

Pine Tree Hill Elementary

938 Bishopville Hwy
Camden, SC 29020

Grades	PK-5 Elementary School	
Enrollment	663 Students	
Principal	Lisa Shannon	803-425-8970
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Average	Below Average
2007	Average	Average
2006	Average	At-Risk
2005	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 GOAL

By 2010, SC'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.

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://www.eoc.sc.gov

Pine Tree Hill Elementary	06/01/10-2801021

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

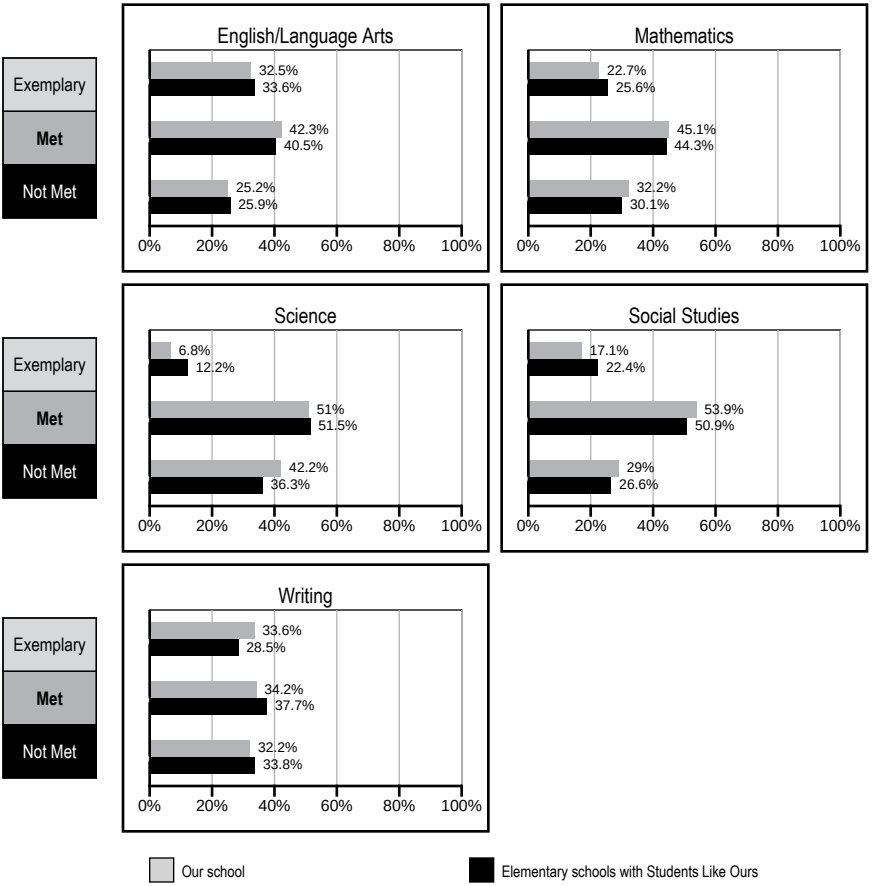
Percent of students tested in 2008-09 whose 2007-08 test scores were located	99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	14	91	10	0

* Ratings are calculated with data available by 06/01/2010.

