



## PAULINE-GLENN SPRINGS ELEMENTARY

P.O. Box 95  
Pauline, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	488 Students	
<b>Principal</b>	Jennifer Atkinson	864-583-1868
<b>Superintendent</b>	Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Alex Meadows	864-576-4212

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Average</b>
2010	Good	Average
2009	Good	Average
2008	Average	At-Risk
2007	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 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://eoc.sc.gov>

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

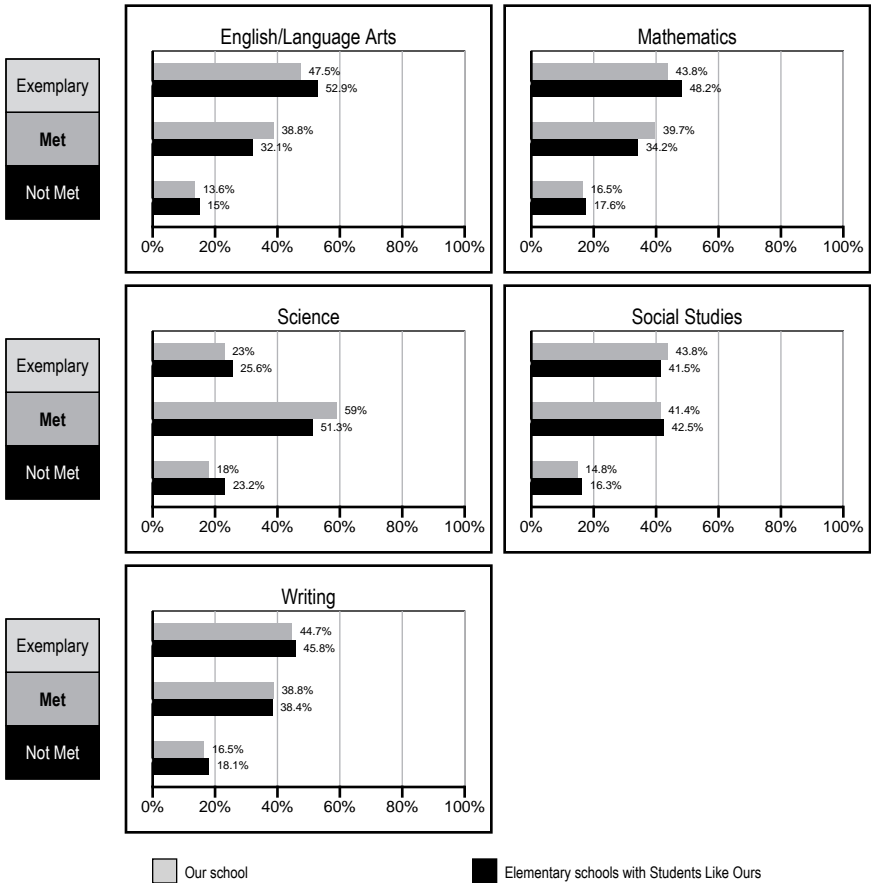
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
32	16	3	2	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=488)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 1.7%	0.8%	1.1%
Attendance rate	96.6%	Up from 96.5%	96.5%	96.2%
Served by gifted and talented program	35.6%	Up from 33.3%	22.0%	13.4%
With disabilities other than speech	5.7%	Down from 12.8%	3.7%	4.1%
Older than usual for grade	0.2%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	78.8%	Down from 81.3%	64.5%	62.5%
Continuing contract teachers	84.8%	Down from 90.6%	89.4%	88.2%
Teachers returning from previous year	96.7%	Up from 96.6%	87.9%	87.8%
Teacher attendance rate	95.0%	Up from 94.8%	95.2%	95.2%
Average teacher salary*	\$49,901	Down 5.5%	\$48,398	\$46,773
Professional development days/teacher	4.9 days	Down from 13.1 days	9.5 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.0 to 1	20.9 to 1	19.9 to 1
Prime instructional time	90.7%	Up from 90.6%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,095	Up 0.8%	\$7,091	\$7,447
Percent of expenditures for instruction**	74.8%	Down from 75.1%	69.3%	68.4%
Percent of expenditures for teacher salaries**	73.3%	Up from 73.1%	68.1%	65.8%

\* 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

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.

Today's students need the skills and self confidence to succeed as leaders in the 21st Century. They need to be able to communicate clearly, to work as a team, to be self-motivated and analytical thinkers. Our students need the organizational and technical skills to compete in a global society. We believe it is our responsibility to develop our young students as leaders by providing them with the skills that will allow them to handle themselves in any given situation.

Our school-wide theme for 2010-2011, "Lead to Succeed" set the tone for another outstanding year of learning. Our students completed their first year participating in The Leader in Me Program and celebrated promising results. This past year all of our students began learning Dr. Stephen Covey's 7 Habits of Highly Effective People. The Seven Habits of Happy Kids, written by Dr. Covey's son, Sean Covey, was utilized by all faculty members to teach the habits in a child-friendly language. Our goal was to begin teaching our students the skills of self-discipline, self-reliance, and self-confidence. The 7 Habits gave us a common language built on proven principle-based leadership skills. The 7 Habits that we learned are: Habit 1: Be Proactive: You're in charge!, Habit 2: Begin with the End in Mind: Have a Plan, Habit 3: Put First things First: Work First, Then Play, Habit 4: Think Win-Win: Everyone Can Win, Habit 5: Seek First to Understand, Then to Be Understood: Listen Before you Talk, Habit 6: Synergize: Together is Better, and Habit 7: Sharpen the Saw, Balance Feels Better. Every student kept a data notebook, which focused on the student's personal and academic goals. Students kept charts and graphs of their academic progress and used their data notebooks during student-led conferences.

We continued our school-wide recycling program, collecting over \$900 from recycling cans. The funds collected were used for various school beautification projects. In addition to recycling, we gave back to our community through several other service projects. These projects included collecting \$1,480.00 for United Way with 100% faculty and staff participation, \$4,422 for the American Cancer Society and \$600 for St. Jude's Children's Hospital. Our Student Council sponsored a canned food drive, collected items for the Spartanburg Humane Society, as well as Mountain View Nursing Home.

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 education!

Jennifer F. Atkinson, Principal  
 Lisa Prato, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	86	56
Percent satisfied with learning environment	96.9%	97.6%	90.9%
Percent satisfied with social and physical environment	100.0%	96.3%	92.9%
Percent satisfied with school-home relations	100.0%	96.4%	85.7%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.6%	4.4%

	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

Abbreviations for Missing Data

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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 = 79.4% (Met or Exemplary)**

All Students	254	100	13.6	38.8	47.5	93	82.9	82.4	Yes	Yes
<b>Gender</b>										
Male	131	100	16.9	37.9	45.2	89.5	78.9	78.7	N/A	N/A
Female	123	100	10.2	39.8	50	96.6	86.9	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	233	100	11.3	38.3	50.5	94.1	89	88.9	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	75	72.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.5	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.9	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	44	36	20	72	44	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	91	100	22.6	40.5	36.9	86.9	77.5	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	254	100	16.5	39.7	43.8	86.8	83.3	81.9	Yes	Yes
<b>Gender</b>										
Male	131	100	17.7	41.1	41.1	86.3	81.4	79.9	N/A	N/A
Female	123	100	15.3	38.1	46.6	87.3	85.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	233	100	14.9	38.7	46.4	88.7	89	88.9	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	73.7	71.4	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.7	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	42	42	16	64	42.9	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	77.8	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	82.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	91	100	23.8	42.9	33.3	77.4	78.2	74.9	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**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	170	100	18	59	23	82	68.8	68.6
<b>Gender</b>								
Male	83	100	15.4	59	25.6	84.6	68.4	68.3
Female	87	100	20.5	59	20.5	79.5	69.1	68.9
<b>Racial/Ethnic Group</b>								
White	158	100	17.3	58	24.7	82.7	79.8	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	54.3	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76.6	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	55.2	70.8
<b>Disability Status</b>								
Disabled	33	100	46.9	46.9	6.3	53.1	31.3	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	42.9
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	59.1	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	53	100	22.9	62.5	14.6	77.1	59.4	57.3
<b>Social Studies</b>								
All Students	170	100	14.8	41.4	43.8	85.2	72.6	72.5
<b>Gender</b>								
Male	86	100	15.7	38.6	45.8	84.3	72.2	72
Female	84	100	13.9	44.3	41.8	86.1	73	73.1
<b>Racial/Ethnic Group</b>								
White	152	100	12.5	40.3	47.2	87.5	80.6	81
African American	7	I/S	I/S	I/S	I/S	I/S	59.8	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.3	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.3	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.3	73.5
<b>Disability Status</b>								
Disabled	36	100	41.7	36.1	22.2	58.3	33.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	61	100	28.6	41.1	30.4	71.4	65	62.9

Abbreviations for Missing Data

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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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	88	97.7	16.5	38.8	44.7	83.5	72.4	73.2	96.6	96.4
<b>Gender</b>										
Male	50	96	19.1	48.9	31.9	80.9	65.6	67.2	96.7	96.4
Female	38	100	13.2	26.3	60.5	86.8	79.5	79.4	96.4	96.4
<b>Racial/Ethnic Group</b>										
White	82	97.6	13.9	41.8	44.3	86.1	80.9	81.5	96.5	96.1
African American	3	I/S	I/S	I/S	I/S	I/S	62.7	61.3	98.2	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	87	97.5	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.4	66.7	96.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	72.2	95.1	94.7
<b>Disability Status</b>										
Disabled	17	100	70.6	17.6	11.8	29.4	20.1	26	96	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.4
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.7	65.7	96.4	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	39	94.9	33.3	33.3	33.3	66.7	63.6	63.2	96	96.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	79	100	13.2	34.2	52.6	86.8
	4	86	100	12.3	39.5	48.1	87.7
	5	89	100	15.3	42.4	42.4	84.7
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	79	100	21.1	27.6	51.3	78.9
	4	86	100	7.4	49.4	43.2	92.6
	5	89	100	21.2	41.2	37.6	78.8
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	40	100	20.5	43.6	35.9	79.5
	4	86	100	12.3	69.1	18.5	87.7
	5	44	100	26.8	53.7	19.5	73.2
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	39	100	10.8	40.5	48.6	89.2
	4	86	100	14.8	44.4	40.7	85.2
	5	45	100	18.2	36.4	45.5	81.8
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	88	97.7	16.5	38.8	44.7	83.5
	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

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