



CHARLES PINCKNEY ELEMENTARY

3300 Thomas Cario Blvd.
Mt. Pleasant, SC 29466

Grades	3-5 Elementary School	
Enrollment	966 Students	
Principal	Leanne Sheppard	843-856-4585
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Good

* The School's 2010 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 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

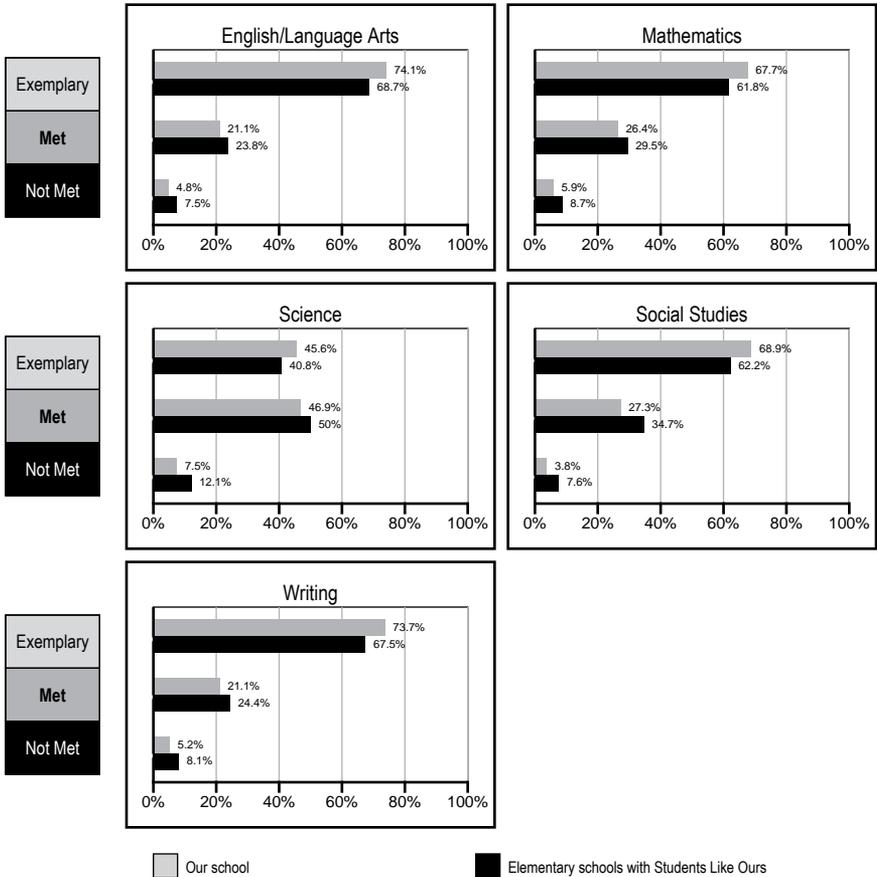
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	1	0	0	0

* Ratings are calculated with data available by 03/09/2011.

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=966)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	Down from 0.6%	0.3%	1.2%
Attendance rate	96.8%	Up from 96.7%	97.0%	96.1%
Eligible for gifted and talented	37.1%	Up from 33.7%	38.4%	11.7%
With disabilities other than speech	5.4%	Down from 5.5%	4.7%	8.0%
Older than usual for grade	0.5%	Up from 0.3%	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	58.3%	Up from 53.8%	67.0%	60.5%
Continuing contract teachers	97.9%	Up from 82.7%	89.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	91.3%	Down from 91.6%	88.6%	87.0%
Teacher attendance rate	98.5%	Up from 95.4%	95.1%	95.4%
Average teacher salary*	\$45,671	Up 2.9%	\$50,257	\$47,288
Professional development days/teacher	5.6 days	Down from 8.7 days	8.4 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	6.0	4.0
Student-teacher ratio in core subjects	26.8 to 1	Up from 24.5 to 1	20.7 to 1	19.2 to 1
Prime instructional time	95.2%	Up from 91.7%	93.7%	90.8%
Opportunities in the arts	Good	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**	\$5,228	Down 6.8%	\$7,893	\$7,548
Percent of expenditures for instruction**	65.7%	Up from 63.7%	67.2%	68.7%
Percent of expenditures for teacher salaries**	63.2%	Up from 60.2%	65.8%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Excellence is not only our standard at Charles Pinckney Elementary School; it is a state of mind and an expectation of the community we serve. Our school is part of a three-school campus, nestled within 100 acres of land and surrounded by woodlands. The school serves 996 students in grades 3-5. Though we have celebrated many successes over the past ten years, we are most proud of our school's recent nomination for the National Blue Ribbon Award. At Pinckney Elementary, our mission is to provide each student with an extensive range of educational opportunities in a nurturing environment. The staff and faculty, in partnership with families, ensure a healthy balance of rigorous instruction, extracurricular activities, and social opportunities for our students. Our mission is carried out daily by our exceptional faculty and staff, fifteen of our teachers are National Board Certified.

Providing an extensive range of educational opportunities ensures that each child's educational needs will be met. This philosophy is the driving force among Pinckney's highly motivated team and is evident through the assortment of rigorous learning opportunities offered at our school, such as: single gender education, flexible grouping, and differentiated instruction. Because it is our belief that all children can and will learn, the faculty and staff at Pinckney Elementary further promote multiple learning opportunities through the arts. Teachers frequently infuse the arts within the regular curriculum. Acting, dancing, and miming are commonly spotted within our classrooms to further enhance learning and retention. Teachers employ research-based instructional methods daily to make sure every child has an opportunity to serve as an active participant in our learning community.

Pinckney Elementary values its partnerships with its parents and community members as a reciprocal process. Our community, families, faculty, and staff are committed to high-quality education. Pinckney partnerships are vital to the school's success. Our PTO pioneered a technology drive, which outfitted every class with a SMARTboard. In addition, community members frequently volunteer to serve as guest readers and speakers. Our school also sponsors a team for the Buddy Walk, which raises money for Down Syndrome research. We have yearly participation in the Relay for Life, Christmas Commandos, Pennies for Patients, and a pajama drive for a local orphanage.

At Pinckney, we understand the importance of balancing a rigorous curriculum with extracurricular activities and social opportunities for our students. Students have a variety of extracurricular activities from which to choose, including the Chess Club, Student Council, the Ecology Club, Percussion Ensemble, Drama Club, girls' and boys' basketball teams, and "Writer's Cramp Club." Social opportunities are numerous as well. Throughout the year, parents, students, and staff members enjoy The Harvest Ball, the Oyster Roast, the Festival of Books, Family Reading Night, Art Night, and Family Math and Science Night.

Pinckney's persistent pledge to excellence has and will continue to develop productive, responsible citizens, and life-long learners.

Leanne Sheppard, Principal
 Bridgette Marques, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	323	162
Percent satisfied with learning environment	98.1%	99.1%	98.1%
Percent satisfied with social and physical environment	98.1%	95.0%	100.0%
Percent satisfied with school-home relations	98.0%	97.8%	98.8%

* 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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	992	100	4.8	21.1	74.1	98.1	85	83.5	Yes	Yes
Gender										
Male	496	100	5.6	24.7	69.7	98.3	81.6	80.1	N/A	N/A
Female	496	100	4	17.5	78.4	97.9	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	850	100	3.8	19.4	76.7	98.4	95.3	89.6	Yes	Yes
African American	77	100	15.7	45.7	38.6	95.7	75.2	74.6	Yes	Yes
Asian/Pacific Islander	27	100	4.2	12.5	83.3	95.8	96.1	92.7	I/S	I/S
Hispanic	18	100	5.6	5.6	88.9	100	80.1	79.6	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	67	100	35.4	36.9	27.7	83.1	49	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	4	8	88	96	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	137	100	13.4	38.6	48	95.3	76.4	76.9	Yes	Yes

