



PAULINE-GLENN SPRINGS ELEMENTARY

P.O. Box 95
Pauline, South Carolina

Grades	K-5 Elementary School	
Enrollment	478 Students	
Principal	Jennifer Atkinson	864-583-1868
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

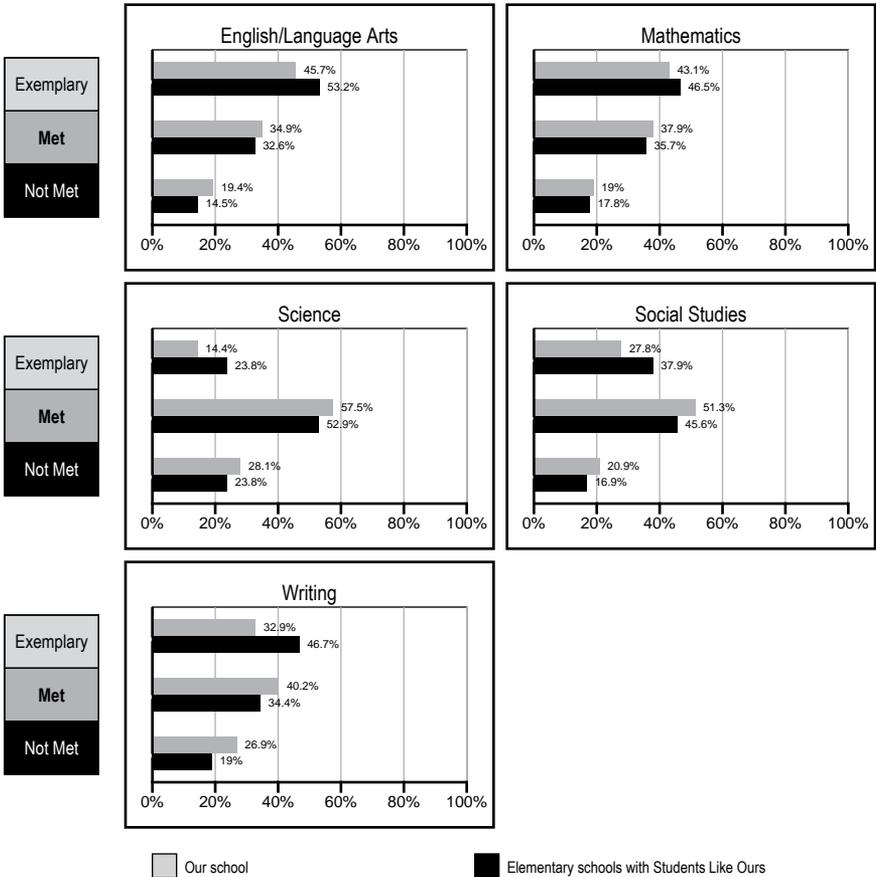
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	21	4	1	0

* 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=478)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 0.9%	0.8%	1.2%
Attendance rate	96.5%	Down from 96.6%	96.5%	96.1%
Eligible for gifted and talented	33.3%	Up from 24.9%	19.7%	11.7%
With disabilities other than speech	12.8%	Down from 13.7%	7.9%	8.0%
Older than usual for grade	0.2%	Down from 0.5%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	81.3%	Up from 78.1%	67.4%	60.5%
Continuing contract teachers	90.6%	Down from 93.8%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.6%	Down from 97.7%	88.5%	87.0%
Teacher attendance rate	94.8%	Up from 94.0%	95.9%	95.4%
Average teacher salary*	\$52,820	Down 0.3%	\$48,747	\$47,288
Professional development days/teacher	13.1 days	Up from 4.8 days	10.4 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.1 to 1	20.5 to 1	19.2 to 1
Prime instructional time	90.6%	Up from 90.2%	92.3%	90.8%
Opportunities in the arts	Good	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,040	Up 0.3%	\$7,040	\$7,548
Percent of expenditures for instruction**	75.1%	Up from 74.9%	70.6%	68.7%
Percent of expenditures for teacher salaries**	73.1%	Up from 56.1%	67.4%	65.1%

* 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

Our motto at Pauline-Glenn Springs Elementary, "Where Dreams Begin," is reflective of our belief that elementary school is the foundation of a child's educational experience. At Pauline-Glenn Springs we strive to create a warm, supportive, caring, and inviting learning environment where student learning is our chief priority. We pride ourselves on always placing children first.

Our school-wide theme for 2008-2009, "Planting and Growing Seeds for the Future," set the tone for another successful year of learning. All of our students enjoyed planting and harvesting the fruits of their labor in our school-wide vegetable and herb gardens. We also formed a partnership with our local 4H Club, who worked with us to construct and plant a strawberry patch. Our school received \$500 from the South Carolina Department of Agriculture program, "Eat Smart, It's in the Garden," in appreciation for our willingness to mentor other South Carolina schools who are introducing gardening.

Recycling was another school-wide initiative that we successfully continued. We collected over \$700 from recycling cans, which was used for school beautification. In addition to cans, our school collected an estimated 32,886 plastic bottles for United Resource Recovery Corporation. This amount exceeds the number of bottles recycled in any of the elementary schools in Spartanburg County.

We participated in various community service projects throughout the year, in order to model the importance of giving back to our community. These projects included collecting \$5,298 for the American Cancer Society during Relay for Life, raising \$3,110 for the American Heart Association by participating in Jump Rope for Heart, and raising \$2,324 for St. Jude's Children's Hospital. Our Student Council sponsored a canned food drive, collected items for the Spartanburg Humane Society, and collected Toys for the Spartanburg Children's Shelter. Student Council planned and organized "Reaching Out to Haiti," where paper hands were sold for \$1 each. A total of \$,1000 was collected and sent to the American Red Cross to help hurricane victims.

Pauline-Glenn Springs was the recipient of DHEC's Golden Shoe Award for our participation in Walk at School Week Activities, and we were so proud to be named a winner of the South Carolina Department of Education's Red Carpet Award for the third consecutive time. We look forward to proudly displaying our newest red carpet.

We appreciate the many contributions and support from our PTO, School Improvement Council, parents, volunteers, and business partners. We look forward to the wonderful possibilities that lie ahead for our school as we continue to strive for excellence!

Jennifer F. Atkinson, Principal

Darryl Mabry, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	53	25
Percent satisfied with learning environment	96.2%	94.3%	92.0%
Percent satisfied with social and physical environment	100.0%	83.0%	96.0%
Percent satisfied with school-home relations	100.0%	88.7%	100.0%

* 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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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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 = 58.8% (Met or Exemplary)

All Students	237	99.6	19.4	34.9	45.7	90.5	82.3	83.5	Yes	Yes
Gender										
Male	119	100	26.5	33.3	40.2	87.2	79.7	80.1	N/A	N/A
Female	118	99.2	12.2	36.5	51.3	93.9	84.9	87	N/A	N/A
Racial/Ethnic Group										
White	216	100	17	35.4	47.6	91.5	88.5	89.6	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	74.3	74.6	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	74.7	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.3	85.1	I/S	I/S
Disability Status										
Disabled	52	100	50	34.6	15.4	69.2	46.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	74	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	93	98.9	27.5	44	28.6	84.6	76.7	76.9	Yes	Yes

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

All Students	237	99.6	19	37.9	43.1	89.2	80.9	80.4	Yes	Yes
Gender										
Male	119	100	23.1	41	35.9	83.8	78.9	78.4	N/A	N/A
Female	118	99.2	14.8	34.8	50.4	94.8	83	82.5	N/A	N/A
Racial/Ethnic Group										
White	216	100	15.6	37.7	46.7	91	87	87.8	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	72.2	69.3	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.9	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.1	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	52	100	44.2	36.5	19.2	67.3	42.5	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	93	98.9	29.7	44	26.4	81.3	74.7	72.8	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	162	100	28.1	57.5	14.4	71.9	66.3	67.3
Gender								
Male	80	100	28.2	59	12.8	71.8	65.8	66.9
Female	82	100	28	56.1	15.9	72	66.8	67.7
Racial/Ethnic Group								
White	151	100	24.2	60.4	15.4	75.8	78.3	79.6
African American	6	I/S	I/S	I/S	I/S	I/S	49.8	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	76.1	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	55.8	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.8	69.5
Disability Status								
Disabled	36	100	52.8	41.7	5.6	47.2	25.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	54.2	58.6
Socio-Economic Status								
Subsidized meals	67	100	40.3	55.2	4.5	59.7	56.1	55.4
Social Studies								
All Students	161	100	20.9	51.3	27.8	79.1	70.4	70.9
Gender								
Male	86	100	23.5	48.2	28.2	76.5	70.5	70.1
Female	75	100	17.8	54.8	27.4	82.2	70.3	71.7
Racial/Ethnic Group								
White	148	100	17.9	51.7	30.3	82.1	77.8	79.2
African American	5	I/S	I/S	I/S	I/S	I/S	59.6	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.7	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.4	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	50	71.2
Disability Status								
Disabled	35	100	42.9	51.4	5.7	57.1	32.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	64.7	68
Socio-Economic Status								
Subsidized meals	65	100	37.5	51.6	10.9	62.5	62.3	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	237	100	26.9	40.2	32.9	73.1	71.8	72.1	96.5	96.3
Gender										
Male	119	100	34.7	42.4	22.9	65.3	64.9	65.2	96.7	96.3
Female	118	100	19	37.9	43.1	81	78.8	79.2	96.2	96.4
Racial/Ethnic Group										
White	217	100	23.8	41.6	34.6	76.2	80	80.8	96.4	96
African American	8	I/S	I/S	I/S	I/S	I/S	61.9	59.7	98.3	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	79.1	87	97.1	97.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.4	64.6	97.5	96.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	70.8	73.4	93.8	94.1
Disability Status										
Disabled	53	100	64.2	24.5	11.3	35.8	24.9	27.7	96.6	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.1
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.8	63.7	97.8	96.4
Socio-Economic Status										
Subsidized meals	94	100	37.6	37.6	24.7	62.4	64	61.9	95.9	95.9

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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	84	100	16	37	46.9	84
	4	58	100	15.8	35.1	49.1	84.2
	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
2010	3	91	100	21.6	17	61.4	78.4
	4	87	100	15.1	44.2	40.7	84.9
	5	59	98.3	22.4	48.3	29.3	77.6
	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	84	100	22.2	35.8	42	77.8
	4	58	100	19.3	56.1	24.6	80.7
	5	76	100	20	46.7	33.3	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
2010	3	91	100	15.9	31.8	52.3	84.1
	4	87	100	18.6	37.2	44.2	81.4
	5	59	98.3	24.1	48.3	27.6	75.9
	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
Science							
2009	3	41	100	25.6	53.8	20.5	74.4
	4	58	100	20.7	63.8	15.5	79.3
	5	38	100	23.7	57.9	18.4	76.3
	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	46	100	31.1	37.8	31.1	68.9
	4	87	100	26.7	66.3	7	73.3
	5	29	100	27.6	62.1	10.3	72.4
	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

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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							
2009	3	43	100	16.7	54.8	28.6	83.3
	4	58	100	12.1	51.7	36.2	87.9
	5	38	100	24.3	45.9	29.7	75.7
	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	45	100	7	51.2	41.9	93
	4	87	100	18.6	53.5	27.9	81.4
	5	29	100	48.3	44.8	6.9	51.7
	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	86	98.8	22.9	28.9	48.2	77.1
	4	58	100	24.6	42.1	33.3	75.4
	5	76	100	25.3	32	42.7	74.7
	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	91	100	28.1	30.3	41.6	71.9
	4	87	100	25.6	43	31.4	74.4
	5	59	100	27.1	50.8	22	72.9
	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

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