



CHARLES PINCKNEY ELEMENTARY

3300 Thomas Cario Blvd.
Mt. Pleasant, SC 29466

Grades	3-5 Elementary School	
Enrollment	1,027 Students	
Principal	Leanne Sheppard	843-856-4585
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

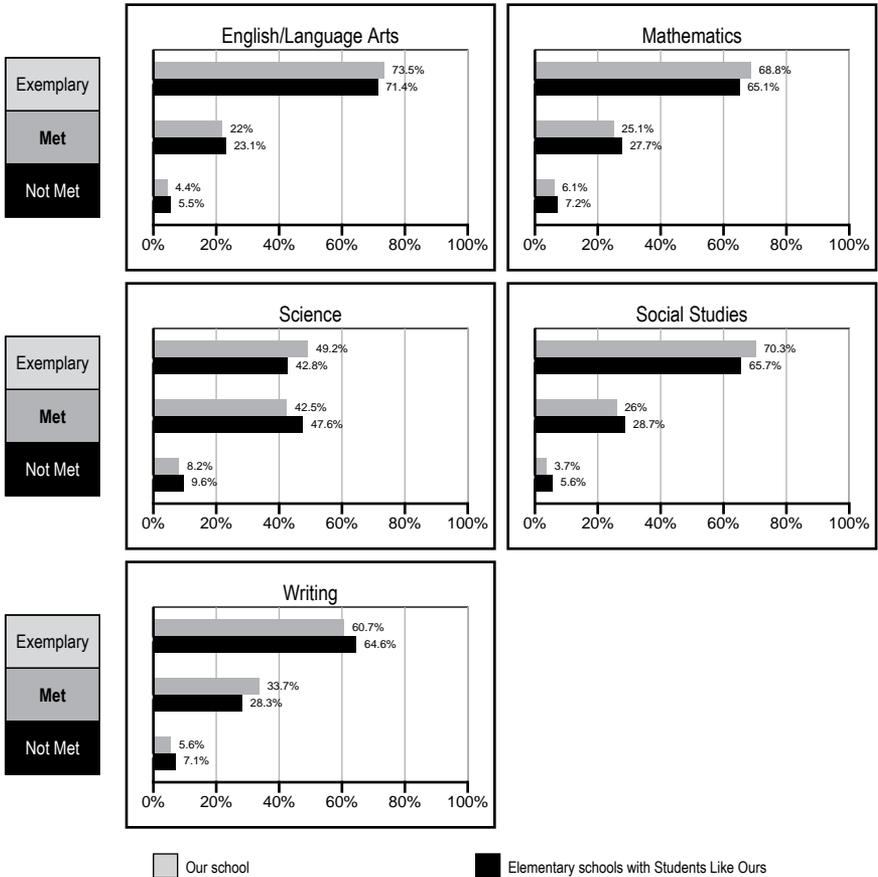
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 91.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 11/09/2011.

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=1,027)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	No Change	0.5%	1.1%
Attendance rate	96.9%	Up from 96.8%	96.9%	96.2%
Served by gifted and talented program	41.0%	Up from 37.1%	40.0%	13.4%
With disabilities other than speech	3.9%	Down from 5.4%	2.2%	4.1%
Older than usual for grade	0.3%	Down from 0.5%	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	59.6%	Up from 58.3%	67.0%	62.5%
Continuing contract teachers	84.2%	Down from 97.9%	88.6%	88.2%
Teachers returning from previous year	92.4%	Up from 91.3%	85.8%	87.8%
Teacher attendance rate	97.5%	Down from 98.5%	95.5%	95.2%
Average teacher salary*	\$45,010	Down 1.4%	\$48,584	\$46,773
Professional development days/teacher	4.6 days	Down from 5.6 days	10.9 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	7.5	4.0
Student-teacher ratio in core subjects	27.0 to 1	Up from 26.8 to 1	21.5 to 1	19.9 to 1
Prime instructional time	94.3%	Down from 95.2%	91.4%	90.4%
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**	\$5,514	Up 5.5%	\$6,894	\$7,447
Percent of expenditures for instruction**	63.0%	Down from 65.7%	71.4%	68.4%
Percent of expenditures for teacher salaries**	61.4%	Down from 63.2%	70.2%	65.8%

* 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 also 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 1036 students in grades 3-5. During this school year we received the most prestigious academic award, the "National Blue Ribbon School of Excellence." 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; seventeen 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- single gender education, flexible grouping, and differentiated instruction. 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. To support the integration of arts into the regular curriculum, an art closet full of brushes, paint, clay, and much more is maintained. 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 provided a new sound system for our gym, a new playground structure, and new Ipods to be used for Laps for Literacy and audio Museum Math Walks. In addition, community members frequently volunteer to serve as guest 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: Chess Club, Student Council, Ecology Club, Percussion Ensemble, girls' and boys' basketball teams, tennis teams and WCPE news show. Social and academic- centered opportunities are numerous as well. Parents, students and staff members enjoy the Harvest Ball, Oyster Roast, Festival of Books, Family Reading Night, and Science Fair.