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

All Students	992	100	5.9	26.5	67.6	96.9	81	80.4	Yes	Yes
Gender										
Male	496	100	5.8	26.2	68	96.6	78.9	78.4	N/A	N/A
Female	496	100	5.9	26.8	67.2	97.3	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	850	100	3.8	24.8	71.4	97.9	94.5	87.8	Yes	Yes
African American	77	100	32.9	44.3	22.9	84.3	68	69.3	Yes	Yes
Asian/Pacific Islander	27	100	N/A	N/A	N/A	100	96.1	93.5	I/S	I/S
Hispanic	18	100	N/A	N/A	N/A	100	77.2	78.3	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	67	100	38.5	35.4	26.2	76.9	43.8	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	N/A	N/A	N/A	100	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	137	100	19.7	43.3	37	89	70.2	72.8	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	667	100	7.5	46.9	45.6	92.5	67.4	67.3
Gender								
Male	335	100	6.1	47	47	93.9	66.2	66.9
Female	332	100	8.9	46.8	44.3	91.1	68.5	67.7
Racial/Ethnic Group								
White	568	100	5.2	46.7	48.1	94.8	89	79.6
African American	55	100	31.3	54.2	14.6	68.8	46.7	49.7
Asian/Pacific Islander	20	100	17.6	35.3	47.1	82.4	86.7	84.4
Hispanic	12	100	N/A	N/A	N/A	100	58.7	59.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.8	69.5
Disability Status								
Disabled	43	100	33.3	42.9	23.8	66.7	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	16	100	15.8	31.6	52.6	84.2	58.2	58.6
Socio-Economic Status								
Subsidized meals	90	100	22.6	56	21.4	77.4	49.3	55.4
Social Studies								
All Students	666	100	3.8	27.4	68.8	96.2	73.8	70.9
Gender								
Male	338	100	4.8	25.1	70.2	95.2	72.3	70.1
Female	328	100	2.9	29.7	67.4	97.1	75.3	71.7
Racial/Ethnic Group								
White	576	100	2.6	24.5	72.9	97.4	90.1	79.2
African American	54	100	15.4	61.5	23.1	84.6	58.4	58.4
Asian/Pacific Islander	15	100	N/A	N/A	N/A	100	89.3	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	88.6	71.2
Disability Status								
Disabled	51	100	22.4	44.9	32.7	77.6	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	10	I/S	N/A	N/A	N/A	100	66.7	68
Socio-Economic Status								
Subsidized meals	99	100	12	52.2	35.9	88	60.2	60.8

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	980	99.8	5.2	21.1	73.7	94.8	75	72.1	96.8	95.7
Gender										
Male	486	99.8	6.6	27.2	66.2	93.4	69.1	65.2	97	95.5
Female	494	99.8	3.8	15	81.2	96.2	81	79.2	96.6	95.8
Racial/Ethnic Group										
White	843	99.8	3.8	19.4	76.7	96.2	91	80.8	96.7	95.8
African American	74	100	20	45.7	34.3	80	60.2	59.7	97.2	95.5
Asian/Pacific Islander	26	100	8	12	80	92	89.2	87	98	97
Hispanic	18	100	N/AV	N/AV	N/AV	100	63.7	64.6	96.7	96
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	89.1	73.4	96.8	95.6
Disability Status										
Disabled	60	98.3	29.8	47.4	22.8	70.2	28.4	27.7	96.7	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	23	100	7.7	19.2	73.1	92.3	63.5	63.7	97.7	96.3
Socio-Economic Status										
Subsidized meals	132	100	14.3	42.1	43.7	85.7	61.1	61.9	96.6	95.2

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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
2010	3	308	100	3.8	13.7	82.6	96.2
	4	340	100	5	24	71	95
	5	344	100	5.5	24.9	69.6	94.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	308	100	7.8	27	65.2	92.2
	4	340	100	3.8	23.3	72.9	96.2
	5	344	100	6.1	29.2	64.7	93.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	153	100	13.1	37.2	49.7	86.9
	4	340	100	6	49.8	44.2	94
	5	174	100	5.4	49.7	44.9	94.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	155	100	3.4	22.3	74.3	96.6
	4	340	100	1.6	23	75.4	98.4
	5	171	100	8.6	40.5	50.9	91.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	306	99.4	5.5	14.4	80.1	94.5
	4	333	100	3.8	25.5	70.8	96.2
	5	341	100	6.3	22.7	71	93.7
	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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