

Pine Street Elementary

500 S. Pine St.
Spartanburg, South

Grades	PK-6 Elementary School	
Enrollment	807 Students	
Principal	Anne Chapman Jeter	864-594-4470
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Excellent**	**Excellent**
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Good

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 Street Elementary	06/01/10-4207082

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

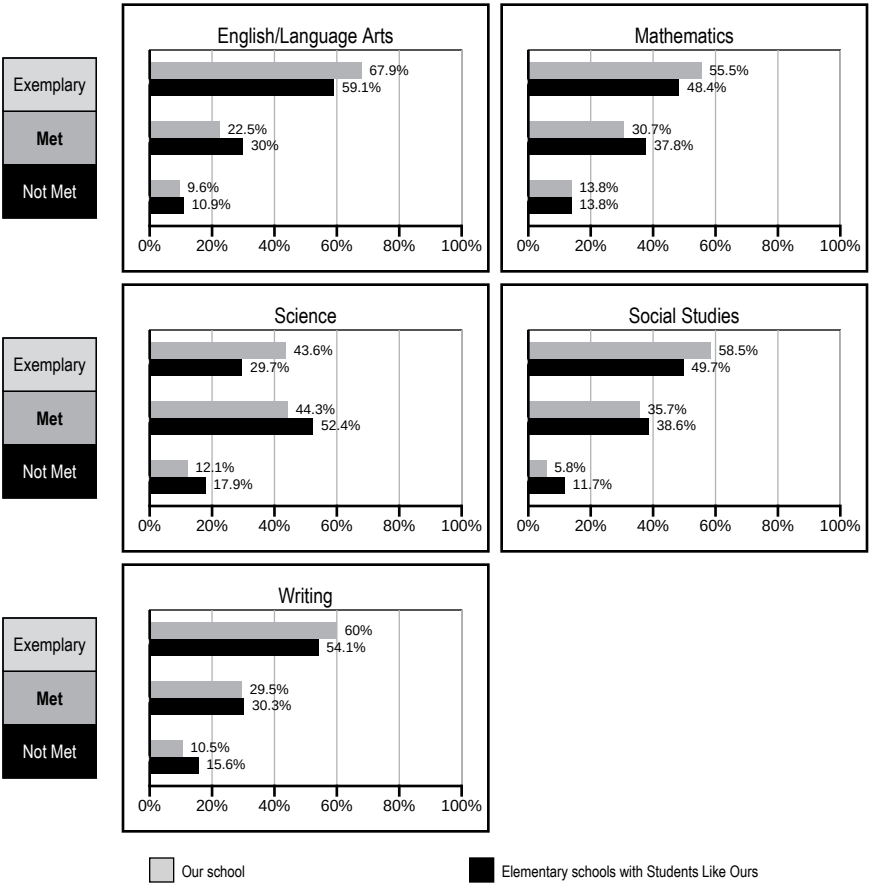
Percent of students tested in 2008-09 whose 2007-08 test scores were located	97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	1	2	0	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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=807)				
First graders who attended full-day kindergarten	95.4%	Down from 97.4%	100.0%	100.0%
Retention rate	1.3%	Up from 0.9%	1.1%	1.9%
Attendance rate	96.5%	Down from 96.7%	96.7%	96.3%
Eligible for gifted and talented	44.0%	Down from 45.3%	27.1%	10.0%
With disabilities other than speech	5.6%	Down from 5.7%	6.2%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	70.2%	Up from 69.8%	65.7%	59.4%
Continuing contract teachers	82.5%	Down from 86.8%	79.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.5%	Up from 88.7%	87.5%	85.9%
Teacher attendance rate	94.7%	Down from 95.5%	94.9%	95.1%
Average teacher salary*	$53,710	Up 6.4%	$48,233	$47,149
Professional development days/teacher	17.1 days	Down from 17.5 days	10.8 days	11.1 days
School				
Principal's years at school	1.0	Down from 24.0	5.5	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.1 to 1	19.6 to 1	18.8 to 1
Prime instructional time	90.2%	Down from 90.5%	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 99.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,914	Down 0.6%	$6,914	$7,458
Percent of expenditures for instruction**	77.0%	Up from 76.2%	74.1%	68.8%
Percent of expenditures for teacher salaries**	74.6%	Up from 74.0%	68.8%	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

The 2008-2009 school year was another safe, successful, and productive year at Pine Street School. We were the only elementary school in Spartanburg County to receive a grade of "Excellent" on the State Report Card and to be recognized as a Palmetto Gold Award winner. Pine Street was awarded approximately $28,000 in grant funds this year. These grant monies provided students with learning opportunities that extend beyond the classroom, such as Immigration Day, Artists in Residence, professional development for teachers, Master classes, professional performances, and assistance with arts-infused activities.

Students participated in numerous activities to promote wellness and safety this year, such as our afterschool Walking Club, Girls on the Run Club, Dance Club, and Walking and Wheeling Wednesday. Over 1,000 students and parents participated in our annual Walk Your Child to School Day, and approximately 300 parents and students rode their bikes on our second annual Bike to School Day. Pine Street School is in the second year of the Safe Routes to School Program. The $200,000 grant award has been used for numerous improvements to the school campus and surrounding roads to improve pedestrian and cyclist safety in the Converse Heights neighborhood. A sidewalk and crosswalk at our Pine Street entrance were installed this year.

During the school year, teachers and students collected funds and supplies for the March of Dimes, Second Presbyterian Soup Kitchen, Total Ministries, and the Spartanburg Humane Society. Our PTO provided a Back to School BBQ, Artist in Residence Program, tutoring program, and financial support for all school activities and programs. Our SIC was an eager group this year! Monthly discussions involved the creation of an outdoor learning garden, establishing a PSS Foundation, and enhancing our recycling program. 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.

Anne Chapman Jeter, Principal
Melissa Morehead, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	96	58
Percent satisfied with learning environment	96.7%	81.3%	96.4%
Percent satisfied with social and physical environment	96.8%	90.5%	94.8%
Percent satisfied with school-home relations	98.4%	92.6%	89.3%

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

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School Adequate Yearly Progress

YES

This school met 19 out of 19 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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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Pine Street Elementary										06/01/10-4207082
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	450	100	9.6	22.5	67.9	94.3	79.2	82.8	Yes	Yes
Gender										
Male	237	100	11.8	22.4	65.8	93.4	75.5	79.3	N/A	N/A
Female	213	100	7.2	22.6	70.2	95.2	83.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	329	100	5.9	16	78.1	97.2	90.2	89.5	Yes	Yes
African American	106	100	22.4	42.9	34.7	83.7	71.7	73.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	84.8	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	82.5	I/S	I/S
Disability Status										
Disabled	45	100	53.8	23.1	23.1	56.4	37.5	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	81.6	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	109	100	24.2	40.4	35.4	82.8	71.9	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	450	99.8	13.6	30.8	55.6	91	75.2	78.9	Yes	Yes
Gender										
Male	237	99.6	14.1	25.6	60.4	91.6	73.4	77	N/A	N/A
Female	213	100	13	36.5	50.5	90.4	77.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	329	99.7	5.6	28.5	65.9	96.3	88.1	87.2	Yes	Yes
African American	106	100	40.8	37.8	21.4	73.5	66	66.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87.5	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	79.5	I/S	I/S
Disability Status										
Disabled	45	97.8	60.5	23.7	15.8	52.6	34.7	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	81.1	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	109	100	39.4	38.4	22.2	73.7	66.4	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	283	100	12.1	44.3	43.6	87.9	63.3	67.5
Gender								
Male	148	100	11.4	42.1	46.4	88.6	63.6	67
Female	135	100	12.8	46.6	40.6	87.2	62.9	68
Racial/Ethnic Group								
White	206	100	5	40.3	54.7	95	83.8	79.5
African American	65	100	36.1	54.1	9.8	63.9	49.1	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	73.7	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	100	48	32	20	52	30.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69	59.6
Socio-Economic Status								
Subsized meals	67	100	36.7	48.3	15	63.3	51.7	55.1
Social Studies								
All Students	284	100	5.8	35.7	58.5	94.2	69.8	72.3
Gender								
Male	152	100	7.4	28.2	64.4	92.6	69.7	71.5
Female	132	100	3.9	44.5	51.6	96.1	69.9	73.2
Racial/Ethnic Group								
White	210	100	2.4	29	68.6	97.6	86	80.7
African American	68	100	17.2	56.3	26.6	82.8	58.2	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.6	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	72.2
Disability Status								
Disabled	30	100	29.6	48.1	22.2	70.4	35	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsized meals	70	100	16.9	58.5	24.6	83.1	59.4	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	448	100	10.5	29.5	60	89.5	66.7	70.2	96.5	95.6
Gender										
Male	236	100	14.4	31	54.6	85.6	60.5	63.2	96.5	95.4
Female	212	100	6.2	27.8	66	93.8	73.2	77.5	96.6	95.7
Racial/Ethnic Group										
White	330	100	5.2	24.8	69.9	94.8	82.2	79.1	96.5	95.5
African American	103	100	27.6	43.9	28.6	72.4	55.5	57.6	96.8	95.5
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	80.9	86.2	95	96
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.4	62.6	96.6	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.7
Disability Status										
Disabled	50	100	44.7	31.9	23.4	55.3	20.9	26.1	96.5	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	73	61.2	96.2	95.9
Socio-Economic Status										
Subsized meals	108	100	27.6	41.8	30.6	72.4	55.7	58.9	95.7	95

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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	115	100	9.9	19.8	70.3	90.1
	4	117	100	11.4	19.3	69.3	88.6
	5	111	100	8.4	23.4	68.2	91.6
	6	107	100	8.7	27.9	63.5	91.3
	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	115	100	20.7	25.2	54.1	79.3
	4	117	99.2	8.8	31.9	59.3	91.2
	5	111	100	12.1	31.8	56.1	87.9
	6	107	100	12.5	34.6	52.9	87.5
	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	57	100	18.5	31.5	50	81.5
	4	117	100	6.1	45.6	48.2	93.9
	5	57	100	13	38.9	48.1	87
	6	52	100	17.6	60.8	21.6	82.4
	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	58	100	5.3	33.3	61.4	94.7
	4	117	100	4.4	41.2	54.4	95.6
	5	54	100	9.4	20.8	69.8	90.6
	6	55	100	5.7	41.5	52.8	94.3
	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	115	100	13.4	19.6	67	86.6
	4	117	100	8.8	31.6	59.6	91.2
	5	110	100	10.2	27.8	62	89.8
	6	106	100	9.6	39.4	51	90.4
	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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