



Pinecrest Elementary

220 Northside Drive
Greenwood, South

Grades	PK-5 Elementary School	
Enrollment	579 Students	
Principal	Susan H. Buchanan	864-941-5580
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Average	Below Average
2006	Good	At-Risk
2005	Good	At-Risk

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

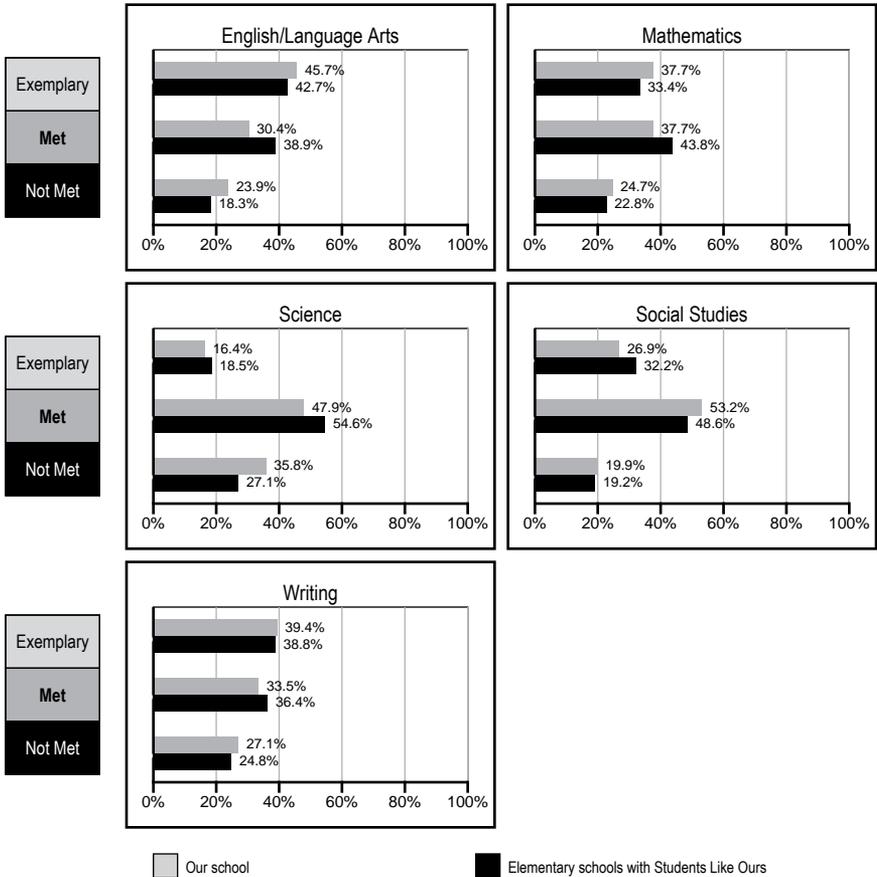
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	30	47	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=579)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 2.2%	2.0%	1.9%
Attendance rate	96.9%	No Change	96.3%	96.3%
Eligible for gifted and talented	12.5%	Down from 18.3%	14.0%	10.0%
With disabilities other than speech	10.3%	Up from 9.6%	7.5%	7.7%
Older than usual for grade	0.2%	Down from 0.4%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	72.7%	Up from 63.2%	60.0%	59.4%
Continuing contract teachers	81.8%	Up from 78.9%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.5%	Down from 88.8%	87.7%	85.9%
Teacher attendance rate	93.8%	Down from 95.2%	95.3%	95.1%
Average teacher salary*	\$49,728	Up 11.0%	\$47,232	\$47,149
Professional development days/teacher	13.3 days	Down from 17.5 days	10.9 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.1 to 1	19.1 to 1	18.8 to 1
Prime instructional time	89.9%	Down from 90.3%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,751	Up 3.1%	\$6,860	\$7,458
Percent of expenditures for instruction**	69.0%	Down from 69.4%	69.2%	68.8%
Percent of expenditures for teacher salaries**	66.9%	Down from 67.3%	63.3%	63.2%

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

** 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

The mission of Pinecrest Elementary School is to provide quality educational experiences for all students by nurturing their minds and spirits. The combined efforts of our students, teachers, staff, parents, and community members make our school a great place to grow.

We are proud of the many opportunities our students had at our school this past year. Students had the opportunity to participate in various service learning projects such as Recycling, United Way, Relay for Life, and canned food drive for The Salvation Army. Students also participated in a variety of activities such as chorus, Pinecrest Day, fall carnival, Junior Master Gardeners, Art in the Afternoon, Career Day, Veteran's Day, Lander Performing Arts Series, About Face Drill Team, family reading nights, GATAS Mini-Mall, In The Spotlight, Student Council, and fall reading celebration.

Students also had the opportunity to excel academically and be authentically engaged through opportunities such as after school programs, Brain Boosters, GATAS, Balanced Literacy, Lucy Calkins, SMART Board activities, math and literacy workstations, LLI, push-in, Science Fair, and Accelerated Reader. Academic achievement was recognized through various awards programs.

Character Education was emphasized throughout the year through monthly character lessons. Character Kids and Terrific Kids were chosen monthly from each class and presented with awards and incentives.

Our teachers and staff constantly looked for ways to improve our instructional program to better meet the needs of our students. This year we participated in a book study, set grade level goals, and started the implementation of PBIS (Positive Behavior Interventions and Supports). We also had a push-in teacher and reading/math coach to provide support and in-service to enhance instruction.

We are excited to have a PTO and School Improvement Council that supports our activities and programs and helps make Pinecrest a great place to grow.

