrSetting	Not Special Ed	76.4%		(120 / 157)
			Special Ed	27.3%		(6 / 22)
		Race	Black / Latinx	53.8%		(14 / 26)
			White / Other	73.2%		(112 / 153)
	15-16	All	All	74.6%		(153 / 205)
		ELL	Not ELL	75.2%		(152 / 202)
			ELL	33.3%		(1 / 3)
		Gender	Female	78.1%		(75 / 96)
			Male	71.6%		(78 / 109)
		InstrSetting	Not Special Ed	82.3%		(144 / 175)
			Special Ed	30.0%		(9 / 30)
		Race	Black / Latinx	69.2%		(18 / 26)
			White / Other	75.4%		(135 / 179)
	14-15	All	All	60.3%		(73 / 121)
		ELL	Not ELL	61.7%		(71 / 115)
			ELL	33.3%		(2 / 6)
		Gender	Female	57.1%		(36 / 63)
			Male	63.8%		(37 / 58)
		InstrSetting	Not Special Ed	76.7%		(69 / 90)
			Special Ed	12.9%		(4 / 31)
		Race	Black / Latinx	45.8%		(11 / 24)
			White / Other	63.9%		(62 / 97)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
English 2	21-22	All	All	69.4%		(134 / 193)
		ELL	ELL	31.3%		(5 / 16)
			Not ELL	72.9%		(129 / 177)
		Gender	Female	77.2%		(78 / 101)
			Male	60.9%		(56 / 92)
		InstrSetting	Not Special Ed	81.2%		(121 / 149)
			Special Ed	29.5%		(13 / 44)
		Race	Black / Latinx	61.8%		(34 / 55)
			White / Other	72.5%		(100 / 138)
	20-21	All	All	74.6%		(138 / 185)
		ELL	Not ELL	74.1%		(129 / 174)
			ELL	81.8%		(9 / 11)
		Gender	Female	83.3%		(80 / 96)
			Male	65.2%		(58 / 89)
		InstrSetting	Not Special Ed	83.7%		(123 / 147)
			Special Ed	39.5%		(15 / 38)
		Race	Black / Latinx	75.0%		(27 / 36)
			White / Other	74.5%		(111 / 149)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
US History	21-22	All	All	31.6%		(24 / 76)
		ELL	ELL	40.0%		(2 / 5)
			Not ELL	31.0%		(22 / 71)
		Gender	Female	31.7%		(13 / 41)
			Male	31.4%		(11 / 35)
		InstrSetting	Not Special Ed	34.4%		(21 / 61)
			Special Ed	20.0%		(3 / 15)
		Race	Black / Latinx	33.3%		(5 / 15)
			White / Other	31.1%		(19 / 61)
	20-21	All	All	38.7%		(63 / 163)
		ELL	Not ELL	40.1%		(61 / 152)
			ELL	18.2%		(2 / 11)
		Gender	Female	34.2%		(25 / 73)
			Male	42.2%		(38 / 90)
		InstrSetting	Not Special Ed	41.6%		(62 / 149)
			Special Ed	7.1%		(1 / 14)
		Race	Black / Latinx	31.3%		(10 / 32)
			White / Other	40.5%		(53 / 131)
	18-19	All	All	69.1%		(114 / 165)
		ELL	Not ELL	67.9%		(106 / 156)
			ELL	88.9%		(8 / 9)
		Gender	Female	66.3%		(61 / 92)
			Male	72.6%		(53 / 73)
		InstrSetting	Not Special Ed	77.1%		(111 / 144)
			Special Ed	14.3%		(3 / 21)
		Race	Black / Latinx	72.2%		(26 / 36)
			White / Other	68.2%		(88 / 129)
	17-18	All	All	70.2%		(113 / 161)
		ELL	Not ELL	71.8%		(112 / 156)
			ELL	20.0%		(1 / 5)
		Gender	Female	64.6%		(51 / 79)
			Male	75.6%		(62 / 82)
		InstrSetting	Not Special Ed	72.3%		(107 / 148)
			Special Ed	46.2%		(6 / 13)
		Race	Black / Latinx	57.7%		(15 / 26)
			White / Other	72.6%		(98 / 135)
	16-17	All	All	68.6%		(105 / 153)
		ELL	Not ELL	69.1%		(103 / 149)
			ELL	50.0%		(2 / 4)
		Gender	Female	66.3%		(57 / 86)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
US History	16-17	Gender	Male	71.6%		(48 / 67)
		InstrSetting	Not Special Ed	72.6%		(98 / 135)
			Special Ed	38.9%		(7 / 18)
		Race	Black / Latinx	58.8%		(10 / 17)
			White / Other	69.9%		(95 / 136)
	15-16	All	All	79.9%		(147 / 184)
		ELL	Not ELL	81.7%		(147 / 180)
			ELL	0.0%		(0 / 4)
		Gender	Female	80.4%		(82 / 102)
			Male	79.3%		(65 / 82)
		InstrSetting	Not Special Ed	84.1%		(138 / 164)
			Special Ed	45.0%		(9 / 20)
		Race	Black / Latinx	75.0%		(27 / 36)
			White / Other	81.1%		(120 / 148)
	14-15	All	All	78.2%		(140 / 179)
		ELL	Not ELL	78.1%		(139 / 178)
			ELL	100.0%		(1 / 1)
		Gender	Female	77.9%		(67 / 86)
			Male	78.5%		(73 / 93)
		InstrSetting	Not Special Ed	83.9%		(135 / 161)
			Special Ed	27.8%		(5 / 18)
		Race	Black / Latinx	64.5%		(20 / 31)
			White / Other	81.1%		(120 / 148)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
English 1	18-19	All	All	47.2%		(67 / 142)
		ELL	Not ELL	49.2%		(62 / 126)
			ELL	31.3%		(5 / 16)
		Gender	Female	50.8%		(32 / 63)
			Male	44.3%		(35 / 79)
		InstrSetting	Not Special Ed	53.3%		(57 / 107)
			Special Ed	28.6%		(10 / 35)
		Race	Black / Latinx	35.3%		(12 / 34)
			White / Other	50.9%		(55 / 108)
	17-18	All	All	68.9%		(102 / 148)
		ELL	Not ELL	69.1%		(96 / 139)
			ELL	66.7%		(6 / 9)
		Gender	Female	68.8%		(44 / 64)
			Male	68.7%		(57 / 83)
		InstrSetting	Not Special Ed	81.1%		(90 / 111)
			Special Ed	32.4%		(12 / 37)
		Race	Black / Latinx	56.8%		(21 / 37)
			White / Other	73.1%		(79 / 108)
	16-17	All	All	61.1%		(88 / 144)
		ELL	Not ELL	59.4%		(79 / 133)
			ELL	81.8%		(9 / 11)
		Gender	Female	67.6%		(46 / 68)
			Male	55.3%		(42 / 76)
		InstrSetting	Not Special Ed	76.5%		(78 / 102)
			Special Ed	23.8%		(10 / 42)
		Race	Black / Latinx	53.1%		(17 / 32)
			White / Other	63.4%		(71 / 112)
	15-16	All	All	72.9%		(102 / 140)
		ELL	Not ELL	74.3%		(101 / 136)
			ELL	25.0%		(1 / 4)
		Gender	Female	80.9%		(55 / 68)
			Male	65.3%		(47 / 72)
		InstrSetting	Not Special Ed	79.5%		(93 / 117)
			Special Ed	39.1%		(9 / 23)
		Race	Black / Latinx	57.9%		(11 / 19)
			White / Other	75.2%		(91 / 121)
	14-15	All	All	60.6%		(80 / 132)
		ELL	Not ELL	63.2%		(79 / 125)
			ELL	14.3%		(1 / 7)
		Gender	Female	60.3%		(38 / 63)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
English 1	14-15	Gender	Male	60.9%		(42 / 69)
		InstrSetting	Not Special Ed	64.8%		(70 / 108)
			Special Ed	41.7%		(10 / 24)
		Race	Black / Latinx	45.0%		(9 / 20)
			White / Other	63.4%		(71 / 112)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
	14-15	Gender	Male	60.9%		
		InstrSetting	Not Special Ed	64.8%		

	Year	Group	Subgroup	%	On Time Graduation Rate for Pelion High School	Number of Students
GradRate	21-22	All	All	77.8%		(151 / 194)
		ELL	Not ELL	77.8%		(151 / 194)
		Gender	Female	85.9%		(73 / 85)
			Male	71.6%		(78 / 109)
		InstrSetting	Not Special Ed	84.9%		(141 / 166)
			Special Ed	35.7%		(10 / 28)
		Race	Black / Latinx	62.5%		(10 / 16)
			White / Other	79.2%		(141 / 178)
	20-21	All	All	84.9%		(141 / 166)
		ELL	Not ELL	84.9%		(141 / 166)
		Gender	Female	86.1%		(68 / 79)
			Male	83.9%		(73 / 87)
		InstrSetting	Not Special Ed	86.0%		(129 / 150)
			Special Ed	75.0%		(12 / 16)
		Race	Black / Latinx	77.8%		(7 / 9)
			White / Other	85.4%		(134 / 157)
	19-20	All	All	87.7%		(143 / 163)
		ELL	Not ELL	87.4%		(132 / 151)
			ELL	91.7%		(11 / 12)
		Gender	Female	92.9%		(79 / 85)
			Male	82.1%		(64 / 78)
		InstrSetting	Not Special Ed	91.4%		(127 / 139)
			Special Ed	66.7%		(16 / 24)
		Race	Black / Latinx	83.3%		(10 / 12)
			White / Other	88.1%		(133 / 151)
	18-19	All	All	83.9%		(151 / 180)
		ELL	Not ELL	83.8%		(145 / 173)
			ELL	85.7%		(6 / 7)
		Gender	Female	88.4%		(76 / 86)
			Male	79.8%		(75 / 94)
		InstrSetting	Not Special Ed	87.5%		(140 / 160)
			Special Ed	55.0%		(11 / 20)
		Race	Black / Latinx	83.3%		(10 / 12)
			White / Other	83.9%		(141 / 168)
	17-18	All	All	83.4%		(141 / 169)
		ELL	Not ELL	83.2%		(134 / 161)
			ELL	87.5%		(7 / 8)
		Gender	Female	92.9%		(79 / 85)
			Male	73.8%		(62 / 84)

	Year	Group	Subgroup	%	On Time Graduation Rate for Pelion High School	Number of Students
GradRate	17-18	InstrSetting	Not Special Ed	84.1%		(127 / 151)
			Special Ed	77.8%		(14 / 18)
		Race	Black / Latinx	62.5%		(5 / 8)
			White / Other	84.5%		(136 / 161)
	16-17	All	All	87.5%		(168 / 192)
		ELL	Not ELL	87.5%		(161 / 184)
			ELL	87.5%		(7 / 8)
		Gender	Female	93.9%		(92 / 98)
			Male	80.9%		(76 / 94)
		InstrSetting	Not Special Ed	91.7%		(155 / 169)
			Special Ed	56.5%		(13 / 23)
		Race	Black / Latinx	86.5%		(32 / 37)
			White / Other	87.7%		(136 / 155)
	15-16	All	All	82.7%		(162 / 196)
		ELL	Not ELL	82.8%		(159 / 192)
			ELL	75.0%		(3 / 4)
		Gender	Female	89.2%		(83 / 93)
			Male	76.7%		(79 / 103)
		InstrSetting	Not Special Ed	85.0%		(147 / 173)
			Special Ed	65.2%		(15 / 23)
		Race	Black / Latinx	78.6%		(22 / 28)
			White / Other	83.3%		(140 / 168)

Year	Status	Student Count	Stu Cnt
15-16			
	CC-LOCAL DOCUMENT RECIPIENT	2	1.0%
	GN-NON-GRADUATE	32	16.3%
	GY-GRADUATE	162	82.7%
16-17			
	CC-LOCAL DOCUMENT RECIPIENT	2	1.0%
	GN	4	2.1%
	GN-NON-GRADUATE	22	11.5%
	GY-GRADUATE	164	85.4%
17-18			
	A1	11	6.5%
	CC	1	0.6%
	GN	16	9.5%
	GY	141	83.4%
18-19			
	CC	7	3.9%
	GN	22	12.2%
	GY	151	83.9%

19-20				
	CC		4	2.5%
	GN		16	9.8%
	GY		143	87.7%
20-21				
	CC		1	0.6%
	GN		24	14.5%
	GY		141	84.9%
21-22				
	CC		4	2.1%
	GN		39	20.1%
	GY		151	77.8%
Total			1260	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion High School	Number of Students
Honors	21-22	All	All	36.0%		(270 / 749)
		ELL	Not ELL	34.7%		(229 / 659)
			ELL	45.6%		(41 / 90)
		Gender	Female	44.6%		(162 / 363)
			Male	28.0%		(108 / 386)
		InstrSetting	Not Special Ed	42.5%		(264 / 621)
			Special Ed	4.7%		(6 / 128)
		Race	Black / Latinx	38.1%		(74 / 194)
			White / Other	35.3%		(196 / 555)
	20-21	All	All	44.0%		(325 / 739)
		ELL	Not ELL	43.8%		(294 / 671)
			ELL	45.6%		(31 / 68)
		Gender	Female	51.8%		(184 / 355)
			Male	36.7%		(141 / 384)
		InstrSetting	Not Special Ed	51.9%		(320 / 616)
			Special Ed	4.1%		(5 / 123)
		Race	Black / Latinx	41.5%		(66 / 159)
			White / Other	44.7%		(259 / 580)
	19-20	All	All	44.3%		(308 / 696)
		ELL	Not ELL	44.2%		(283 / 640)
			ELL	44.6%		(25 / 56)
		Gender	Female	55.0%		(182 / 331)
			Male	34.5%		(126 / 365)
		InstrSetting	Not Special Ed	51.8%		(299 / 577)
			Special Ed	7.6%		(9 / 119)
		Race	Black / Latinx	36.2%		(55 / 152)
			White / Other	46.5%		(253 / 544)
	18-19	All	All	40.2%		(300 / 746)
		ELL	Not ELL	39.3%		(271 / 690)
			ELL	51.8%		(29 / 56)
		Gender	Female	45.2%		(163 / 361)
			Male	35.6%		(137 / 385)
		InstrSetting	Not Special Ed	46.2%		(293 / 634)
			Special Ed	6.3%		(7 / 112)
		Race	Black / Latinx	34.0%		(55 / 162)
			White / Other	42.0%		(245 / 584)
	17-18	All	All	37.7%		(270 / 716)
		ELL	Not ELL	38.5%		(260 / 675)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion High School	Number of Students
Honors	17-18	ELL	ELL	24.4%		(10 / 41)
		Gender	Female	45.0%		(161 / 358)
			Male	30.4%		(109 / 358)
		InstrSetting	Not Special Ed	43.3%		(265 / 612)
			Special Ed	4.8%		(5 / 104)
		Race	Black / Latinx	24.5%		(35 / 143)
			White / Other	41.0%		(235 / 573)
	16-17	All	All	35.5%		(263 / 741)
		ELL	Not ELL	36.2%		(254 / 702)
			ELL	23.1%		(9 / 39)
		Gender	Female	39.9%		(150 / 376)
			Male	31.0%		(113 / 365)
		InstrSetting	Not Special Ed	41.2%		(263 / 638)
			Special Ed	0.0%		(0 / 103)
		Race	Black / Latinx	21.9%		(28 / 128)
			White / Other	38.3%		(235 / 613)
	15-16	All	All	32.3%		(249 / 770)
		ELL	Not ELL	32.6%		(245 / 751)
			ELL	21.1%		(4 / 19)
		Gender	Female	38.1%		(150 / 394)
			Male	26.3%		(99 / 376)
		InstrSetting	Not Special Ed	37.5%		(247 / 659)
			Special Ed	1.8%		(2 / 111)
		Race	Black / Latinx	25.0%		(28 / 112)
			White / Other	33.6%		(221 / 658)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion High School	Number of Students
AP/IB	21-22	All	All	5.3%		(40 / 749)
		ELL	Not ELL	5.6%		(37 / 659)
			ELL	3.3%		(3 / 90)
		Gender	Female	8.0%		(29 / 363)
			Male	2.8%		(11 / 386)
		InstrSetting	Not Special Ed	6.4%		(40 / 621)
			Special Ed	0.0%		(0 / 128)
		Race	Black / Latinx	4.1%		(8 / 194)
			White / Other	5.8%		(32 / 555)
	20-21	All	All	7.6%		(56 / 739)
		ELL	Not ELL	7.7%		(52 / 671)
			ELL	5.9%		(4 / 68)
		Gender	Female	10.4%		(37 / 355)
			Male	4.9%		(19 / 384)
		InstrSetting	Not Special Ed	9.1%		(56 / 616)
			Special Ed	0.0%		(0 / 123)
		Race	Black / Latinx	5.7%		(9 / 159)
			White / Other	8.1%		(47 / 580)
	19-20	All	All	9.9%		(69 / 696)
		ELL	Not ELL	10.3%		(66 / 640)
			ELL	5.4%		(3 / 56)
		Gender	Female	11.8%		(39 / 331)
			Male	8.2%		(30 / 365)
		InstrSetting	Not Special Ed	12.0%		(69 / 577)
			Special Ed	0.0%		(0 / 119)
		Race	Black / Latinx	6.6%		(10 / 152)
			White / Other	10.8%		(59 / 544)
	18-19	All	All	6.2%		(46 / 746)
		ELL	Not ELL	6.4%		(44 / 690)
			ELL	3.6%		(2 / 56)
		Gender	Female	6.6%		(24 / 361)
			Male	5.7%		(22 / 385)
		InstrSetting	Not Special Ed	7.3%		(46 / 634)
			Special Ed	0.0%		(0 / 112)
		Race	Black / Latinx	4.3%		(7 / 162)
			White / Other	6.7%		(39 / 584)
	17-18	All	All	6.0%		(43 / 716)
		ELL	Not ELL	6.1%		(41 / 675)
			ELL	4.9%		(2 / 41)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion High School	Number of Students
AP/IB	17-18	Gender	Female	6.7%		(24 / 358)
			Male	5.3%		(19 / 358)
		InstrSetting	Not Special Ed	7.0%		(43 / 612)
			Special Ed	0.0%		(0 / 104)
		Race	Black / Latinx	2.8%		(4 / 143)
			White / Other	6.8%		(39 / 573)
	16-17	All	All	4.2%		(31 / 741)
		ELL	Not ELL	4.4%		(31 / 702)
			ELL	0.0%		(0 / 39)
		Gender	Female	4.0%		(15 / 376)
			Male	4.4%		(16 / 365)
		InstrSetting	Not Special Ed	4.9%		(31 / 638)
			Special Ed	0.0%		(0 / 103)
		Race	Black / Latinx	0.8%		(1 / 128)
			White / Other	4.9%		(30 / 613)
	15-16	All	All	0.1%		(1 / 770)
		ELL	Not ELL	0.1%		(1 / 751)
			ELL	0.0%		(0 / 19)
		Gender	Female	0.3%		(1 / 394)
			Male	0.0%		(0 / 376)
		InstrSetting	Not Special Ed	0.2%		(1 / 659)
			Special Ed	0.0%		(0 / 111)
		Race	Black / Latinx	0.0%		(0 / 112)
			White / Other	0.2%		(1 / 658)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion High School	Number of Students
Dual Credit	21-22	All	All	4.7%		(35 / 749)
		ELL	Not ELL	5.0%		(33 / 659)
			ELL	2.2%		(2 / 90)
		Gender	Female	6.1%		(22 / 363)
			Male	3.4%		(13 / 386)
		InstrSetting	Not Special Ed	5.6%		(35 / 621)
			Special Ed	0.0%		(0 / 128)
		Race	Black / Latinx	3.1%		(6 / 194)
			White / Other	5.2%		(29 / 555)
	20-21	All	All	4.7%		(35 / 739)
		ELL	Not ELL	5.1%		(34 / 671)
			ELL	1.5%		(1 / 68)
		Gender	Female	6.2%		(22 / 355)
			Male	3.4%		(13 / 384)
		InstrSetting	Not Special Ed	5.7%		(35 / 616)
			Special Ed	0.0%		(0 / 123)
		Race	Black / Latinx	1.3%		(2 / 159)
			White / Other	5.7%		(33 / 580)
	19-20	All	All	9.3%		(65 / 696)
		ELL	Not ELL	9.7%		(62 / 640)
			ELL	5.4%		(3 / 56)
		Gender	Female	12.7%		(42 / 331)
			Male	6.3%		(23 / 365)
		InstrSetting	Not Special Ed	11.1%		(64 / 577)
			Special Ed	0.8%		(1 / 119)
		Race	Black / Latinx	3.3%		(5 / 152)
			White / Other	11.0%		(60 / 544)
	18-19	All	All	7.0%		(52 / 746)
		ELL	Not ELL	7.1%		(49 / 690)
			ELL	5.4%		(3 / 56)
		Gender	Female	8.6%		(31 / 361)
			Male	5.5%		(21 / 385)
		InstrSetting	Not Special Ed	8.2%		(52 / 634)
			Special Ed	0.0%		(0 / 112)
		Race	Black / Latinx	3.7%		(6 / 162)
			White / Other	7.9%		(46 / 584)
	17-18	All	All	6.8%		(49 / 716)
		ELL	Not ELL	7.3%		(49 / 675)
			ELL	0.0%		(0 / 41)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion High School	Number of Students
Dual Credit	17-18	Gender	Female	8.1%		(29 / 358)
			Male	5.6%		(20 / 358)
		InstrSetting	Not Special Ed	8.0%		(49 / 612)
			Special Ed	0.0%		(0 / 104)
		Race	Black / Latinx	3.5%		(5 / 143)
			White / Other	7.7%		(44 / 573)
	16-17	All	All	3.8%		(28 / 741)
		ELL	Not ELL	3.6%		(25 / 702)
			ELL	7.7%		(3 / 39)
		Gender	Female	5.3%		(20 / 376)
			Male	2.2%		(8 / 365)
		InstrSetting	Not Special Ed	4.4%		(28 / 638)
			Special Ed	0.0%		(0 / 103)
		Race	Black / Latinx	6.3%		(8 / 128)
			White / Other	3.3%		(20 / 613)
	15-16	All	All	0.8%		(6 / 770)
		ELL	Not ELL	0.8%		(6 / 751)
			ELL	0.0%		(0 / 19)
		Gender	Female	1.0%		(4 / 394)
			Male	0.5%		(2 / 376)
		InstrSetting	Not Special Ed	0.9%		(6 / 659)
			Special Ed	0.0%		(0 / 111)
		Race	Black / Latinx	0.0%		(0 / 112)
			White / Other	0.9%		(6 / 658)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pelion High School	Number of Students
Chronic Absences	21-22	All	All	47.1%		(354 / 751)
		ELL	Not ELL	47.7%		(323 / 677)
			ELL	41.9%		(31 / 74)
		Gender	Female	45.5%		(166 / 365)
			Male	48.7%		(188 / 386)
		InstrSetting	Not Special Ed	46.9%		(291 / 621)
			Special Ed	48.5%		(63 / 130)
		Race	Black / Latinx	46.7%		(84 / 180)
			White / Other	47.3%		(270 / 571)
	20-21	All	All	31.7%		(234 / 739)
		ELL	Not ELL	31.4%		(214 / 682)
			ELL	35.1%		(20 / 57)
		Gender	Female	27.9%		(99 / 355)
			Male	35.2%		(135 / 384)
		InstrSetting	Not Special Ed	29.2%		(180 / 616)
			Special Ed	43.9%		(54 / 123)
		Race	Black / Latinx	31.4%		(50 / 159)
			White / Other	31.7%		(184 / 580)
	19-20	All	All	25.7%		(179 / 696)
		ELL	Not ELL	25.1%		(163 / 650)
			ELL	34.8%		(16 / 46)
		Gender	Female	26.0%		(86 / 331)
			Male	25.5%		(93 / 365)
		InstrSetting	Not Special Ed	24.4%		(141 / 577)
			Special Ed	31.9%		(38 / 119)
		Race	Black / Latinx	25.7%		(39 / 152)
			White / Other	25.7%		(140 / 544)
	18-19	All	All	29.1%		(217 / 746)
		ELL	Not ELL	29.1%		(204 / 701)
			ELL	28.9%		(13 / 45)
		Gender	Female	33.2%		(120 / 361)
			Male	25.2%		(97 / 385)
		InstrSetting	Not Special Ed	28.2%		(179 / 634)
			Special Ed	33.9%		(38 / 112)
		Race	Black / Latinx	33.3%		(54 / 162)
			White / Other	27.9%		(163 / 584)
	17-18	All	All	25.1%		(180 / 717)
		ELL	Not ELL	25.3%		(175 / 692)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pelion High School	Number of Students
Chronic Absences	17-18	ELL	ELL	30.3%		(10 / 33)
		Gender	Female	26.7%		(96 / 359)
			Male	23.5%		(84 / 358)
		InstrSetting	Not Special Ed	23.2%		(142 / 613)
			Special Ed	28.8%		(30 / 104)
		Race	Black / Latinx	23.1%		(33 / 143)
			White / Other	25.6%		(147 / 574)
	16-17	All	All	26.0%		(194 / 746)
		ELL	Not ELL	26.2%		(187 / 713)
			ELL	21.2%		(7 / 33)
		Gender	Female	28.8%		(109 / 378)
			Male	23.1%		(85 / 368)
		InstrSetting	Not Special Ed	25.2%		(162 / 643)
			Special Ed	31.1%		(32 / 103)
		Race	Black / Latinx	33.3%		(43 / 129)
			White / Other	24.5%		(151 / 617)
	15-16	All	All	14.6%		(114 / 781)
		ELL	Not ELL	14.8%		(113 / 761)
			ELL	5.0%		(1 / 20)
		Gender	Female	13.3%		(53 / 398)
			Male	15.9%		(61 / 383)
		InstrSetting	Not Special Ed	13.6%		(91 / 668)
			Special Ed	20.4%		(23 / 113)
		Race	Black / Latinx	12.9%		(15 / 116)
			White / Other	14.9%		(99 / 665)
	14-15	All	All	14.8%		(119 / 802)
		ELL	Not ELL	15.1%		(118 / 780)
			ELL	4.5%		(1 / 22)
		Gender	Female	13.6%		(54 / 397)
			Male	16.0%		(65 / 405)
		InstrSetting	Not Special Ed	14.6%		(100 / 684)
			Special Ed	16.1%		(19 / 118)
		Race	Black / Latinx	15.6%		(19 / 122)
			White / Other	14.7%		(100 / 680)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion High School	Number of Students
Referrals	21-22	All	All	53.9%		(405 / 751)
		ELL	Not ELL	54.4%		(368 / 677)
			ELL	50.0%		(37 / 74)
		Gender	Female	46.0%		(168 / 365)
			Male	61.4%		(237 / 386)
		InstrSetting	Not Special Ed	52.2%		(324 / 621)
			Special Ed	62.3%		(81 / 130)
		Race	Black / Latinx	49.0%		(76 / 155)
			White / Other	55.2%		(329 / 596)
	20-21	All	All	29.5%		(218 / 739)
		ELL	Not ELL	29.8%		(203 / 682)
			ELL	26.3%		(15 / 57)
		Gender	Female	24.8%		(88 / 355)
			Male	33.9%		(130 / 384)
		InstrSetting	Not Special Ed	26.9%		(166 / 616)
			Special Ed	42.3%		(52 / 123)
		Race	Black / Latinx	25.4%		(33 / 130)
			White / Other	30.4%		(185 / 609)
	19-20	All	All	47.4%		(330 / 696)
		ELL	Not ELL	47.0%		(303 / 644)
			ELL	51.9%		(27 / 52)
		Gender	Female	38.7%		(128 / 331)
			Male	55.3%		(202 / 365)
		InstrSetting	Not Special Ed	43.7%		(252 / 577)
			Special Ed	65.5%		(78 / 119)
		Race	Black / Latinx	50.8%		(64 / 126)
			White / Other	46.7%		(266 / 570)
	18-19	All	All	51.2%		(382 / 746)
		ELL	Not ELL	50.5%		(352 / 697)
			ELL	61.2%		(30 / 49)
		Gender	Female	41.8%		(151 / 361)
			Male	60.0%		(231 / 385)
		InstrSetting	Not Special Ed	48.9%		(310 / 634)
			Special Ed	64.3%		(72 / 112)
		Race	Black / Latinx	54.9%		(73 / 133)
			White / Other	50.4%		(309 / 613)
	17-18	All	All	51.2%		(376 / 735)
		ELL	Not ELL	51.4%		(358 / 697)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion High School	Number of Students
Referrals	17-18	ELL	ELL	47.4%		(18 / 38)
		Gender	Female	44.6%		(164 / 368)
			Male	57.8%		(212 / 367)
		InstrSetting	Not Special Ed	49.1%		(309 / 629)
			Special Ed	63.2%		(67 / 106)
		Race	Black / Latinx	55.1%		(65 / 118)
			White / Other	50.4%		(311 / 617)
	16-17	All	All	37.4%		(279 / 746)
		ELL	Not ELL	37.4%		(267 / 713)
			ELL	36.4%		(12 / 33)
		Gender	Female	27.2%		(103 / 378)
			Male	47.8%		(176 / 368)
		InstrSetting	Not Special Ed	35.8%		(230 / 643)
			Special Ed	47.6%		(49 / 103)
		Race	Black / Latinx	45.7%		(58 / 127)
			White / Other	35.7%		(221 / 619)
	15-16	All	All	43.5%		(340 / 781)
		ELL	Not ELL	43.6%		(332 / 761)
			ELL	40.0%		(8 / 20)
		Gender	Female	33.2%		(132 / 398)
			Male	54.3%		(208 / 383)
		InstrSetting	Not Special Ed	39.7%		(265 / 668)
			Special Ed	66.4%		(75 / 113)
		Race	Black / Latinx	55.9%		(66 / 118)
			White / Other	41.3%		(274 / 663)
	14-15	All	All	50.7%		(407 / 802)
		ELL	Not ELL	50.6%		(395 / 780)
			ELL	54.5%		(12 / 22)
		Gender	Female	38.8%		(154 / 397)
			Male	62.5%		(253 / 405)
		InstrSetting	Not Special Ed	49.1%		(336 / 684)
			Special Ed	60.2%		(71 / 118)
		Race	Black / Latinx	60.0%		(72 / 120)
			White / Other	49.1%		(335 / 682)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion High School	Number of Students
In School Suspensions	21-22	All	All	30.8%		(231 / 751)
		ELL	Not ELL	31.6%		(214 / 677)
			ELL	23.0%		(17 / 74)
		Gender	Female	23.6%		(86 / 365)
			Male	37.6%		(145 / 386)
		InstrSetting	Not Special Ed	28.0%		(174 / 621)
			Special Ed	43.8%		(57 / 130)
		Race	Black / Latinx	23.9%		(37 / 155)
			White / Other	32.6%		(194 / 596)
	20-21	All	All	11.6%		(86 / 739)
		ELL	Not ELL	11.1%		(76 / 682)
			ELL	17.5%		(10 / 57)
		Gender	Female	8.5%		(30 / 355)
			Male	14.6%		(56 / 384)
		InstrSetting	Not Special Ed	9.6%		(59 / 616)
			Special Ed	22.0%		(27 / 123)
		Race	Black / Latinx	13.1%		(17 / 130)
			White / Other	11.3%		(69 / 609)
	19-20	All	All	25.3%		(176 / 696)
		ELL	Not ELL	24.7%		(159 / 644)
			ELL	32.7%		(17 / 52)
		Gender	Female	17.2%		(57 / 331)
			Male	32.6%		(119 / 365)
		InstrSetting	Not Special Ed	22.4%		(129 / 577)
			Special Ed	39.5%		(47 / 119)
		Race	Black / Latinx	31.7%		(40 / 126)
			White / Other	23.9%		(136 / 570)
	18-19	All	All	13.5%		(101 / 746)
		ELL	Not ELL	13.5%		(94 / 697)
			ELL	14.3%		(7 / 49)
		Gender	Female	8.3%		(30 / 361)
			Male	18.4%		(71 / 385)
		InstrSetting	Not Special Ed	12.3%		(78 / 634)
			Special Ed	20.5%		(23 / 112)
		Race	Black / Latinx	17.3%		(23 / 133)
			White / Other	12.7%		(78 / 613)
	17-18	All	All	23.8%		(175 / 735)
		ELL	Not ELL	23.7%		(165 / 697)
			ELL	26.3%		(10 / 38)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion High School	Number of Students
In School Suspensions	17-18	Gender	Female	16.6%		(61 / 368)
			Male	31.1%		(114 / 367)
		InstrSetting	Not Special Ed	21.5%		(135 / 629)
			Special Ed	37.7%		(40 / 106)
		Race	Black / Latinx	31.4%		(37 / 118)
			White / Other	22.4%		(138 / 617)
	16-17	All	All	17.7%		(132 / 746)
		ELL	Not ELL	17.8%		(127 / 713)
			ELL	15.2%		(5 / 33)
		Gender	Female	12.4%		(47 / 378)
			Male	23.1%		(85 / 368)
		InstrSetting	Not Special Ed	15.7%		(101 / 643)
			Special Ed	30.1%		(31 / 103)
		Race	Black / Latinx	24.4%		(31 / 127)
			White / Other	16.3%		(101 / 619)
	15-16	All	All	19.3%		(151 / 781)
		ELL	Not ELL	19.6%		(149 / 761)
			ELL	10.0%		(2 / 20)
		Gender	Female	10.8%		(43 / 398)
			Male	28.2%		(108 / 383)
		InstrSetting	Not Special Ed	16.9%		(113 / 668)
			Special Ed	33.6%		(38 / 113)
		Race	Black / Latinx	26.3%		(31 / 118)
			White / Other	18.1%		(120 / 663)
	14-15	All	All	20.4%		(164 / 802)
		ELL	Not ELL	20.4%		(159 / 780)
			ELL	22.7%		(5 / 22)
		Gender	Female	10.6%		(42 / 397)
			Male	30.1%		(122 / 405)
		InstrSetting	Not Special Ed	17.7%		(121 / 684)
			Special Ed	36.4%		(43 / 118)
		Race	Black / Latinx	28.3%		(34 / 120)
			White / Other	19.1%		(130 / 682)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion High School	Number of Students
Out of School Suspensions	21-22	All	All	12.4%		(93 / 751)
		ELL	Not ELL	13.1%		(89 / 677)
			ELL	5.4%		(4 / 74)
		Gender	Female	8.5%		(31 / 365)
			Male	16.1%		(62 / 386)
		InstrSetting	Not Special Ed	9.0%		(56 / 621)
			Special Ed	28.5%		(37 / 130)
		Race	Black / Latinx	7.7%		(12 / 155)
			White / Other	13.6%		(81 / 596)
	20-21	All	All	4.1%		(30 / 739)
		ELL	Not ELL	4.4%		(30 / 682)
			ELL	0.0%		(0 / 57)
		Gender	Female	2.5%		(9 / 355)
			Male	5.5%		(21 / 384)
		InstrSetting	Not Special Ed	2.6%		(16 / 616)
			Special Ed	11.4%		(14 / 123)
		Race	Black / Latinx	2.3%		(3 / 130)
			White / Other	4.4%		(27 / 609)
	19-20	All	All	12.9%		(90 / 696)
		ELL	Not ELL	13.5%		(87 / 644)
			ELL	5.8%		(3 / 52)
		Gender	Female	7.3%		(24 / 331)
			Male	18.1%		(66 / 365)
		InstrSetting	Not Special Ed	11.3%		(65 / 577)
			Special Ed	21.0%		(25 / 119)
		Race	Black / Latinx	11.9%		(15 / 126)
			White / Other	13.2%		(75 / 570)
	18-19	All	All	15.1%		(113 / 746)
		ELL	Not ELL	15.8%		(110 / 697)
			ELL	6.1%		(3 / 49)
		Gender	Female	8.9%		(32 / 361)
			Male	21.0%		(81 / 385)
		InstrSetting	Not Special Ed	13.7%		(87 / 634)
			Special Ed	23.2%		(26 / 112)
		Race	Black / Latinx	12.0%		(16 / 133)
			White / Other	15.8%		(97 / 613)
	17-18	All	All	10.1%		(74 / 735)
		ELL	Not ELL	10.0%		(70 / 697)
			ELL	10.5%		(4 / 38)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion High School	Number of Students
Out of School Suspensions	17-18	Gender	Female	3.8%		(14 / 368)
			Male	16.3%		(60 / 367)
		InstrSetting	Not Special Ed	8.9%		(56 / 629)
			Special Ed	17.0%		(18 / 106)
		Race	Black / Latinx	12.7%		(15 / 118)
			White / Other	9.6%		(59 / 617)
	16-17	All	All	11.3%		(84 / 746)
		ELL	Not ELL	11.4%		(81 / 713)
			ELL	9.1%		(3 / 33)
		Gender	Female	5.6%		(21 / 378)
			Male	17.1%		(63 / 368)
		InstrSetting	Not Special Ed	10.0%		(64 / 643)
			Special Ed	19.4%		(20 / 103)
		Race	Black / Latinx	13.4%		(17 / 127)
			White / Other	10.8%		(67 / 619)
	15-16	All	All	9.9%		(77 / 781)
		ELL	Not ELL	10.1%		(77 / 761)
			ELL	0.0%		(0 / 20)
		Gender	Female	5.8%		(23 / 398)
			Male	14.1%		(54 / 383)
		InstrSetting	Not Special Ed	8.4%		(56 / 668)
			Special Ed	18.6%		(21 / 113)
		Race	Black / Latinx	14.4%		(17 / 118)
			White / Other	9.0%		(60 / 663)
	14-15	All	All	13.8%		(111 / 802)
		ELL	Not ELL	14.0%		(109 / 780)
			ELL	9.1%		(2 / 22)
		Gender	Female	5.8%		(23 / 397)
			Male	21.7%		(88 / 405)
		InstrSetting	Not Special Ed	12.6%		(86 / 684)
			Special Ed	21.2%		(25 / 118)
		Race	Black / Latinx	11.7%		(14 / 120)
			White / Other	14.2%		(97 / 682)

