

## GLOVERVILLE ELEMENTARY

114 Gloria Rush Circle  
Gloverville, SC 29841

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	377 Students	
<b>Principal</b>	Michelle Padgett	803-593-7280
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good*</b>
2009	Average	Good
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Average

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

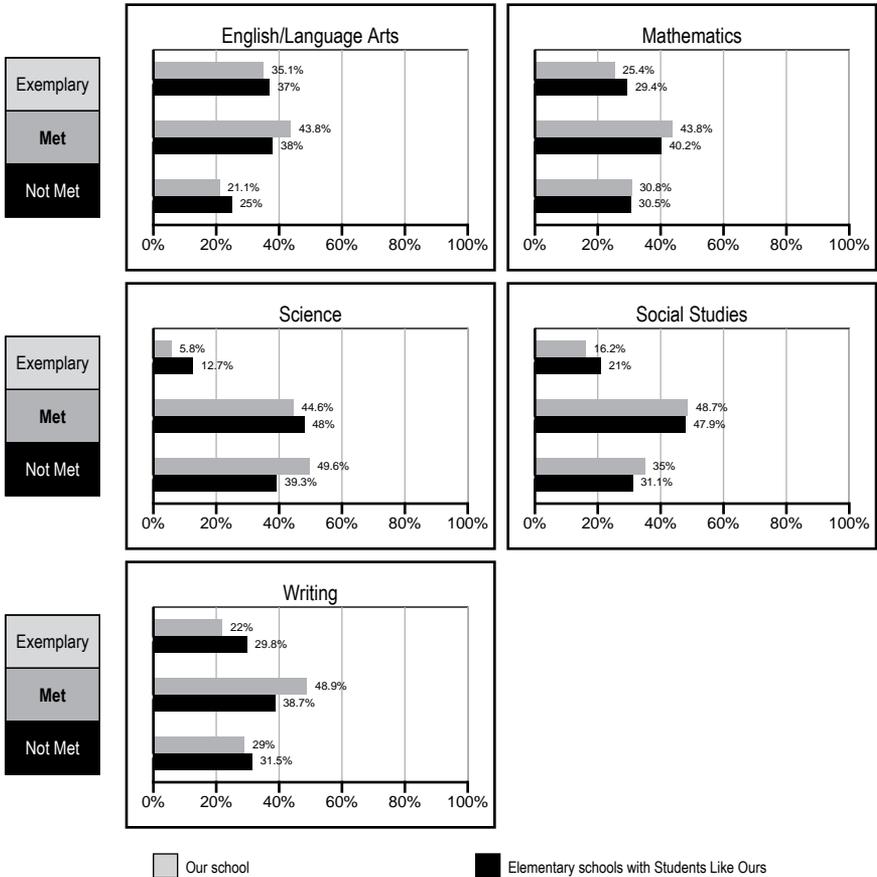
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	20	94	8	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
<b>Students (n=377)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Down from 4.2%	1.3%	1.2%
Attendance rate	95.8%	Down from 96.1%	95.8%	96.1%
Eligible for gifted and talented	8.5%	Down from 10.1%	10.5%	11.7%
With disabilities other than speech	6.0%	Up from 5.4%	8.7%	8.0%
Older than usual for grade	1.0%	Up from 0.8%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	76.2%	Up from 69.6%	59.8%	60.5%
Continuing contract teachers	95.2%	Up from 82.6%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.1%	Down from 85.6%	87.7%	87.0%
Teacher attendance rate	95.4%	Down from 95.6%	95.0%	95.4%
Average teacher salary*	\$47,759	Up 0.6%	\$47,036	\$47,288
Professional development days/teacher	14.0 days	Up from 11.2 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 20.7 to 1	19.2 to 1	19.2 to 1
Prime instructional time	88.1%	Down from 90.1%	89.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,945	Down 3.4%	\$7,482	\$7,548
Percent of expenditures for instruction**	72.9%	Down from 74.2%	68.0%	68.7%
Percent of expenditures for teacher salaries**	69.4%	Up from 56.4%	64.5%	65.1%

\* 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

Gloverville Elementary School strives for academic excellence while providing a nurturing, close-knit environment for every child at the school. One of our most valued traditions is our ability to know each and every child on a personal level, enabling us to fully understand each child's strengths and weaknesses.

During 2009-2010, Gloverville Elementary served 394 students which included four year-old Kindergarten, 5K-5th grade, and a special needs preschool class. We provided a variety of programs throughout the year to enhance academic achievement, including Accelerated Reader, reading incentives, balloon parades, Family Write Night, Polar Express Family Night, Family Fun Day, author visits, Spanish classes, Reading Recovery, CAI lab, Spelling Bee, grade level field trips, MAP rewards, after school tutorial program, YMCA Prime Time, quarterly awards programs, Students of the Month, and quarterly Principal Citizenship Breakfasts. We believe these programs played an essential role in overall student achievement at Gloverville Elementary.

Gloverville Elementary is in the beginning phase of implementing the Aiken County District-wide Reading Initiative which encourages teachers to use strategies that focus on differentiated instruction, authentic work instead of worksheets, and higher order thinking skills. We are continuing to use Saxon Phonics and Saxon Math to assist us in meeting state standards. A School Intervention Team was developed this year to analyze student achievement, to develop instructional goals and staff development needs, and to evaluate program effectiveness. A Reading Interventionist was also added to our staff this year to serve students the School Intervention Team determined, through data analysis, to be at-risk readers. Through program evaluation and the use of data to evaluate strengths and weaknesses of our students and school we are striving to ensure that every child becomes a successful learner.

Through all these programs and activities, we are achieving PASS scores that meet and exceed district and state averages. Gloverville Elementary was the 2010 recipient of two Palmetto Silver Awards, one for closing the achievement gap and another for overall performance. We also continue to meet the required achievement goals enabling us to make Adequate Yearly Progress. We are pleased with the progress being made and are looking forward to an even better future. We are excited to be able to fully prepare our students to become successful lifelong learners.

Michelle Padgett, Principal  
 Jeanine Scott, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	53	47
Percent satisfied with learning environment	81.0%	86.8%	89.4%
Percent satisfied with social and physical environment	95.2%	83.0%	95.7%
Percent satisfied with school-home relations	95.2%	83.0%	89.1%

\* 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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	95.8%	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	194	100	21.1	43.8	35.1	89.7	85.1	83.5	Yes	Yes
<b>Gender</b>										
Male	108	100	26.5	44.1	29.4	85.3	82.1	80.1	N/A	N/A
Female	86	100	14.5	43.4	42.2	95.2	88.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	155	100	16.1	44.3	39.6	91.9	89.8	89.6	Yes	Yes
African American	36	100	39.4	45.5	15.2	78.8	77.6	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.1	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	81.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	71.4	21.4	7.1	50	50.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	132	100	28.2	46.8	25	86.3	79.4	76.9	Yes	Yes

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

All Students	194	100	30.8	43.8	25.4	79.5	79.8	80.4	Yes	Yes
<b>Gender</b>										
Male	108	100	31.4	41.2	27.5	79.4	78.1	78.4	N/A	N/A
Female	86	100	30.1	47	22.9	79.5	81.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	155	100	27.5	43.6	28.9	82.6	86.1	87.8	Yes	Yes
African American	36	100	45.5	42.4	12.1	66.7	70	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.4	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	85.7	7.1	7.1	14.3	43.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	132	100	39.5	40.3	20.2	71	72.1	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

	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	125	100	49.6	44.6	5.8	50.4	65.3	67.3
<b>Gender</b>								
Male	70	100	48.5	47	4.5	51.5	65.8	66.9
Female	55	100	50.9	41.8	7.3	49.1	64.8	67.7
<b>Racial/Ethnic Group</b>								
White	102	100	42.4	50.5	7.1	57.6	76.4	79.6
African American	21	100	N/A	N/A	N/A	15	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	87.2	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	53.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
<b>Disability Status</b>								
Disabled	12	100	I/S	I/S	I/S	I/S	29.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	53.7	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	86	100	57.3	37.8	4.9	42.7	53	55.4
<b>Social Studies</b>								
All Students	124	100	35	48.7	16.2	65	66.2	70.9
<b>Gender</b>								
Male	65	100	44.3	37.7	18	55.7	66.5	70.1
Female	59	100	25	60.7	14.3	75	66	71.7
<b>Racial/Ethnic Group</b>								
White	101	100	31.3	51	17.7	68.8	73.7	79.2
African American	22	100	50	40	10	50	53.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80.3	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	71.2
<b>Disability Status</b>								
Disabled	11	100	I/S	I/S	I/S	I/S	31.4	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	85	100	46.8	44.3	8.9	53.2	55.5	60.8

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	194	99.5	28.6	49.2	22.2	71.4	73.1	72.1	95.8	95.9
<b>Gender</b>										
Male	107	99.1	34.7	47.5	17.8	65.3	66.6	65.2	95.9	95.8
Female	87	100	21.4	51.2	27.4	78.6	80	79.2	95.6	96
<b>Racial/Ethnic Group</b>										
White	156	99.4	26.2	49.7	24.2	73.8	79.8	80.8	95.7	95.7
African American	35	100	36.4	51.5	12.1	63.6	62.9	59.7	96.2	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	87	94.4	97.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.1	64.6	95.5	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	73.4	N/A	96.4
<b>Disability Status</b>										
Disabled	19	100	N/AV	N/AV	N/AV	5.9	24.3	27.7	93.4	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	65.3	63.7	95.4	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	132	100	38.4	46.4	15.2	61.6	63.6	61.9	95.2	95.3

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	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
<b>2010</b>	3	69	100	29.2	27.7	43.1	70.8
	4	55	100	17	49.1	34	83
	5	70	100	16.4	55.2	28.4	83.6
	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	69	100	41.5	33.8	24.6	58.5
	4	55	100	20.8	49.1	30.2	79.2
	5	70	100	28.4	49.3	22.4	71.6
	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
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	34	100	57.6	30.3	12.1	42.4
	4	55	100	41.5	52.8	5.7	58.5
	5	36	100	N/A	N/A	N/A	45.7
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	3	35	100	40.6	40.6	18.8	59.4
	4	55	100	35.8	52.8	11.3	64.2
	5	34	100	28.1	50	21.9	71.9
	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
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	69	100	40.9	40.9	18.2	59.1
	4	55	100	22.6	62.3	15.1	77.4
	5	70	98.6	21.2	47	31.8	78.8
	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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