



SARA COLLINS ELEMENTARY

1200 Parkins Mill Road
Greenville, South Carolina

Grades	K-5 Elementary School	
Enrollment	767 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	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

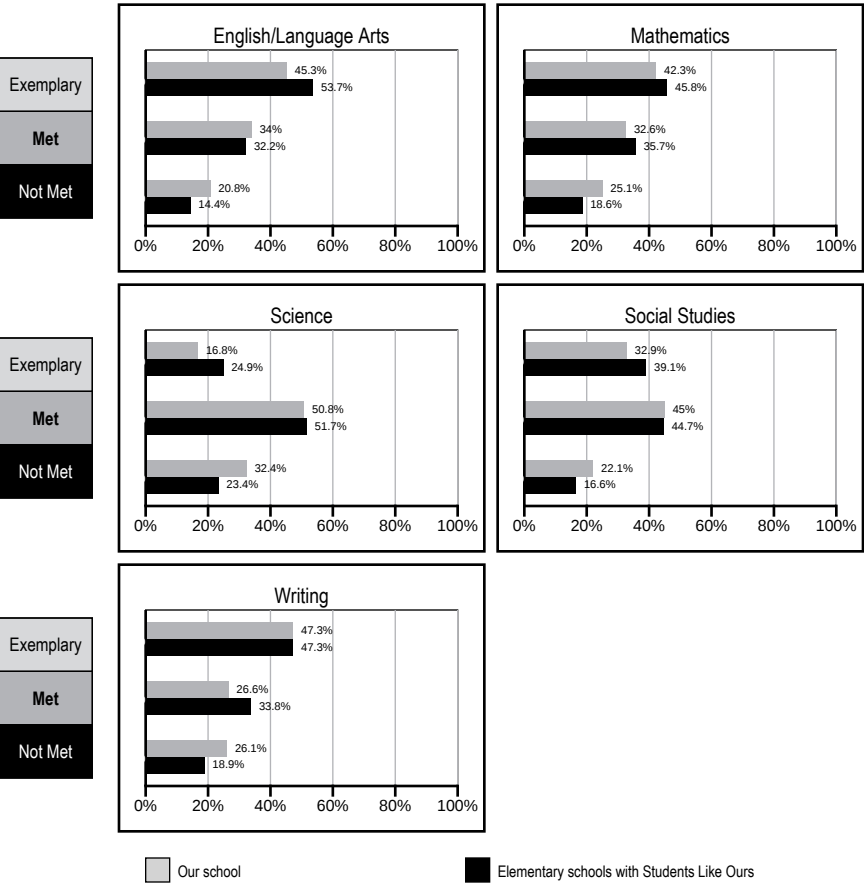
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	16	5	1	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=767)				
First graders who attended full-day kindergarten	98.4%	Down from 98.5%	100.0%	100.0%
Retention rate	0.8%	Down from 1.5%	0.9%	1.2%
Attendance rate	96.2%	Down from 96.3%	96.4%	96.1%
Eligible for gifted and talented	22.3%	Up from 14.6%	18.9%	11.7%
With disabilities other than speech	13.9%	Down from 15.2%	8.1%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	58.0%	Up from 55.6%	59.3%	60.5%
Continuing contract teachers	86.0%	Up from 77.8%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 83.1%	88.5%	87.0%
Teacher attendance rate	97.7%	Up from 94.6%	96.1%	95.4%
Average teacher salary*	\$48,045	Up 2.5%	\$48,285	\$47,288
Professional development days/teacher	10.0 days	Up from 8.4 days	9.9 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 14.9 to 1	21.1 to 1	19.2 to 1
Prime instructional time	93.7%	Up from 90.2%	92.4%	90.8%
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**	\$7,268	Down 2.6%	\$6,658	\$7,548
Percent of expenditures for instruction**	70.6%	Up from 69.7%	70.6%	68.7%
Percent of expenditures for teacher salaries**	68.6%	Up from 67.1%	67.4%	65.1%

* 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 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 Compass Learning 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 the staff have been recognized for their achievements and accomplishments on local, state and national levels. We are fully accredited by the AdvancedEd. This year the National PTA recognized our PTA for the Phoebe Hearst Award of Excellence recognized us as for our family-school partnership. We form productive partnerships with parents by promoting programs that connect students and parents in learning environments such as Sizzling Saturday, MENtoring Men, and PTA events. We also received the South Carolina Red Carpet Award for customer service for the second time.

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.

School Improvement Council Chair, Scott Davis
Principal, Alice Arrington

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	108	68
Percent satisfied with learning environment	98.1%	87.9%	84.8%
Percent satisfied with social and physical environment	100.0%	91.6%	84.8%
Percent satisfied with school-home relations	100.0%	98.1%	86.8%

* 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
---------------------------------	-----

This school met 21 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	406	99.5	20.2	34	45.8	88.4	84.7	83.5	Yes	Yes
Gender										
Male	202	99.5	22.3	36.2	41.5	86.2	81.3	80.1	N/A	N/A
Female	204	99.5	18	31.7	50.3	90.7	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	238	99.2	11.8	30.6	57.6	93.9	90	89.6	Yes	Yes
African American	129	100	31.8	47.3	20.9	79.1	73.4	74.6	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	26	100	45	10	45	75	78.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	70	98.6	58.7	30.2	11.1	58.7	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	40	10	50	80	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	159	99.4	38.1	37.3	24.6	78.4	76.1	76.9	Yes	Yes

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

All Students	406	99.3	24.5	32.9	42.6	84.4	82	80.4	Yes	Yes
Gender										
Male	202	99.5	27.7	32.4	39.9	81.4	80.5	78.4	N/A	N/A
Female	204	99	21.3	33.3	45.4	87.4	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	238	98.7	13.1	31	55.9	91.3	87.7	87.8	Yes	Yes
African American	129	100	43.6	40.9	15.5	71.8	68.4	69.3	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	26	100	50	20	30	70	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	70	98.6	68.3	22.2	9.5	44.4	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	40	16.7	43.3	80	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	159	99.4	46.3	36.6	17.2	69.4	72.9	72.8	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	270	98.2	32	50.8	17.2	68	70.6	67.3
Gender								
Male	127	98.4	26.7	54.3	19	73.3	70.1	66.9
Female	143	97.9	36.7	47.7	15.6	63.3	71.1	67.7
Racial/Ethnic Group								
White	152	99.3	15.6	59.9	24.5	84.4	80.2	79.6
African American	92	96.7	60.5	36.8	2.6	39.5	50.4	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	16	93.8	41.7	41.7	16.7	58.3	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	40	97.5	75	19.4	5.6	25	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	20	95	44.4	38.9	16.7	55.6	60.6	58.6
Socio-Economic Status								
Subsidized meals	102	96.1	54.8	35.7	9.5	45.2	57.1	55.4

Social Studies								
All Students	269	98.5	21.1	45.3	33.6	78.9	73.2	70.9
Gender								
Male	137	97.8	19.7	44.9	35.4	80.3	72.8	70.1
Female	132	99.2	22.5	45.8	31.7	77.5	73.7	71.7
Racial/Ethnic Group								
White	156	98.1	12.8	42.6	44.6	87.2	79.8	79.2
African American	90	98.9	34.2	50.6	15.2	65.8	57.9	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	17	100	42.9	42.9	14.3	57.1	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	46	93.5	61.5	25.6	12.8	38.5	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	22	100	30	45	25	70	69	68
Socio-Economic Status								
Subsidized meals	107	98.1	41.9	48.4	9.7	58.1	61.6	60.8

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 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	408	98	25.1	27	48	74.9	74	72.1	96.2	96.2
Gender										
Male	204	98	30.5	28.3	41.2	69.5	67.2	65.2	96.2	96.2
Female	204	98	19.6	25.5	54.9	80.4	81.1	79.2	96.2	96.3
Racial/Ethnic Group										
White	239	100	14.6	24.9	60.5	85.4	81.6	80.8	96.3	96.1
African American	130	94.6	43	33.6	23.4	57	58.6	59.7	96.3	96.2
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	88.8	87	97.4	97.5
Hispanic	26	96.2	52.6	15.8	31.6	47.4	63.1	64.6	95.3	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	91.5	94.8
Disability Status										
Disabled	71	94.4	68.8	21.9	9.4	31.3	29.5	27.7	94.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	34	97.1	41.4	20.7	37.9	58.6	62.9	63.7	96.3	97
Socio-Economic Status										
Subsidized meals	161	95.7	47	29.9	23.1	53	61.1	61.9	95.4	95.6

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
2010	3	141	100	16.8	19.8	63.4	83.2
	4	135	98.5	25.8	45.8	28.3	74.2
	5	130	100	18.3	37.5	44.2	81.7
	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
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
2010	3	141	100	23.7	31.3	45	76.3
	4	135	98.5	28.1	34.7	37.2	71.9
	5	130	99.2	21.8	32.8	45.4	78.2
	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
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
2010	3	72	95.8	39.1	35.9	25	60.9
	4	134	99.3	33.9	55.4	10.7	66.1
	5	64	98.4	20.3	57.6	22	79.7
	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

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
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
2010	3	69	100	16.7	42.4	40.9	83.3
	4	134	98.5	20.8	50.8	28.3	79.2
	5	66	97	26.2	37.7	36.1	73.8
	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
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
2010	3	142	98.6	25	19.7	55.3	75
	4	135	99.3	28.2	35.5	36.3	71.8
	5	131	96.2	21.7	26.1	52.2	78.3
	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