SCDE Survey Results

0 - 74.9% Red   75 - 84.9% Yellow   85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			51	96.0%		
	18-19			53	92.4%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			51	84.4%		
	18-19			53	77.4%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			46	82.7%		
	20-21			51	100.0%		
	18-19			53	100.0%		
I feel supported by administrators at my school.	21-22			48	100.0%		
	20-21			51	86.3%		
	18-19			53	84.9%		
The faculty and staff at my school have a shared vision.	21-22			46	82.7%		
	20-21			51	92.1%		
	18-19			53	88.7%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			47	70.2%		
	20-21			51	100.0%		
	18-19			53	98.1%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			48	72.9%		
	20-21			51	88.2%		
	18-19			53	79.2%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			47	91.4%		
	20-21			51	80.4%		
	18-19			53	75.4%		
My decisions in areas such as instruction and student progress are supported.	21-22			48	72.9%		
	20-21			51	92.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and stude	18-19			53	94.3%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			47	91.4%		
	20-21			51	96.0%		
	18-19			53	90.6%		
I feel comfortable raising issues and concerns that are important to me.	21-22			48	72.9%		
	20-21			51	82.3%		
	18-19			53	75.5%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			47	83.0%		
	20-21			51	88.2%		
	18-19			53	90.6%		
My class sizes allow me to meet the educational needs of my students.	21-22			46	89.2%		
	20-21			51	88.3%		
	18-19			53	88.7%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			47	83.0%		
	20-21			51	88.3%		
	18-19			53	86.8%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	391	92.9%			8	62.5%
	20-21	62	87.1%	51	76.5%	110	70.0%
	18-19	95	83.2%	53	66.0%	16	81.3%
My parent knows what I am expected to learn in school.	21-22	404	83.6%			10	40.0%
	20-21	63	87.3%			110	59.1%
	18-19	94	75.5%			16	75.1%
My parent knows how well I am doing in school.	21-22	409	94.4%				
	20-21	63	93.6%				
	18-19	95	93.7%				
My school informs parents about school programs and activities.	21-22	401	84.8%	48	85.5%		
	20-21	62	87.1%	51	92.1%		
	18-19	95	81.0%	52	84.6%		
Parents at my school know their children's homework assignments.	21-22	391	70.3%	47	59.6%		
	20-21	63	66.7%	51	62.8%		
	18-19	95	67.3%	53	64.1%		
My parent helps me with my homework when I need it.	21-22	392	77.6%				
	20-21	63	76.1%				
	18-19	95	83.2%				
Parents are welcomed at my school.	21-22	384	93.2%				
	20-21	63	92.1%				
	18-19	96	93.8%				
Parents volunteer and participate in activities at my school.	21-22	373	70.2%	38	26.3%		
	20-21	62	79.1%	51	45.1%		
	18-19	95	71.6%	53	43.4%		
My child's teachers contact me to say good things about my child.	21-22					10	30.0%
	20-21					110	79.0%
	18-19					16	75.0%
My child's teachers tell me how I can help my child learn.	21-22					10	30.0%
	20-21					101	49.5%
	18-19					15	66.7%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					9	55.5%
	20-21					104	54.8%
	18-19					16	56.3%
My child's school returns my phone calls or e-mails promptly.	21-22					10	70.0%
	20-21					106	76.4%
	18-19					16	93.8%
Parents are involved in school decisions.	21-22			48	89.6%		
	20-21			51	64.7%	109	87.1%
	18-19			53	71.7%	16	81.3%
My child's school considers changes based on what parents say.	21-22					9	88.9%
	20-21					110	45.4%
	18-19					15	80.0%
My child's school schedules activities at times that I can attend.	21-22					9	88.9%
	20-21					110	71.8%
	18-19					15	100.0%
My child's school treats all students fairly.	21-22					10	100.0%
	20-21					110	87.2%
	18-19					15	86.7%
The principal at my child's school is available and welcoming.	21-22					9	66.6%
	20-21					110	81.8%
	18-19					15	86.7%
Parents at my school are aware of school policies.	21-22			44	77.2%		
	20-21			51	90.2%		
	18-19			53	88.7%		
Parents at my school understand the school's instructional programs.	21-22			46	82.6%		
	20-21			51	88.2%		
	18-19			53	84.9%		
Parents at my school support instructional decisions regarding their children.	21-22			47	83.0%		
	20-21			51	92.2%		
	18-19			53	84.9%		
Parents attend conferences requested by teachers at my school.	21-22			46	63.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			51	80.4%		
	18-19			53	75.5%		
Parents at my school cooperate regarding discipline problems.	21-22			47	72.3%		
	20-21			51	82.3%		
	18-19			53	77.4%		
Parents attend school meetings and other school events.	21-22			44	50.0%		
	20-21			51	74.5%		
	18-19			52	67.4%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	403	80.9%	47	78.8%	10	60.0%
	20-21	63	77.8%	51	82.3%	110	64.6%
	18-19	97	77.3%	53	84.9%	16	93.8%
My classes are challenging (not too easy; they make me think).	21-22	423	79.2%	48	91.7%	10	80.0%
	20-21	63	80.9%	51	94.2%	110	86.4%
	18-19	97	85.5%	53	96.3%	16	93.8%
My teachers want me to understand what I am learning, not just remember facts.	21-22	425	85.0%	48	95.8%		
	20-21	63	87.3%	51	94.1%		
	18-19	97	88.7%	53	94.3%		
My teachers expect students to learn.	21-22	431	94.0%	48	89.6%	10	70.0%
	20-21	63	95.3%	51	92.2%	109	82.6%
	18-19	97	95.9%	53	96.2%	16	93.8%
My teachers expect students to behave.	21-22	430	94.4%				
	20-21	62	93.6%				
	18-19	97	89.7%				
My teachers spend enough time helping me learn.	21-22	417	84.2%	48	95.9%		
	20-21	63	87.3%	51	98.0%		
	18-19	97	87.6%	53	98.1%		
My teachers help students when they do not understand something.	21-22	424	89.3%	47	87.2%	10	50.0%
	20-21	63	93.6%	51	94.1%	110	73.7%
	18-19	97	91.8%	53	94.3%	16	75.0%
My teachers do a good job teaching me mathematics.	21-22	414	83.3%				
	20-21	63	82.5%				
	18-19	97	83.5%				
My teachers do a good job teaching me English language arts.	21-22	423	91.5%				
	20-21	63	96.9%				
	18-19	97	92.7%				
My teachers give tests on what I learn in class.	21-22	424	95.0%				
	20-21	63	98.4%				
	18-19	97	89.7%				

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	21-22	392	66.6%			9	66.7%
	20-21	63	71.4%			110	68.2%
	18-19	97	80.4%			15	86.6%
My classes are interesting and fun.	21-22	414	67.8%				
	20-21	63	69.9%				
	18-19	97	67.0%				
Students at my school believe they can do good work.	21-22	396	69.4%				
	20-21	63	73.1%				
	18-19	97	68.1%				
My teachers praise students when they do good work.	21-22	403	76.2%				
	20-21	63	73.0%				
	18-19	97	69.0%				
Work done by students can be seen on the walls of my school.	21-22	409	85.5%				
	20-21	63	84.1%				
	18-19	97	75.3%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	373	64.3%				
	20-21	63	58.7%				
	18-19	97	58.8%				
The media center at my school has a good selection of books.	21-22	384	89.8%	46	100.0%		
	20-21	63	95.3%	51	96.1%		
	18-19	97	87.7%	53	98.1%		
I use computers and other technology at my school to help me learn.	21-22	420	93.4%	48	97.9%		
	20-21	63	93.7%	51	96.1%		
	18-19	97	83.5%	53	92.4%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			48	97.9%		
	20-21			51	94.1%		
	18-19			53	96.2%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			48	91.7%		
	20-21			51	94.1%		
	18-19			53	98.1%		
My school offers effective programs for students with disabilities.	21-22			46	89.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			51	100.0%		
	18-19			53	98.2%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			43	95.3%		
	20-21			51	96.1%		
	18-19			53	96.2%		
The level of teacher and staff morale is high at my school.	21-22			48	54.2%		
	20-21			51	62.8%		
	18-19			53	66.0%		
Teachers respect each other at my school.	21-22			48	85.5%		
	20-21			51	96.1%		
	18-19			53	94.4%		
Teachers at my school are recognized and appreciated for good work.	21-22			48	75.0%		
	20-21			51	90.2%		
	18-19			53	84.9%		
Students at my school are motivated and interested in learning.	21-22			48	54.1%		
	20-21			51	70.6%		
	18-19			53	64.2%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			48	83.3%		
	20-21			51	96.0%		
	18-19			53	98.1%		
Our school has sufficient computers for instructional use.	21-22			48	100.1%		
	20-21			51	100.0%		
	18-19			53	88.7%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			47	80.8%		
	20-21			51	86.3%		
	18-19			53	84.9%		
The school administration communicates clear instructional goals for the school.	21-22			48	75.1%		
	20-21			51	84.3%		
	18-19			53	83.0%		
The school administration sets high standards for students.	21-22			48	72.9%		
	20-21			51	86.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for s	18-19			53	79.3%		
The school administration has high expectations for teacher performance.	21-22			48	87.5%		
	20-21			51	90.2%		
	18-19			53	98.1%		
The school administration provides effective instructional leadership.	21-22			48	75.0%		
	20-21			51	80.4%		
	18-19			53	75.5%		
Student assessment information is used to set goals and plan programs for my school.	21-22			48	85.4%		
	20-21			51	96.1%		
	18-19			53	96.2%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			47	91.5%		
	20-21			51	90.2%		
	18-19			53	92.4%		
School administrators visit classrooms to observe instruction.	21-22			47	76.6%		
	20-21			51	80.4%		
	18-19			53	81.1%		
The school administration arranges for collaborative planning and decision making.	21-22			48	72.9%		
	20-21			51	78.5%		
	18-19			53	75.4%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	393	79.7%	47	83.0%	10	60.0%
	20-21	63	87.3%	51	94.1%	85	81.2%
	18-19	97	81.5%	53	96.2%	16	100.0%
The grounds around my school are kept clean.	21-22	413	82.1%	48	93.8%		
	20-21	63	92.1%	51	100.0%		
	18-19	97	88.7%	53	100.0%		
The hallways at my school are kept clean.	21-22	418	88.5%	48	100.1%	10	100.0%
	20-21	63	93.7%	51	100.0%	110	83.6%
	18-19	96	91.6%	53	100.0%	15	86.6%
The bathrooms at my school are kept clean.	21-22	414	68.1%	48	93.8%		
	20-21	63	84.1%	51	98.1%		
	18-19	97	78.4%	53	100.0%		
Broken things at my school get fixed.	21-22	404	75.0%	48	93.8%		
	20-21	63	87.3%	51	96.1%		
	18-19	97	86.6%	53	98.1%		
There is enough room for students to learn at my school.	21-22	411	91.0%	48	93.7%		
	20-21	63	88.9%	51	100.0%		
	18-19	97	90.7%	53	94.3%		
Students at my school behave well in class.	21-22	405	67.2%	46	78.3%		
	20-21	63	77.8%	51	94.2%	110	88.1%
	18-19	97	64.9%	53	81.1%	15	86.7%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	398	64.8%	46	78.3%		
	20-21	63	66.7%	51	88.3%		
	18-19	97	52.5%	53	75.5%		
Students at my school know the rules and what happens when students break the rules.	21-22	416	87.0%	47	55.3%		
	20-21	63	90.5%	51	72.6%		
	18-19	97	84.6%	53	66.0%		
The rules about how students should behave in my school are fair.	21-22	405	80.5%	48	75.0%		
	20-21	63	80.9%	51	86.3%		
	18-19	97	84.5%	53	79.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	401	86.0%	47	48.9%		
	20-21	63	90.5%	51	78.4%		
	18-19	97	87.6%	53	58.4%		
I feel safe at my school before and after school hours.	21-22	407	85.0%	47	93.6%		
	20-21	63	96.9%	51	100.0%		
	18-19	97	89.7%	53	96.2%		
I feel safe at my school during the school day.	21-22	408	86.0%	47	93.7%	10	70.0%
	20-21	63	92.1%	51	100.0%	110	50.9%
	18-19	97	92.8%	53	96.2%	16	100.1%
I feel safe going to or coming from my school.	21-22	406	92.1%	48	97.9%		
	20-21	63	96.8%	51	100.0%		
	18-19	97	92.7%	53	98.1%		
Students from different backgrounds get along well at my school.	21-22	403	82.4%	45	86.7%		
	20-21	63	88.9%	51	98.0%		
	18-19	97	82.4%	53	98.1%		
Teachers and students get along well with each other at my school.	21-22	409	82.6%	48	89.6%		
	20-21	63	92.1%	51	100.0%		
	18-19	97	83.5%	53	98.1%		
Teachers work together to help students at my school.	21-22	395	87.3%	48	85.5%		
	20-21	63	88.9%	51	90.2%		
	18-19	97	84.5%	53	86.8%		
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have seen or know of another student being bullied.	21-22	387	56.1%	46	19.6%		
	20-21	62	37.1%	51	13.7%		
	18-19	97	42.2%	53	15.1%		
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied at the school during the school day.	21-22	397	36.5%				
	20-21	63	20.6%				
	18-19	97	29.9%				
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have bullied another student at my school.	21-22	407	23.1%	47	21.3%		
	20-21	63	9.5%	51	7.9%		
	18-19	97	24.7%	53	18.9%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
		**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red					
**I have been bullied while going to or from school.	21-22	403	29.5%				
	20-21	63	15.8%				
	18-19	97	25.7%				
		**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red					
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	21-22	389	29.1%				
	20-21	63	14.2%				
	18-19	97	26.8%				
Adults at my school prevent bullying from happening.	21-22	386	64.8%	46	89.1%	9	33.3%
	20-21	63	69.9%	51	94.1%	110	63.7%
	18-19	97	72.2%	53	100.0%	16	93.8%
I can always go to adults at my school if I am being bullied.	21-22	376	73.4%				
	20-21	62	82.2%				
	18-19	97	73.2%				
An adult at my school has talked to me about bullying.	21-22	383	68.1%				
	20-21	63	65.1%				
	18-19	97	70.1%				
My child's teachers care about my child as an individual.	21-22					9	55.5%
	20-21					110	79.1%
	18-19					15	93.4%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					9	55.5%
	20-21					110	81.8%
	18-19					16	68.8%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					85	78.8%
	18-19					15	93.3%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					84	83.3%
	18-19					15	93.4%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					15	93.4%

