



## Pine Tree Hill Elementary

938 Bishopville Hwy  
Camden, SC 29020

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	679 Students	
<b>Principal</b>	Lisa Shannon	803-425-8970
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	Joseph Dorton, Jr.	803-408-2433



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Average
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

## 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**

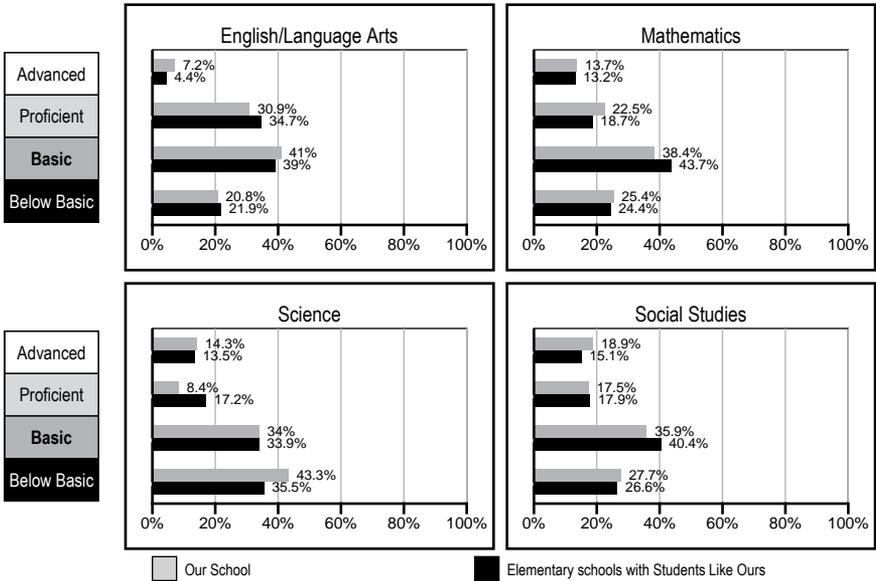
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.3%

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

Excellent	Good	Average	Below Average	At-Risk
0	3	49	35	1

\* 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=679)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Up from 3.6%	2.7%	2.3%
Attendance rate	96.0%	Down from 96.2%	96.2%	96.3%
Eligible for gifted and talented	15.3%	Down from 17.8%	9.3%	10.4%
With disabilities other than speech	7.8%	Up from 7.1%	8.7%	7.5%
Older than usual for grade	1.0%	Up from 0.8%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	64.3%	Down from 70.0%	56.5%	56.7%
Continuing contract teachers	81.0%	Down from 82.5%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.5%	Up from 79.7%	87.2%	86.4%
Teacher attendance rate	92.0%	Down from 94.7%	94.7%	94.9%
Average teacher salary	\$49,047	Up 8.9%	\$45,347	\$45,345
Professional development days/teacher	15.6 days	Up from 9.4 days	12.9 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 13.8 to 1	18.5 to 1	18.5 to 1
Prime instructional time	84.9%	Down from 88.9%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 86.5%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,048	Down 1.1%	\$6,982	\$7,052
Percent of expenditures for instruction*	74.6%	No Change	68.8%	69.1%
Percent of expenditures for teacher salaries*	71.3%	Up from 71.2%	64.8%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The mission of Pine Tree Hill Elementary School is to develop academically successful, technologically prepared, competent, responsible lifelong learners by providing a diverse, disciplined, nurturing environment. Excellence is top priority at our fine school. Pine Tree Hill was awarded the Palmetto Silver Award for high student achievement this year. Student success is always our goal.

During the summer of 2007, our front grounds were turned into a beautifully landscaped area including a water feature. All plants are native to South Carolina and this garden is an outdoor classroom for our students.

PTH is home to a strong instructional staff. Twelve teachers are national board certified. Mrs. Mary Whitlock, first grade teacher, is Kershaw County's current Reading Teacher of the Year, and Mrs. Angie Lawson, music teacher, is the new Kershaw County Teacher of the Year. Flexible grouping at all grade levels was initiated this year. Our faculty has worked diligently to implement flexible groups, based upon assessment results, to address the specific learning needs of our students. Pine Tree Hill certainly has an extraordinary instructional staff!

PTH provides an on-site after-school child care service through PEP, Pupil Enrichment Program. During second semester, a weekly extended day session is provided for students needing extra support in grades 3, 4, and 5. Additionally, Girl Scouts, Cub Scouts, and an after-hours strings class are offered as enrichment opportunities for our students.

Our fifth graders practice good citizenship by serving the school community. They produce a morning news show WPUP, serve through Safety Patrol, and act as front-door greeters. Fifth graders may also participate in the school chorus, district chorus, and the PTH Performance Tinkling Team.

Pine Tree Hill is fortunate to have the support of our parent community. Parents volunteer in classrooms, assist with field trips, and help with book fairs and other special projects. Our PTO hosts successful fundraisers and the annual Fall Festival, a fun-filled evening for our students and their families. The School Improvement Council provides support for school policies and continuous improvement efforts.

PTH is proud of the excellent educational opportunities offered to our students and is committed to the success of every child.

