



PINE STREET ELEMENTARY

500 S. Pine St.
Spartanburg, South

Grades	PK-6 Elementary School	
Enrollment	746 Students	
Principal	Anne Chapman Jeter	864-594-4470
Superintendent	Dr. Russell W. Booker	864-594-4400
Board Chair	Sharon D. Porter	864-594-4400

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	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 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

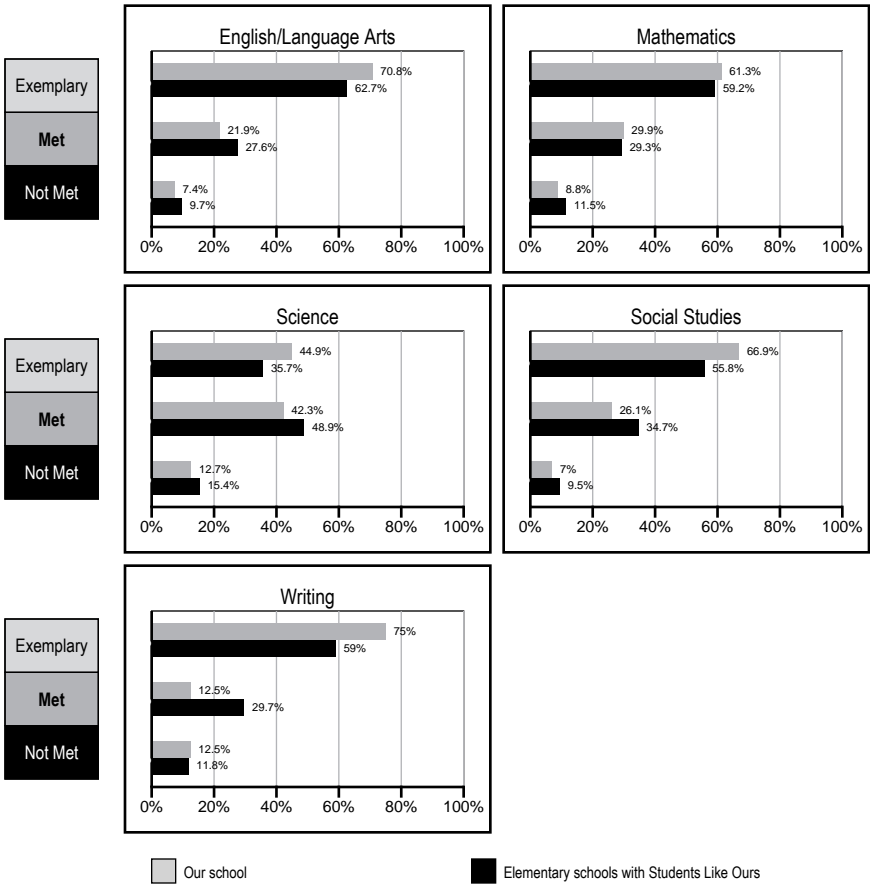
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	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
Students (n=746)				
First graders who attended full-day kindergarten	89.7%	Down from 96.5%	100.0%	100.0%
Retention rate	0.5%	Up from 0.0%	0.8%	1.1%
Attendance rate	96.8%	Up from 96.4%	96.7%	96.2%
Served by gifted and talented program	49.2%	Down from 49.8%	31.5%	13.4%
With disabilities other than speech	2.8%	Down from 6.1%	3.0%	4.1%
Older than usual for grade	0.0%	No Change	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	74.1%	Up from 72.9%	68.4%	62.5%
Continuing contract teachers	84.5%	Up from 83.1%	93.2%	88.2%
Teachers returning from previous year	95.6%	Up from 92.7%	89.9%	87.8%
Teacher attendance rate	95.9%	Up from 95.2%	94.8%	95.2%
Average teacher salary*	\$50,929	Down 3.5%	\$49,098	\$46,773
Professional development days/teacher	15.9 days	Down from 16.6 days	10.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	No Change	21.3 to 1	19.9 to 1
Prime instructional time	91.9%	Up from 90.5%	91.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,216	Up 5.5%	\$6,630	\$7,447
Percent of expenditures for instruction**	77.7%	No Change	70.9%	68.4%
Percent of expenditures for teacher salaries**	76.7%	Up from 74.1%	69.9%	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 Street Elementary School is located in the Upstate of South Carolina and serves approximately 800 students in grades 4K-6. Our award winning school has a rich tradition of student excellence and strong ties within our school community. Pine Street School received a rating of excellent on both the absolute and growth indicators on this year’s annual school report card and met 100% of our AYP objectives. As a result, we received the Palmetto Gold Award for student excellence and the Palmetto Silver Award for efforts in Closing the Achievement Gap. We are extremely proud of our students, teachers, parents, and community for their hard work! Pine Street school continues to be a model school in the Upstate.

