

## Pine Street Elementary

500 S. Pine St.  
Spartanburg, South

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	762 Students	
<b>Principal</b>	Anne Chapman-Jeter	864-594-4470
<b>Superintendent</b>	Dr. Thomas D. White, Jr.	864-594-4400
<b>Board Chair</b>	Conrad C. Hurst, III	864-594-4400

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Excellent*</b>
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Good
2004	Excellent	Good

\* The School's 2008 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 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**

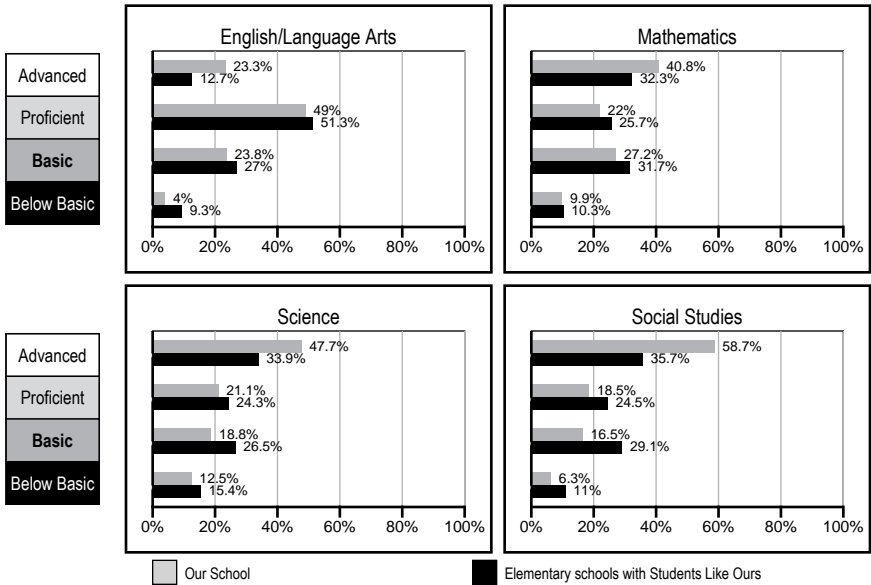
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

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

Excellent	Good	Average	Below Average	At-Risk
7	22	3	0	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
<b>Students (n=762)</b>				
First graders who attended full-day kindergarten	97.4%	Up from 95.0%	99.6%	100.0%
Retention rate	0.9%	Down from 1.0%	1.0%	2.3%
Attendance rate	96.7%	Up from 96.6%	97.0%	96.3%
Eligible for gifted and talented	45.3%	Down from 48.0%	26.0%	10.4%
With disabilities other than speech	5.7%	Down from 5.8%	5.8%	7.5%
Older than usual for grade	0.2%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	69.8%	Up from 67.9%	60.4%	56.7%
Continuing contract teachers	86.8%	Down from 87.5%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.7%	Down from 91.9%	87.7%	86.4%
Teacher attendance rate	95.5%	Up from 93.6%	95.1%	94.9%
Average teacher salary	\$50,483	Up 3.0%	\$46,744	\$45,345
Professional development days/teacher	17.5 days	Up from 17.4 days	12.6 days	12.6 days
<b>School</b>				
Principal's years at school	24.0	Up from 23.0	5.5	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 16.6 to 1	19.6 to 1	18.5 to 1
Prime instructional time	90.5%	Up from 89.1%	90.4%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,953	Down 3.9%	\$6,581	\$7,052
Percent of expenditures for instruction*	76.2%	Up from 68.9%	73.3%	69.1%
Percent of expenditures for teacher salaries*	74.0%	Up from 65.3%	65.3%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

