



Tigerville Elementary

25 Tigerville Elementary
Taylors, SC 29687

Grades	PK-5 Elementary School	
Enrollment	344 Students	
Principal	Regina M. Urueta	864-355-4610
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

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	Average	At-Risk
2006	Average	Average
2005	Average	At-Risk
2004	Good	At-Risk

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

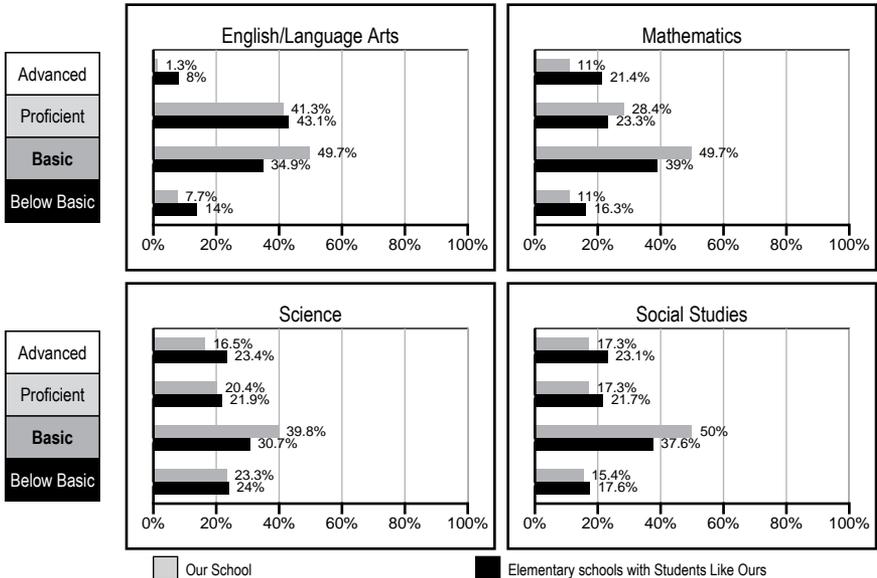
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	33	55	3	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=344)				
First graders who attended full-day kindergarten	98.0%	Down from 98.4%	100.0%	100.0%
Retention rate	2.7%	Down from 3.4%	1.9%	2.3%
Attendance rate	96.3%	Down from 96.4%	96.4%	96.3%
Eligible for gifted and talented	9.7%	Up from 5.7%	15.5%	10.4%
With disabilities other than speech	15.4%	Up from 15.2%	6.9%	7.5%
Older than usual for grade	0.7%	Down from 1.1%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	42.3%	Down from 45.8%	59.6%	56.7%
Continuing contract teachers	80.8%	Down from 87.5%	80.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.5%	Up from 90.2%	89.4%	86.4%
Teacher attendance rate	94.6%	Down from 94.8%	94.7%	94.9%
Average teacher salary	\$43,998	Up 4.5%	\$46,466	\$45,345
Professional development days/teacher	20.3 days	Up from 15.9 days	13.2 days	12.6 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 17.3 to 1	19.5 to 1	18.5 to 1
Prime instructional time	88.8%	No Change	89.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,616	Up 20.5%	\$6,441	\$7,052
Percent of expenditures for instruction*	61.5%	Up from 61.4%	69.8%	69.1%
Percent of expenditures for teacher salaries*	56.9%	Up from 55.9%	65.3%	64.2%

* 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

Strategic plans for determining school direction in the areas of curriculum and instruction, student achievement, and facilities are developed by all stakeholders at Tigerville. Yearly, the plan is revisited, updated, and changed to meet the needs of the students. Teachers, parents, administrators, and community members set school goals that correlate with Greenville County Schools' Education Plan as follows: Goal 1) Raise the Academic Challenge/Performance of Each Student; Goal 2) Ensure Quality Personnel in all Positions; Goal 3) Provide a School Environment Supportive of Learning; Goal 4) Effectively Manage and Further Develop Necessary Financial Resources; and Goal 5) Improve Understanding and Support of Public Schools.

During the 2007-08 school year, a before school tutoring program was provided and instructional materials were purchased to assist students scoring in Below Basic in ELA, Math, Science, or Social Studies on PACT. A graduate course was provided for all staff members focusing on "Teaching Reading Strategies to Enhance Comprehension and Understanding." Focus learning groups were created based on individual student skill analysis determined by MAP RIT scores in Reading and Math deficit areas. Specific instruction was then given to the students on a weekly basis.

PTA and SIC members worked closely with the school to evaluate the programs that were utilized for academics and character education. Discussions and cooperative planning between the two parent groups was phenomenal and is working to benefit all students in the school. We implemented a "Disabilities Awareness Day" with a grant written and obtained by these parent/school groups.

Our mission to provide quality educational experiences tailored to meet the individual needs of students is constantly revisited by staff members, parents, and community volunteers. We believe learning must include instruction that is aligned with state standards, integrated, and includes opportunities for the use of technology and writing. The instruction is multi-level, takes place in individual, small, and large groups, and addresses the diverse learning styles of our students. A variety of assessments inform our instruction--MAP testing, rubrics, benchmarks, observation, and peer and student evaluations. Our school has a community atmosphere in a bright, child-centered facility with high expectations, supportive administration, and a highly qualified and collegial staff. We envision a school with mutual respect, responsibility, and cooperation among the home/school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.

Leann Corbin, SIC Chairperson
Regina Urueta, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	55	44
Percent satisfied with learning environment	100.0%	94.4%	95.3%
Percent satisfied with social and physical environment	100.0%	96.2%	97.7%
Percent satisfied with school-home relations	100.0%	90.7%	95.3%

* 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

School Adequate Yearly Progress

YES

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

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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	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

Abbreviations for Missing Data

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

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	160	100	7.7	49.7	41.3	1.3	61.9	52.4	48.2	Yes	Yes
Gender											
Male	77	100	11.8	50	36.8	1.3	61.8	46.1	41.7	N/A	N/A
Female	83	100	3.8	49.4	45.6	1.3	62	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	155	100	8	49.3	41.3	1.3	62	62.3	60	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	31.7	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	46	100	22.2	53.3	24.4	0	42.2	20.3	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	72	100	11.9	55.2	31.3	1.5	50.7	34.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	160	100	11	49.7	28.4	11	56.8	49.5	45.8	Yes	Yes
Gender											
Male	77	100	10.5	50	27.6	11.8	60.5	49.9	45.6	N/A	N/A
Female	83	100	11.4	49.4	29.1	10.1	53.2	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	155	100	10	50	29.3	10.7	57.3	59.4	59	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	27.2	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	46	100	24.4	53.3	15.6	6.7	46.7	20.1	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	72	100	14.9	61.2	17.9	6	47.8	32.2	31.4	Yes	Yes

* Adj - 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

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	107	100	23.3	39.8	20.4	16.5	36.9	39.3	35.7	96.3	96.5
Gender											
Male	56	100	18.2	36.4	23.6	21.8	45.5	41.6	37.4	96.3	96.4
Female	51	100	29.2	43.8	16.7	10.4	27.1	36.9	33.8	96.2	96.6
Racial/Ethnic Group											
White	106	100	22.5	40.2	20.6	16.7	37.3	49.7	49.2	96.3	96.4
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	17	95.2	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.1	97.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.7	24.9	95.2	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	N/A	95.3
Disability Status											
Disabled	35	100	35.3	38.2	17.6	8.8	26.5	16.3	14	96	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	95.2	97.2
Socio-Economic Status											
Subsided meals	48	100	31.8	43.2	11.4	13.6	25	21.3	21.1	95.5	95.8
Social Studies											
All Students	107	100	15.4	50	17.3	17.3	34.6	38.1	34	96.3	96.5
Gender											
Male	55	100	13	42.6	20.4	24.1	44.4	41	36.6	96.3	96.4
Female	52	100	18	58	14	10	24	35	31.3	96.2	96.6
Racial/Ethnic Group											
White	103	100	15	50	17	18	35	46.1	44.5	96.3	96.4
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	20.5	19.1	95.2	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.1	97.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	27.7	27.5	95.2	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	N/A	95.3
Disability Status											
Disabled	30	100	23.3	56.7	6.7	13.3	20	17.1	14.4	96	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	95.2	97.2
Socio-Economic Status											
Subsided meals	50	100	27.7	48.9	10.6	12.8	23.4	22.8	21	95.5	95.8

* Adj - 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

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	60	100	12.3	26.3	59.6	1.8	61.4	
	4	56	100	7.4	42.6	44.4	5.6	50	
	5	40	100	37.1	60	2.9	0	2.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	2.2	48.9	46.7	2.2	48.9	
	4	54	100	13.5	32.7	51.9	1.9	53.8	
	5	59	100	6.9	65.5	27.6	0	27.6	
	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	60	100	12.3	50.9	26.3	10.5	36.8	
	4	56	100	11.1	51.9	16.7	20.4	37	
	5	40	100	40	54.3	5.7	0	5.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	11.1	60	20	8.9	28.9	
	4	54	100	5.8	42.3	38.5	13.5	51.9	
	5	59	100	15.5	48.3	25.9	10.3	36.2	
	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	31	100	27.6	37.9	24.1	10.3	34.5	
	4	56	100	13	42.6	31.5	13	44.4	
	5	19	100	66.7	26.7	6.7	0	6.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	18.2	40.9	31.8	9.1	40.9	
	4	54	100	17.3	40.4	21.2	21.2	42.3	
	5	30	100	37.9	37.9	10.3	13.8	24.1	
	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	29	100	3.6	32.1	39.3	25	64.3	
	4	56	100	9.3	51.9	22.2	16.7	38.9	
	5	21	100	60	25	10	5	15	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	24	100	4.3	60.9	17.4	17.4	34.8	
	4	54	100	13.5	42.3	19.2	25	44.2	
	5	29	100	27.6	55.2	13.8	3.4	17.2	
	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	

Abbreviations for Missing Data

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