



## Greeleyville Elementary

Post Office Box 128  
Greeleyville, SC 29056

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	324 Students	
<b>Principal</b>	Sam Giles	843-426-2116
<b>Superintendent</b>	Linda B. Huell, Interim	843-355-5571
<b>Board Chair</b>	Rev. Norman Gamble	843-244-1676

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Below Average	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**

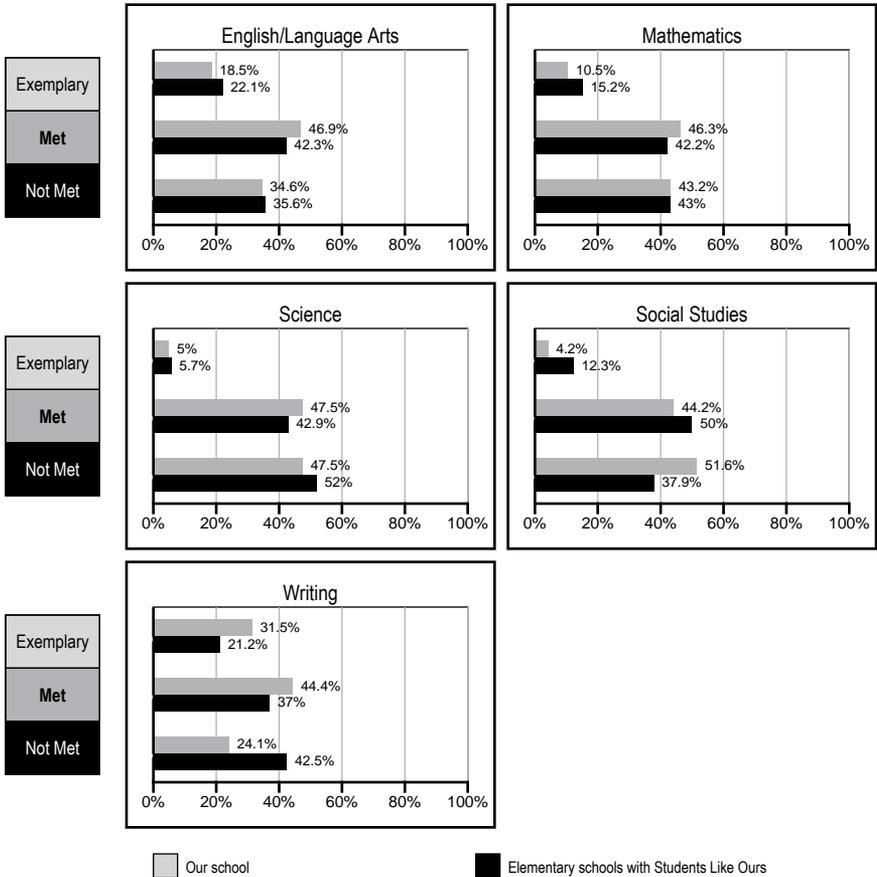
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.4%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	3	70	64	32

\* 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
<b>Students (n=324)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Up from 3.0%	2.5%	1.9%
Attendance rate	96.8%	Down from 97.5%	96.0%	96.3%
Eligible for gifted and talented	2.9%	Up from 2.2%	3.3%	10.0%
With disabilities other than speech	5.2%	Up from 4.8%	7.5%	7.7%
Older than usual for grade	1.4%	Down from 1.8%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	57.9%	Up from 52.4%	57.1%	59.4%
Continuing contract teachers	52.6%	Down from 57.1%	71.4%	80.0%
Teachers with emergency or provisional certificates	14.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	69.3%	Down from 76.7%	82.0%	85.9%
Teacher attendance rate	98.1%	Up from 95.2%	95.2%	95.1%
Average teacher salary*	\$41,592	Up 3.7%	\$45,725	\$47,149
Professional development days/teacher	10.7 days	Down from 16.1 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 21.4 to 1	16.7 to 1	18.8 to 1
Prime instructional time	94.5%	Up from 91.8%	90.1%	90.4%
Opportunities in the arts	Good	Up from Fair	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**	\$6,802	Up 3.8%	\$8,624	\$7,458
Percent of expenditures for instruction**	68.3%	Down from 68.7%	68.2%	68.8%
Percent of expenditures for teacher salaries**	64.0%	Down from 64.6%	62.0%	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

Greeleyville Elementary School has an active School Improvement Council. During the school year of 2008-2009, the council met monthly to plan and discuss issues surrounding the school. Greeleyville Elementary is a community that involves and values the support of parents, business partners, volunteers, and community persons. With the responsibility of preparing our children to be successful citizens, true dedication is employed. Realizing that all students can learn, Greeleyville Elementary continues to implement a standard-driven curriculum with research-based initiatives. As we prepare our students for the world of technology, several of our classrooms are equipped with promethean boards, which allows students to experience technology at an extensive level.

We also continue to implement the following initiatives: Title I Tutoring, Standards in Practice, Single-Gender, Accelerated Reader, Academy of Reading/MathLab, SuccessMaker Lab, Character Development, Positive Behavior program, and a very strong Parenting program.

