

PINE GROVE ELEMENTARY

111 Huffstetler Drive
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	500 Students	
Principal	Inger M. Ferguson	803-214-2380
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

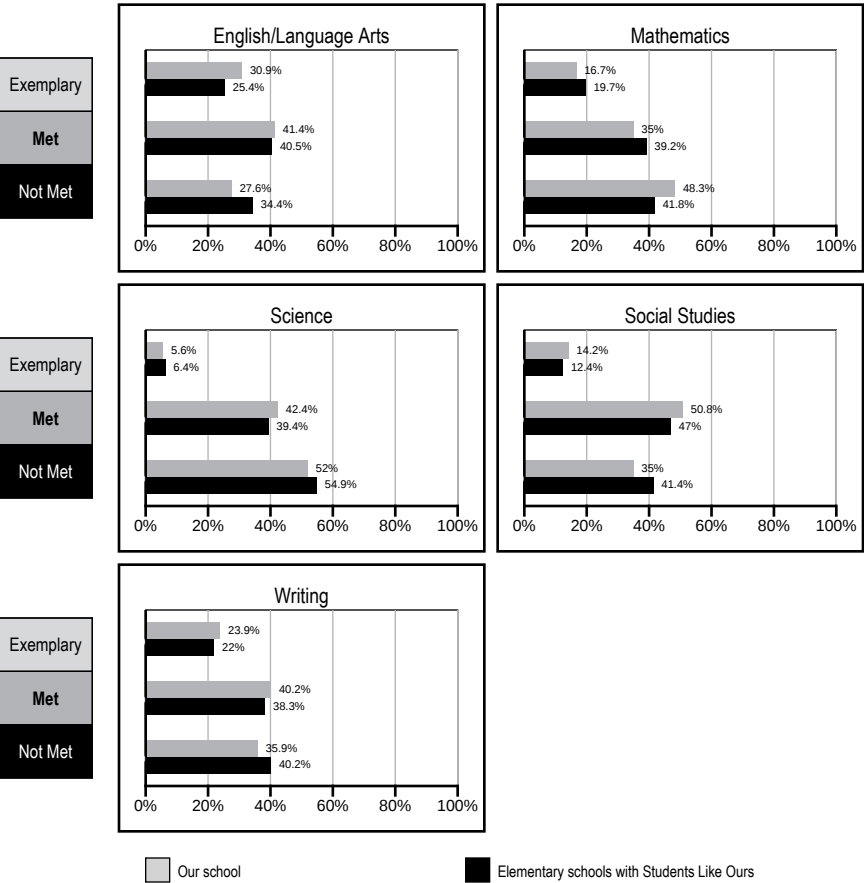
95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	93	59	24

* Ratings are calculated with data available by 03/09/2011.

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=500)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 2.5%	1.5%	1.2%
Attendance rate	95.2%	Down from 95.9%	95.8%	96.1%
Eligible for gifted and talented	5.6%	Up from 4.4%	4.8%	11.7%
With disabilities other than speech	8.2%	Up from 6.5%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 0.6%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	64.7%	Up from 61.1%	60.0%	60.5%
Continuing contract teachers	82.4%	Up from 77.8%	80.0%	84.6%
Teachers with emergency or provisional certificates	3.1%	Up from 2.8%	0.0%	0.0%
Teachers returning from previous year	89.2%	Down from 89.4%	83.6%	87.0%
Teacher attendance rate	94.1%	Down from 95.6%	95.4%	95.4%
Average teacher salary*	\$50,110	Up 1.5%	\$45,459	\$47,288
Professional development days/teacher	8.2 days	Down from 8.7 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 17.9 to 1	17.3 to 1	19.2 to 1
Prime instructional time	88.7%	Down from 90.6%	90.4%	90.8%
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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,069	Up 18.0%	\$8,596	\$7,548
Percent of expenditures for instruction**	79.2%	Down from 79.8%	68.0%	68.7%
Percent of expenditures for teacher salaries**	74.5%	Down from 76.1%	62.4%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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 met all thirteen objective goals for Adequate Yearly Progress (AYP) in 2009-2010. Pine Grove Elementary School will continue to strive to meet all goals of the 2001 "No Child Left Behind" Act.

During 2009-2010, our school community was involved in professional development that targeted balanced literacy, differentiation of instruction, the use of SMART Board technology, grade-level planning of instruction, and Positive Behavior Intervention and Supports (PBIS). All staff members were encouraged to participate in summer sessions offered by the district, which directly impacts the quality of instruction in reading, mathematics, science, and social studies. Additionally, several staff members are enrolled in Ph.D. or Ed.D. programs.

Our Faith-Based partner, Pine Grove A.M.E. volunteered during our first Careers On Wheels Day which was a great success. Employees of The South Carolina Department of Corrections continued to provide mentors for selected fourth grade students through the Lunch Buddies Program. Our after school remediation program for grades 3-5 was implemented in order to address and assist student weaknesses in the areas of Math and English Language Arts. City Year Reading Consortium partnered with Pine Grove Elementary and provided small group instruction for first and second grade students. Additionally, City Year volunteered throughout the year for various activities. All students were given books to improve literacy through the "Reading is Fundamental (RIF)" Program. Improved student literacy was also addressed through our small group instruction for students, as well as monthly Books and Breakfast literacy celebrations for our parents.

The Parent Teacher Association (PTA) continued sponsorship for our annual Pine Grove Ball for our students and parents, which was a very successful community collaboration. Student performances during PTA meetings improved the attendance rate. The School Improvement Council (SIC) increased the number of parent members and promoted improved communication between school and home. All parents received a survey for their input regarding the implementation of school uniforms. School and home communications were also increased through the use of our auto-dialer system informing parents of special events.

We will continue to make student achievement, positive school climate, and quality home/school relationships a priority in 2010-2011. The focus for our 2010-2011 school year will be to continue a strong emphasis on the use of Data Driven Instruction and Literacy. Our mission will remain to prepare every student to be successful, contributing citizens in a global society by providing an effective and high quality education.

Inger M. Ferguson, Ed.S., Principal

Deborah Saunders, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	0	0
Percent satisfied with learning environment	78.6%	N/R	N/R
Percent satisfied with social and physical environment	78.6%	N/R	N/R
Percent satisfied with school-home relations	53.6%	N/R	N/R

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 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. 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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.2%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

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	217	100	27.6	41.4	30.9	85.6	78.2	83.5	Yes	Yes
Gender										
Male	112	100	30.5	41.1	28.4	82.1	74.7	80.1	N/A	N/A
Female	105	100	24.4	41.9	33.7	89.5	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	198	100	26.7	41.8	31.5	86.7	74.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	35	100	56.7	30	13.3	53.3	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	170	100	30.4	38.4	31.2	84.1	73.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	217	100	48.6	34.8	16.6	69.1	72	80.4	Yes	Yes
Gender										
Male	112	100	49.5	31.6	18.9	65.3	70.3	78.4	N/A	N/A
Female	105	100	47.7	38.4	14	73.3	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	198	100	47.9	35.8	16.4	70.3	67	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	35	100	80	16.7	3.3	30	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	170	100	52.2	33.3	14.5	65.9	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	148	100	52	42.4	5.6	48	56.5	67.3
Gender								
Male	81	100	50.7	40.8	8.5	49.3	56.1	66.9
Female	67	100	53.7	44.4	1.9	46.3	56.8	67.7
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	133	100	51.4	42.3	6.3	48.6	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	24	100	N/A	N/A	N/A	20	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.7	58.6
Socio-Economic Status								
Subsidized meals	119	100	50	44.9	5.1	50	46.5	55.4

Social Studies

All Students	147	100	35	50.8	14.2	65	64	70.9
Gender								
Male	75	100	38.7	46.8	14.5	61.3	61.9	70.1
Female	72	100	31	55.2	13.8	69	66.1	71.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	138	100	35.4	50.4	14.2	64.6	57.7	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	23	100	70	25	5	30	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.2	68
Socio-Economic Status								
Subsidized meals	118	100	40.4	51.1	8.5	59.6	56.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	213	99.5	35.5	40.4	24	64.5	63.4	72.1	95.2	95.9
Gender										
Male	110	100	44.8	40.6	14.6	55.2	56.3	65.2	95	95.7
Female	103	99	25.3	40.2	34.5	74.7	70.4	79.2	95.4	96.1
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	86.2	80.8	94.5	96
African American	193	99.5	34.9	41	24.1	65.1	57.3	59.7	95.3	95.9
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	81.1	87	98.9	96.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.9	64.6	94.6	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	93.3	93.4
Disability Status										
Disabled	33	100	60	30	10	40	21.1	27.7	94.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	60.7	63.7	93.7	96.3
Socio-Economic Status										
Subsidized meals	162	99.4	39.4	36.5	24.1	60.6	55.2	61.9	95.3	95.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	60	100	26.9	42.3	30.8	73.1
	4	56	100	43.8	29.2	27.1	56.3
	5	59	100	23.5	58.8	17.6	76.5
	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
2010	3	81	100	17.6	32.4	50	82.4
	4	80	100	33.3	50	16.7	66.7
	5	56	100	34	42.6	23.4	66
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	60	100	55.8	32.7	11.5	44.2
	4	56	100	45.8	37.5	16.7	54.2
	5	59	100	43.1	45.1	11.8	56.9
	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
2010	3	81	100	39.7	36.8	23.5	60.3
	4	80	100	50	33.3	16.7	50
	5	56	100	59.6	34	6.4	40.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	30	96.7	54.2	41.7	4.2	45.8
	4	56	100	39.6	54.2	6.3	60.4
	5	28	100	N/AV	N/AV	N/AV	38.5
	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
2010	3	40	100	60	31.4	8.6	40
	4	79	100	43.1	52.3	4.6	56.9
	5	29	100	64	32	4	36
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	30	100	33.3	51.9	14.8	66.7
	4	56	100	27.1	62.5	10.4	72.9
	5	31	100	44	44	12	56
	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
2010	3	41	100	18.2	51.5	30.3	81.8
	4	79	100	35.4	55.4	9.2	64.6
	5	27	100	59.1	36.4	4.5	40.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	61	100	31.5	27.8	40.7	68.5
	4	56	98.2	34.7	53.1	12.2	65.3
	5	60	98.3	34.6	44.2	21.2	65.4
	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
2010	3	83	100	34.3	34.3	31.4	65.7
	4	77	98.7	39.4	42.4	18.2	60.6
	5	53	100	31.9	46.8	21.3	68.1
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample