



## TIGERVILLE ELEMENTARY

25 Tigerville Elementary  
Taylors, SC 29687

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	331 Students	
<b>Principal</b>	Regina M. Urueta	864-355-4610
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# 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>Average</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	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 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

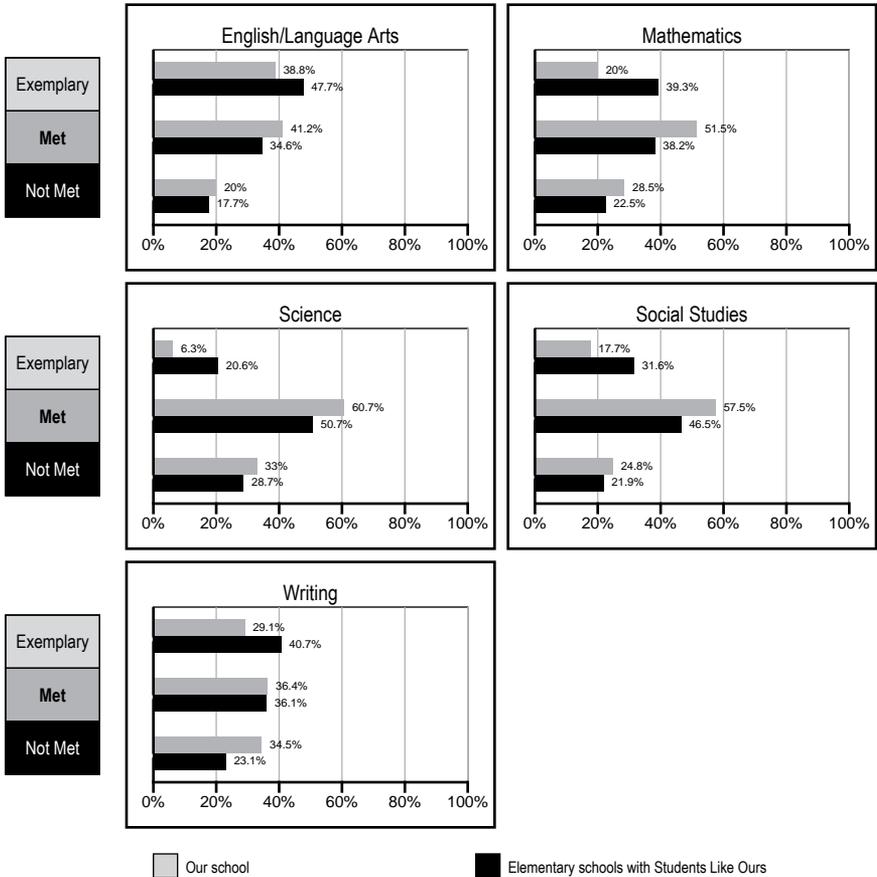
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
24	36	32	0	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=331)</b>				
First graders who attended full-day kindergarten	97.8%	Up from 96.5%	100.0%	100.0%
Retention rate	0.6%	Down from 2.2%	1.2%	1.2%
Attendance rate	96.0%	No Change	96.2%	96.1%
Eligible for gifted and talented	12.0%	Up from 8.8%	15.9%	11.7%
With disabilities other than speech	16.0%	Up from 14.5%	7.7%	8.0%
Older than usual for grade	0.8%	Up from 0.7%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	66.7%	Up from 64.0%	59.4%	60.5%
Continuing contract teachers	95.8%	Up from 88.0%	86.5%	84.6%
Teachers with emergency or provisional certificates	4.2%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.7%	Down from 89.2%	89.0%	87.0%
Teacher attendance rate	96.9%	Up from 95.1%	95.5%	95.4%
Average teacher salary*	\$49,522	Up 6.0%	\$47,870	\$47,288
Professional development days/teacher	13.1 days	Down from 16.5 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.7 to 1	19.8 to 1	19.2 to 1
Prime instructional time	92.7%	Up from 90.4%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,911	Down 1.2%	\$7,019	\$7,548
Percent of expenditures for instruction**	62.5%	Up from 61.1%	68.8%	68.7%
Percent of expenditures for teacher salaries**	58.9%	Up from 57.2%	65.6%	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

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: Goal 1: Raise the Academic Challenge/ and 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, Goal 5: Improve Understanding and Support of Public Schools.

During the 2009-10 school year, focus learning groups were created based on individual student skill analysis determined by MAP RIT scores in Reading and Math deficit areas in grades 3,4, and 5. Specific instruction was then given to the students on a weekly basis for 6 weeks prior to PASS testing.

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. "Disabilities Awareness Day" continued through volunteer assistance from 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, peer and student evaluations, and learning style needs. 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.

Becky Tucker, SIC Chairperson  
Regina Urueta, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	56	44
Percent satisfied with learning environment	100.0%	85.7%	90.9%
Percent satisfied with social and physical environment	100.0%	92.9%	90.9%
Percent satisfied with school-home relations	100.0%	90.9%	93.2%

\* 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 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

<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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.0%	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	170	100	20	41.2	38.8	87.9	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	87	100	23.8	41.7	34.5	88.1	81.3	80.1	N/A	N/A
Female	83	100	16	40.7	43.2	87.7	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	156	100	18.5	43	38.4	88.7	90	89.6	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	73.4	74.6	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	40.8	44.9	14.3	71.4	53.3	51.7	Yes	Yes
<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	2	I/S	I/S	I/S	I/S	I/S	78.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	96	100	24.7	47.3	28	84.9	76.1	76.9	Yes	Yes

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

All Students	170	100	28.5	51.5	20	79.4	82	80.4	Yes	Yes
<b>Gender</b>										
Male	87	100	29.8	51.2	19	79.8	80.5	78.4	N/A	N/A
Female	83	100	27.2	51.9	21	79	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	156	100	28.5	51	20.5	80.1	87.7	87.8	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	68.4	69.3	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	36.7	51	12.2	69.4	46.1	46.1	Yes	Yes
<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	2	I/S	I/S	I/S	I/S	I/S	79.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	96	100	32.3	51.6	16.1	75.3	72.9	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	116	100	33	60.7	6.3	67	70.6	67.3
<b>Gender</b>								
Male	62	100	30.5	61	8.5	69.5	70.1	66.9
Female	54	100	35.8	60.4	3.8	64.2	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	106	100	32.4	60.8	6.9	67.6	80.2	79.6
African American	6	I/S	I/S	I/S	I/S	I/S	50.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
<b>Disability Status</b>								
Disabled	36	100	38.2	52.9	8.8	61.8	33.9	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	1	I/S	I/S	I/S	I/S	I/S	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	62	100	43.3	53.3	3.3	56.7	57.1	55.4
<b>Social Studies</b>								
All Students	115	100	24.8	57.5	17.7	75.2	73.2	70.9
<b>Gender</b>								
Male	62	100	24.6	52.5	23	75.4	72.8	70.1
Female	53	100	25	63.5	11.5	75	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	103	100	23.8	58.4	17.8	76.2	79.8	79.2
African American	7	I/S	I/S	I/S	I/S	I/S	57.9	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
<b>Disability Status</b>								
Disabled	35	100	44.1	44.1	11.8	55.9	40	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	2	I/S	I/S	I/S	I/S	I/S	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	67	100	31.8	59.1	9.1	68.2	61.6	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	169	100	34.5	36.4	29.1	65.5	74	72.1	96	96.2
<b>Gender</b>										
Male	87	100	44	39.3	16.7	56	67.2	65.2	96	96.2
Female	82	100	24.7	33.3	42	75.3	81.1	79.2	96	96.3
<b>Racial/Ethnic Group</b>										
White	155	100	33.1	38.4	28.5	66.9	81.6	80.8	96	96.1
African American	9	I/S	I/S	I/S	I/S	I/S	58.6	59.7	96.5	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.8	87	97.3	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.1	64.6	94	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	87.2	94.8
<b>Disability Status</b>										
Disabled	48	100	63.8	31.9	4.3	36.2	29.5	27.7	95.7	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	62.9	63.7	96	97
<b>Socio-Economic Status</b>										
Subsidized meals	95	100	39.8	37.6	22.6	60.2	61.1	61.9	95.2	95.6

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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	58	100	27.8	37	35.2	72.2
	4	54	100	22	50	28	78
	5	58	100	9.4	52.8	37.7	90.6
	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	54	100	9.8	31.4	58.8	90.2
	4	61	100	26.7	50	23.3	73.3
	5	55	100	22.2	40.7	37	77.8
	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	58	100	48.1	29.6	22.2	51.9
	4	54	100	18	54	28	82
	5	58	100	15.1	62.3	22.6	84.9
	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	54	100	35.3	43.1	21.6	64.7
	4	61	100	31.7	50	18.3	68.3
	5	55	100	18.5	61.1	20.4	81.5
	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	29	100	46.2	30.8	23.1	53.8
	4	54	100	18	72	10	82
	5	28	100	12.5	79.2	8.3	87.5
	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	27	100	44	36	20	56
	4	61	100	N/A	N/A	N/A	66.7
	5	28	100	22.2	70.4	7.4	77.8
	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	29	100	39.3	39.3	21.4	60.7
	4	54	100	14	68	18	86
	5	30	100	20.7	58.6	20.7	79.3
	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
<b>2010</b>	3	27	100	23.1	53.8	23.1	76.9
	4	61	100	26.7	60	13.3	73.3
	5	27	100	22.2	55.6	22.2	77.8
	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	58	100	53.7	29.6	16.7	46.3
	4	55	100	37.3	35.3	27.5	62.7
	5	58	100	13	50	37	87
	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	53	100	31.4	43.1	25.5	68.6
	4	61	100	46.7	31.7	21.7	53.3
	5	55	100	24.1	35.2	40.7	75.9
	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

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