



Gloverville Elementary

114 Gloria Rush Circle
Gloverville, SC 29841

Grades	PK-5 Elementary School	
Enrollment	342 Students	
Principal	Michelle Padgett	803-593-7280
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

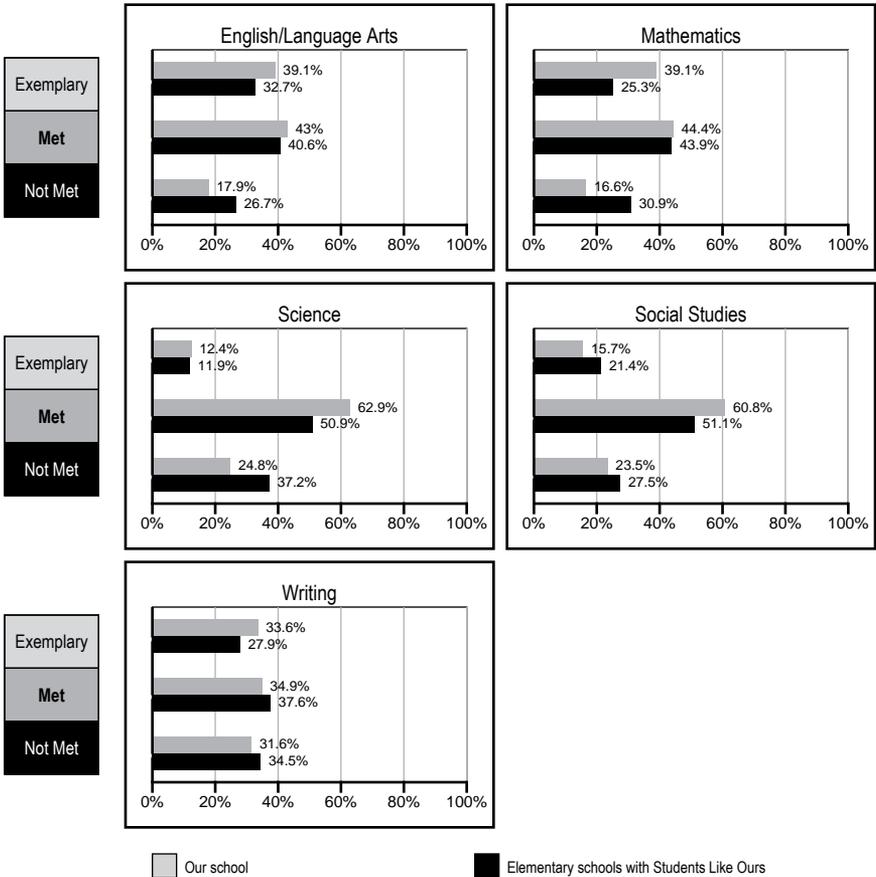
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	90	12	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=342)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Up from 2.9%	2.4%	1.9%
Attendance rate	96.1%	Down from 96.3%	96.1%	96.3%
Eligible for gifted and talented	10.1%	Down from 11.8%	8.4%	10.0%
With disabilities other than speech	5.4%	Down from 6.4%	9.0%	7.7%
Older than usual for grade	0.8%	Down from 1.0%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	69.6%	Up from 50.0%	57.7%	59.4%
Continuing contract teachers	82.6%	Down from 83.3%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.6%	Down from 86.4%	86.5%	85.9%
Teacher attendance rate	95.6%	Down from 96.9%	95.0%	95.1%
Average teacher salary*	\$47,484	Up 5.0%	\$47,163	\$47,149
Professional development days/teacher	11.2 days	Up from 8.4 days	11.9 days	11.1 days
School				
Principal's years at school	7.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 17.9 to 1	18.6 to 1	18.8 to 1
Prime instructional time	90.1%	Down from 92.0%	90.1%	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	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,188	Up 7.3%	\$7,360	\$7,458
Percent of expenditures for instruction**	74.2%	Up from 73.6%	68.5%	68.8%
Percent of expenditures for teacher salaries**	56.4%	Down from 68.5%	61.2%	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

The mission of Gloverville Elementary School is to prepare all students to become confident, academically proficient, responsible, and caring citizens by providing a nurturing environment utilizing the learner, school, home, and community as partners.

Our students continue to be successful independent readers, earning more than thirty thousand Accelerated Reader points. Spanish is part of our regular school program for all our students.

The staff at Gloverville Elementary School nurtures and supports all our students through a variety of academic programs. An after-school tutorial program assists students that scored below basic in academic achievement. After school care that includes homework assistance is available.

This year, many staff members were recognized for their contributions to our students and our school: Mrs. Petersen, Ms. McCord, Mrs. Corley, and Mrs. Mamatey were recognized as Area Three "High Fliers." Mrs. Church is our Teacher of the Year.

Gloverville Elementary School's student achievement has been recognized by the South Carolina Education Oversight Committee for closing the mathematics achievement gap for all students and is a South Carolina Red Carpet School.

Gloverville Elementary School again met the required achievement goals to be a school of choice for "No Child Left Behind" legislative requirements. Gloverville Elementary School continues to focus on student achievement through the evaluation of programs and the use of data supplied through the district testing program.

Principal: Chris Guerrieri
 SIC Chairperson: Kendall Simons

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	46	38
Percent satisfied with learning environment	85.0%	97.8%	94.7%
Percent satisfied with social and physical environment	95.0%	93.5%	94.6%
Percent satisfied with school-home relations	95.0%	100.0%	81.6%

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

Abbreviations for Missing Data

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

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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

All Students	166	100	17.9	43	39.1	94	85.7	82.8	Yes	Yes
Gender										
Male	82	100	21.4	41.4	37.1	92.9	83.2	79.3	N/A	N/A
Female	84	100	14.8	44.4	40.7	95.1	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	138	100	19.2	40.8	40	93.8	90.8	89.5	Yes	Yes
African American	25	100	5.3	57.9	36.8	100	78.1	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	66.7	51.2	52	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	115	100	22.5	48	29.4	92.2	79.5	75.5	Yes	Yes

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

All Students	166	100	16.6	44.4	39.1	90.1	81.6	78.9	Yes	Yes
Gender										
Male	82	100	15.7	42.9	41.4	87.1	80.6	77	N/A	N/A
Female	84	100	17.3	45.7	37	92.6	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	138	100	16.2	41.5	42.3	90.8	87.6	87.2	Yes	Yes
African American	25	100	10.5	68.4	21.1	94.7	71.7	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	50	45.4	45.5	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	115	100	21.6	49	29.4	86.3	74.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	116	100	24.8	62.9	12.4	75.2	68.5	67.5
Gender								
Male	60	100	24	62	14	76	69.4	67
Female	56	100	25.5	63.6	10.9	74.5	67.6	68
Racial/Ethnic Group								
White	97	100	22.8	64.1	13	77.2	78.5	79.5
African American	18	100	38.5	53.8	7.7	61.5	52.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	84.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	34.9	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	1	I/S	N/A	N/A	N/A	N/A	61.3	59.6
Socio-Economic Status								
Subsided meals	74	100	30.8	60	9.2	69.2	56.9	55.1
Social Studies								
All Students	115	100	23.5	60.8	15.7	76.5	69	72.3
Gender								
Male	59	100	20.4	61.2	18.4	79.6	69.3	71.5
Female	56	100	26.4	60.4	13.2	73.6	68.8	73.2
Racial/Ethnic Group								
White	94	100	21.6	62.5	15.9	78.4	76.5	80.7
African American	18	100	25	58.3	16.7	75	56.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	40.6	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	2	I/S	I/S	I/S	I/S	I/S	63.8	67.9
Socio-Economic Status								
Subsided meals	84	100	27.4	64.4	8.2	72.6	59	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
Writing										
All Students	164	98.8	30.7	35.3	34	69.3	71.8	70.2	96.1	95.9
Gender										
Male	78	97.4	35.3	38.2	26.5	64.7	65.9	63.2	96.2	95.7
Female	86	100	26.8	32.9	40.2	73.2	78.1	77.5	96	96
Racial/Ethnic Group										
White	138	98.6	31	34.1	34.9	69	78.3	79.1	95.9	95.8
African American	23	100	21.1	47.4	31.6	78.9	61.4	57.6	97.5	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84	86.2	96.7	97.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.9	62.6	95.9	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	N/A	96
Disability Status										
Disabled	14	92.9	N/AV	N/AV	N/AV	33.3	23	26.1	95.3	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	64.9	61.2	95.9	96.4
Socio-Economic Status										
Subsided meals	113	98.2	36.6	37.6	25.7	63.4	61.4	58.9	95.5	95.2

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
English/Language Arts							
2009	3	53	100	28	28	44	72
	4	65	100	19.6	50	30.4	80.4
	5	48	100	4.4	51.1	44.4	95.6
	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
Mathematics							
2009	3	53	100	20	38	42	80
	4	65	100	17.9	42.9	39.3	82.1
	5	48	100	11.1	53.3	35.6	88.9
	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	26	100	28	48	24	72
	4	65	100	25	67.9	7.1	75
	5	25	100	20.8	66.7	12.5	79.2
	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	27	100	40	52	8	60
	4	65	100	17.9	67.9	14.3	82.1
	5	23	100	19	52.4	28.6	81
	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	54	98.2	34	30	36	66
	4	63	98.4	38.2	29.1	32.7	61.8
	5	47	100	17.8	48.9	33.3	82.2
	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

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