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

Leanne Sheppard, Principal
Kim Jackson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	317	198
Percent satisfied with learning environment	100.0%	99.1%	97.9%
Percent satisfied with social and physical environment	97.6%	96.5%	98.5%
Percent satisfied with school-home relations	100.0%	96.2%	99.5%

* 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

NO

This school met 23 out of 25 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	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

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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 = 79.4% (Met or Exemplary)

All Students	1029	100	4.4	22	73.6	97.3	83.1	82.4	Yes	Yes
Gender										
Male	548	100	5.3	23.5	71.2	97	79.9	78.7	N/A	N/A
Female	481	100	3.4	20.3	76.3	97.6	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	863	100	2.6	21.4	76	98.5	94.8	88.9	Yes	Yes
African American	79	100	22.4	38.2	39.5	84.2	71.9	72.9	Yes	Yes
Asian/Pacific Islander	42	100	2.5	12.5	85	100	96.3	93	Yes	Yes
Hispanic	39	100	9.1	15.2	75.8	97	78	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	87.5	83	I/S	I/S
Disability Status										
Disabled	74	100	37	38.4	24.7	75.3	42.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	N/AV	N/AV	N/AV	100	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	121	100	18.9	39.6	41.4	88.3	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	1029	100	6.1	25.1	68.8	96.2	82.8	81.9	Yes	Yes
Gender										
Male	548	100	7.4	23.1	69.5	95.3	81.1	79.9	N/A	N/A
Female	481	100	4.7	27.4	67.9	97.2	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	863	100	4.9	23.2	71.9	97.4	94.9	88.9	Yes	Yes
African American	79	100	22.4	48.7	28.9	81.6	70.9	71.4	Yes	Yes
Asian/Pacific Islander	42	100	N/AV	N/AV	N/AV	100	97.4	94.6	Yes	Yes
Hispanic	39	100	9.1	30.3	60.6	93.9	79.2	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	93.8	84.4	I/S	I/S
Disability Status										
Disabled	74	100	37	39.7	23.3	68.5	40.8	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	4.2	20.8	75	100	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	121	100	22.5	41.4	36	82	72.7	74.9	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	679	99.7	8.1	42.5	49.4	91.9	69.2	68.6
Gender								
Male	347	99.4	7.2	38.6	54.2	92.8	68.4	68.3
Female	332	100	9	46.6	44.4	91	70	68.9
Racial/Ethnic Group								
White	565	99.8	5.6	42.3	52.1	94.4	90.4	80.7
African American	53	98.1	40	50	10	60	48.4	51.4
Asian/Pacific Islander	29	100	N/AV	N/AV	N/AV	100	88.2	85.3
Hispanic	28	100	N/AV	N/AV	N/AV	100	63.3	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87	70.8
Disability Status								
Disabled	50	100	32.7	55.1	12.2	67.3	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	16	100	N/AV	N/AV	N/AV	100	60.4	60.7
Socio-Economic Status								
Subsidized meals	79	100	27.8	54.2	18.1	72.2	51.8	57.3
Social Studies								
All Students	672	99.7	3.5	26.2	70.3	96.5	75.5	72.5
Gender								
Male	362	99.5	2.9	24	73.1	97.1	74.4	72
Female	310	100	4.3	28.7	67	95.7	76.6	73.1
Racial/Ethnic Group								
White	565	99.8	2.2	23.9	73.9	97.8	91	81
African American	52	100	19.6	51	29.4	80.4	60.4	60
Asian/Pacific Islander	31	100	N/AV	N/AV	N/AV	100	93.3	89
Hispanic	20	95	5.9	35.3	58.8	94.1	69	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.3	73.5
Disability Status								
Disabled	45	100	15.6	53.3	31.1	84.4	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	13	100	N/AV	N/AV	N/AV	100	70.5	69.7
Socio-Economic Status								
Subsidized meals	81	98.8	14.9	52.7	32.4	85.1	61.8	62.9

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	347	98.9	4.5	34.1	61.4	95.5	75.8	73.2	96.9	96
Gender										
Male	185	98.4	5.6	36.5	57.9	94.4	70.7	67.2	97	95.9
Female	162	99.4	3.2	31.4	65.4	96.8	81.1	79.4	96.7	96.1
Racial/Ethnic Group										
White	289	98.6	2.5	32	65.5	97.5	90.8	81.5	96.8	96.1
African American	29	100	17.9	50	32.1	82.1	61.3	61.3	97.5	95.8
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	85.4	87	97.7	96.9
Hispanic	15	100	15.4	38.5	46.2	84.6	69.4	66.7	96.4	96
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.4	95.9
Disability Status										
Disabled	26	96.2	25	62.5	12.5	75	23.9	26	96.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.9	65.7	97.9	96.3
Socio-Economic Status										
Subsidized meals	48	97.9	19	57.1	23.8	81	62.2	63.2	96.5	95.5

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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							
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
2011	3	359	100	4.6	11	84.4	95.4
	4	323	100	5.1	26.9	67.9	94.9
	5	347	100	3.6	28.8	67.7	96.4
	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							
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
2011	3	359	100	8.9	23.3	67.7	91.1
	4	323	100	3.5	25	71.5	96.5
	5	347	100	5.6	27	67.4	94.4
	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							
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
2011	3	182	99.5	14.3	33.1	52.6	85.7
	4	322	100	3.9	46.6	49.5	96.1
	5	175	99.4	9.4	44.7	45.9	90.6
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	177	98.9	2.9	15.3	81.8	97.1
	4	323	100	2.6	31.1	66.3	97.4
	5	172	100	6	28.1	65.9	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							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	347	98.9	4.5	34.1	61.4	95.5
	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

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