

PINECREST ELEMENTARY

220 Northside Drive
Greenwood, South

Grades	K-5 Elementary School	
Enrollment	505 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Good
2009	Average	Average
2008	Average	Average
2007	Average	Below Average

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

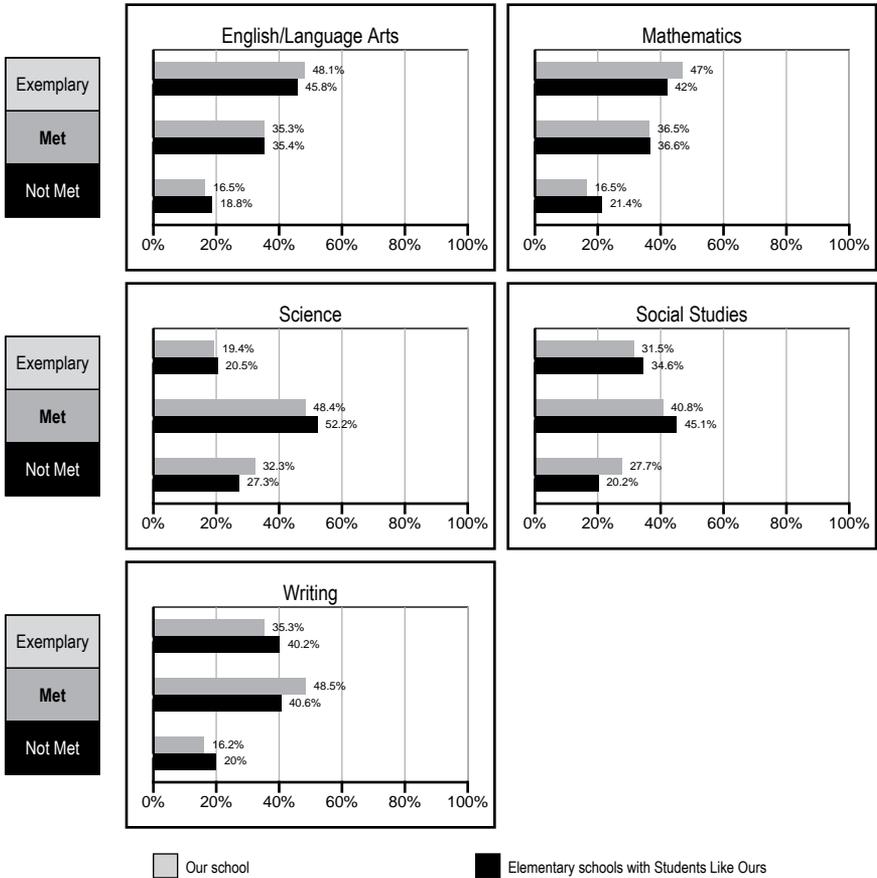
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	38	33	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=505)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.9%	1.1%	1.1%
Attendance rate	96.9%	Up from 96.6%	96.2%	96.2%
Served by gifted and talented program	15.8%	Up from 14.4%	17.5%	13.4%
With disabilities other than speech	5.6%	Down from 9.9%	4.4%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	78.1%	Up from 73.0%	62.9%	62.5%
Continuing contract teachers	96.9%	Down from 97.3%	90.3%	88.2%
Teachers returning from previous year	85.4%	Down from 87.9%	89.4%	87.8%
Teacher attendance rate	97.3%	Up from 95.8%	95.4%	95.2%
Average teacher salary*	\$48,829	Up 2.8%	\$47,763	\$46,773
Professional development days/teacher	9.3 days	Up from 6.0 days	10.9 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.6 to 1	20.8 to 1	19.9 to 1
Prime instructional time	93.9%	Up from 91.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,222	Down 4.2%	\$6,922	\$7,447
Percent of expenditures for instruction**	70.8%	Up from 69.3%	68.4%	68.4%
Percent of expenditures for teacher salaries**	68.4%	Up from 68.2%	66.0%	65.8%

* 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 and engaging educational opportunities where all students learn and grow in a positive, respectful environment. 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 students have at our school. Students have the opportunity to participate in many service learning projects such as Recycling, United Way, Relay for Life, March of Dimes, and many other fundraisers that support our local community. Students also participate in a variety of activities such as chorus, drama club, Pinecrest Day, carnival, Junior Master Gardeners, Art in the Afternoon, Career Day, Veteran’s Day, Lander Performing Arts Series, family reading nights, grade level parent involvement activities, GATAS Mini-Mall, Student Council, and a fall reading celebration.

