



Sara Collins Elementary

1200 Parkins Mill Road
Greenville, South Carolina

Grades	K-5 Elementary School	
Enrollment	805 Students	
Principal	Alice Arrington	864-355-3200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average

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

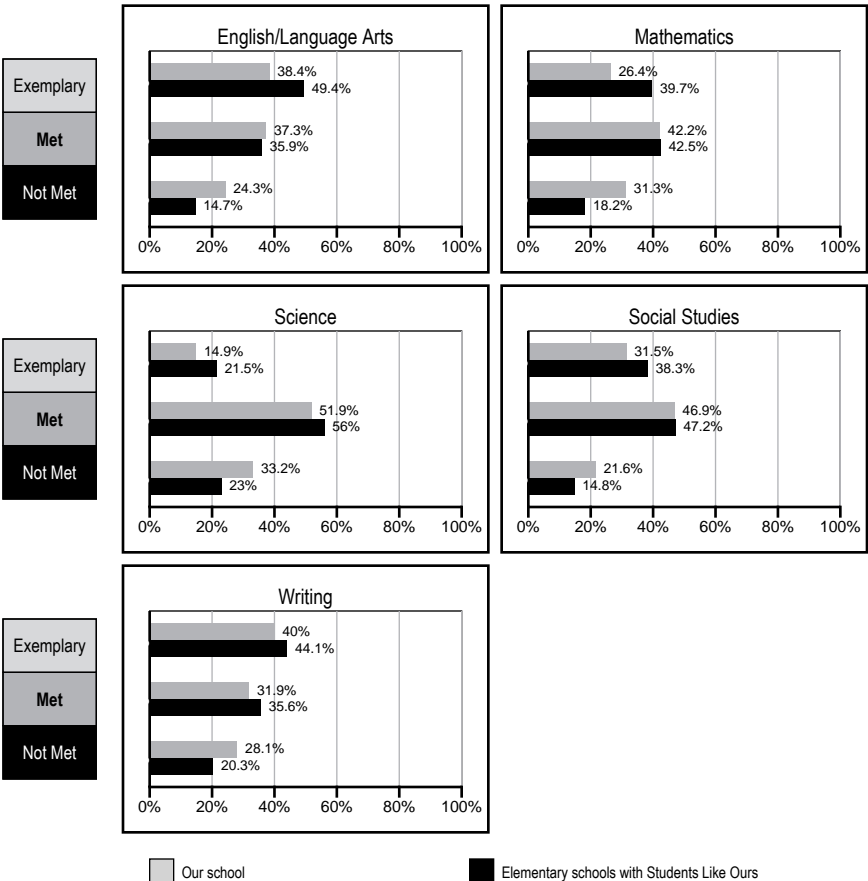
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	23	10	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=805)				
First graders who attended full-day kindergarten	98.5%	Down from 99.3%	100.0%	100.0%
Retention rate	1.5%	Down from 2.0%	1.4%	1.9%
Attendance rate	96.3%	Down from 96.5%	96.7%	96.3%
Eligible for gifted and talented	14.6%	Down from 16.8%	17.4%	10.0%
With disabilities other than speech	15.2%	Down from 17.4%	7.3%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	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=54)				
Teachers with advanced degrees	55.6%	Up from 50.9%	61.1%	59.4%
Continuing contract teachers	77.8%	Down from 80.0%	83.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.1%	Down from 83.9%	86.0%	85.9%
Teacher attendance rate	94.6%	Down from 94.7%	95.1%	95.1%
Average teacher salary*	\$46,877	Up 1.0%	\$48,428	\$47,149
Professional development days/teacher	8.4 days	Down from 16.1 days	10.4 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 21.4 to 1	19.8 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 89.8%	90.7%	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**	\$7,461	Up 4.2%	\$6,617	\$7,458
Percent of expenditures for instruction**	69.7%	Up from 69.5%	70.6%	68.8%
Percent of expenditures for teacher salaries**	67.1%	Up from 66.7%	64.8%	63.2%

* 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

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 children 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 Compass Learning Odyssey program, 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 the staff have been recognized for their achievements and accomplishments on local, state and national levels. As part of Greenville County School's district accreditation, Sara Collins has been nationally accredited by AdvancED. In 2007 the International Baccalaureate Organization authorized our school for the second time. This year we received the National PTA Phoebe Hearst Award of Excellence for Speaking Up for Every Child and the National Parent Involvement Certification of Excellence. We received first place from the South Carolina PTA in Enrichment Programs. 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 fourth step for the Green Steps Program sponsored by South Carolina Resource Conservation Challenge.

We currently have 10 national board certified teachers. Other notable past awards include Miliiken 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.

Scott Davis, School Improvement Council Chair
Alice Arrington, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	99	62
Percent satisfied with learning environment	98.1%	88.8%	85.0%
Percent satisfied with social and physical environment	100.0%	83.7%	91.7%
Percent satisfied with school-home relations	98.1%	88.8%	83.6%

* 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

NO

This school met 19 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. 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

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

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	394	99.8	23.9	37.2	38.9	83.4	84	82.8	Yes	Yes
Gender										
Male	208	100	24.5	38.5	37	82.8	80.8	79.3	N/A	N/A
Female	186	99.5	23.3	35.8	40.9	84.1	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	213	100	13	32.4	54.6	89.9	89.5	89.5	Yes	Yes
African American	147	99.3	40.7	42.2	17	74.1	72.7	73.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	22	100	27.8	50	22.2	77.8	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	77	98.7	71.4	21.4	7.1	40	52.5	52	No	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	28	100	27.3	45.5	27.3	77.3	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	166	99.4	39.2	41.2	19.6	70.3	74.4	75.5	Yes	Yes

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

All Students	394	99.8	31	42.1	26.9	76.9	80.9	78.9	Yes	Yes
Gender										
Male	208	100	29.2	43.2	27.6	79.2	79.6	77	N/A	N/A
Female	186	99.5	33	40.9	26.1	74.4	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	213	100	17.9	42.5	39.6	85.5	87	87.2	Yes	Yes
African American	147	99.3	49.6	40	10.4	63.7	66.3	66.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	22	100	50	44.4	5.6	72.2	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	77	98.7	77.1	18.6	4.3	32.9	48.1	45.5	No	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	28	100	36.4	50	13.6	77.3	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	166	99.4	53.4	38.5	8.1	61.5	70.5	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

	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	253	99.6	32.5	52.1	15.4	67.5	71.3	67.5
Gender								
Male	139	99.3	28.6	50.8	20.6	71.4	70.8	67
Female	114	100	37	53.7	9.3	63	71.8	68
Racial/Ethnic Group								
White	144	100	21.4	55.7	22.9	78.6	79.5	79.5
African American	88	98.9	53.8	42.5	3.8	46.3	53	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	49	98	76.7	18.6	4.7	23.3	39.1	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	18	100	25	66.7	8.3	75	60.4	59.6
Socio-Economic Status								
Subsided meals	100	99	52.9	42.5	4.6	47.1	57.5	55.1
Social Studies								
All Students	258	99.6	21.1	46.7	32.2	78.9	75.7	72.3
Gender								
Male	134	100	21	44.4	34.7	79	75.1	71.5
Female	124	99.2	21.2	49.2	29.7	78.8	76.3	73.2
Racial/Ethnic Group								
White	148	100	13.2	41	45.8	86.8	81.7	80.7
African American	91	100	34.9	54.2	10.8	65.1	61.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	13	92.3	18.2	72.7	9.1	81.8	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	54	100	46	48	6	54	47.5	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	16	93.8	21.4	50	28.6	78.6	69	67.9
Socio-Economic Status								
Subsided meals	105	100	36.8	51.6	11.6	63.2	63.9	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	394	98.5	27.7	32.1	40.2	72.3	72.9	70.2	96.3	96.5
Gender										
Male	208	99.5	31.6	34.2	34.2	68.4	66.4	63.2	96.6	96.4
Female	186	97.3	23.4	29.7	46.9	76.6	79.7	77.5	96.1	96.5
Racial/Ethnic Group										
White	215	99.1	16.8	29.8	53.4	83.2	80.5	79.1	96.2	96.3
African American	145	97.9	44.8	32.8	22.4	55.2	57.1	57.6	96.7	96.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87.3	86.2	96.4	97.6
Hispanic	24	95.8	38.9	44.4	16.7	61.1	61.3	62.6	96.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	91.7	95.2
Disability Status										
Disabled	73	95.9	83.8	10.3	5.9	16.2	28.4	26.1	95.4	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	26	100	27.3	45.5	27.3	72.7	60.5	61.2	96.4	97.2
Socio-Economic Status										
Subsided meals	162	96.9	48.6	33.3	18.1	51.4	58.8	58.9	95.4	95.8

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	132	99.2	27.6	30.1	42.3	72.4
	4	118	100	23.6	35.5	40.9	76.4
	5	144	100	20.7	45.2	34.1	79.3
	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
Mathematics							
2009	3	132	99.2	36.6	35	28.5	63.4
	4	118	100	24.5	47.3	28.2	75.5
	5	144	100	31.1	44.4	24.4	68.9
	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
Science							
2009	3	66	98.5	42.4	44.1	13.6	57.6
	4	118	100	28.2	52.7	19.1	71.8
	5	69	100	30.8	58.5	10.8	69.2
	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
Social Studies							
2009	3	65	98.5	25.8	51.6	22.6	74.2
	4	118	100	17.3	43.6	39.1	82.7
	5	75	100	22.9	47.1	30	77.1
	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	130	100	31.5	25.8	42.7	68.5
	4	120	97.5	24.8	30.3	45	75.2
	5	144	97.9	26.7	39.3	34.1	73.3
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample