



## Charles Pinckney Elementary

3300 Thomas Cario Blvd.  
Mt. Pleasant, SC 29466

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	830 Students	
<b>Principal</b>	Leanne Sheppard	843-856-4585
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Excellent*</b>
2007	Excellent	Excellent
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

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

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

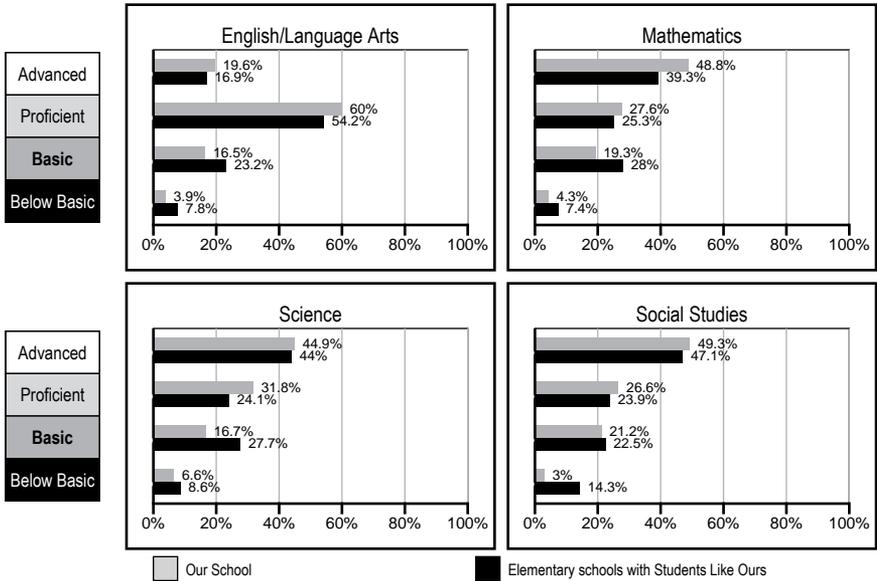
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
8	3	0	1	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=830)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.8%	Up from 0.4%	0.6%	2.3%
Attendance rate	96.9%	Up from 96.5%	97.2%	96.3%
Eligible for gifted and talented	32.2%	Down from 32.9%	34.3%	10.4%
With disabilities other than speech	3.9%	Up from 2.3%	4.1%	7.5%
Older than usual for grade	0.1%	Down from 0.4%	0.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	44.9%	Up from 44.2%	59.4%	56.7%
Continuing contract teachers	71.4%	Down from 81.4%	85.7%	77.3%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	74.8%	Up from 73.8%	88.1%	86.4%
Teacher attendance rate	96.3%	Down from 96.7%	94.8%	94.9%
Average teacher salary	\$42,604	Up 3.5%	\$48,017	\$45,345
Professional development days/teacher	8.8 days	Up from 6.7 days	9.4 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	6.5	4.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 17.7 to 1	19.8 to 1	18.5 to 1
Prime instructional time	92.8%	No Change	91.0%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,395	Down 6.0%	\$7,099	\$7,052
Percent of expenditures for instruction*	62.9%	Up from 60.1%	65.0%	69.1%
Percent of expenditures for teacher salaries*	49.1%	Down from 55.8%	62.2%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

At Charles Pinckney Elementary School, our primary goal is to provide a broad range of educational opportunities in a nurturing environment for all students. Our school has celebrated a number of successes this year. We met the requirements in all 21 target areas to satisfy Adequate Yearly Progress (AYP) as defined by "No Child Left Behind" legislation. Pinckney was once again recognized by the State Department of Education with an award for closing the Achievement Gap for our African American students and students who receive government subsidized funding. We also received the Palmetto Gold Award and were selected as a Palmetto Gold Showcase School.

Successes at Pinckney Elementary are linked to the variety of educational experiences that we provide for our students. Our Family Math and Reading Nights are annual events that offer opportunities for parents, students, and teachers to collaborate on instructional strategies and practices. This year our school has furthered our dedication to achieving excellence by promoting and developing a community of readers through exemplary instructional and assessment practices. Teachers differentiate instruction through leveled reading groups including school-wide flexible grouping, literature circles, and reading clubs. Further, students are challenged to read at or above their reading Lexile Level. Because our reading program has been so successful, Pinckney recently received the Community of Readers Award.

In addition to our strong commitment toward instruction in the core subject areas (math, language arts, science, and social studies), we believe that exemplary instruction blends content standards with the visual and performing arts curriculum. It is not uncommon to see the drama teacher using poetry to teach speaking and reading skills or performing a Reader's Theatre to focus on fluency. Our music teacher integrates social studies standards with music through multicultural songs and stories, while the art teacher emphasizes geometry standards and history within art lessons. At the end of each school year, we host Pinckney Palooza, a weeklong festival of the arts, featuring professional artists and performers.

Extracurricular opportunities add to Pinckney's community climate. Students may participate in the Ecology Club or the Pinckney girls' or boys' basketball team. The chorus, orchestra, drama troupe, and morning news production showcase students' talents for our community.

Our PTA recently purchased SmartBoards for our classrooms, and the School Improvement Council raised money for additional security features for our building. Family-centered events such as the Family Fun Day-Oyster Roast and the annual Harvest Ball are orchestrated by parent volunteers and supported by donations from local businesses. We recognize that it is through the collective efforts of the faculty, students, parents, community members, and local businesses that Pinckney maintains its standard of educational excellence.

Leanne Sheppard, Principal  
Dominique Milton, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	249	124
Percent satisfied with learning environment	97.7%	98.4%	99.2%
Percent satisfied with social and physical environment	97.7%	96.8%	95.9%
Percent satisfied with school-home relations	100.0%	97.6%	100.0%

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

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## School Improvement Status

## School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	<b>The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."</b>
HOLD	<b>The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	96.9%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	853	100	3.9	16.5	60	19.6	86.3	53.5	48.2	Yes	Yes
<b>Gender</b>											
Male	410	100	5.2	20.3	60.9	13.5	82.6	47.3	41.7	N/A	N/A
Female	443	100	2.6	13.1	59.1	25.2	89.8	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	737	100	2.3	15	61.5	21.2	89.1	77.6	60	Yes	Yes
African American	72	100	19.7	30.3	50	0	60.6	32.1	31.7	Yes	Yes
Asian/Pacific Islander	17	100	0	26.7	33.3	40	80	75.1	70.4	I/S	I/S
Hispanic	14	100	15.4	23.1	46.2	15.4	69.2	41.9	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
<b>Disability Status</b>											
Disabled	60	100	27.3	32.7	29.1	10.9	50.9	20.4	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	18	100	11.8	23.5	52.9	11.8	76.5	40	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	89	100	17.7	34.2	46.8	1.3	60.8	33	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	853	100	4.3	19.3	27.6	48.8	85.3	49.7	45.8	Yes	Yes
<b>Gender</b>											
Male	410	100	4.4	19.3	25.5	50.8	86.5	49.5	45.6	N/A	N/A
Female	443	100	4.3	19.2	29.5	47	84.3	49.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	737	100	3	18	27.3	51.6	88.3	75.6	59	Yes	Yes
African American	72	100	18.2	36.4	25.8	19.7	53	26.2	26.9	Yes	Yes
Asian/Pacific Islander	17	100	0	13.3	33.3	53.3	86.7	78.9	71.3	I/S	I/S
Hispanic	14	100	15.4	7.7	23.1	53.8	76.9	40.3	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	60	100	27.3	34.5	14.5	23.6	45.5	20.2	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	18	100	5.9	11.8	47.1	35.3	82.4	40.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	89	100	19	35.4	29.1	16.5	55.7	28.3	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	564	100	6.6	16.7	31.8	44.9	76.7	39.2	35.7	96.9	96
<b>Gender</b>											
Male	267	100	6.5	15	27.6	50.8	78.5	40.8	37.4	96.9	95.8
Female	297	100	6.7	18.1	35.5	39.7	75.2	37.6	33.8	96.8	96.1
<b>Racial/Ethnic Group</b>											
White	493	100	3.9	15.3	32.8	47.9	80.8	66.4	49.2	96.8	96.1
African American	47	100	37.2	27.9	16.3	18.6	34.9	15.3	17	97.6	95.8
Asian/Pacific Islander	12	100	0	27.3	18.2	54.5	72.7	63.5	58	97.6	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.2	96.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	96.3	95.7
<b>Disability Status</b>											
Disabled	43	100	25	32.5	20	22.5	42.5	16.6	14	97.1	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	11	100	18.2	18.2	27.3	36.4	63.6	26.5	24.4	97.1	96.3
<b>Socio-Economic Status</b>											
Subsidized meals	62	100	30.9	29.1	18.2	21.8	40	17.1	21.1	96.1	95.5
<b>Social Studies</b>											
All Students	567	100	3	21.2	26.6	49.3	75.8	40.2	34	96.9	96
<b>Gender</b>											
Male	280	100	2.3	17.9	23.3	56.5	79.8	42	36.6	96.9	95.8
Female	287	100	3.7	24.3	29.8	42.3	72.1	38.3	31.3	96.8	96.1
<b>Racial/Ethnic Group</b>											
White	489	100	2.6	18.3	26.7	52.4	79.1	63.3	44.5	96.8	96.1
African American	47	100	4.7	51.2	30.2	14	44.2	19.1	19.1	97.6	95.8
Asian/Pacific Islander	11	100	0	33.3	11.1	55.6	66.7	74.3	58.9	97.6	97.3
Hispanic	12	100	9.1	18.2	9.1	63.6	72.7	29.3	27.5	96.2	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	96.3	95.7
<b>Disability Status</b>											
Disabled	35	100	16.1	38.7	25.8	19.4	45.2	18.2	14.4	97.1	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	13	100	8.3	25	41.7	25	66.7	31.9	27.3	97.1	96.3
<b>Socio-Economic Status</b>											
Subsidized meals	58	100	7.8	45.1	31.4	15.7	47.1	20.1	21	96.1	95.5

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	281	100	1.5	14.8	60.9	22.9	83.8	
	4	237	100	2.3	17.1	65.3	15.3	80.6	
	5	265	100	5.7	27.6	60.2	6.5	66.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	308	100	3.7	9.8	54.6	31.9	86.4	
	4	278	100	1.6	16	68.1	14.4	82.5	
	5	267	100	6.3	24.9	58.1	10.7	68.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	281	100	4.4	38.4	35.4	21.8	57.2	
	4	237	100	3.6	16.7	23.4	56.3	79.7	
	5	265	100	2.4	25.6	25.2	46.7	72	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	308	100	4.7	28.5	29.5	37.3	66.8	
	4	278	100	2.7	14	26.1	57.2	83.3	
	5	267	100	5.5	13.8	26.9	53.8	80.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	143	100	10.7	32.1	34.3	22.9	57.1	
	4	237	100	5.4	16.7	29.3	48.6	77.9	
	5	133	100	9.6	18.4	17.6	54.4	72	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	153	100	4.8	21.8	45.6	27.9	73.5	
	4	278	100	4.7	12.5	30.7	52.1	82.9	
	5	133	100	12.9	19.4	17.7	50	67.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	138	100	1.5	19.8	32.1	46.6	78.6	
	4	237	100	2.3	17.1	33.8	46.8	80.6	
	5	132	100	5	32.2	29.8	33.1	62.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	155	100	1.4	22.3	31.8	44.6	76.4	
	4	278	100	2.3	18.3	27.2	52.1	79.4	
	5	134	100	6.2	25.6	19.4	48.8	68.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

Abbreviations for Missing Data

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