



Sara Collins Elementary

1200 Parkins Mill Road
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	798 Students	
Principal	Alice Arrington	864-355-3200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

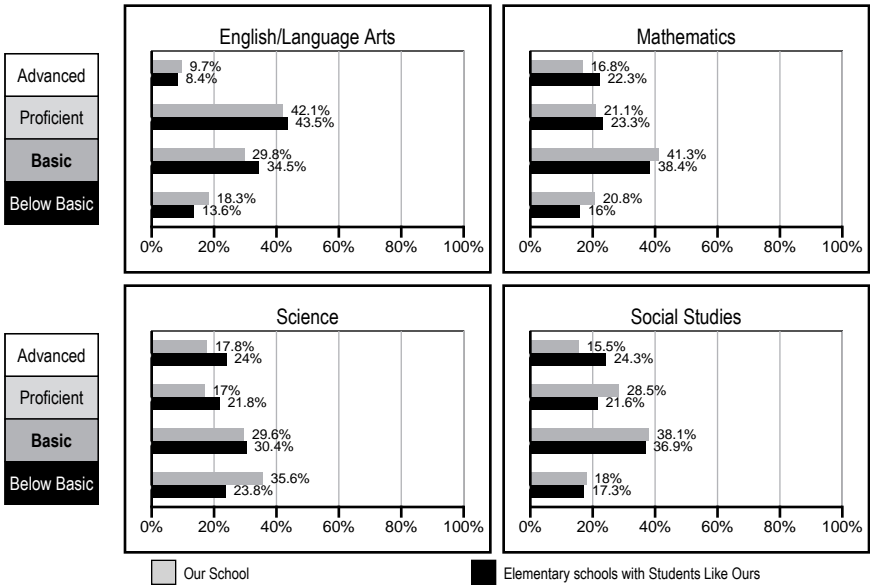
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	34	55	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=798)				
First graders who attended full-day kindergarten	99.3%	Up from 93.3%	100.0%	100.0%
Retention rate	2.0%	Down from 2.6%	1.7%	2.3%
Attendance rate	96.5%	Up from 96.2%	96.6%	96.3%
Eligible for gifted and talented	16.8%	Up from 16.3%	18.0%	10.4%
With disabilities other than speech	17.4%	Up from 14.4%	6.6%	7.5%
Older than usual for grade	0.2%	Down from 0.8%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	50.9%	Down from 51.0%	61.0%	56.7%
Continuing contract teachers	80.0%	Up from 70.6%	79.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.9%	Down from 84.4%	87.9%	86.4%
Teacher attendance rate	94.7%	Down from 95.3%	95.1%	94.9%
Average teacher salary	\$46,415	Up 5.4%	\$46,845	\$45,345
Professional development days/teacher	16.1 days	Up from 10.2 days	12.9 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.0 to 1	19.6 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 90.2%	90.3%	89.8%
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*	\$7,161	Up 5.7%	\$6,488	\$7,052
Percent of expenditures for instruction*	69.5%	Down from 71.8%	70.2%	69.1%
Percent of expenditures for teacher salaries*	66.7%	Down from 69.9%	66.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Sara Collins Elementary is an urban school located in the city limits of Greenville, South Carolina. We are a fully authorized International Baccalaureate World School. With the school motto, "Our kids are our world," we provide a quality international education to all students in kindergarten through fifth grade.

Our mission is to educate children to become knowledgeable, responsible citizens in a global society by providing a meaningful curriculum that integrates community and technological resources. Our program includes the district's Satellite program for orthopedic and hearing disabled students. Our emphasis is on international education, which includes Spanish instruction in grades one through five. Technology is an integral part of our program, with daily access for students in research, e-Portfolios, and a variety of productive software. Students and teachers have access to a full SuccessMaker Lab, three mobile laptop labs, Promethean boards, and a full range of content specific software. We believe Sara Collins Elementary is one of the most exciting learning communities in Greenville County.

Sara Collins Elementary and its staff have been recognized for their achievements and accomplishments on local, state, and national levels. We are fully accredited by the Southern Association of Schools and Colleges. We have most recently had The International Baccalaureate Organization authorized for the second time. This year, the South Carolina PTA recognized us as first place in the area of communication. We form productive partnerships with parents by promoting programs that connect students and parents in learning environments, such as Sizzling Saturday, Lunch and Learn sessions, and PTA events. We completed the third step to the Green Steps Program sponsored by South Carolina Resource Conservation Challenge. We partnered with the City of Greenville in the city planning program and a Safe Routes to School grant.

We currently have nine national board certified teachers. Other notable past awards include Miliken Family Foundation National Educator Award, Palmetto's Finest Award, Village Green School, and Redbook Magazine Award for Innovative Teaching for Children with Special Needs.

We have a long, proud tradition at Sara Collins Elementary for providing a safe, caring environment and a strong educational program for all our students. We will continue to build on that tradition while we provide students with the education they need for a successful future.

Alice Arrington, Principal
Scott Davis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	81	44
Percent satisfied with learning environment	100.0%	90.0%	93.0%
Percent satisfied with social and physical environment	100.0%	92.5%	90.7%
Percent satisfied with school-home relations	100.0%	92.5%	86.4%

* 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

NO

This school met 16 out of 21 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. Sanction: Implement the restructuring plan.
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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	392	99.5	18.1	29.9	42.2	9.8	61.2	52.4	48.2	Yes	Yes
Gender											
Male	199	99	17.9	32.4	41.3	8.4	59.2	46.1	41.7	N/A	N/A
Female	193	100	18.3	27.2	43.2	11.2	63.3	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	208	99.5	9.7	23.1	53.3	13.8	73.8	62.3	60	Yes	Yes
African American	146	100	30	40.8	25	4.2	40.8	31.7	31.7	Yes	Yes
Asian/Pacific Islander	13	100	10	30	40	20	80	74.9	70.4	I/S	I/S
Hispanic	24	95.8	31.8	31.8	36.4	0	50	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	77	98.7	56.3	26.8	14.1	2.8	21.1	20.3	16	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	33	97	28.6	25	39.3	7.1	57.1	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	156	99.4	33.1	37.6	27.8	1.5	42.1	34.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	392	100	20.6	41.3	21.2	16.9	53.3	49.5	45.8	Yes	Yes
Gender											
Male	199	100	16.7	43.3	20	20	55.6	49.9	45.6	N/A	N/A
Female	193	100	24.9	39.1	22.5	13.6	50.9	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	208	100	9.7	36.7	27	26.5	67.9	59.4	59	Yes	Yes
African American	146	100	39.2	44.2	14.2	2.5	32.5	27.2	26.9	No	Yes
Asian/Pacific Islander	13	100	0	50	20	30	70	75.3	71.3	I/S	I/S
Hispanic	24	100	27.3	59.1	9.1	4.5	27.3	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	77	100	59.2	33.8	2.8	4.2	12.7	20.1	17.1	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	33	100	21.4	53.6	10.7	14.3	46.4	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	156	100	35.3	45.9	14.3	4.5	32.3	32.2	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	276	100	35.1	29.8	17.1	18	35.1	39.3	35.7	96.5	96.5
Gender											
Male	140	100	31.7	28.6	17.5	22.2	39.7	41.6	37.4	96.5	96.4
Female	136	100	38.7	31.1	16.8	13.4	30.3	36.9	33.8	96.5	96.6
Racial/Ethnic Group											
White	143	100	21.1	27.8	24.1	27.1	51.1	49.7	49.2	96.6	96.4
African American	101	100	55.3	32.9	9.4	2.4	11.8	18.2	17	96.6	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	96.3	97.7
Hispanic	21	100	42.1	42.1	5.3	10.5	15.8	23.7	24.9	96.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	88	95.3
Disability Status											
Disabled	52	100	72.3	21.3	4.3	2.1	6.4	16.3	14	94.9	95.5
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	97.2	96.4
English Proficiency											
Limited English Proficient	24	100	47.4	26.3	5.3	21.1	26.3	22.6	24.4	96.5	97.2
Socio-Economic Status											
Subsided meals	112	100	51	33.3	5.2	10.4	15.6	21.3	21.1	95.9	95.8
Social Studies											
All Students	269	100	17.9	37.9	28.3	15.8	44.2	38.1	34	96.5	96.5
Gender											
Male	140	100	13.3	42.2	29.7	14.8	44.5	41	36.6	96.5	96.4
Female	129	100	23.2	33	26.8	17	43.8	35	31.3	96.5	96.6
Racial/Ethnic Group											
White	132	100	9.7	29.8	37.1	23.4	60.5	46.1	44.5	96.6	96.4
African American	111	100	27.5	50.5	16.5	5.5	22	20.5	19.1	96.6	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	96.3	97.7
Hispanic	17	100	31.3	43.8	25	0	25	27.7	27.5	96.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	88	95.3
Disability Status											
Disabled	54	100	48	32	16	4	20	17.1	14.4	94.9	95.5
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	97.2	96.4
English Proficiency											
Limited English Proficient	23	100	27.3	22.7	36.4	13.6	50	27.6	27.3	96.5	97.2
Socio-Economic Status											
Subsided meals	115	100	25.5	53.1	16.3	5.1	21.4	22.8	21	95.9	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	143	100	14.6	24.6	46.2	14.6	60.8
	4	108	99.1	20.2	39.4	38.4	2	40.4
	5	121	100	20.5	41	35	3.4	38.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	120	100	18.9	12.3	51.9	17	68.9
	4	153	99.4	16.9	34.6	40.4	8.1	48.5
	5	119	99.2	18.9	41.5	34.9	4.7	39.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	143	100	23.1	43.8	19.2	13.8	33.1
	4	108	100	23	46	17	14	31
	5	121	100	18.8	42.7	20.5	17.9	38.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	120	100	15.1	43.4	19.8	21.7	41.5
	4	153	100	25	38.2	22.1	14.7	36.8
	5	119	100	20.6	43	21.5	15	36.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	72	100	33.3	40.9	16.7	9.1	25.8
	4	108	100	51	26	13	10	23
	5	59	100	30.4	32.1	17.9	19.6	37.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	62	100	20	40	27.3	12.7	40
	4	153	100	37.5	28.7	14.7	19.1	33.8
	5	61	100	44.4	22.2	13	20.4	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	72	100	17.5	50.8	23.8	7.9	31.7
	4	108	100	30	40	22	8	30
	5	62	100	30.6	38.7	17.7	12.9	30.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	15.7	35.3	33.3	15.7	49
	4	153	100	15.4	41.2	26.5	16.9	43.4
	5	58	100	26.4	32.1	28.3	13.2	41.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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