As an Arts in Basic Curriculum (ABC) model site for 22 years, Pine Street School continues to explore arts infusion to enhance and promote a strong academic arts program. In addition to district funding, annual grant funds from the Arts in Basic Curriculum (ABC) Advancement Grant and the Arts Curricular Innovation Grant provided a wealth of arts experiences for our students, teachers, and community. This funding was used to support our arts integrated curriculum, school staff development initiatives, and on site MUSE performances for our students. Eight artists in residence were on campus for a week to provide opportunities in music, visual arts, dance, and drama. We hosted an Evening with the Arts where parents visited classrooms, enjoyed student productions, and participated in arts experiences with their child. Visual art students earned recognition and placed in the Spartanburg County Fair and State Fair art competitions. The newly formed Pine Street Singers, orchestra, and band students held combined concerts throughout the year.

Our PTO actively supports our school through fundraising and volunteer efforts. Parents have ample opportunities to volunteer and get involved in their child’s education. PTO sponsored events include Dr. Seuss Day, Earth Day, a Chinese celebration, Grandparents’ Day, An Evening with the Arts, Medieval Day, Immigration Day, Yankee Doodle Day, and numerous AR celebrations. Other PTO sponsored events included our Back to School BBQ, Innisbrook Gift Wrap sale, Box Tops for Education, Reading Incentive, School Beautification, and tutoring programs.

Members of our Student Council promoted programs that give back to our community. Student Council held numerous fund raising events to support local charities, such as Spartanburg Humane Society, Relay for Life, Second Presbyterian Soup Kitchen, Total Ministries, and Christmas Giving Trees.

We continue to focus on Pine Street’s motto “Excellence is Expected and is Our Standard” to ensure that every child receives the best education possible in preparation for a future of academic success.

Anne Chapman Jeter, Principal
 Leigh Anne Carmichael, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	105	61
Percent satisfied with learning environment	96.7%	86.7%	96.7%
Percent satisfied with social and physical environment	98.3%	90.5%	96.7%
Percent satisfied with school-home relations	100.0%	93.3%	93.4%

* 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 17 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. 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	3.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	443	100	7.4	21.9	70.8	94.5	77.9	82.4	Yes	Yes
Gender										
Male	219	100	8.7	18.4	72.8	92.2	73.7	78.7	N/A	N/A
Female	224	100	6	25.1	68.8	96.7	82.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	317	100	4.2	16.5	79.4	96.8	88.3	88.9	Yes	Yes
African American	100	100	18.5	39.1	42.4	85.9	70.2	72.9	Yes	Yes
Asian/Pacific Islander	15	100	N/AV	N/AV	N/AV	100	93.1	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	32	100	51.6	25.8	22.6	58.1	37.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	6.7	46.7	46.7	100	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	128	100	18.6	42.4	39	86.4	71	75.4	Yes	Yes

