



Pinecrest Elementary

220 Northside Drive
Greenwood, South

Grades	PK-5 Elementary School	
Enrollment	587 Students	
Principal	Susan H. Buchanan	864-941-5580
Superintendent	Dr. Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Below Average
2006	Good	At-Risk
2005	Good	At-Risk
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

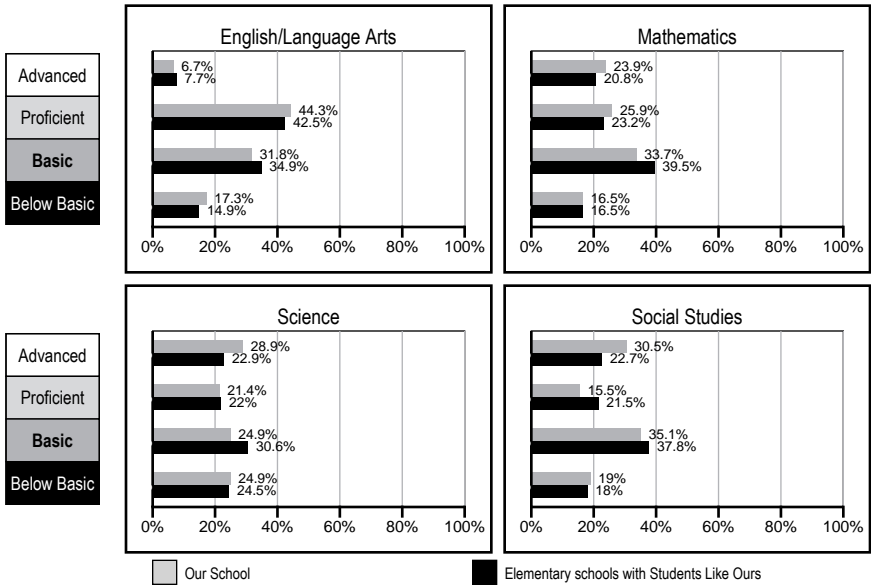
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	31	58	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=587)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 2.4%	1.8%	2.3%
Attendance rate	96.9%	Up from 96.8%	96.5%	96.3%
Eligible for gifted and talented	18.3%	Up from 18.1%	17.0%	10.4%
With disabilities other than speech	9.6%	Up from 9.1%	6.5%	7.5%
Older than usual for grade	0.4%	Down from 0.9%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	63.2%	Up from 56.4%	60.7%	56.7%
Continuing contract teachers	78.9%	Up from 71.8%	81.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 87.2%	89.4%	86.4%
Teacher attendance rate	95.2%	Up from 94.1%	94.7%	94.9%
Average teacher salary	\$44,788	Up 5.7%	\$46,744	\$45,345
Professional development days/teacher	17.5 days	Up from 13.9 days	13.3 days	12.6 days
School				
Principal's years at school	1.0	Down from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 17.7 to 1	19.6 to 1	18.5 to 1
Prime instructional time	90.3%	Up from 89.3%	89.8%	89.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,547	Down 4.7%	\$6,547	\$7,052
Percent of expenditures for instruction*	69.4%	Down from 70.5%	69.4%	69.1%
Percent of expenditures for teacher salaries*	67.3%	Up from 66.7%	65.7%	64.2%

* Prior year audited financial data are reported.

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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 for learning.

We are especially proud of some of our accomplishments this year. Through a combined effort of our parents, students, and faculty and staff, we raised the most money of all the local elementary schools for United Way. Our annual reading celebration was a big success with a total of 168,981 minutes read by all of our students. Students were challenged mathematically through Math Out Of The Box instruction in our PEAK after school program as well as GATAS Navigation in Math. Balanced Literacy continued to be our main literacy focus with additional emphasis on challenging students through non-fiction text. Students who met their AR goals in reading were treated to a trip to a local fun park as a reward for their reading efforts. Special programs provided extra curricular activities for students such as, Junior Master Gardeners, Art in the Afternoon, Chorus, and Pinecrest Fighters Robotics Team.

Our teachers and staff are constantly looking for ways to improve our instructional program to better meet the needs of our students by participating in a variety of staff development opportunities. All teachers participated in a book study focusing on authentic engagement. We also have three teachers who earned National Board Certification. This gives us a total of seven teachers who are National Board Certified. Teachers also attended various math, literacy, and classroom management workshops.

We are pleased that our PTO and School Improvement Council support our efforts at Pinecrest. Because of their help, we were able to purchase Smart Boards and other materials for our school. They also support fund raising efforts such as a silent auction, basket sales, fall carnival, birthday lunches, science fair, blood drive, starving artist sale, and family reading nights.

All of these combined efforts make Pinecrest a great place to grow!

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	86	52
Percent satisfied with learning environment	97.6%	93.0%	84.0%
Percent satisfied with social and physical environment	97.5%	82.4%	77.6%
Percent satisfied with school-home relations	95.1%	93.0%	84.3%

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

School Adequate Yearly Progress

NO

This school met 19 out of 23 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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	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

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	269	100	17.1	31.5	44	7.4	62.3	45	48.2	Yes	Yes
Gender											
Male	148	100	22	32.6	38.3	7.1	56.7	40	41.7	N/A	N/A
Female	121	100	11.2	30.2	50.9	7.8	69	49.9	55	N/A	N/A
Racial/Ethnic Group											
White	129	100	6.3	27	57.9	8.7	76.2	62.2	60	Yes	Yes
African American	96	100	30.8	36.3	28.6	4.4	46.2	27.2	31.7	No	Yes
Asian/Pacific Islander	14	100	0	30.8	53.8	15.4	84.6	79.5	70.4	I/S	I/S
Hispanic	27	100	33.3	37.5	25	4.2	33.3	27.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	48	100	51.1	27.7	17	4.3	25.5	14.4	16	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	40	100	22.2	41.7	27.8	8.3	47.2	29.1	36.9	I/S	Yes
Socio-Economic Status											
Subsided meals	122	100	33	33	29.5	4.5	42	28.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	269	100	16.3	33.5	26.5	23.7	59.9	45.5	45.8	Yes	Yes
Gender											
Male	148	100	18.4	24.1	32.6	24.8	65.2	46.7	45.6	N/A	N/A
Female	121	100	13.8	44.8	19	22.4	53.4	44.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	129	100	3.2	31.7	30.2	34.9	76.2	62.8	59	Yes	Yes
African American	96	100	33	37.4	23.1	6.6	38.5	27.1	26.9	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	N/AV	N/AV	84.1	71.3	I/S	I/S
Hispanic	27	100	33.3	41.7	16.7	8.3	33.3	30.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	48	100	44.7	36.2	17	2.1	27.7	17.1	17.1	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	40	100	22.2	30.6	22.2	25	55.6	34.1	38.7	I/S	Yes
Socio-Economic Status											
Subsided meals	122	100	33	41.1	16.1	9.8	35.7	29.3	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	184	100	24.6	24.6	21.1	29.7	50.9	35.7	35.7	96.9	96.3
Gender											
Male	107	100	21.8	19.8	21.8	36.6	58.4	39	37.4	96.9	96.2
Female	77	100	28.4	31.1	20.3	20.3	40.5	32.4	33.8	96.8	96.5
Racial/Ethnic Group											
White	84	100	8.4	16.9	28.9	45.8	74.7	53.7	49.2	97.1	96.3
African American	71	100	42.4	30.3	16.7	10.6	27.3	16.6	17	96.6	96.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	76.7	58	97.9	98
Hispanic	19	100	47.1	41.2	0	11.8	11.8	17.1	24.9	96.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	38	100	51.4	24.3	13.5	10.8	24.3	11.7	14	96.9	95.2
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	97	97.8
English Proficiency											
Limited English Proficient	26	100	34.8	39.1	0	26.1	26.1	20.6	24.4	96.9	96.9
Socio-Economic Status											
Subsized meals	89	100	46.3	31.7	11	11	22	17	21.1	96.2	95.7
Social Studies											
All Students	184	100	18.8	34.7	16.5	30.1	46.6	30.7	34	96.9	96.3
Gender											
Male	103	100	20.4	31.6	15.3	32.7	48	34.3	36.6	96.9	96.2
Female	81	100	16.7	38.5	17.9	26.9	44.9	27.1	31.3	96.8	96.5
Racial/Ethnic Group											
White	97	100	9.6	30.9	16	43.6	59.6	45.2	44.5	97.1	96.3
African American	62	100	30.5	42.4	16.9	10.2	27.1	15.2	19.1	96.6	96.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	78.6	58.9	97.9	98
Hispanic	15	100	38.5	46.2	7.7	7.7	15.4	16.9	27.5	96.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	31	100	46.7	26.7	13.3	13.3	26.7	13.6	14.4	96.9	95.2
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	97	97.8
English Proficiency											
Limited English Proficient	23	100	28.6	38.1	9.5	23.8	33.3	19.2	27.3	96.9	96.9
Socio-Economic Status											
Subsized meals	80	100	34.2	42.5	15.1	8.2	23.3	15.3	21	96.2	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	96	100	8.9	32.2	52.2	6.7	58.9	
	4	95	100	13	28.3	52.2	6.5	58.7	
	5	72	100	22.7	51.5	24.2	1.5	25.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	83	100	15.6	26	41.6	16.9	58.4	
	4	97	100	17.4	30.4	50	2.2	52.2	
	5	89	100	18.2	37.5	39.8	4.5	44.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	96	100	17.8	56.7	14.4	11.1	25.6	
	4	95	100	12	26.1	38	23.9	62	
	5	72	100	25.8	43.9	15.2	15.2	30.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	83	100	24.7	36.4	22.1	16.9	39	
	4	97	100	13	34.8	26.1	26.1	52.2	
	5	89	100	12.5	29.5	30.7	27.3	58	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	49	100	31.1	31.1	28.9	8.9	37.8	
	4	95	100	16.3	37	21.7	25	46.7	
	5	37	100	35.3	20.6	17.6	26.5	44.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	28.9	28.9	21.1	21.1	42.1	
	4	97	100	20.7	25	21.7	32.6	54.3	
	5	45	100	28.9	20	20	31.1	51.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	47	100	17.8	42.2	26.7	13.3	40	
	4	95	100	17.4	40.2	22.8	19.6	42.4	
	5	35	100	25	50	12.5	12.5	25	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	22	29.3	26.8	22	48.8	
	4	97	100	17.4	42.4	15.2	25	40.2	
	5	44	100	18.6	23.3	9.3	48.8	58.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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