The 2007-2008 school year at Pine Street was another safe, successful, and productive year. We were the only elementary school in Spartanburg County to receive a grade of "Excellent" on the State Report Card, as well as meet all 19 of our AYP goals. Additionally, we were awarded \$16,700 as a Palmetto Gold Award winner. Ten teachers are now National Board Certified, and 100% of our faculty is considered highly qualified. Mrs. Jane Abbott was selected as our Teacher of the Year for 2008-2009. Ms. Samoria Roundtree represented Spartanburg School District 7 at Leadership Spartanburg. Ms. Christie Smith received a \$500 Champion of the Environment Award and was awarded \$1,600 for two Junior League Grants. Ms. Susan Woodham was the recipient of the 2008 Converse College Career Achievement Award, and she and Mrs. Mary Koutroulias submitted grants and received approximately \$27,000 for Pine Street. The International Council for Exceptional Children recognized Mrs. Jennifer Calderone, Outstanding Special Educator for the Upstate, and Mrs. Mary Pell, Outstanding Regular Education Teacher of the Year.

Our students distinguished themselves in numerous academic and extracurricular activities. Fifty-four percent of our students participated in our district Gifted and Talented program. Sixty-five percent of our sixth grade students received the Presidential Academic Excellence Award, and thirty-six of our sixth grade students participated in the Elementary Honors Band or Orchestra. Three of our talented fifth grade students participated in the SC State Elementary Honor Choir. A Pine Street fifth grade student represented our district in the Lt. Governor's Essay contest, and a Pine Street sixth grader received the 2008 Governor's Citizenship Award. Each month, thirty-five of our students were recognized by the Kiwanis Club's Terrific Kids program.

To promote wellness and safety this year, our students had opportunities to participate in our after school walking club, running club, dance club, and our newly formed Girls on the Run club. Over 1,000 students and parents participated in our annual Walk Your Child to School Day, and approximately 150 parents and students rode their bikes on our second annual Bike to School Day. Pine Street School applied for and was awarded a \$200,000 grant from the Safe Routes to School Program. The federal money will be spent to improve pedestrian and cyclist safety in the Converse Heights neighborhood. During the school year teachers and students collected funds for the American Heart Association and the March of Dimes. A special fund was collected for the Shepherd Center Pet Therapy Program honoring a former Pine Street student. Our PTO provided a Back to School BBQ, Artist in Residence Program, Book Swap, tutoring program, talent show, and financial support for all school activities and programs. The School Improvement Council focused on fundraising, student health, technology, and school safety.

Pine Street School is very fortunate to have such a wonderful family of students, parents, staff, and community members to make us "That Special Place." As always, thank you for your support.

Thomas M. Stokes, Principal  
Cindy Teaster, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	78	41
Percent satisfied with learning environment	100.0%	96.1%	92.7%
Percent satisfied with social and physical environment	98.3%	94.9%	95.1%
Percent satisfied with school-home relations	100.0%	92.3%	92.5%

\* 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 15 out of 17 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	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	422	100	4	23.8	49	23.3	82.7	46.5	48.2	Yes	Yes
<b>Gender</b>											
Male	229	100	4.9	26.5	50.7	17.9	82.5	42.8	41.7	N/A	N/A
Female	193	100	2.8	20.4	47	29.8	82.9	50.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	307	100	1.7	14.4	54.8	29.1	90.3	69.9	60	Yes	Yes
African American	99	100	10.1	51.7	31.5	6.7	58.4	29.9	31.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	66.1	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	54.7	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	37	100	31.4	45.7	20	2.9	40	15.3	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	55.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	107	100	11.5	49	32.3	7.3	58.3	31.7	34	Yes	Yes