Executive Summary of Needs Assessment Data Findings

School Name: <mark>*Pelion High School*</mark>

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:
http://ed.sc.gov/data/report-cards/state-report-cards/

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

| **Student Achievement**

Primary School (K - 2) Student

Elementary/ Middle School (3 - 8) Student

<mark>High School (9 - 12) Student</mark> | *Pelion High School (PHS) is committed to helping students grow as readers. The STAR360 Reading assessment is used to assess students' reading progress for ninth grade students and select students with special needs over the academic school year. In the Fall of 2021, 18.9 percent of our students scored At/Above Benchmark on the Star360 Reading assessment. In the Spring of 2022, 15.5 percent of our students scored At/Above Benchmark. Additionally, our minority students, specifically Black and Latinx males demonstrated significant delays in reading.*

In response to known deficits in reading, teachers used multiple measures of data and a variety of active instructional strategies to meet the unique learning needs of our students. Teachers collected feedback from students to enhance classroom instruction that was reflective of students' interests and perspectives. In spite of a more personalized and asset-based approach to teaching and learning, students were not able to master their reading goals and they continue to demonstrate significant reading deficits.

For this reason, PHS will continue to focus on improving basic reading and reading comprehension skills through conferring, pairing texts based on lexiles, increasing reading volume, and reading across the disciplines. |
| **Teacher/Administrator** | *The Pelion High School faculty is made up of highly qualified* |

Executive Summary of Needs Assessment Data Findings

Quality	*educators who are committed to professional growth and continuous learning. Of the 56 teachers at PHS, 88 percent hold advanced degrees and three hold National Board certifications. PHS teachers are also committed to their students through developing their instructional strategies to meet their unique learning needs. Teachers have engaged in professional learning to improve reading and writing strategies through a workshop model. They also provide students with opportunities to develop their critical thinking skills by intentionally designing units to include analytical, practical, creative and research-based learning.*
School Climate	*Pelion High School strives to cultivate a school climate where all students are able to learn without concern for safety and security and students, teachers, and families feel supported and heard. According to the 21-22 SCDE survey data, most students (86%) and teachers (93.7%) feel safe at school and report they feel supported by administration (100%). Students report that teachers expect students to learn (94%); and they do a good job at teaching mathematics (83%) and English language arts (91.5%). Students report that teachers spend enough time helping them learn (84.2%) and provide support when they do not understand something (89.3%).* *While the student to teacher relations are thriving, we recognize a need to improve peer-peer relationships as well as school-parent relationships. There is a need to develop strategies to prevent bullying and to involve parents in various aspects to include academic and behavior support.*

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. Teaching and learning develop power skills in all students.

3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis

- Literacy and Numeracy
- High Impact Teaching and Learning
- Leadership Development
- Opportunity and Access

South Carolina State Department of Education Required Goal Categories

- Student Achievement
- Teacher and Administrator Quality
- School Climate
- Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

2. The district will implement strategies to improve equity in high level coursework.

3. The district will implement strategies to improve performance in high level coursework.

4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of students on-track for having enough credits to graduate on time will be 95% at the end of grade 9.	Grade 9	88.6%	95.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	90.8%	91.0%	84.0%	84.7%	
	% of students on-track for having enough credits to graduate on time will be 95% at the end of grade 10.	Grade 10	90.3%	95.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	90.9%	89.9%	86.1%	86.6%	
	% of students on-track for having enough credits to graduate on time will be 98% at the end of grade 11.	Grade 11	90.1%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	90.2%	93.6%	91.1%	86.7%	
	% of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT OR scoring "Silver" or higher on WIN Work Readiness Assessment will increase annually by 2 points.	Grade 11	66.0%	67.9%	69.9%	71.9%	73.9%	75.9%
			(Actual)	57.9%		66.7%	47.7%	
	% of graduates with professional certifications will increase annually by 1 point.	Grade 12	0.0%	1.0%	2.0%	5.9%	6.9%	7.8%
			(Actual)	0.6%	0.0%	1.3%	2.0%	
	% of seniors graduating on time will reach 95% by 2021	Grade 12	87.5%	87.3%	91.1%	95.0%	95.0%	95.0%
			(Actual)	83.9%	87.7%	84.9%	77.8%	
	% of on-time graduates enrolled in 2-year, 4-year or military or who have earned one or more specified industry certifications will reach 90% by 2021	Grade 12	77.1%	81.4%	85.7%	90.0%	90.0%	90.0%
			(Actual)	80.9%	77.2%	72.6%	78.0%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services,	May 2018 -	ELA Coordinator,	None	n/a	Professional learning

implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	June 2019	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 – June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 – June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey results, professional learning plans based upon observation data

Performance Goal 2 :   The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Rigorous course enrollment will increase by 2 points annually		40.3%	42.2%	44.2%	49.6%	51.6%	53.6%
			(Actual)	45.1%	47.6%	47.2%	39.7%	
	Rigorous course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 9-12	0.621	0.650	0.680	0.859	0.912	0.942
			(Actual)	0.880	0.829	0.882	0.944	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 3 :   The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Pass rate on AP and IB exams will increase by 1 point annually.	Grades 9-12	55.8%	56.8%	57.8%	58.8%	59.8%	60.8%
			(Actual)	39.6%	53.4%	41.4%	35.7%	

Action Plan for Performance Goal 3:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Principal, Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2018 – August 2018	Principal, ELA Coordinator, Math Coordinator,GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of students chronically absent will decrease by 0.5 points annually.	Grades 9-12	27.0%	26.4%	25.9%	25.2%	24.7%	24.2%
			(Actual)	29.1%	25.7%	31.7%	47.1%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 9-12	10.1%	9.5%	9.0%	9.3%	8.8%	8.2%
			(Actual)	15.2%	12.9%	4.1%	12.4%	
	% of students proficient in all power skill domains on the WIN assessment will increase by 1 points annually.	Grade 11	77.4%	78.3%	79.3%	80.3%	81.3%	82.3%
			(Actual)	68.6%		65.1%		

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2018	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018-Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018-Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness,	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling,			Status updates from School Wellness Teams and school-level directors of school counseling

suspension, etc.		Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			

Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		100.0%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	90.6%		88.2%	83.0%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		100.0%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	90.6%		96.0%	91.4%	

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2018 - December 2018	Principal, Director of Professional Learning and Leadership Development	$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2018 - June 2019	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2018 – Nov. 2018	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018
5. Create model classrooms and labsites for visible	2018-2019 PK-	ELA Coordinator,	None	n/a	Professional learning

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data

Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		80.0%	87.5%	95.0%	95.0%	95.0%	95.0%
			(Actual)	84.1%		83.8%	79.2%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		73.0%	84.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	82.9%		76.2%	92.3%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school's ongoing improvement meetings with central services.	August 2018 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2018	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2018 - ongoing	Principal, Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard