



Greenbrier Elementary School

853 Log Shoals Road
Greenville, SC 29607

Grades	PK-5 Elementary School	
Enrollment	784 Students	
Principal	Y.C. (Nicky) Andrews	864-355-5300
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Average
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	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 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://www.eoc.sc.gov>

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

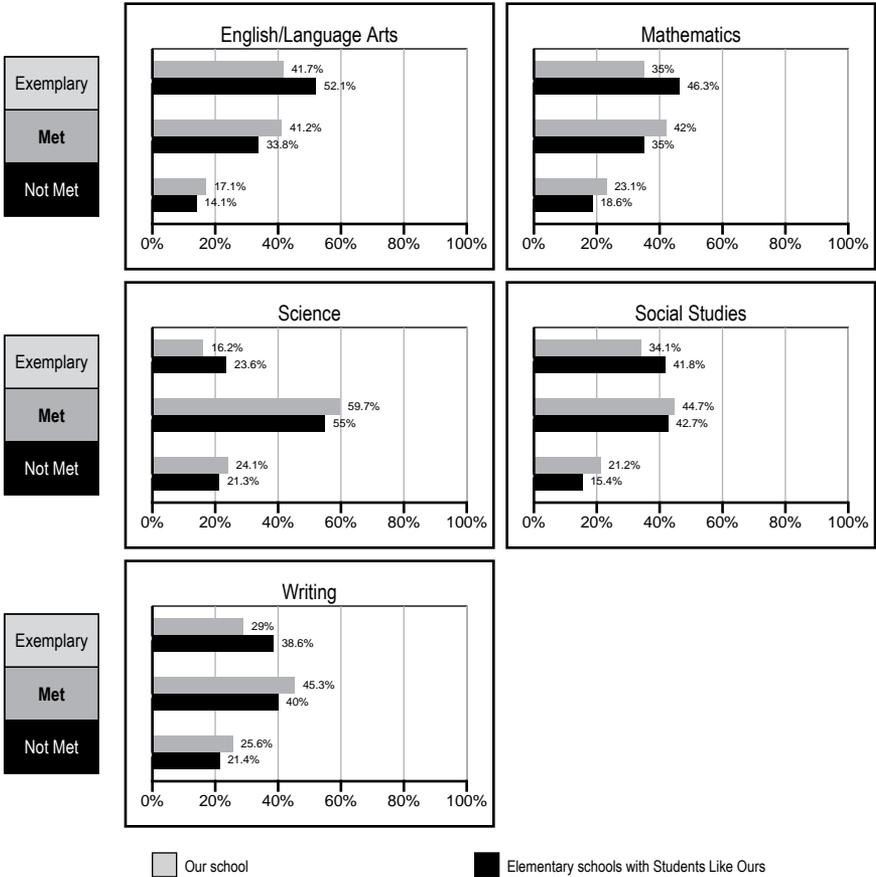
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
35	31	6	0	0

* Ratings are calculated with data available by 12/14/2013.

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=784)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.3%	0.8%	0.9%
Attendance rate	96.7%	Down from 96.9%	96.5%	96.3%
Served by gifted and talented program	8.0%	N/A	10.0%	7.2%
With disabilities	11.2%	N/A	11.3%	12.4%
Older than usual for grade	2.0%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.4%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	51.1%	Down from 53.2%	64.5%	62.5%
Continuing contract teachers	80.9%	Down from 91.5%	85.7%	83.3%
Teachers returning from previous year	92.9%	Down from 96.2%	89.8%	88.3%
Teacher attendance rate	94.9%	Up from 94.2%	95.4%	95.0%
Average teacher salary*	\$45,286	Down 0.3%	\$49,282	\$48,193
Professional development days/teacher	11.0 days	Down from 12.3 days	10.8 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 21.4 to 1	20.7 to 1	20.1 to 1
Prime instructional time	90.0%	Up from 89.1%	90.6%	90.0%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,736	Up 4.7%	\$6,936	\$7,364
Percent of expenditures for instruction**	70.0%	Down from 70.9%	69.0%	68.0%
Percent of expenditures for teacher salaries**	69.0%	Down from 70.6%	67.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Greenbrier Elementary, a public school in southern Greenville County, is located in the Mauldin community. Our school, home to over 800 wonderful students, has heterogeneously grouped classes in kindergarten through grade five. We have a 4K classroom and five self-contained special education classes. Specialists in art, music, physical education, and library science teach all students.