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

All Students	422	100	9.9	27.2	22	40.8	74.3	42.2	45.8	Yes	Yes
<b>Gender</b>											
Male	229	100	9.9	22.4	23.8	43.9	79.4	43.1	45.6	N/A	N/A
Female	193	100	9.9	33.1	19.9	37	68	41.3	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	307	100	3.7	20.1	24.4	51.8	87.3	69.6	59	Yes	Yes
African American	99	100	30.3	46.1	14.6	9	34.8	24.2	26.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	54.5	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	48.1	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	37	100	54.3	31.4	2.9	11.4	22.9	14	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	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	48.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	107	100	28.1	46.9	17.7	7.3	41.7	26.3	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	268	100	12.5	18.8	21.1	47.7	68.8	31.8	35.7	96.7	95.3
<b>Gender</b>											
Male	141	100	11	18.4	19.1	51.5	70.6	32.8	37.4	96.8	95.1
Female	127	100	14.2	19.2	23.3	43.3	66.7	30.8	33.8	96.6	95.5
<b>Racial/Ethnic Group</b>											
White	189	100	2.7	15.8	20.1	61.4	81.5	58.9	49.2	96.8	95.5
African American	69	100	37.1	29	22.6	11.3	33.9	14.1	17	96.5	95
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	40	58	96.1	96
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	40.8	24.9	95.5	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
<b>Disability Status</b>											
Disabled	22	100	52.4	23.8	14.3	9.5	23.8	11	14	96.7	93.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	32.8	24.4	96.5	96
<b>Socio-Economic Status</b>											
Subsided meals	72	100	30.8	30.8	29.2	9.2	38.5	17.6	21.1	95.9	94.7
<b>Social Studies</b>											
All Students	266	100	6.3	16.5	18.5	58.7	77.2	31.3	34	96.7	95.3
<b>Gender</b>											
Male	155	100	4.6	15	19.6	60.8	80.4	34.8	36.6	96.8	95.1
Female	111	100	8.9	18.8	16.8	55.4	72.3	27.5	31.3	96.6	95.5
<b>Racial/Ethnic Group</b>											
White	197	100	1.6	9.8	18.7	69.9	88.6	57.4	44.5	96.8	95.5
African American	60	100	23.1	36.5	17.3	23.1	40.4	14.3	19.1	96.5	95
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	39.7	58.9	96.1	96
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.5	95.5	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
<b>Disability Status</b>											
Disabled	28	100	29.6	25.9	14.8	29.6	44.4	11.2	14.4	96.7	93.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	96.5	96
<b>Socio-Economic Status</b>											
Subsided meals	66	100	23.7	42.4	18.6	15.3	33.9	17.7	21	95.9	94.7

\* 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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	105	99.1	4.3	15.1	48.4	32.3	80.6	
	4	116	99.1	9.5	15.2	54.3	21	75.2	
	5	84	100	7.8	26	54.5	11.7	66.2	
	6	86	100	15.2	19	40.5	25.3	65.8	
	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	115	100	2.7	20.5	42	34.8	76.8	
	4	112	100	5.7	24.5	48.1	21.7	69.8	
	5	112	100	5.6	26.9	52.8	14.8	67.6	
	6	83	100	1.3	23.1	55.1	20.5	75.6	
	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	105	99.1	14	37.6	21.5	26.9	48.4	
	4	116	99.1	13.3	22.9	13.3	50.5	63.8	
	5	84	100	9.1	22.1	26	42.9	68.8	
	6	86	100	11.4	27.8	30.4	30.4	60.8	
	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	115	100	9.8	32.1	22.3	35.7	58	
	4	112	100	10.4	21.7	17.9	50	67.9	
	5	112	100	12	23.1	20.4	44.4	64.8	
	6	83	100	6.4	33.3	29.5	30.8	60.3	
	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	54	98.2	6.4	27.7	34	31.9	66	
	4	116	99.1	11.4	16.2	21.9	50.5	72.4	
	5	41	100	18.4	18.4	15.8	47.4	63.2	
	6	43	100	15	22.5	17.5	45	62.5	
	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	58	100	12.3	21.1	40.4	26.3	66.7	
	4	112	100	7.5	11.3	17.9	63.2	81.1	
	5	57	100	16.4	25.5	10.9	47.3	58.2	
	6	41	100	21.1	26.3	15.8	36.8	52.6	
	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	51	98	4.3	17.4	30.4	47.8	78.3	
	4	116	98.3	10.5	20	24.8	44.8	69.5	
	5	43	100	5.1	20.5	20.5	53.8	74.4	
	6	43	100	10.3	35.9	33.3	20.5	53.8	
	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	57	100	1.8	16.4	23.6	58.2	81.8	
	4	112	100	10.4	17.9	15.1	56.6	71.7	
	5	55	100	5.7	15.1	15.1	64.2	79.2	
	6	42	100	2.5	15	25	57.5	82.5	
	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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