

Pine Grove Elementary

111 Huffstetler Drive
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	452 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
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

http://ed.sc.gov
http://www.eoc.sc.gov

Pine Grove Elementary	06/01/10-4001090

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

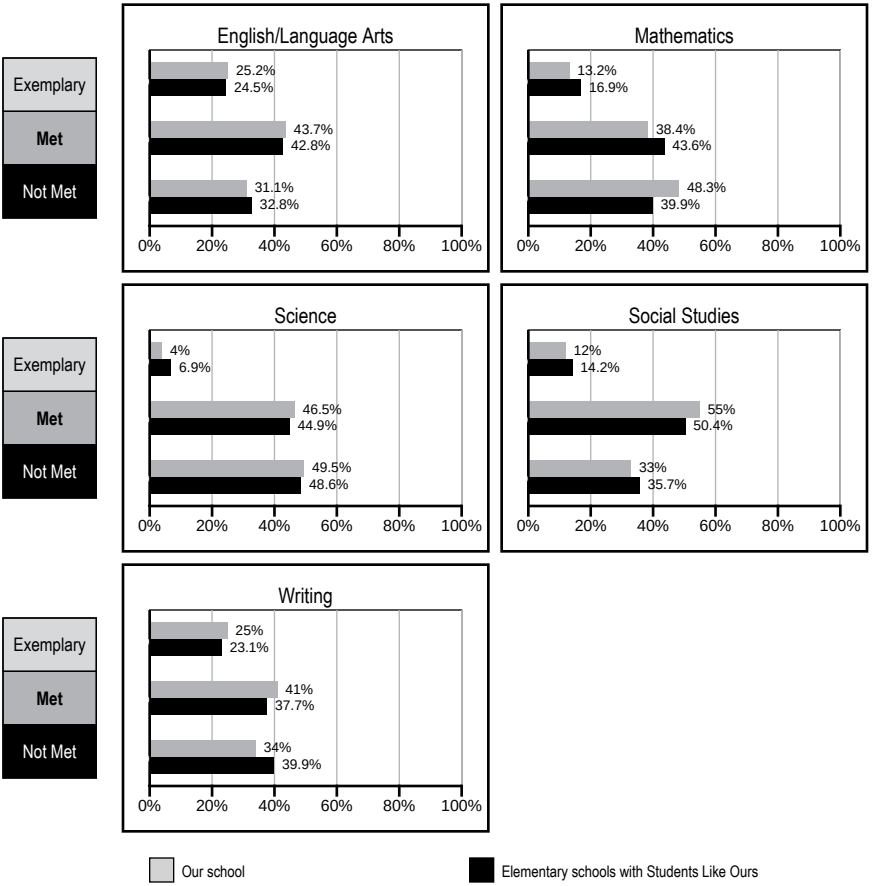
Percent of students tested in 2008-09 whose 2007-08 test scores were located	93.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	96	58	20

* 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=452)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 2.8%	2.4%	1.9%
Attendance rate	95.9%	Up from 95.8%	96.0%	96.3%
Eligible for gifted and talented	4.4%	Down from 6.8%	4.2%	10.0%
With disabilities other than speech	6.5%	Down from 8.3%	8.2%	7.7%
Older than usual for grade	0.6%	Up from 0.3%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	61.1%	Up from 55.6%	56.4%	59.4%
Continuing contract teachers	77.8%	No Change	73.4%	80.0%
Teachers with emergency or provisional certificates	2.8%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 89.0%	83.1%	85.9%
Teacher attendance rate	95.6%	Down from 95.8%	95.1%	95.1%
Average teacher salary*	$49,351	Up 5.9%	$45,566	$47,149
Professional development days/teacher	8.7 days	Down from 8.9 days	11.0 days	11.1 days
School				
Principal's years at school	1.0	Down from 9.0	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.2 to 1	17.3 to 1	18.8 to 1
Prime instructional time	90.6%	Down from 90.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.4%	100.0%	100.0%
Character development program	Average	No Change	Good	Excellent
Dollars spent per pupil**	$6,837	Up 5.8%	$8,345	$7,458
Percent of expenditures for instruction**	79.8%	Down from 80.4%	68.5%	68.8%
Percent of expenditures for teacher salaries**	76.1%	Up from 76.0%	62.1%	63.2%

* 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 ten of the thirteen objective goals for Adequate Yearly Progress (AYP) in 2008-2009. Pine Grove Elementary School will continue to strive to meet all goals of the 2001 "No Child Left Behind" Act.

During 2008-2009, our school community was involved in professional development that targeted high-yield instructional strategies, Target Teach, balanced literacy, the use of SMART Board technology, and Positive Behavior Intervention and Supports (PBIS). Third- through fifth-grade teachers received laptop computers for class use through an Enhancing Education Through Technology (E2T2) grant. This grant also made it possible for teachers to receive monthly professional development technology training and attend the South Carolina Technology conference. Teachers were also encouraged to participate in district-sponsored summer sessions that directly impact the quality of instruction in reading, mathematics, science, and social studies.

Employees of The South Carolina Department of Corrections provided mentors for selected third-grade students through the Lunch Buddies Program. An after-school remediation program for grades 3-5 was implemented in order to address student weaknesses in the areas of math and English language arts. Students from the University of South Carolina (Capstone Scholars) also assisted with the after-school program. We collaborated with the Junior League to host the "Smart Matters" monthly meetings. All students were given books to improve literacy through the "Reading is Fundamental" (RIF) program. Improved student literacy was also addressed through the Renaissance Learning program as well as monthly Books and Breakfast literacy celebrations.

The Parent Teacher Association (PTA) sponsored an Inaugural Ball for our students and parents, which was a very successful community collaboration. Additionally, PTA meetings were held bi-monthly. The attendance for each meeting was supported by parents and amazing student performances. The School Improvement Council (SIC) increased the number of parent members and promoted improved communication between school and home. School and home communications were also increased through the use of our auto-dialer system which informs parents of special events.

We will continue to make student achievement, a positive school climate, and quality home/school relationships priorities in 2009-2010. The focus of the upcoming school year will be to increase 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, Principal
Deborah Saunders, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	57	44
Percent satisfied with learning environment	96.7%	78.9%	83.7%
Percent satisfied with social and physical environment	96.7%	84.2%	81.8%
Percent satisfied with school-home relations	72.4%	75.0%	72.7%

* 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

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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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 Grove Elementary										06/01/10-4001090
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	175	100	31.1	43.7	25.2	84.1	78.6	82.8	Yes	Yes
Gender										
Male	82	100	39.1	31.3	29.7	82.8	74.4	79.3	N/A	N/A
Female	93	100	25.3	52.9	21.8	85.1	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	165	100	31.5	42	26.6	83.9	74.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	24	100	50	40	10	75	51.2	52	I/S	I/S
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	3	I/S	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	126	100	31.8	48.6	19.6	84.1	74.1	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	175	100	48.3	38.4	13.2	66.2	70.3	78.9	Yes	Yes
Gender										
Male	82	100	46.9	37.5	15.6	60.9	67.8	77	N/A	N/A
Female	93	100	49.4	39.1	11.5	70.1	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	165	100	49.7	37.8	12.6	65	64.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	24	100	70	20	10	50	36.5	45.5	I/S	I/S
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	3	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	126	100	53.3	33.6	13.1	59.8	64	70.2	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

Pine Grove Elementary								06/01/10-4001090
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	114	99.1	49	46.9	4.1	51	58.1	67.5
Gender								
Male	59	100	53.2	42.6	4.3	46.8	57	67
Female	55	98.2	45.1	51	3.9	54.9	59.1	68
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	108	99.1	48.4	47.3	4.3	51.6	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	17	94.1	71.4	21.4	7.1	28.6	27.5	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	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsized meals	81	98.8	53.7	43.3	3	46.3	49.1	55.1
Social Studies								
All Students	117	100	33	55	12	67	65.2	72.3
Gender								
Male	49	100	40.5	45.9	13.5	59.5	63.1	71.5
Female	68	100	28.6	60.3	11.1	71.4	67.2	73.2
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	108	100	33.3	54.8	11.8	66.7	59.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	17	100	46.2	46.2	7.7	53.8	36.4	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	3	I/S	I/S	I/S	I/S	I/S	63.6	67.9
Socio-Economic Status								
Subsized meals	86	100	34.2	56.2	9.6	65.8	58	62.1

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 Grove Elementary										06/01/10-4001090
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	177	98.9	33.5	41.3	25.2	66.5	63.9	70.2	95.9	95.9
Gender										
Male	85	97.7	41.8	41.8	16.4	58.2	55.8	63.2	95.8	95.7
Female	92	100	27.3	40.9	31.8	72.7	71.9	77.5	95.9	96.2
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	86.2	79.1	92.3	96
African American	165	98.8	33.8	40.7	25.5	66.2	58	57.6	95.9	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	86.2	99.6	96.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.8	62.6	95.8	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	93.3	94
Disability Status										
Disabled	24	95.8	68.4	26.3	5.3	31.6	22.3	26.1	95.3	95
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	3	I/S	I/S	I/S	I/S	I/S	61.2	61.2	95.7	96.2
Socio-Economic Status										
Subsized meals	126	99.2	35.8	44	20.2	64.2	56.7	58.9	95.9	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

Pine Grove Elementary							06/01/10-4001090
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
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
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
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
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

Abbreviations for Missing Data

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