Greeleyville Elementary has a staff that is competent and devoted to the assurance of the success of our children. The following staff development workshops and activities were held this school term: Bump It Up, Positive Behavior Support (PBIS), Grade Level Presentations, Data Analysis, Single-Gender Strategies, Integrating Technology for Effective Lessons, Teachers Coaching Teachers, Title I Overview, PASS Parenting Workshops, and Measures of Academic Progress (MAP) Training.

All the hard work contributed by our staff, parents, business partners, community members, and students is the main ingredient that made 2008-2009 a successful school year at GES. "Many Minds, Many Hands, One Goal, Education" is our motto. This is a collaborative effort to which everyone contributed.

Sam Giles, Principal  
Joanne Edwards, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	38	30
Percent satisfied with learning environment	86.4%	91.9%	72.0%
Percent satisfied with social and physical environment	90.9%	86.8%	75.9%
Percent satisfied with school-home relations	95.5%	94.6%	79.3%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

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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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	175	99.4	34.4	47.2	18.4	81.6	76.3	82.8	Yes	Yes
<b>Gender</b>										
Male	99	100	41.3	40.2	18.5	77.2	71.8	79.3	N/A	N/A
Female	76	98.7	25.4	56.3	18.3	87.3	81.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	6	I/S	I/S	I/S	I/S	I/S	76.7	89.5	I/S	I/S
African American	169	99.4	34.6	47.8	17.6	81.1	76.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	29	96.6	61.5	30.8	7.7	65.4	46.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	156	99.4	36.6	48.3	15.2	80	75.5	75.5	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	175	99.4	42.9	46.6	10.4	68.1	69.4	78.9	Yes	Yes
<b>Gender</b>										
Male	99	100	50	40.2	9.8	58.7	64.7	77	N/A	N/A
Female	76	98.7	33.8	54.9	11.3	80.3	74.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	6	I/S	I/S	I/S	I/S	I/S	64.7	87.2	I/S	I/S
African American	169	99.4	43.4	45.9	10.7	67.9	69.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	29	96.6	N/AV	N/AV	N/AV	30.8	36.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	156	99.4	45.5	44.8	9.7	65.5	68.7	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	108	99.1	47.1	48	4.9	52.9	48.4	67.5
<b>Gender</b>								
Male	66	100	46	49.2	4.8	54	49	67
Female	42	97.6	48.7	46.2	5.1	51.3	47.8	68
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	58.6	79.5
African American	104	99	47.5	47.5	5.1	52.5	47.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	19	94.7	N/AV	N/AV	N/AV	47.1	23.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
<b>Socio-Economic Status</b>								
Subsized meals	99	99	47.3	48.4	4.3	52.7	47.3	55.1
<b>Social Studies</b>								
All Students	104	99	51.6	44.2	4.2	48.4	56.4	72.3
<b>Gender</b>								
Male	57	100	62.7	31.4	5.9	37.3	55.2	71.5
Female	47	97.9	38.6	59.1	2.3	61.4	57.7	73.2
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	59	80.7
African American	101	99	51.6	44.1	4.3	48.4	55.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	19	94.7	N/AV	N/AV	N/AV	25	30.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
<b>Socio-Economic Status</b>								
Subsized meals	90	98.9	57.3	40.2	2.4	42.7	55.1	62.1

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	171	99.4	24.1	44.4	31.5	75.9	61.4	70.2	96.8	96.6
<b>Gender</b>										
Male	96	100	31.5	45.7	22.8	68.5	54.5	63.2	96.9	96.5
Female	75	98.7	14.3	42.9	42.9	85.7	68.5	77.5	96.7	96.6
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	55.1	79.1	93	93.6
African American	166	99.4	24.7	43.7	31.6	75.3	61.9	57.6	97	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	96	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	50	62.6	97.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.1
<b>Disability Status</b>										
Disabled	21	95.2	55	40	5	45	20	26.1	96	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	98
<b>Socio-Economic Status</b>										
Subsided meals	152	99.3	25.7	46.5	27.8	74.3	60.3	58.9	96.7	96.5

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>English/Language Arts</b>							
<b>2009</b>	3	47	100	45.2	40.5	14.3	54.8
	4	38	97.4	28.6	48.6	22.9	71.4
	5	46	100	33.3	48.9	17.8	66.7
	6	44	100	29.3	51.2	19.5	70.7
	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>2009</b>	3	47	100	59.5	38.1	2.4	40.5
	4	38	97.4	20	62.9	17.1	80
	5	46	100	57.8	35.6	6.7	42.2
	6	44	100	29.3	53.7	17.1	70.7
	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>2009</b>	3	24	100	N/AV	N/AV	N/AV	45.5
	4	38	97.4	42.9	48.6	8.6	57.1
	5	24	100	N/AV	N/AV	N/AV	54.2
	6	22	100	47.6	42.9	9.5	52.4
	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>Social Studies</b>							
<b>2009</b>	3	23	100	70	25	5	30
	4	37	97.3	N/AV	N/AV	N/AV	50
	5	22	100	66.7	23.8	9.5	33.3
	6	22	100	20	75	5	80
	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>2009</b>	3	45	100	16.7	45.2	38.1	83.3
	4	37	97.3	23.5	55.9	20.6	76.5
	5	46	100	24.4	37.8	37.8	75.6
	6	43	100	31.7	41.5	26.8	68.3
	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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