Lee Walker, Principal

Grace White, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	36	86	75
Percent satisfied with learning environment	94.4%	89.4%	84.3%
Percent satisfied with social and physical environment	97.2%	87.1%	86.1%
Percent satisfied with school-home relations	97.2%	91.8%	74.0%

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

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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

Continuing School Improvement

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	3.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	315	100	20.8	41	30.9	7.2	51.5	53	48.2	Yes	Yes
<b>Gender</b>											
Male	169	100	25.3	39.8	29.5	5.4	45.2	46.4	41.7	N/A	N/A
Female	146	100	15.6	42.6	32.6	9.2	58.9	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	192	100	13.8	36.7	38.3	11.2	61.2	61	60	Yes	Yes
African American	108	100	31.7	46.2	21.2	1	37.5	35.3	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.9	70.4	I/S	I/S
Hispanic	12	100	41.7	58.3	0	0	16.7	40.3	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	46	100	65.2	26.1	8.7	0	8.7	19.4	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	41.7	58.3	0	0	16.7	29.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	192	100	28.9	43.9	23	4.3	39.6	37.9	34	No	Yes

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

All Students	315	100	25.4	38.4	22.5	13.7	47.6	50.4	45.8	Yes	Yes
<b>Gender</b>											
Male	169	100	24.1	39.8	24.7	11.4	48.8	50.6	45.6	N/A	N/A
Female	146	100	27	36.9	19.9	16.3	46.1	50.2	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	192	100	18.1	35.6	25.5	20.7	58.5	59	59	Yes	Yes
African American	108	100	35.6	41.3	20.2	2.9	31.7	31.3	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	71.3	I/S	I/S
Hispanic	12	100	50	50	0	0	25	39.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	46	100	71.7	19.6	6.5	2.2	8.7	21.2	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	50	50	0	0	25	32.7	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	192	100	33.2	40.6	17.6	8.6	36.4	35.8	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	209	100	43.3	34	8.4	14.3	22.7	41.7	35.7	96	95.8
<b>Gender</b>											
Male	113	100	41.8	30.9	10	17.3	27.3	45	37.4	96.1	95.6
Female	96	100	45.2	37.6	6.5	10.8	17.2	38.2	33.8	96	95.9
<b>Racial/Ethnic Group</b>											
White	124	100	28.1	38.8	11.6	21.5	33.1	50.7	49.2	95.8	95.5
African American	73	100	64.3	27.1	4.3	4.3	8.6	22.7	17	96.2	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.3	58	96	96.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	97.4	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.9	91.2
<b>Disability Status</b>											
Disabled	29	100	89.7	6.9	3.4	0	3.4	19.5	14	95.2	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	15.5	24.4	97.7	96.7
<b>Socio-Economic Status</b>											
Subsided meals	129	100	56.3	29.4	6.3	7.9	14.3	26.8	21.1	95.8	95.2
<b>Social Studies</b>											
All Students	210	100	27.7	35.9	17.5	18.9	36.4	34.5	34	96	95.8
<b>Gender</b>											
Male	113	100	30.1	33.6	16.8	19.5	36.3	38.2	36.6	96.1	95.6
Female	97	100	24.7	38.7	18.3	18.3	36.6	30.6	31.3	96	95.9
<b>Racial/Ethnic Group</b>											
White	126	100	24.2	33.9	18.5	23.4	41.9	41.4	44.5	95.8	95.5
African American	75	100	32.9	38.4	16.4	12.3	28.8	19.8	19.1	96.2	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96	96.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	97.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.9	91.2
<b>Disability Status</b>											
Disabled	29	100	75.9	17.2	3.4	3.4	6.9	13.1	14.4	95.2	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	12.9	27.3	97.7	96.7
<b>Socio-Economic Status</b>											
Subsided meals	129	100	38.9	34.9	15.9	10.3	26.2	20.4	21	95.8	95.2

\* 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	106	100	16.2	35.4	40.4	8.1	48.5	
	4	101	100	12.6	49.5	36.8	1.1	37.9	
	5	87	100	27.4	42.9	29.8	0	29.8	
	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	105	100	15.8	36.6	31.7	15.8	47.5	
	4	104	100	19.6	40.2	36.3	3.9	40.2	
	5	106	100	26.9	46.2	25	1.9	26.9	
	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	106	100	24.2	47.5	16.2	12.1	28.3	
	4	101	100	23.2	49.5	20	7.4	27.4	
	5	87	100	21.4	52.4	16.7	9.5	26.2	
	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	105	100	28.7	40.6	13.9	16.8	30.7	
	4	104	100	20.6	34.3	28.4	16.7	45.1	
	5	106	100	26.9	40.4	25	7.7	32.7	
	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>Science</b>									
<b>2007</b>	3	54	100	40.8	34.7	16.3	8.2	24.5	
	4	101	100	36.8	34.7	15.8	12.6	28.4	
	5	44	100	42.9	26.2	14.3	16.7	31	
	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	52	100	51	26.5	10.2	12.2	22.4	
	4	104	100	37.3	39.2	10.8	12.7	23.5	
	5	53	100	48.1	30.8	1.9	19.2	21.2	
	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	
<b>Social Studies</b>									
<b>2007</b>	3	53	100	22.4	65.3	12.2	0	12.2	
	4	101	99	23.4	46.8	18.1	11.7	29.8	
	5	43	100	52.4	38.1	2.4	7.1	9.5	
	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	53	100	25	42.3	25	7.7	32.7	
	4	104	100	21.6	37.3	14.7	26.5	41.2	
	5	53	100	42.3	26.9	15.4	15.4	30.8	
	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	

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