



GREENBRIER ELEMENTARY

853 Log Shoals Road
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	846 Students	
Principal	Y.C. (Nicky) Andrews	864-355-5300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Average	At-Risk

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://eoc.sc.gov>

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

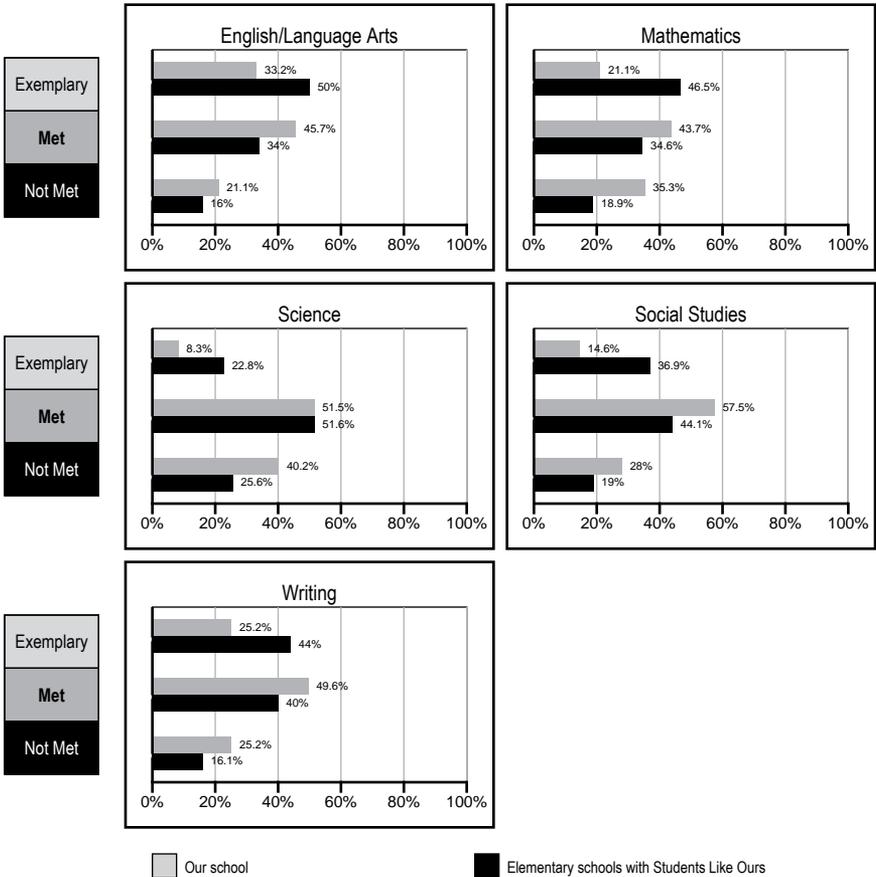
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	33	12	0	0

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=846)				
First graders who attended full-day kindergarten	90.2%	Down from 94.6%	100.0%	100.0%
Retention rate	0.9%	Down from 1.1%	0.9%	1.1%
Attendance rate	96.9%	Up from 96.8%	96.3%	96.2%
Served by gifted and talented program	11.3%	Up from 8.6%	20.1%	13.4%
With disabilities other than speech	4.0%	Down from 7.2%	3.4%	4.1%
Older than usual for grade	0.4%	Down from 0.6%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	47.8%	Down from 49.0%	65.9%	62.5%
Continuing contract teachers	89.1%	Up from 83.7%	90.3%	88.2%
Teachers returning from previous year	91.2%	Up from 86.3%	89.9%	87.8%
Teacher attendance rate	93.6%	Down from 96.3%	95.0%	95.2%
Average teacher salary*	\$44,588	Up 0.5%	\$48,247	\$46,773
Professional development days/teacher	10.7 days	Up from 9.2 days	11.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 22.9 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.4%	Down from 93.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$5,562	Down 4.5%	\$7,071	\$7,447
Percent of expenditures for instruction**	70.7%	Down from 71.5%	69.1%	68.4%
Percent of expenditures for teacher salaries**	69.6%	Up from 68.7%	66.8%	65.8%

* 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: The School of Kindness focuses on a Whole Child approach to learning, teaching, and community engagement because a child who enters school in good health, feels safe, and is connected to their school is ready to learn. A student who has at least one adult in school who understands his/her social and emotional development is more likely to stay in school.

