



Charles Pinckney Elementary

3300 Thomas Cario Blvd.
Mt. Pleasant, SC 29466

Grades	3-5 Elementary School	
Enrollment	933 Students	
Principal	Leanne Sheppard	843-856-4585
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Good
2005	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

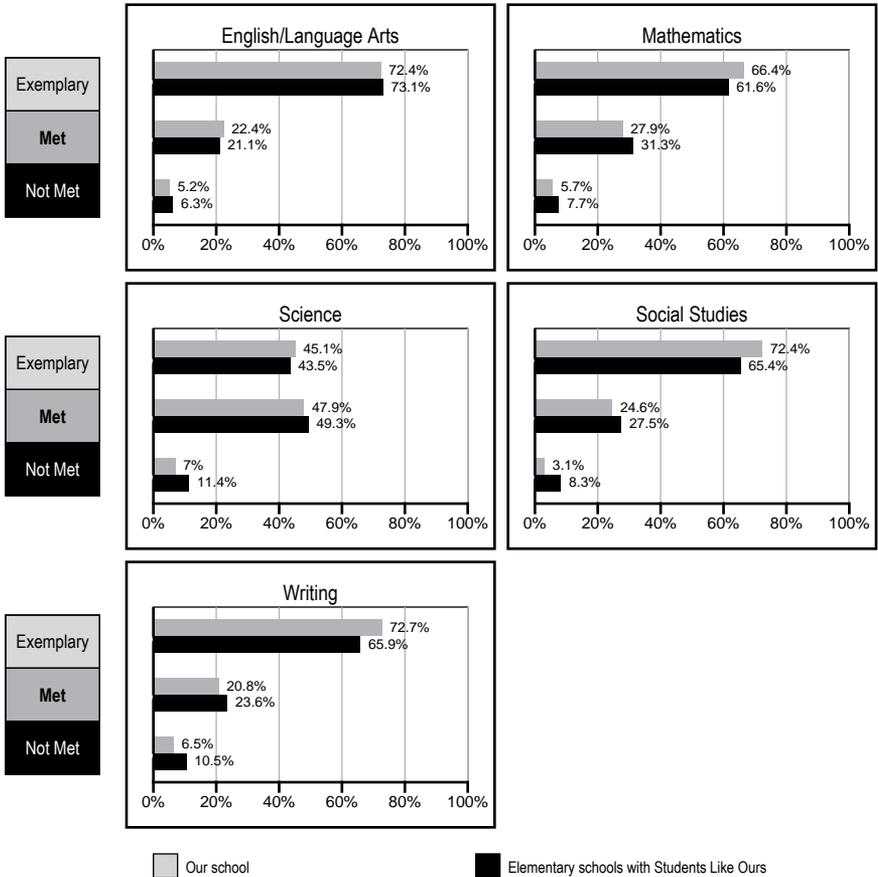
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 89.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	1	0	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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
Students (n=933)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.6%	Down from 0.8%	0.3%	1.9%
Attendance rate	96.7%	Down from 96.9%	97.2%	96.3%
Eligible for gifted and talented	33.7%	Up from 32.2%	36.1%	10.0%
With disabilities other than speech	5.5%	Up from 3.9%	3.7%	7.7%
Older than usual for grade	0.3%	Up from 0.1%	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	53.8%	Up from 44.9%	67.7%	59.4%
Continuing contract teachers	82.7%	Up from 71.4%	85.2%	80.0%
Teachers with emergency or provisional certificates	2.0%	Down from 2.4%	0.0%	0.0%
Teachers returning from previous year	91.6%	Up from 74.8%	84.9%	85.9%
Teacher attendance rate	95.4%	Down from 96.3%	95.5%	95.1%
Average teacher salary*	\$44,394	Up 4.2%	\$49,349	\$47,149
Professional development days/teacher	8.7 days	Down from 8.8 days	9.4 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	24.5 to 1	Up from 24.4 to 1	20.2 to 1	18.8 to 1
Prime instructional time	91.7%	Down from 92.8%	91.7%	90.4%
Opportunities in the arts	Good	Down from Excellent	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**	\$5,611	Up 4.0%	\$7,711	\$7,458
Percent of expenditures for instruction**	63.7%	Up from 62.9%	67.1%	68.8%
Percent of expenditures for teacher salaries**	60.2%	Up from 49.1%	64.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The primary goal at Charles Pinckney Elementary School 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, which provide evidence that we continue to meet this lofty goal. We met the requirements in all 21 target areas to satisfy Adequate Yearly Progress as defined by 'No Child Left Behind' legislation. Pinckney was once again recognized as a recipient of the HUG award from the State Department of Education, signifying that we continue to close the achievement gap. To ensure student success we have a highly-qualified, master teacher in each classroom. We also currently have 13 teachers on our faculty who have earned the prestigious honor of National Board Certification.

Successes at Pinckney Elementary are linked directly to the variety of educational experiences that we provide for our students. Our Family Math and Reading Nights are annual events, which offer opportunities for parents, students, and teachers to collaborate on instructional practices and strategies. Our Science Fair process challenges our students to become scientists and put their scientific inquiry skills to work by creating their own projects to showcase at the Science Fair.

In addition to our strong commitment toward instruction in the core subject areas (math, reading, language arts, science, and social studies), students at Charles Pinckney Elementary School are also provided incredible experiences in the arts. The chorus, orchestra, percussion ensemble, and drama club regularly perform for students, parents, and the community. At the end of each school year, we host Pinckney Palooza, a weeklong festival of the arts. This festival features professional artists and performers, which serves as a great kickoff to Charleston's Spoleto Festival.

We offer numerous extracurricular activities for students including chess club, girls' and boys' basketball, student council, softball and ecology club. WCPE, our morning news production, is also an opportunity for student involvement.

Faculty, students, parents, community members, and local businesses support our efforts for academic excellence. Our PTA organizes fundraisers, educational programs and social events throughout the year that emphasize and promote school community. Pinckney's School Improvement Council actively plans, monitors and evaluates ways to improve public education at the school level. The committee consists of educators, parents and community members so that many perspectives are considered in the enhancement of our educational programs here at Pinckney Elementary.

We recognize 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
Bridgette Marques, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	285	154
Percent satisfied with learning environment	100.0%	95.0%	98.0%
Percent satisfied with social and physical environment	100.0%	92.9%	95.5%
Percent satisfied with school-home relations	100.0%	95.8%	97.4%

* 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	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."
HOLD	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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	950	100	5.2	22.4	72.4	97.7	84.9	82.8	Yes	Yes
Gender										
Male	472	100	6.4	24	69.6	96.7	81.8	79.3	N/A	N/A
Female	478	100	3.9	20.8	75.3	98.7	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	828	100	4.1	19.9	76	98.1	95.8	89.5	Yes	Yes
African American	68	100	19.4	46.3	34.3	91	74.8	73.7	Yes	Yes
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	96.4	92.3	I/S	I/S
Hispanic	19	100	6.7	20	73.3	100	76.3	76.5	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	77	100	36.5	28.4	35.1	78.4	53.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	6.3	43.8	50	100	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	101	100	19.1	43.6	37.2	89.4	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	950	99.9	5.7	27.9	66.4	97.1	81	78.9	Yes	Yes
Gender										
Male	472	99.8	5.9	28	66.1	97.4	79.3	77	N/A	N/A
Female	478	100	5.5	27.8	66.7	96.9	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	828	100	3.6	26.9	69.5	98.5	94.6	87.2	Yes	Yes
African American	68	100	32.8	37.3	29.9	79.1	67.9	66.7	Yes	Yes
Asian/Pacific Islander	17	94.1	N/AV	N/AV	N/AV	100	94.6	93	I/S	I/S
Hispanic	19	100	6.7	40	53.3	100	76.7	76	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	77	100	35.1	35.1	29.7	77	46.9	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	19	94.7	N/AV	N/AV	N/AV	100	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	101	100	20.2	50	29.8	85.1	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	643	99.7	7	47.9	45.1	93	68.9	67.5
Gender								
Male	320	99.4	6.2	45.6	48.2	93.8	68.2	67
Female	323	100	7.8	50.2	42	92.2	69.6	68
Racial/Ethnic Group								
White	560	99.8	4.8	47.6	47.6	95.2	90.4	79.5
African American	45	100	34.1	54.5	11.4	65.9	48.1	50.3
Asian/Pacific Islander	11	90.9	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	14	100	N/AV	N/AV	N/AV	100	58.6	60.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	84.4	71.2
Disability Status								
Disabled	54	98.2	31.4	43.1	25.5	68.6	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	67	98.5	29.5	55.7	14.8	70.5	50.2	55.1
Social Studies								
All Students	641	99.7	3.1	24.6	72.4	96.9	76.8	72.3
Gender								
Male	319	99.4	3.6	21.1	75.3	96.4	75.3	71.5
Female	322	100	2.6	28	69.5	97.4	78.4	73.2
Racial/Ethnic Group								
White	561	99.8	2.6	21.7	75.7	97.4	91.5	80.7
African American	41	100	9.8	58.5	31.7	90.2	62.7	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	14	100	N/AV	N/AV	N/AV	100	71.4	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	90.9	72.2
Disability Status								
Disabled	50	100	24	48	28	76	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	15	100	7.7	46.2	46.2	92.3	71.6	67.9
Socio-Economic Status								
Subsided meals	62	100	10.3	56.9	32.8	89.7	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	946	99.7	6.5	20.8	72.7	93.5	74.1	70.2	96.7	96
Gender										
Male	470	99.6	9.5	25.1	65.4	90.5	67.8	63.2	96.7	95.9
Female	476	99.8	3.5	16.6	80	96.5	80.6	77.5	96.7	96.1
Racial/Ethnic Group										
White	826	99.6	4.9	19.8	75.3	95.1	90.4	79.1	96.6	95.9
African American	68	100	25.4	32.8	41.8	74.6	59.2	57.6	97.2	96
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	89.9	86.2	97.9	97
Hispanic	18	100	6.7	26.7	66.7	93.3	61.1	62.6	96.3	96.3
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	84	68.7	97.1	95.8
Disability Status										
Disabled	75	98.7	36.1	33.3	30.6	63.9	29.6	26.1	96.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	18	100	6.3	31.3	62.5	93.8	60.2	61.2	97.5	96.5
Socio-Economic Status										
Subsidized meals	99	99	21.5	35.5	43	78.5	59.1	58.9	96.1	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	306	100	3.8	12.6	83.6	96.2
	4	333	100	5.9	22.7	71.4	94.1
	5	311	100	5.7	31.8	62.5	94.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	306	100	7.2	23.2	69.6	92.8
	4	333	100	6.2	25.2	68.6	93.8
	5	311	99.7	3.7	35.5	60.8	96.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	154	99.4	7.6	40	52.4	92.4
	4	333	100	6.8	46.9	46.3	93.2
	5	156	99.4	6.8	57.8	35.4	93.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	152	99.3	N/AV	N/AV	N/AV	100
	4	333	100	3.1	22.4	74.5	96.9
	5	156	99.4	6	38.9	55	94
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	303	99	4.4	14.3	81.2	95.6
	4	334	100	9.3	22.7	68	90.7
	5	309	100	5.4	25.2	69.5	94.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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