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

Pine Tree Hill Elementary 06/01/10-2801021

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=663)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 3.8%	2.4%	1.9%
Attendance rate	95.8%	Down from 96.0%	96.2%	96.3%
Eligible for gifted and talented	15.1%	Down from 15.3%	8.6%	10.0%
With disabilities other than speech	6.4%	Down from 7.8%	9.2%	7.7%
Older than usual for grade	0.4%	Down from 1.0%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	73.3%	Up from 64.3%	59.3%	59.4%
Continuing contract teachers	82.2%	Up from 81.0%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.3%	Up from 84.5%	86.5%	85.9%
Teacher attendance rate	95.0%	Up from 92.0%	95.0%	95.1%
Average teacher salary*	$50,439	Up 2.8%	$47,306	$47,149
Professional development days/teacher	7.7 days	Down from 15.6 days	11.6 days	11.1 days
School				
Principal's years at school	1.0	No Change	4.5	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 20.7 to 1	18.9 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 84.9%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	81.7%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$6,374	Up 5.4%	$7,360	$7,458
Percent of expenditures for instruction**	74.6%	No Change	68.5%	68.8%
Percent of expenditures for teacher salaries**	70.8%	Down from 71.3%	61.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Pine Tree Hill Bull Pups had a wonderful 2008-09 school year. Excellence is a top priority at our school. We continued the services of our science labs, curriculum coach, and reading interventionist, increased the use of our computer lab for computer-based interventions, and implemented PBIS (Positive Behavior Intervention Supports). PTH also was selected as a Red Carpet School by the State Department of Education. PTH is home to a strong instructional staff. Pine Tree Hill has 13 National Board Certified teachers, and our teacher of the year was selected as a Kershaw County Honor Roll Teacher. In addition, Rebekah Branham was named Kershaw's Outstanding First Year Teacher. Flexible grouping continued at all grade levels this year. Our faculty has worked diligently to implement flexible groups, based upon assessment results, to address the specific learning needs of our students. PTH provides an on-site after-school child care service through PEP, Pupil Enrichment Program. During second semester, a weekly extended-day session is provided for students needing extra support in grades 3, 4, and 5. Additionally, Girl Scouts, Cub Scouts, and strings class are offered as enrichment opportunities for our students. We celebrate our children's growth through Honor Roll recognitions, Book-ebrations, and other celebrations. Our students continued their community service through food drives, Jump Rope for Heart, Relay for Life, and recycling activities sponsored by student council and Beta Club. Students had the opportunity to provide leadership through the Safety Patrol Program and the WPUP News Daily Broadcast. Our fifth graders practice good citizenship by serving the school community. They produce a morning news show WPUP, serve through Safety Patrol, and act as front-door greeters. Fifth graders may also participate in the school chorus, district chorus, and the PTH Performance Tinikling Team. The fine arts teachers planned with teachers on every grade level to develop integrated arts lessons and units as well as assisted with literacy groups in first grade. In addition, teachers continued planning with our curriculum coach, working with the fine arts team and collaborating on SuccessMaker plans and results. Throughout the year, 1st – 5th grade teachers met regularly to look at lesson plans and achievement results, making revisions in plans as needed and developing common assessments for use in instruction. Pine Tree Hill is fortunate to have the support of our parent community. Parents volunteer in classrooms, assist with field trips, and help with book fairs and other special projects. Our PTO hosts successful fundraisers and the annual Fall Festival and Spring Carnival, fun-filled evenings for our students and their families. The School Improvement Council provides support for school policies and continuous improvement efforts. Lisa Shannon, Ph.D., Principal; Cheryl Cobb, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	97	67
Percent satisfied with learning environment	92.3%	73.2%	85.1%
Percent satisfied with social and physical environment	94.9%	75.3%	76.6%
Percent satisfied with school-home relations	79.5%	78.4%	75.0%

* 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 19 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	CA