Our mission at Greenbrier Elementary is to become seekers of learning, models of excellence, and builders of character. Greenbrier Elementary continuously examines the needs, safety, and school improvement efforts necessary to make our school an exemplary school. Working together, our Parent Teacher Association (PTA) and School Improvement Council (SIC) along with parents, grandparents, school staff and the community seek to serve the mission of Greenbrier.

The staff at Greenbrier Elementary is truly comprised of knowledgeable, caring, and passionate educators, who focus on a set of instructional practices that create optimum learning experiences by which all students learn. The academic curriculum is both meaningful and appropriately challenging for all students. The school staff identifies and seeks to accommodate the diverse cultures, skills, interests, and learning needs of our students. With ongoing staff development, which includes strategies for differentiating instruction and the use of common formative assessments, teachers strive to meet the learning needs of their students.

Greenbrier makes it a high priority to help students form caring relationships. By learning how to actively Take Time to Be Kind, or TTTBK, through using good manners, doing random acts of kindness, and helping others when they are struggling, students gain an appreciation for others. With support systems in place such as bullying workshops and trainings, students and faculty gain a sense of respect for themselves and others. The emphasis on TTTBK allows Greenbrier students to demonstrate kindness, use careful words, and work through difficulties.

Greenbrier participates in various service learning projects which provide our students with opportunities for moral action. Teachers solicit student input and together they identify areas in our community that need assistance. As a school community, we collected food for local food pantries, collected money for children in Haiti and Japan after the devastating earthquake and tsunami, and raised money for the American Diabetes Foundation and participated in Jump Rope for Heart. Involving our students in such projects demonstrates to our students how to be compassionate and courteous to others. Working together, we are making a difference in our community.

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 our principal, Mrs. Nicky Andrews, or Mrs. Nichole Colby, our SIC Chairman.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	104	74
Percent satisfied with learning environment	95.7%	82.5%	76.7%
Percent satisfied with social and physical environment	97.9%	79.8%	91.7%
Percent satisfied with school-home relations	95.7%	86.4%	74.0%

* 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

NO

This school met 25 out of 29 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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 = 79.4% (Met or Exemplary)

All Students	431	100	20.9	45.6	33.4	87.3	84.1	82.4	Yes	Yes
Gender										
Male	220	100	26.2	44.7	29.1	80.6	80.8	78.7	N/A	N/A
Female	211	100	15.4	46.7	37.9	94.4	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	199	100	15.8	40.8	43.5	90.8	89.7	88.9	Yes	Yes
African American	157	100	28.4	52	19.6	83.1	72.2	72.9	Yes	Yes
Asian/Pacific Islander	13	100	9.1	63.6	27.3	100	93.3	93	I/S	I/S
Hispanic	58	100	22.2	40.7	37	83.3	79.2	79.3	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	56	100	43.5	37	19.6	65.2	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	49	100	26.5	38.8	34.7	83.7	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	197	100	23.2	52.5	24.3	84.2	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	431	100	34.7	44.6	20.7	80	84.4	81.9	Yes	Yes
Gender										
Male	220	100	35.9	42.7	21.4	78.6	82.9	79.9	N/A	N/A
Female	211	100	33.3	46.7	20	81.5	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	199	100	20.1	47.3	32.6	90.8	89.4	88.9	Yes	Yes
African American	157	100	51.4	41.2	7.4	64.2	72	71.4	No	Yes
Asian/Pacific Islander	13	100	18.2	54.5	27.3	100	95.6	94.6	I/S	I/S
Hispanic	58	100	44.4	38.9	16.7	81.5	82.7	81.1	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	56	100	60.9	32.6	6.5	50	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	49	100	44.9	34.7	20.4	83.7	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	197	100	45.2	45.2	9.6	72.3	76.5	74.9	No	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	292	100	39.5	50.9	9.6	60.5	71.6	68.6
Gender								
Male	151	100	37.9	48.6	13.6	62.1	71.4	68.3
Female	141	100	41.2	53.4	5.3	58.8	71.9	68.9
Racial/Ethnic Group								
White	138	100	23.8	59.5	16.7	76.2	81	80.7
African American	103	100	65.3	31.6	3.1	34.7	52.3	51.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	38	100	25.7	68.6	5.7	74.3	61.4	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	43	100	57.1	28.6	14.3	42.9	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	32	100	40.6	50	9.4	59.4	61.8	60.7
Socio-Economic Status								
Subsidized meals	130	100	53.4	40.7	5.9	46.6	58.4	57.3
Social Studies								
All Students	284	100	28.3	57.4	14.3	71.7	76.1	72.5
Gender								
Male	141	100	30.3	53	16.7	69.7	75.9	72
Female	143	100	26.3	61.7	12	73.7	76.2	73.1
Racial/Ethnic Group								
White	127	100	21.6	57.8	20.7	78.4	82.8	81
African American	104	100	38.4	52.5	9.1	61.6	61.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	43	100	26.8	63.4	9.8	73.2	69.6	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	35	100	N/AV	N/AV	N/AV	53.6	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	32	100	32.3	61.3	6.5	67.7	70.5	69.7
Socio-Economic Status								
Subsidized meals	128	100	32.2	55.7	12.2	67.8	65.2	62.9

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	146	96.6	25.2	49.6	25.2	74.8	76	73.2	96.9	96.4
Gender										
Male	75	93.3	27.3	47	25.8	72.7	70.2	67.2	96.9	96.3
Female	71	100	23.1	52.3	24.6	76.9	82.1	79.4	96.9	96.4
Racial/Ethnic Group										
White	61	96.7	23.6	45.5	30.9	76.4	83.1	81.5	96.5	96.2
African American	58	96.6	25	59.6	15.4	75	62.2	61.3	97.5	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.3	87	94.6	97.6
Hispanic	21	100	30	45	25	70	64.3	66.7	97.3	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	97.6	95.8
Disability Status										
Disabled	11	54.6	I/S	I/S	I/S	I/S	26.5	26	96.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	19	94.7	21.1	42.1	36.8	78.9	65.3	65.7	97.1	97.2
Socio-Economic Status										
Subsidized meals	75	98.7	29.2	55.4	15.4	70.8	63.7	63.2	96.6	95.9

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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							
2010	3	132	100	20.9	34.1	45	79.1
	4	131	100	27.6	43.9	28.5	72.4
	5	134	100	16.4	51.6	32	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
2011	3	139	100	15.3	37.4	47.3	84.7
	4	145	100	23.7	51.1	25.2	76.3
	5	147	100	23.7	48.1	28.1	76.3
	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
Mathematics							
2010	3	132	100	39.5	38.8	21.7	60.5
	4	131	100	29.3	53.7	17.1	70.7
	5	134	100	33.6	43.8	22.7	66.4
	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
2011	3	139	100	32.8	26.7	40.5	67.2
	4	145	100	31.1	57.8	11.1	68.9
	5	147	100	40	48.9	11.1	60
	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							
2010	3	66	100	46.9	39.1	14.1	53.1
	4	130	100	27	59.8	13.1	73
	5	67	100	31.3	53.1	15.6	68.8
	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
2011	3	71	100	42.4	43.9	13.6	57.6
	4	145	100	35.6	56.3	8.1	64.4
	5	76	100	44.3	47.1	8.6	55.7
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	66	100	35.4	50.8	13.8	64.6
	4	131	100	24.4	61	14.6	75.6
	5	67	100	45.3	40.6	14.1	54.7
	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
2011	3	68	100	16.9	52.3	30.8	83.1
	4	145	100	31.9	64.4	3.7	68.1
	5	71	100	32.3	47.7	20	67.7
	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
Writing							
2010	3	130	98.5	29.9	43.3	26.8	70.1
	4	132	97.7	28.1	39.7	32.2	71.9
	5	134	97.8	19	49.2	31.7	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
2011	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	146	96.6	25.2	49.6	25.2	74.8
	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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