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

All Students	443	100	8.8	29.9	61.3	94.1	75.6	81.9	Yes	Yes
Gender										
Male	219	100	8.7	31.1	60.2	94.7	73	79.9	N/A	N/A
Female	224	100	8.8	28.8	62.3	93.5	78.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	317	100	5.2	24.2	70.6	96.8	87.5	88.9	Yes	Yes
African American	100	100	22.8	48.9	28.3	83.7	66.9	71.4	Yes	Yes
Asian/Pacific Islander	15	100	N/AV	N/AV	N/AV	100	90.2	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	74.8	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	32	100	58.1	25.8	16.1	51.6	30.9	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	N/AV	N/AV	N/AV	100	82.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	128	100	20.3	51.7	28	84.7	67.6	74.9	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	277	99.6	12.4	42.5	45.1	87.6	64.1	68.6
Gender								
Male	136	99.3	11.4	39.4	49.2	88.6	63.4	68.3
Female	141	100	13.4	45.5	41	86.6	64.8	68.9
Racial/Ethnic Group								
White	200	99.5	5.6	40	54.4	94.4	83.8	80.7
African American	66	100	31.1	50.8	18	68.9	50.5	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	79	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.6	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	23	100	63.6	18.2	18.2	36.4	27.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	68.4	60.7
Socio-Economic Status								
Subsidized meals	86	100	30.9	49.4	19.8	69.1	53	57.3
Social Studies								
All Students	274	100	7	26.4	66.7	93	69.7	72.5
Gender								
Male	137	100	7.9	25.2	66.9	92.1	67.7	72
Female	137	100	6.1	27.5	66.4	93.9	72	73.1
Racial/Ethnic Group								
White	198	100	3.6	24.4	72	96.4	85.7	81
African American	59	100	20.4	35.2	44.4	79.6	58.3	60
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	86.1	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	70.8	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	17	100	43.8	37.5	18.8	56.3	34	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	13	100	N/AV	N/AV	N/AV	100	80.8	69.7
Socio-Economic Status								
Subsidized meals	77	100	17.1	40	42.9	82.9	60.4	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
Writing										
All Students	121	100	12.5	12.5	75	87.5	69	73.2	96.8	95.7
Gender										
Male	54	100	21.3	14.9	63.8	78.7	63.3	67.2	96.8	95.5
Female	67	100	6.2	10.8	83.1	93.8	75.1	79.4	96.8	95.8
Racial/Ethnic Group										
White	80	100	5.1	6.4	88.5	94.9	83.4	81.5	96.8	95.6
African American	33	100	35.7	32.1	32.1	64.3	57.7	61.3	97.1	95.6
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.3	87	97.3	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.2	66.7	91.7	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	94.4
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	14	26	96.1	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	80.3	65.7	96.7	97
Socio-Economic Status										
Subsidized meals	36	100	34.4	28.1	37.5	65.6	57.5	63.2	96.5	95.3

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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							
2010	3	104	100	4	17	79	96
	4	111	100	11.5	20.2	68.3	88.5
	5	111	100	5.6	19.4	75	94.4
	6	111	100	10.5	27.6	61.9	89.5
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	106	100	2.9	15.5	81.6	97.1
	4	108	100	5.9	27.5	66.7	94.1
	5	120	100	9.9	23.4	66.7	90.1
	6	109	100	10.5	21	68.6	89.5
	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	N/A
Mathematics							
2010	3	104	100	10	14	76	90
	4	111	100	11.5	27.9	60.6	88.5
	5	111	100	11.1	29.6	59.3	88.9
	6	111	100	12.4	26.7	61	87.6
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	106	100	4.9	22.3	72.8	95.1
	4	108	100	7.8	30.4	61.8	92.2
	5	120	100	12.6	36	51.4	87.4
	6	109	100	9.5	30.5	60	90.5
	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	N/A
Science							
2010	3	52	100	8.2	30.6	61.2	91.8
	4	111	100	6.7	40.4	52.9	93.3
	5	55	100	11.3	47.2	41.5	88.7
	6	56	100	9.3	48.1	42.6	90.7
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	53	100	9.6	34.6	55.8	90.4
	4	108	100	8.7	37.9	53.4	91.3
	5	62	98.4	20.7	44.8	34.5	79.3
	6	54	100	13.2	56.6	30.2	86.8
	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	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	52	100	7.8	21.6	70.6	92.2
	4	111	100	7.7	30.8	61.5	92.3
	5	56	98.2	7.3	29.1	63.6	92.7
	6	55	100	7.8	29.4	62.7	92.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	53	100	N/AV	N/AV	N/AV	100
	4	108	100	10.7	28.2	61.2	89.3
	5	58	100	9.6	19.2	71.2	90.4
	6	55	100	3.8	44.2	51.9	96.2
	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							
2010	3	101	100	7	22	71	93
	4	113	100	9.4	19.8	70.8	90.6
	5	112	97.3	8.4	22.4	69.2	91.6
	6	111	100	7.5	26.4	66	92.5
	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
2011	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	121	100	12.5	12.5	75	87.5
	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

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