



## PINE TREE HILL ELEMENTARY

938 Bishopville Hwy  
Camden, SC 29020

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	535 Students	
<b>Principal</b>	Lisa Shannon	803-425-8970
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	Joseph Dorton, Jr.	803-408-2433

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	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 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://eoc.sc.gov>

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

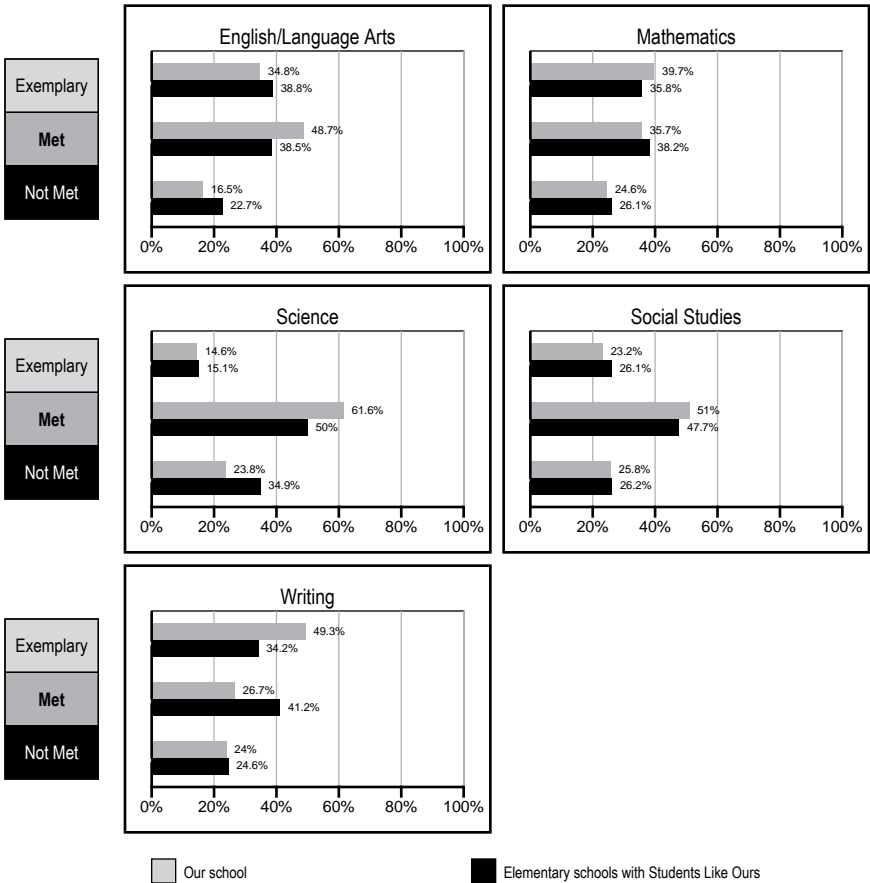
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
11	29	77	5	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=535)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 1.9%	1.1%	1.1%
Attendance rate	95.9%	Up from 94.8%	96.0%	96.2%
Served by gifted and talented program	20.3%	Up from 18.0%	12.8%	13.4%
With disabilities other than speech	2.6%	Down from 5.7%	4.7%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 1.4%	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	74.3%	Up from 70.7%	61.1%	62.5%
Continuing contract teachers	94.3%	Up from 87.8%	90.3%	88.2%
Teachers returning from previous year	85.7%	Down from 88.8%	88.1%	87.8%
Teacher attendance rate	95.8%	Up from 95.7%	95.1%	95.2%
Average teacher salary*	\$51,703	Up 3.1%	\$46,756	\$46,773
Professional development days/teacher	8.5 days	Up from 6.0 days	11.2 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 16.5 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.1%	Up from 90.2%	90.2%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,280	Down 5.0%	\$7,396	\$7,447
Percent of expenditures for instruction**	73.3%	Down from 74.4%	67.7%	68.4%
Percent of expenditures for teacher salaries**	71.9%	Down from 72.7%	64.7%	65.8%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Pine Tree Hill Elementary had a great 2010-2011 school year filled with many exciting and enriching learning opportunities for students, parents, and staff. We continued the services of our science labs for grades 3rd-5th, reading interventionist, increased the use of our computer lab for computer-based interventions, added an after-school science club, and continued implementation of PBIS (Positive Behavior Intervention Supports). One of our greatest achievements was having been awarded with the SC Paraprofessional of the Year.

