



Pauline-Glenn Springs Elementary

P.O. Box 95

Pauline, South Carolina

Grades	K-5 Elementary School	
Enrollment	451 Students	
Principal	Jennifer Atkinson	864-583-1868
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

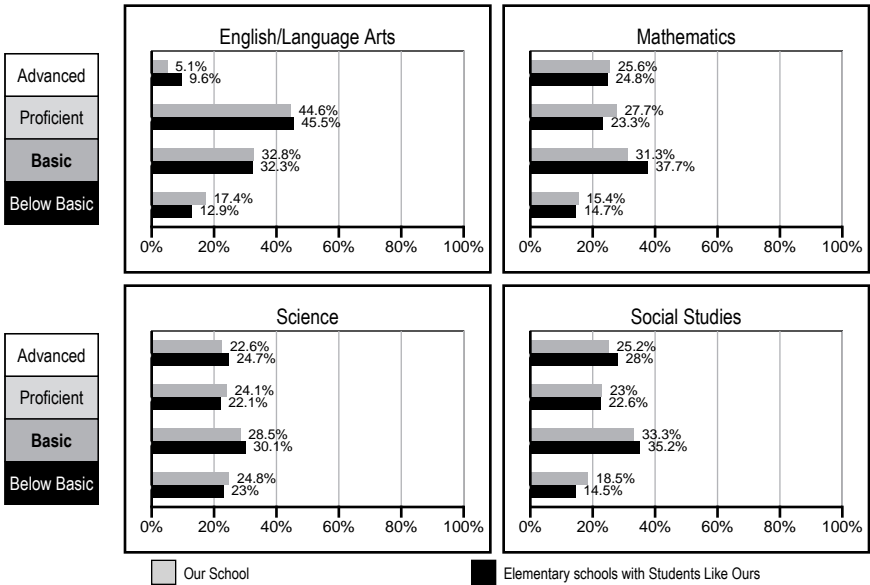
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	19	20	2	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=451)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 1.8%	1.6%	2.3%
Attendance rate	96.3%	Down from 96.4%	96.7%	96.3%
Eligible for gifted and talented	20.8%	Down from 23.6%	18.4%	10.4%
With disabilities other than speech	11.0%	Up from 9.8%	6.4%	7.5%
Older than usual for grade	0.3%	Down from 0.6%	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=32)				
Teachers with advanced degrees	71.9%	Up from 71.0%	60.7%	56.7%
Continuing contract teachers	87.5%	Down from 93.5%	79.6%	77.3%
Teachers with emergency or provisional certificates	3.3%	Down from 3.4%	0.0%	0.0%
Teachers returning from previous year	95.4%	Up from 95.3%	87.0%	86.4%
Teacher attendance rate	95.5%	Up from 95.1%	94.9%	94.9%
Average teacher salary	\$50,693	Up 1.9%	\$47,069	\$45,345
Professional development days/teacher	10.8 days	Down from 11.8 days	12.1 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	No Change	20.2 to 1	18.5 to 1
Prime instructional time	91.0%	No Change	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Down from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,609	Up 2.5%	\$6,689	\$7,052
Percent of expenditures for instruction*	74.6%	Up from 73.5%	70.6%	69.1%
Percent of expenditures for teacher salaries*	72.6%	Up from 71.0%	66.8%	64.2%

* 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 2007-2008, "Wee Care," set the tone for a successful year of learning at Pauline-Glenn Springs. Students began each school day by reciting the mantra: At PGS, we care for ourselves, others, our school, our community, our state, and our world! Students learned about the importance of caring for ourselves, as our school celebrated being named an eight component Healthy School. Pauline-Glenn Springs was one of only four schools in the state to receive this award. Students participated in healthy initiatives such as our morning exercise program, Walking Club, Family Fitness Night, Physical Education Demonstration Night, and Walk at School Day. Our school was awarded the Golden Shoe Award by DHEC for our outstanding Walk at School Day activities.

The Chic-fil-A Core Essentials Character Education program was fully implemented this year in an effort to help students further understand the importance of caring for ourselves, each other, and our environment. Values of the Month initiatives, such as respect, kindness, and courage were woven throughout our total school curriculum as students were inspired to treat others right, make smart decisions, and maximize their potential.

Pauline-Glenn Springs students, faculty, and staff participated in various service projects throughout the year in order to learn the importance of caring for our community. These projects included Beautification Saturdays, paper and can recycling, collecting toys for the local children's shelter, a canned food drive for Spartanburg Greater Ministries, and collecting toiletry items for patients at Mountain View Nursing Home. We also raised funds for various organizations. These included Jump Rope for Heart for the American Heart Association, the St. Jude's Children's Hospital Math-a-thon, and the American Cancer Society's Relay for Life activities. Pauline-Glenn Springs raised over \$15,000 for these and other worthy causes last year.

We appreciate the contributions and support of our PTO, School Improvement Council, parents, guardians, volunteers, and business partners. We look forward to the great possibilities and opportunities that lie ahead for our children and our school as we continue to strive for excellence in education!

Jennifer F. Atkinson, Principal
Traci Hamilton, School Improvement Council Chairman
Isabel Castillo, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	62	47
Percent satisfied with learning environment	100.0%	91.8%	95.7%
Percent satisfied with social and physical environment	100.0%	91.9%	89.1%
Percent satisfied with school-home relations	100.0%	91.8%	87.2%

* 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 15 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. 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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	204	100	17.4	32.8	44.6	5.1	64.1	49	48.2	Yes	Yes
Gender											
Male	100	100	22.7	34	40.2	3.1	55.7	41.9	41.7	N/A	N/A
Female	104	100	12.2	31.6	49	7.1	72.4	56.4	55	N/A	N/A
Racial/Ethnic Group											
White	179	100	16.8	32.4	45.7	5.2	65.3	59.8	60	Yes	Yes
African American	11	100	33.3	11.1	44.4	11.1	55.6	34	31.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	55.9	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	33.6	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
Disability Status											
Disabled	47	100	52.2	28.3	19.6	0	26.1	10.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	24.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	76	100	27.5	37.7	34.8	0	47.8	33.8	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	204	100	15.4	31.3	27.7	25.6	62.6	50.5	45.8	Yes	Yes
Gender											
Male	100	100	14.4	34	20.6	30.9	60.8	50.8	45.6	N/A	N/A
Female	104	100	16.3	28.6	34.7	20.4	64.3	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	179	100	13.3	30.1	29.5	27.2	63.6	61.7	59	Yes	Yes
African American	11	100	55.6	0	22.2	22.2	44.4	32.8	26.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	66	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	36.7	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
Disability Status											
Disabled	47	100	37	41.3	13	8.7	23.9	13.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	33.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	76	100	27.5	42	13	17.4	46.4	36.4	31.4	Yes	Yes

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

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	142	100	24.8	28.5	24.1	22.6	46.7	36.5	35.7	96.3	96.5
Gender											
Male	72	100	28.2	19.7	25.4	26.8	52.1	39.1	37.4	96.5	96.4
Female	70	100	21.2	37.9	22.7	18.2	40.9	33.7	33.8	96	96.5
Racial/Ethnic Group											
White	125	100	24.6	27	25.4	23	48.4	48.1	49.2	96.2	96.2
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	17.9	17	97.7	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	47.7	58	96	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.9	96.3	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	96.8	95.8
Disability Status											
Disabled	37	100	58.3	19.4	11.1	11.1	22.2	9.2	14	96.3	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	19.1	24.4	96.9	96.5
Socio-Economic Status											
Subsided meals	51	100	48.9	21.3	19.1	10.6	29.8	21.9	21.1	95.7	96
Social Studies											
All Students	142	100	18.5	33.3	23	25.2	48.1	36.9	34	96.3	96.5
Gender											
Male	66	100	18.8	23.4	21.9	35.9	57.8	40.5	36.6	96.5	96.4
Female	76	100	18.3	42.3	23.9	15.5	39.4	33.2	31.3	96	96.5
Racial/Ethnic Group											
White	124	100	16.8	34.5	22.7	26.1	48.7	45.9	44.5	96.2	96.2
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	23.8	19.1	97.7	97
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	96	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	22.5	27.5	96.3	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	96.8	95.8
Disability Status											
Disabled	31	100	38.7	32.3	12.9	16.1	29	11.4	14.4	96.3	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	17	27.3	96.9	96.5
Socio-Economic Status											
Subsided meals	57	100	26.9	38.5	19.2	15.4	34.6	22.9	21	95.7	96

* 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	77	100	5.3	21.1	67.1	6.6	73.7
	4	71	100	17.6	27.9	50	4.4	54.4
	5	66	100	12.7	46	36.5	4.8	41.3
	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	55	100	11.3	24.5	56.6	7.5	64.2
	4	80	100	18.2	29.9	45.5	6.5	51.9
	5	69	100	21.5	43.1	33.8	1.5	35.4
	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
Mathematics								
2007	3	77	100	11.8	40.8	26.3	21.1	47.4
	4	71	100	14.7	35.3	27.9	22.1	50
	5	66	100	14.3	34.9	27	23.8	50.8
	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	55	100	13.2	39.6	17	30.2	47.2
	4	80	100	13	24.7	33.8	28.6	62.3
	5	69	100	20	32.3	29.2	18.5	47.7
	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	39	100	23.7	26.3	36.8	13.2	50
	4	71	100	36.8	33.8	17.6	11.8	29.4
	5	33	100	29	25.8	25.8	19.4	45.2
	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	28	100	14.8	40.7	25.9	18.5	44.4
	4	80	100	27.3	24.7	23.4	24.7	48.1
	5	34	100	27.3	27.3	24.2	21.2	45.5
	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
Social Studies								
2007	3	38	100	7.9	44.7	23.7	23.7	47.4
	4	71	100	30.9	33.8	23.5	11.8	35.3
	5	33	100	21.9	56.3	12.5	9.4	21.9
	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	27	100	15.4	30.8	34.6	19.2	53.8
	4	80	100	10.4	36.4	22.1	31.2	53.2
	5	35	100	40.6	28.1	15.6	15.6	31.3
	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

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