Students have the opportunity to excel academically and be authentically engaged through opportunities such as Brain Boosters, GATAS, Balanced Literacy, SMART Board activities, math and literacy workstations, RTI, Accelerated Reader, and Accelerated Math. Academic achievement is recognized through various awards programs each nine weeks.

Character Education is emphasized through monthly character lessons. Character Kids and Terrific Kids are chosen monthly from each class and presented with awards and incentives. Our focus on respect this year with our Positive Behavior Interventions and Supports (PBIS) program added additional opportunities for students to earn rewards and praise for showing their Pinecrest PRIDE. Pinecrest is a Ribbon winner for our excellent efforts with PBIS first year implementation.

Our teachers and staff are constantly looking for ways to improve our instructional program to better meet the needs of our students. This year we set grade level goals at 80%, developed an effective Response to Intervention program, and our faculty and staff worked diligently as a professional learning community. Our combined efforts increased our percentage of students meeting MAP target goals, helped us meet AYP for the third year, and helped us increase our PASS absolute score from average to good. As a result, we received the Palmetto Silver Award for our improvement in PASS test scores.

Pinecrest keeps parents involved and informed through various avenues such as teacher webpages, school website, monthly newsletters, parent involvement nights, and parent/teacher conferences. We are excited to have a PTO, School Improvement Council, and Title I Committee that meet on a regular basis and support our activities and programs at Pinecrest.

Susan H. Buchanan, Principal

Chandler Darling, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	64	38
Percent satisfied with learning environment	100.0%	87.1%	100.0%
Percent satisfied with social and physical environment	100.0%	95.3%	92.1%
Percent satisfied with school-home relations	100.0%	93.8%	92.1%

* 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

NO

This school met 18 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	0.0%	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

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 = 79.4% (Met or Exemplary)

All Students	281	100	16.5	35.3	48.1	89.8	81.4	82.4	Yes	Yes
Gender										
Male	153	100	17.6	33.1	49.3	88	78.3	78.7	N/A	N/A
Female	128	100	15.3	37.9	46.8	91.9	84.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	134	100	5.3	27.3	67.4	97.7	91.1	88.9	Yes	Yes
African American	102	100	24.4	47.8	27.8	83.3	72	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	38	100	39.5	36.8	23.7	76.3	70.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	45	100	44.2	37.2	18.6	72.1	42.4	48.1	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	37.8	35.1	27	75.7	71.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	172	100	25	45	30	83.8	73.7	75.4	Yes	Yes

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

All Students	281	99.6	16.5	36.5	47	87.6	81.6	81.9	Yes	Yes
Gender										
Male	153	99.4	14.1	31.7	54.2	88.7	79.6	79.9	N/A	N/A
Female	128	100	19.4	41.9	38.7	86.3	83.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	134	100	5.3	29.5	65.2	97.7	92.1	88.9	Yes	Yes
African American	102	99	31.1	42.2	26.7	75.6	70.8	71.4	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	98.1	94.6	I/S	I/S
Hispanic	38	100	23.7	50	26.3	78.9	73.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	45	100	46.5	34.9	18.6	62.8	41.6	47.3	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	24.3	45.9	29.7	78.4	74.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	172	100	25	45	30	80	73.5	74.9	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	194	99	32.3	48.4	19.4	67.7	63.2	68.6
Gender								
Male	104	99	29.6	46.9	23.5	70.4	63.9	68.3
Female	90	98.9	35.2	50	14.8	64.8	62.5	68.9
Racial/Ethnic Group								
White	98	99	13.5	54.2	32.3	86.5	81.3	80.7
African American	70	98.6	53.1	39.1	7.8	46.9	46.3	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	23	100	N/AV	N/AV	N/AV	43.5	43	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	35	97.1	47.1	44.1	8.8	52.9	29.3	35.7
Migrant Status								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	23	100	N/AV	N/AV	N/AV	47.8	43.5	60.7
Socio-Economic Status								
Subsidized meals	114	99.1	49.1	40.7	10.2	50.9	49.5	57.3
Social Studies								
All Students	196	98.5	27.7	40.8	31.5	72.3	69.2	72.5
Gender								
Male	105	97.1	24	32.3	43.8	76	71.2	72
Female	91	100	31.8	50	18.2	68.2	67	73.1
Racial/Ethnic Group								
White	88	100	13.6	40.9	45.5	86.4	83	81
African American	75	96	43.8	40.6	15.6	56.3	55.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.9	89
Hispanic	27	100	40.7	40.7	18.5	59.3	57.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	30	100	51.7	37.9	10.3	48.3	35.3	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	28	100	40.7	40.7	18.5	59.3	57.4	69.7
Socio-Economic Status								
Subsidized meals	128	98.4	40.2	41.9	17.9	59.8	58.6	62.9

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	69	100	16.2	48.5	35.3	83.8	72.9	73.2	96.9	96
Gender										
Male	42	100	19.5	51.2	29.3	80.5	67.7	67.2	96.9	96
Female	27	100	11.1	44.4	44.4	88.9	78.4	79.4	96.9	96.1
Racial/Ethnic Group										
White	32	100	6.3	46.9	46.9	93.8	84.5	81.5	96.7	96.1
African American	24	100	26.1	47.8	26.1	73.9	61.2	61.3	97	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.2	87	97.4	98.2
Hispanic	11	100	27.3	63.6	9.1	72.7	64.2	66.7	97	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.8
Disability Status										
Disabled	11	100	N/AV	N/AV	N/AV	63.6	26.3	26	96.7	95
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	92.6	95.8
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	64.4	65.7	97	96.6
Socio-Economic Status										
Subsidized meals	47	100	21.7	56.5	21.7	78.3	64.2	63.2	96.6	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							
2010	3	105	100	13.4	25.8	60.8	86.6
	4	72	100	18.3	28.2	53.5	81.7
	5	89	100	25.9	28.2	45.9	74.1
	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	101	100	16	25.5	58.5	84
	4	109	100	15.4	44.2	40.4	84.6
	5	71	100	19.1	35.3	45.6	80.9
	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	105	100	26.8	44.3	28.9	73.2
	4	72	100	9.9	40.8	49.3	90.1
	5	89	100	35.3	38.8	25.9	64.7
	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	101	99	24.5	28.7	46.8	75.5
	4	109	100	14.4	43.3	42.3	85.6
	5	71	100	8.8	36.8	54.4	91.2
	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
Science							
2010	3	52	100	41.7	37.5	20.8	58.3
	4	72	100	22.5	56.3	21.1	77.5
	5	46	97.8	38.1	45.2	16.7	61.9
	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	50	96	42.6	38.3	19.1	57.4
	4	109	100	28.8	55.8	15.4	71.2
	5	35	100	28.6	40	31.4	71.4
	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

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
Social Studies							
2010	3	53	100	24.5	40.8	34.7	75.5
	4	72	100	14.1	52.1	33.8	85.9
	5	43	97.7	31.7	46.3	22	68.3
	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	51	96.1	27.7	25.5	46.8	72.3
	4	109	100	27.9	47.1	25	72.1
	5	36	97.2	27.3	42.4	30.3	72.7
	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
Writing							
2010	3	106	100	28.6	35.7	35.7	71.4
	4	73	100	19.4	41.7	38.9	80.6
	5	87	96.6	41	26.5	32.5	59
	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	69	100	16.2	48.5	35.3	83.8
	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