



Pauline-Glenn Springs Elementary

P.O. Box 95

Pauline, South Carolina

Grades	K-5 Elementary School	
Enrollment	469 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Good	At-Risk
2006	Good	At-Risk
2005	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 2008-09 whose 2007-08 test scores were located

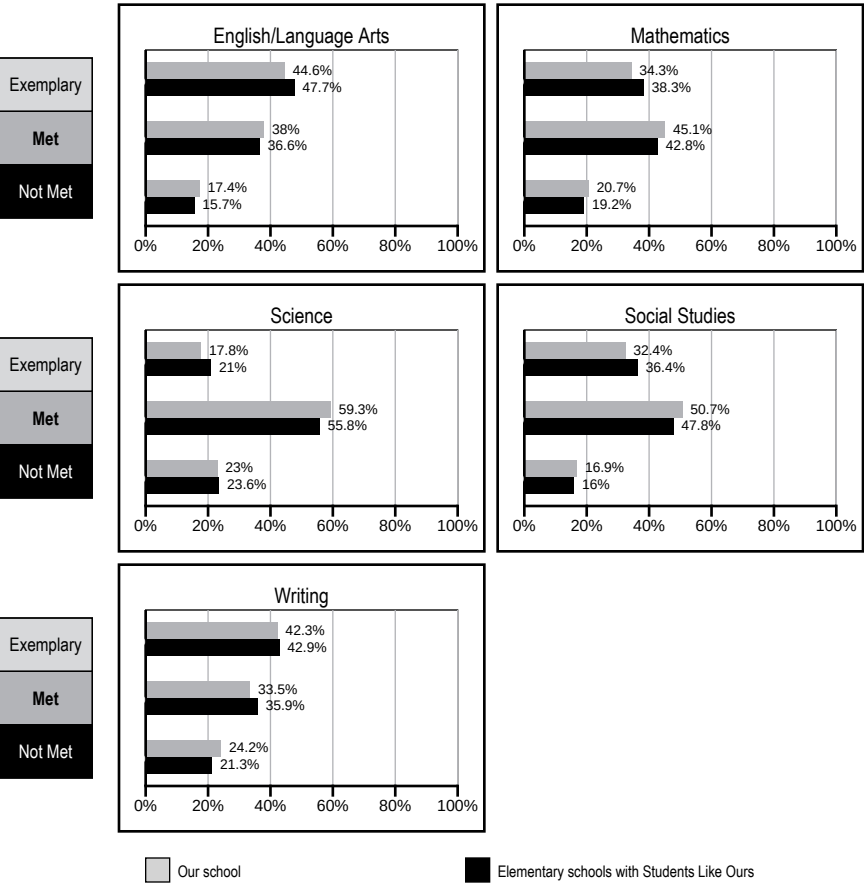
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	31	17	0	0

* 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=469)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.6%	1.4%	1.9%
Attendance rate	96.6%	Up from 96.3%	96.6%	96.3%
Eligible for gifted and talented	24.9%	Up from 20.8%	16.5%	10.0%
With disabilities other than speech	13.7%	Up from 11.0%	6.7%	7.7%
Older than usual for grade	0.5%	Up from 0.3%	0.3%	0.5%
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	78.1%	Up from 71.9%	61.1%	59.4%
Continuing contract teachers	93.8%	Up from 87.5%	84.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	97.7%	Up from 95.4%	86.0%	85.9%
Teacher attendance rate	94.0%	Down from 95.5%	95.1%	95.1%
Average teacher salary*	\$52,963	Up 4.5%	\$48,686	\$47,149
Professional development days/teacher	4.8 days	Down from 10.8 days	11.1 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 18.9 to 1	19.5 to 1	18.8 to 1
Prime instructional time	90.2%	Down from 91.0%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 96.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,022	Up 6.2%	\$6,702	\$7,458
Percent of expenditures for instruction**	74.9%	Up from 74.6%	70.4%	68.8%
Percent of expenditures for teacher salaries**	56.1%	Down from 72.6%	63.8%	63.2%

* 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 School, "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 learning focus this year was to enhance instruction through the latest technology. All teachers and administration at Pauline-Glenn Springs participated in a professional book study, Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms, provided by our PTO. Teachers met monthly to discuss their reading and to plan instruction using the latest tools from their book study. Every teacher created and maintained a web page as a resource for parents. New state-of-the-art computer Promethean Boards were purchased by our school district and installed in nine of our classrooms.

Students, faculty, and staff participated in various service projects throughout the year in order to learn the importance of giving back to our community. These projects included Beautification Saturdays, collecting toys for the local children's shelter, collecting items for the Spartanburg Humane Society, a canned food drive for Spartanburg Greater Ministries, and Recycling of paper, cans, and plastic. We also raised funds for several organizations. These included participation in Jump Rope and Hoops 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 Elementary School raised over \$10,000 for these and other worthy causes.

Pauline-Glenn Springs received several grants and honors for our school-wide health and wellness education initiatives. A major highlight of this school year was the implementation of a student-maintained vegetable garden. Every PGS student was actively involved in growing spinach, lettuce, radishes, carrots, squash, and zucchini. Students learned about the health benefits of growing vegetables in our garden, and enjoyed sampling them in our school's cafeteria lunches. We were awarded a \$500 "Eat Smart, It's in the Garden" grant from the South Carolina Department of Agriculture. Our school was named a member of the South Carolina DHEC All Health Team, a health promotion campaign targeting South Carolina youth, teachers, and adult leaders. As a team member, our school received \$500 and a commercial spot that aired during the month of March on WIS TV 10. Our school's garden project, "PGS Healthy Harvesters," won first place and \$5,000 in the DHEC All Health Team's annual awards competition.

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

Jennifer F. Atkinson, Principal
Darryl Mabry, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	72	45
Percent satisfied with learning environment	96.8%	88.9%	97.8%
Percent satisfied with social and physical environment	96.8%	93.1%	95.3%
Percent satisfied with school-home relations	100.0%	88.9%	91.1%

* 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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

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	218	100	17.4	38	44.6	89.2	83.1	82.8	Yes	Yes
Gender										
Male	116	100	23.9	33.6	42.5	85.8	80.5	79.3	N/A	N/A
Female	102	100	10	43	47	93	85.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	196	100	16.1	38	45.8	90.6	88.9	89.5	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	75.7	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.6	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	73.8	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80	82.5	I/S	I/S
Disability Status										
Disabled	49	100	53.2	34	12.8	63.8	50.4	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	86	100	21	45.7	33.3	85.2	76.3	75.5	Yes	Yes

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

All Students	218	100	20.7	45.1	34.3	87.3	79.2	78.9	Yes	Yes
Gender										
Male	116	100	27.4	41.6	31	82.3	77.6	77	N/A	N/A
Female	102	100	13	49	38	93	80.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	196	100	19.8	44.3	35.9	87.5	86.9	87.2	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	67.2	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	73.4	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85	79.5	I/S	I/S
Disability Status										
Disabled	49	100	59.6	29.8	10.6	59.6	39.3	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	72.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	86	100	28.4	54.3	17.3	82.7	71.1	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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	137	100	23	59.3	17.8	77	68	67.5
Gender								
Male	71	100	27.1	54.3	18.6	72.9	68.1	67
Female	66	100	18.5	64.6	16.9	81.5	67.8	68
Racial/Ethnic Group								
White	122	100	21.7	58.3	20	78.3	78.3	79.5
African American	5	I/S	I/S	I/S	I/S	I/S	52	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	73.2	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.9	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78.6	71.2
Disability Status								
Disabled	32	100	50	43.8	6.3	50	27	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	57	59.6
Socio-Economic Status								
Subsided meals	58	100	28.6	60.7	10.7	71.4	57.7	55.1

Social Studies								
All Students	139	100	16.8	51.1	32.1	83.2	72.6	72.3
Gender								
Male	77	100	19.7	47.4	32.9	80.3	71.9	71.5
Female	62	100	13.1	55.7	31.1	86.9	73.4	73.2
Racial/Ethnic Group								
White	124	100	14.8	52.5	32.8	85.2	80.2	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	59.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.8	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	67.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.6	72.2
Disability Status								
Disabled	29	100	42.9	46.4	10.7	57.1	37.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	67.6	67.9
Socio-Economic Status								
Subsided meals	55	100	24.5	49.1	26.4	75.5	62.9	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

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	220	99.6	24.2	33.5	42.3	75.8	72.3	70.2	96.6	96.6
Gender										
Male	116	99.1	34.5	32.7	32.7	65.5	66.8	63.2	96.6	96.5
Female	104	100	12.7	34.3	52.9	87.3	77.8	77.5	96.7	96.6
Racial/Ethnic Group										
White	198	99.5	22.7	32.5	44.8	77.3	80.4	79.1	96.6	96.2
African American	10	I/S	I/S	I/S	I/S	I/S	61.9	57.6	97.6	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.6	86.2	96.8	97.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	59.2	62.6	96.9	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60	68.7	95.2	96.5
Disability Status										
Disabled	50	100	66.7	22.9	10.4	33.3	23.2	26.1	96.6	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.7
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	55.8	61.2	97.7	96.8
Socio-Economic Status										
Subsided meals	86	98.8	38.3	34.6	27.2	61.7	61.1	58.9	95.9	96.2

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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
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
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
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
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

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