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	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.8%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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Pine Tree Hill Elementary										06/01/10-2801021
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 = 58.8% (Met or Exemplary)										
All Students	294	100	25.2	42.3	32.5	82.2	86.1	82.8	Yes	Yes
Gender										
Male	150	100	32.6	38.9	28.5	77.8	82.7	79.3	N/A	N/A
Female	144	100	17.6	45.8	36.6	86.6	89.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	163	100	15.6	41.3	43.1	90	89.7	89.5	Yes	Yes
African American	115	100	35.7	44.6	19.6	73.2	78.3	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	14	100	58.3	33.3	8.3	58.3	82.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	46	100	65.9	20.5	13.6	50	55.3	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	63.6	27.3	9.1	54.5	77.3	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	191	100	33.2	45.7	21.2	76.1	79.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	294	100	32.2	45.1	22.7	75.9	81.7	78.9	Yes	Yes
Gender										
Male	150	100	29.9	48.6	21.5	77.8	79.6	77	N/A	N/A
Female	144	100	34.5	41.5	23.9	73.9	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	163	100	22.5	40	37.5	83.8	86.7	87.2	Yes	Yes
African American	115	100	46.4	49.1	4.5	64.3	70.8	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	14	100	N/AV	N/AV	N/AV	75	77.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	46	100	68.2	22.7	9.1	36.4	49	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	N/AV	N/AV	N/AV	72.7	73.6	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	191	100	42.4	45.1	12.5	66.8	73.5	70.2	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	200	99.5	41.9	51.3	6.8	58.1	70.6	67.5
Gender								
Male	93	98.9	41.9	52.3	5.8	58.1	69.1	67
Female	107	100	41.9	50.5	7.6	58.1	72.3	68
Racial/Ethnic Group								
White	110	99.1	29.2	58.5	12.3	70.8	77.5	79.5
African American	79	100	N/AV	N/AV	N/AV	40.8	56.3	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.3	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	59.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	35	97.1	N/AV	N/AV	N/AV	25	39.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	51.9	59.6
Socio-Economic Status								
Subsized meals	130	99.2	53.3	43.4	3.3	46.7	60.2	55.1
Social Studies								
All Students	200	99.5	28.6	54.2	17.2	71.4	73.4	72.3
Gender								
Male	108	99.1	30.4	48	21.6	69.6	72.6	71.5
Female	92	100	26.7	61.1	12.2	73.3	74.3	73.2
Racial/Ethnic Group								
White	116	99.1	23.2	52.7	24.1	76.8	78.4	80.7
African American	74	100	35.2	56.3	8.5	64.8	62.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	67.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	30	96.7	50	35.7	14.3	50	48.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	60.6	67.9
Socio-Economic Status								
Subsized meals	125	100	36.1	52.1	11.8	63.9	64	62.1

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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	298	98.7	31.3	34.7	34	68.8	75.7	70.2	95.8	95.7
Gender										
Male	148	97.3	37.9	37.1	25	62.1	69.1	63.2	95.7	95.5
Female	150	100	25	32.4	42.6	75	82.6	77.5	96	95.9
Racial/Ethnic Group										
White	168	98.8	24.4	36	39.6	75.6	80.9	79.1	95.6	95.5
African American	115	98.3	41.8	31.8	26.4	58.2	64	57.6	96.2	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.9	86.2	94.4	96.1
Hispanic	13	100	33.3	41.7	25	66.7	71.3	62.6	96.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	68.7	N/A	91.7
Disability Status										
Disabled	48	95.8	72.7	18.2	9.1	27.3	29.9	26.1	95.1	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	36.4	45.5	18.2	63.6	70.3	61.2	96.9	96.2
Socio-Economic Status										
Subsized meals	193	98.5	38.4	34.6	27	61.6	64.8	58.9	95.5	95.2

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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							
2009	3	85	100	21.2	36.5	42.4	78.8
	4	106	100	31.3	41.4	27.3	68.7
	5	103	100	22.5	48	29.4	77.5
	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
Mathematics							
2009	3	85	100	34.1	45.9	20	65.9
	4	106	100	36.4	41.4	22.2	63.6
	5	103	100	26.5	48	25.5	73.5
	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
Science							
2009	3	42	100	42.9	52.4	4.8	57.1
	4	106	100	42.4	50.5	7.1	57.6
	5	52	98.1	40	52	8	60
	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
Social Studies							
2009	3	43	100	20.9	58.1	20.9	79.1
	4	106	99.1	30.6	58.2	11.2	69.4
	5	51	100	31.4	43.1	25.5	68.6
	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
Writing							
2009	3	87	98.9	26.7	26.7	46.5	73.3
	4	106	99.1	38	39	23	62
	5	105	98.1	28.4	37.3	34.3	71.6
	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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