Susan H. Buchanan, Principal
Chandler Darling, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	74	49
Percent satisfied with learning environment	97.7%	90.5%	89.8%
Percent satisfied with social and physical environment	97.7%	91.8%	85.7%
Percent satisfied with school-home relations	95.2%	95.9%	87.8%

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

Abbreviations for Missing Data

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

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	267	100	23.6	30	46.4	85.6	79.9	82.8	Yes	Yes
Gender										
Male	141	100	22.6	30.7	46.7	85.4	76.5	79.3	N/A	N/A
Female	126	100	24.8	29.2	46	85.8	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	117	100	10.1	20.2	69.7	96.3	90.1	89.5	Yes	Yes
African American	111	100	34	37.9	28.2	77.7	69.7	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.8	92.3	I/S	I/S
Hispanic	28	100	46.4	39.3	14.3	67.9	69.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	51	100	48	28	24	68	47.2	52	Yes	Yes
Migrant Status										
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	48.3	34.5	17.2	65.5	69.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	155	100	35.4	36.8	27.8	76.4	70.8	75.5	Yes	Yes

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

All Students	267	100	24.4	37.6	38	83.2	77.2	78.9	Yes	Yes
Gender										
Male	141	100	23.4	32.1	44.5	83.2	75.6	77	N/A	N/A
Female	126	100	25.7	44.2	30.1	83.2	78.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	117	100	13.8	29.4	56.9	95.4	87.9	87.2	Yes	Yes
African American	111	100	33	46.6	20.4	71.8	66.1	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.8	93	I/S	I/S
Hispanic	28	100	42.9	42.9	14.3	71.4	67.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	51	100	52	34	14	64	41.7	45.5	Yes	Yes
Migrant Status										
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	41.4	34.5	24.1	72.4	68	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	155	100	38.2	42.4	19.4	72.9	68.1	70.2	Yes	Yes

* 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

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	181	100	35.3	47.3	17.4	64.7	62.9	67.5
Gender								
Male	90	100	29.9	49.4	20.7	70.1	62.9	67
Female	91	100	41.3	45	13.8	58.8	62.9	68
Racial/Ethnic Group								
White	81	100	20.3	50	29.7	79.7	79.7	79.5
African American	74	100	45.6	47.1	7.4	54.4	45.2	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	83.9	84.3
Hispanic	18	100	61.1	33.3	5.6	38.9	48.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	30	100	60	30	10	40	27.8	35.6
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	23	100	57.1	38.1	4.8	42.9	49.4	59.6
Socio-Economic Status								
Subsided meals	104	100	48.4	43.2	8.4	51.6	49.5	55.1
Social Studies								
All Students	183	100	19.8	53.5	26.7	80.2	67.9	72.3
Gender								
Male	95	100	17.6	46.2	36.3	82.4	67.1	71.5
Female	88	100	22.2	61.7	16	77.8	68.6	73.2
Racial/Ethnic Group								
White	76	100	5.6	47.2	47.2	94.4	82	80.7
African American	77	100	33.8	54.9	11.3	66.2	52.6	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.8	88.5
Hispanic	20	100	30	65	5	70	59.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	41	100	40	47.5	12.5	60	36.6	43.5
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	23	100	28.6	66.7	4.8	71.4	61.6	67.9
Socio-Economic Status								
Subsided meals	106	100	33.3	57.6	9.1	66.7	55.4	62.1

Abbreviations for Missing Data

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

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	267	98.9	27.1	33.5	39.4	72.9	68	70.2	96.9	96.1
Gender										
Male	145	98.6	27.3	33.1	39.6	72.7	61.5	63.2	96.7	95.9
Female	122	99.2	26.8	33.9	39.3	73.2	74.8	77.5	97.1	96.3
Racial/Ethnic Group										
White	114	100	12.7	29.1	58.2	87.3	80.5	79.1	96.9	96.2
African American	112	98.2	39.2	36.3	24.5	60.8	56.1	57.6	96.7	95.8
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	90.2	86.2	97.3	97.9
Hispanic	28	96.4	48.1	40.7	11.1	51.9	50.3	62.6	97	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	92.5
Disability Status										
Disabled	49	93.9	55.6	31.1	13.3	44.4	23.8	26.1	96.7	95
Migrant Status										
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	54.7	98.3	98.3
English Proficiency										
Limited English Proficient	33	97	46.7	36.7	16.7	53.3	51.7	61.2	97	96.7
Socio-Economic Status										
Subsidized meals	154	98.1	40.6	36.4	23.1	59.4	56	58.9	96.5	95.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	83	100	19.2	26.9	53.8	80.8
	4	99	100	30.8	22	47.3	69.2
	5	85	100	19.8	42	38.3	80.2
	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
Mathematics							
2009	3	83	100	26.9	35.9	37.2	73.1
	4	99	100	25.3	37.4	37.4	74.7
	5	85	100	21	39.5	39.5	79
	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	40	100	33.3	44.4	22.2	66.7
	4	98	100	41.1	45.6	13.3	58.9
	5	43	100	24.4	53.7	22	75.6
	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
Social Studies							
2009	3	43	100	11.9	52.4	35.7	88.1
	4	98	100	22.2	61.1	16.7	77.8
	5	42	100	22.5	37.5	40	77.5
	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	87	100	25.9	28.4	45.7	74.1
	4	99	98	31.1	33.3	35.6	68.9
	5	81	98.8	23.8	38.8	37.5	76.3
	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

Abbreviations for Missing Data

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