Pine Tree Hill serves primarily a lower/middle income population with 75-85% of our students qualifying for free or reduced priced meals. We also have a rather transient population as approximately 30% of our students transfer on a yearly basis. In spite of these challenges, we have been fortunate to experience significant improvement in our goals of increasing student achievement and improving student discipline. This year over 90% of our students experienced gains in MAP (Measures of Academic Progress) Assessment, over 50% of our students met their individual Accelerated Reader goal, and with the implementation of a new phonics program in our 4k-5k, approximately 79% of students could recognize their sounds and letters.

PTH provides an on-site after-school child care service through PEP (Pupil Enrichment Program). Girl Scouts, BETA Club, Student Council, Art Club, and tinkling classes are offered as enrichment opportunities for our students. Innovative technology, such as interactive white-boards, enhanced lessons in all areas. Six mobile labs are available for classes to use for a variety of computer lessons. An additional early morning computer lab was stationed to help our students enhance their PASS skills.

We celebrate our children’s growth through Honor Roll recognitions, Book-ebritations, 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 students were provided a wealth of extended learning opportunities which included field trips to the zoo, historical sites, artist in residence, contests, musical and dramatic performances, animal habitats, and community-resource speakers and presenters. We believe that enriching the lives of our students and expanding their views of the world while increasing their background knowledge will contribute not just to a greater mastery of state standards but will serve as a catalyst in making learning relevant and a lifelong endeavor.

Lisa Shannon, Principal  
 Renee Sanders, School Improvement Chairperson  
 Evaluations by

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	71	52
Percent satisfied with learning environment	94.1%	84.5%	94.1%
Percent satisfied with social and physical environment	100.0%	78.6%	86.5%
Percent satisfied with school-home relations	97.1%	90.1%	89.8%

\* 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

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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	95.9%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	231	100	16.5	48.7	34.8	88.4	85.2	82.4	Yes	Yes
<b>Gender</b>										
Male	113	100	19.1	53.6	27.3	85.5	82.3	78.7	N/A	N/A
Female	118	100	14	43.9	42.1	91.2	88.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	133	100	11.6	42.6	45.7	89.9	89.1	88.9	Yes	Yes
African American	80	100	23.4	55.8	20.8	85.7	76.3	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	17	100	23.5	58.8	17.6	88.2	84.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	83	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	57.9	34.2	7.9	50	51.1	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	25	56.3	18.8	87.5	81.7	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	166	100	21.1	52.2	26.7	85.1	79.2	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	231	100	24.6	35.7	39.7	83.9	84.2	81.9	Yes	Yes
<b>Gender</b>										
Male	113	100	24.5	36.4	39.1	81.8	82.3	79.9	N/A	N/A
Female	118	100	24.6	35.1	40.4	86	86.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	133	100	13.2	34.9	51.9	89.1	88.9	88.9	Yes	Yes
African American	80	100	42.9	35.1	22.1	75.3	72.9	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.7	94.6	I/S	I/S
Hispanic	17	100	29.4	47.1	23.5	82.4	87.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	65.8	18.4	15.8	44.7	51.2	47.3	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	31.3	43.8	25	81.3	85.2	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	166	100	32.3	33.5	34.2	78.3	77.8	74.9	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**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	155	100	23.8	61.6	14.6	76.2	72.3	68.6
<b>Gender</b>								
Male	73	100	22.2	65.3	12.5	77.8	72.5	68.3
Female	82	100	25.3	58.2	16.5	74.7	72	68.9
<b>Racial/Ethnic Group</b>								
White	87	100	9.4	68.2	22.4	90.6	81.3	80.7
African American	57	100	41.8	54.5	3.6	58.2	52.9	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	81.3	85.3
Hispanic	11	100	45.5	45.5	9.1	54.5	65.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	26	100	50	45.8	4.2	50	39.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	59.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	114	100	27.9	60.4	11.7	72.1	61.4	57.3
<b>Social Studies</b>								
All Students	156	100	25.8	51	23.2	74.2	72.8	72.5
<b>Gender</b>								
Male	82	100	26.3	51.3	22.5	73.8	72.2	72
Female	74	100	25.4	50.7	23.9	74.6	73.5	73.1
<b>Racial/Ethnic Group</b>								
White	88	100	21.2	47.1	31.8	78.8	78	81
African American	53	100	31.4	52.9	15.7	68.6	60.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	14	100	N/AV	N/AV	N/AV	64.3	76.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	28	100	64.3	25	10.7	35.7	45.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	64.3	71.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	113	100	30.9	52.7	16.4	69.1	63.3	62.9

