



## Pine Grove Elementary

111 Huffstetler Drive  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	501 Students	
<b>Principal</b>	Inger Ferguson	803-214-2380
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	At-Risk

## 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**

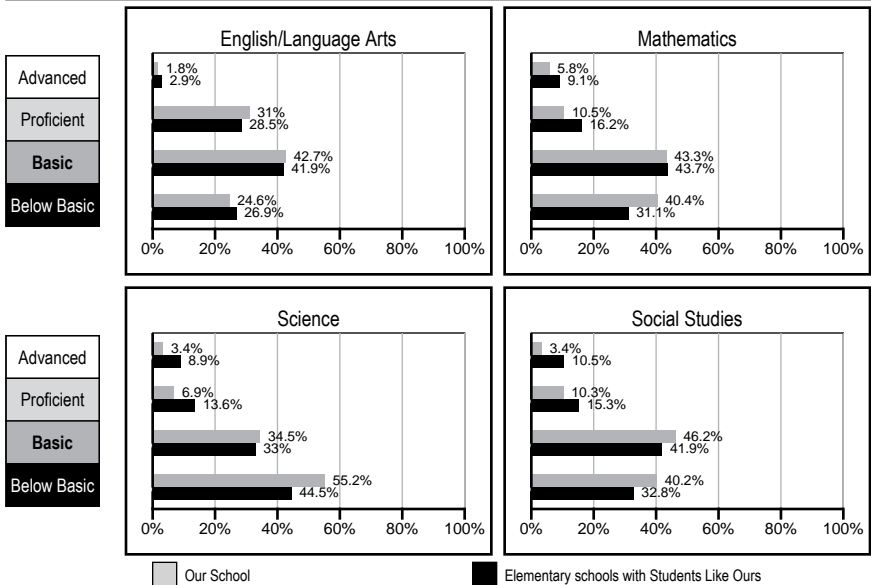
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	16	61	11

\* 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
<b>Students (n=501)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Down from 4.6%	3.0%	2.3%
Attendance rate	95.8%	Up from 95.6%	96.0%	96.3%
Eligible for gifted and talented	6.8%	Down from 9.6%	4.3%	10.4%
With disabilities other than speech	8.3%	Up from 7.4%	8.0%	7.5%
Older than usual for grade	0.3%	Down from 1.8%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	55.6%	Up from 48.6%	53.3%	56.7%
Continuing contract teachers	77.8%	Up from 71.4%	70.3%	77.3%
Teachers with emergency or provisional certificates	3.1%	No Change	0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 87.4%	83.5%	86.4%
Teacher attendance rate	95.8%	Up from 94.0%	94.9%	94.9%
Average teacher salary	\$46,586	Up 1.0%	\$43,860	\$45,345
Professional development days/teacher	8.9 days	Down from 12.5 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.7 to 1	17.0 to 1	18.5 to 1
Prime instructional time	90.7%	Up from 88.1%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.4%	Up from 93.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,464	Down 0.3%	\$7,820	\$7,052
Percent of expenditures for instruction*	80.4%	Up from 78.8%	69.1%	69.1%
Percent of expenditures for teacher salaries*	76.0%	Up from 75.5%	62.5%	64.2%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Pine Grove Elementary School has focused on teaching the academic standards, strengthening instructional delivery, improving the school climate, and improving the quality of home/school relationships. Pine Grove did not meet the goal for Adequate Yearly Progress (AYP) in 2006/07 for the first time since the inception of the No Child Left Behind (NCLB) federal legislation.

The 2007/08 needs assessment shows achievement in English/language arts for grades 3-5 was at 79% and mathematics was at 64.6%. This information is based on the 2006/07 Palmetto Achievement Challenge Test (PACT) results. The percent of students scoring Proficient and Advanced must increase in order to meet the federal achievement goals. The percent of students scoring Basic and above must increase in order to meet the state goals.

Intervention measures were put into place to impact student achievement. They included math intervention for grades 3-5, reading intervention for grades 1-3, an after-school remediation program for grades 3-5, and instructional support for two selected classes (grades 3 and 5). Books were given to students to impact literacy through "The Birthday Book" and "Reading is Fundamental (RIF)" programs.

Teachers were involved in professional development that targeted high-yield instructional strategies, balanced literacy, the use of electronic white boards, and Positive Behavior Intervention and Supports (PBIS) during 2007/08. Teachers are also encouraged to participate in summer sessions offered by the district that directly impact the quality of instruction in reading, mathematics, science, and social studies.

Mentoring for selected second-grade students was provided through the Lunch Buddies Program. Mentors from the FBI worked with the after-school remediation program. Students from the University of South Carolina (Capstone Scholars) also assisted with the after school program. The Junior League and school collaborated to host the "Smart Matters" monthly meetings.

The Parent Teacher Association (PTA) sponsored a school spelling bee for students in grades 3-5 and a school-wide talent show, "Pine Grove Idol." The School Improvement Council (SIC) increased the number of parent members and promoted improved communication between school and home.

We will continue to make student achievement, a positive school climate, and quality home/school relationships a priority in 2008/09.

Betty W. Prudence  
Principal

Deborah Saunders  
School Improvement Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	35	55	43
Percent satisfied with learning environment	60.0%	85.2%	83.7%
Percent satisfied with social and physical environment	65.7%	78.2%	71.4%
Percent satisfied with school-home relations	35.3%	85.5%	76.2%

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

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School Adequate Yearly Progress

NO

This school met 10 out of 13 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	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

\* Or greater than last year

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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	186	98.4	23.2	43.5	31.5	1.8	44.6	41.2	48.2	Yes	Yes
<b>Gender</b>											
Male	90	98.9	28.4	42	28.4	1.2	43.2	35	41.7	N/A	N/A
Female	96	97.9	18.4	44.8	34.5	2.3	46	47.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	177	98.3	22.4	44.7	31.1	1.9	44.7	33.3	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	35	97.1	62.5	37.5	0	0	12.5	14.1	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	137	97.8	23.3	49.2	25.8	1.7	39.2	31.2	34	Yes	Yes

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

All Students	186	100	40.4	43.3	10.5	5.8	22.8	34.9	45.8	No	Yes
<b>Gender</b>											
Male	90	100	47.6	39	9.8	3.7	19.5	33.8	45.6	N/A	N/A
Female	96	100	33.7	47.2	11.2	7.9	25.8	35.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	177	100	40.9	42.7	11	5.5	22	25.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	35	100	78.8	18.2	3	0	3	12.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	137	100	41.5	48	8.1	2.4	17.9	24.6	31.4	No	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
<b>Science</b>											
All Students	125	100	55.2	34.5	6.9	3.4	10.3	25.3	35.7	95.8	96.1
<b>Gender</b>											
Male	58	100	56.6	35.8	5.7	1.9	7.5	26	37.4	96	95.8
Female	67	100	54	33.3	7.9	4.8	12.7	24.6	33.8	95.5	96.3
<b>Racial/Ethnic Group</b>											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	92.5	96.3
African American	121	100	55.8	34.5	6.2	3.5	9.7	16.4	17	95.9	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	90.1	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	96.8	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
<b>Disability Status</b>											
Disabled	24	100	87	13	0	0	0	8.9	14	94.7	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	90.5	96.7
<b>Socio-Economic Status</b>											
Subsided meals	89	100	55.6	37	6.2	1.2	7.4	15.1	21.1	95.6	95.8
<b>Social Studies</b>											
All Students	127	100	40.2	46.2	10.3	3.4	13.7	27.2	34	95.8	96.1
<b>Gender</b>											
Male	63	100	39.7	44.8	12.1	3.4	15.5	28.1	36.6	96	95.8
Female	64	100	40.7	47.5	8.5	3.4	11.9	26.2	31.3	95.5	96.3
<b>Racial/Ethnic Group</b>											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	92.5	96.3
African American	120	100	40.5	45.9	9.9	3.6	13.5	18.2	19.1	95.9	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	90.1	96
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	96.8	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
<b>Disability Status</b>											
Disabled	25	100	69.6	26.1	0	4.3	4.3	9.7	14.4	94.7	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	90.5	96.7
<b>Socio-Economic Status</b>											
Subsided meals	95	100	40.7	46.5	10.5	2.3	12.8	16.8	21	95.6	95.8

\* 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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	70	100	10.5	59.6	26.3	3.5	29.8	
	4	58	98.3	6.8	68.2	22.7	2.3	25	
	5	67	100	41.1	53.6	5.4	0	5.4	
	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
<b>2008</b>	3	65	100	16.7	41.7	38.3	3.3	41.7	
	4	66	95.5	25.4	37.3	35.6	1.7	37.3	
	5	55	100	28.6	53.1	18.4	0	18.4	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	70	100	33.3	54.4	12.3	0	12.3	
	4	58	100	31.1	46.7	15.6	6.7	22.2	
	5	67	100	41.1	50	8.9	0	8.9	
	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
<b>2008</b>	3	65	100	51.7	43.3	3.3	1.7	5	
	4	66	100	25.8	46.8	17.7	9.7	27.4	
	5	55	100	44.9	38.8	10.2	6.1	16.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	36	100	58.6	34.5	6.9	0	6.9	
	4	58	100	51.1	26.7	17.8	4.4	22.2	
	5	32	100	59.3	37	3.7	0	3.7	
	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
<b>2008</b>	3	32	100	53.3	46.7	0	0	0	
	4	66	100	51.6	32.3	12.9	3.2	16.1	
	5	27	100	66.7	25	0	8.3	8.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	34	100	14.3	67.9	14.3	3.6	17.9	
	4	58	100	35.6	48.9	8.9	6.7	15.6	
	5	35	100	69	27.6	0	3.4	3.4	
	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
<b>2008</b>	3	33	100	13.3	73.3	6.7	6.7	13.3	
	4	66	100	40.3	41.9	14.5	3.2	17.7	
	5	28	100	72	24	4	0	4	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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