The student and staff population of Greenbrier have a high attendance record. We believe children who enter school in good health, feel safe, and are connected to their school are ready to learn. Greenbrier Elementary provides a caring and supportive environment. Our students and teachers take active roles in shaping the culture and environment of the classrooms, as well as of the school at large.

Working together, our Parent Teacher Association (PTA) and School Improvement Council (SIC) along with parents/guardians, school staff and the community seek to serve the mission of Greenbrier. The partnership between Greenbrier's PTA, SIC, and the community is held in high regard. Through gifts of time and donations, our business partners enable us to host family-friendly events throughout the year.

Seekers of Learning –

The academic curriculum is both meaningful and appropriately challenging for all students. With ongoing staff development, strategies for differentiating instruction are presented and shared at grade level meetings to ensure that teachers are meeting the learning needs of their students. Academic support is given to students who struggle with learning concepts. Formative common assessments provide data for the teachers to identify students' learning needs and differentiate instruction. Common grade level planning provides collaboration for curricular decisions that address and support student needs. These strategies ensure that every student is valued and respected and every opportunity is given to assist each student to excel, regardless of the learning needs and cultural differences.

Models of Character –

The School of Kindness is a comprehensive program that seeks to instill integrity in staff and students. Character education is integrated in the classroom through writing. Teachers often infuse character education into daily lessons. Our Kindness Patrols spread the school-wide vision of being kind and assist with community service projects by helping to publicize and organize events. By learning how to actively Take Time to Be Kind (TTTBK) through use of good manners, performing random acts of kindness, and helping others when they are struggling, students promote a climate of care and respect. By learning how to actively TTTBK, students and faculty help create a culture of support and acceptance.

It has been a great 2012-2013 school year, and we look forward to opportunities that lie ahead for our students and our school as we continue to strive for excellence. For information about our school, please contact Mrs. Nichole Colby, our SIC Chairwoman or our principal, Mrs. Nicky Andrews.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	136	70
Percent satisfied with learning environment	90.2%	83.8%	88.6%
Percent satisfied with social and physical environment	94.3%	85.8%	91.5%
Percent satisfied with school-home relations	86.3%	89.6%	78.9%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	96.3
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Greenbrier Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	658.0	651.4	623.8	645.5	100.0	100.0
Male	653.1	652.6	625.3	652.3	100.0	100.0
Female	663.6	650.1	622.1	636.6	100.0	100.0
White	667.4	661.4	633.9	658.4	100.0	100.0
African American	643.5	635.0	607.7	627.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	663.5	655.4	626.1	650.2	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	607.3	600.6	583.6	607.2	100.0	100.0
Limited English Proficient	658.8	656.3	617.4	645.2	100.0	100.0
Subsidized meals	646.3	636.8	609.5	632.0	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	132	100	17.3	23.6	59.1	82.7
	4	133	100	24.2	44.5	31.3	75.8
	5	154	100	25	50.7	24.3	75
	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
2013	3	125	100	10.8	33.3	55.8	89.2
	4	140	100	19.3	42.2	38.5	80.7
	5	151	100	19.6	49	31.5	80.4
	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							
2012	3	132	100	29.1	33.1	37.8	70.9
	4	133	100	25.8	49.2	25	74.2
	5	154	100	34.7	45.8	19.4	65.3
	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
2013	3	125	100	26.7	33.3	40	73.3
	4	140	100	14.8	50.4	34.8	85.2
	5	151	100	29.4	42.7	28	70.6
	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							
2012	3	68	100	39.4	33.3	27.3	60.6
	4	133	100	35.9	60.2	3.9	64.1
	5	75	100	29.7	56.8	13.5	70.3
	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
2013	3	62	100	20.3	54.2	25.4	79.7
	4	139	100	27.4	56.3	16.3	72.6
	5	74	100	25	67.6	7.4	75
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	65	100	19.4	46.8	33.9	80.6
	4	133	100	28.1	57.8	14.1	71.9
	5	79	100	34.3	47.1	18.6	65.7
	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
2013	3	64	100	19.4	51.6	29	80.6
	4	140	100	22.1	44.9	33.1	77.9
	5	78	100	26	39	35.1	74
	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							
2012	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	155	96.1	33.6	46.4	20	66.4
	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
2013	3	125	96.8	27.4	41.9	30.8	72.6
	4	140	97.1	29.8	46.6	23.7	70.2
	5	150	96.7	20.3	47.1	32.6	79.7
	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

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