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	75	100	24	26.7	49.3	76	77.8	73.2	95.9	95.9
<b>Gender</b>										
Male	35	100	25.7	25.7	48.6	74.3	73.2	67.2	96.2	95.8
Female	40	100	22.5	27.5	50	77.5	82.8	79.4	95.7	96
<b>Racial/Ethnic Group</b>										
White	45	100	17.8	26.7	55.6	82.2	84	81.5	95.5	95.6
African American	24	100	29.2	33.3	37.5	70.8	66.1	61.3	96.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	98.4	96.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60.3	66.7	96.8	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.5	95.3
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	27.4	26	95.9	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.8	65.7	96.6	97
<b>Socio-Economic Status</b>										
Subsidized meals	49	100	32.7	30.6	36.7	67.3	67.1	63.2	96	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	86	100	19.3	28.9	51.8	80.7
	4	94	98.9	32.2	39.1	28.7	67.8
	5	102	100	29.6	46.9	23.5	70.4
	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
<b>2011</b>	3	75	100	22.5	23.9	53.5	77.5
	4	80	100	15.4	60.3	24.4	84.6
	5	76	100	12	60	28	88
	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
<b>Mathematics</b>							
<b>2010</b>	3	86	100	34.9	31.3	33.7	65.1
	4	94	98.9	24.1	43.7	32.2	75.9
	5	102	100	43.9	37.8	18.4	56.1
	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
<b>2011</b>	3	75	100	29.6	16.9	53.5	70.4
	4	80	100	24.4	47.4	28.2	75.6
	5	76	100	20	41.3	38.7	80
	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
<b>Science</b>							
<b>2010</b>	3	43	97.7	48.8	43.9	7.3	51.2
	4	93	100	44.8	51.7	3.4	55.2
	5	50	96	52.2	43.5	4.3	47.8
	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
<b>2011</b>	3	36	100	22.9	37.1	40	77.1
	4	80	100	25.6	70.5	3.8	74.4
	5	39	100	21.1	65.8	13.2	78.9
	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

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	43	100	29.3	46.3	24.4	70.7
	4	93	100	25.3	48.3	26.4	74.7
	5	52	96.2	40.8	42.9	16.3	59.2
	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
<b>2011</b>	3	39	100	27.8	44.4	27.8	72.2
	4	80	100	20.5	59	20.5	79.5
	5	37	100	35.1	40.5	24.3	64.9
	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
<b>Writing</b>							
<b>2010</b>	3	89	98.9	22.6	38.1	39.3	77.4
	4	94	98.9	18.4	43.7	37.9	81.6
	5	101	99	38.1	38.1	23.7	61.9
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	75	100	24	26.7	49.3	76
	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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