



Geiger Elementary

300 Coleman Street
Ridgeway, SC 29130

Grades	PK-6 Elementary School	
Enrollment	371 Students	
Principal	Mr. Joe E. Seibles	803-337-8288
Superintendent	Dr. Samantha J. Ingram	803-635-4607
Board Chair	Mr. Harold C. Heath	803-635-5775

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

* The School's 2008 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 DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

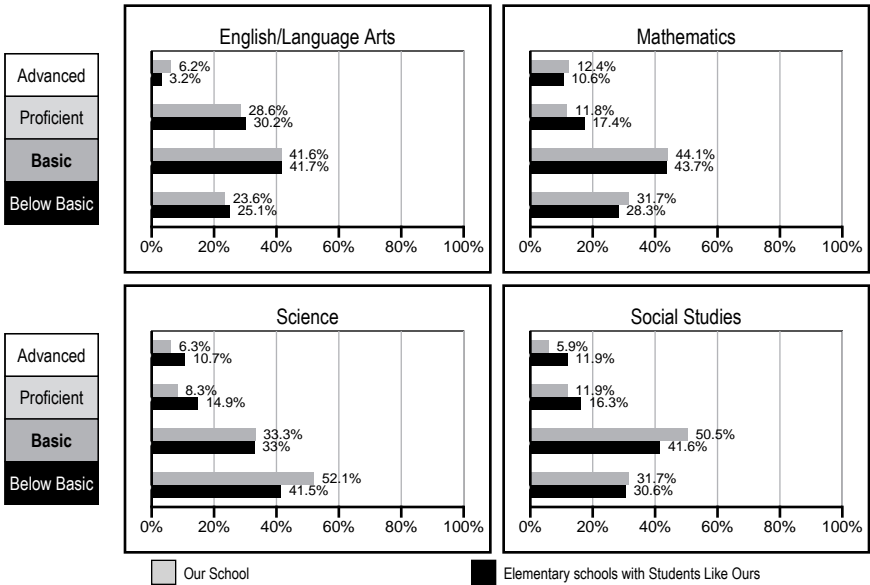
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	26	60	6

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=371)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Up from 0.6%	2.8%	2.3%
Attendance rate	97.4%	Down from 98.0%	96.0%	96.3%
Eligible for gifted and talented	15.0%	Down from 17.1%	6.5%	10.4%
With disabilities other than speech	3.2%	Down from 3.7%	8.9%	7.5%
Older than usual for grade	0.0%	Down from 0.8%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	76.9%	Up from 59.3%	53.8%	56.7%
Continuing contract teachers	57.7%	Down from 70.4%	75.7%	77.3%
Teachers with emergency or provisional certificates	4.8%	Up from 4.5%	0.0%	0.0%
Teachers returning from previous year	91.5%	Up from 87.1%	85.7%	86.4%
Teacher attendance rate	99.0%	Up from 97.0%	94.7%	94.9%
Average teacher salary	\$45,771	Up 2.5%	\$44,459	\$45,345
Professional development days/teacher	8.3 days	Down from 13.6 days	12.8 days	12.6 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 15.8 to 1	18.1 to 1	18.5 to 1
Prime instructional time	95.5%	Up from 91.0%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,337	Up 4.7%	\$7,358	\$7,052
Percent of expenditures for instruction*	64.2%	Down from 68.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	58.6%	Down from 60.6%	63.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

During the 2007-2008 school year, Geiger Elementary School served as a K-6 school with approximately 375 students. The teachers, faculty, and staff strived daily to develop academic, leadership, and social skills in each student. The teachers worked to help improve student attitudes towards learning, in order to ensure their success in the future.

Not only was academics a major part of our school learning, but we also focused on helping our students become productive citizens in the world. Our guidance counselor, along with the help of other staff and community leaders, worked with our students on character education and service learning. The Student Council sponsored Thanksgiving and Christmas canned food drives; the proceeds were used to provide food baskets to needy families. The students also participated in the Pennies for Patients drive. These opportunities showed our students the importance of giving back to the community.

This year, our school implemented single-gender classes in 5th and 6th grade. In addition to teaching the academics, we also focused on developing public speaking skills, building confidence, self esteem, and the importance of students continuing their education. The students were given the opportunity to learn about and visit different colleges in South Carolina.

Our school's main goal is to continue to strive to develop well-rounded students. We will continue to focus on making academic gains to help us in attaining our goal of increasing the percentage of students scoring proficient and advanced. Together, we will reach our goal of achieving academic excellence at Geiger Elementary School.

Lisa Tucker, School Improvement Council Chairperson
Joe E. Seibles, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	43	17
Percent satisfied with learning environment	84.0%	65.1%	70.6%
Percent satisfied with social and physical environment	92.0%	67.4%	82.4%
Percent satisfied with school-home relations	84.0%	83.7%	88.2%

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

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School Adequate Yearly Progress

NO

This school met 11 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. Sanction: Implement the restructuring plan.
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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	170	100	23.6	41.6	28.6	6.2	46.6	29.9	48.2	Yes	Yes
Gender											
Male	69	100	34.4	42.2	21.9	1.6	37.5	24.7	41.7	N/A	N/A
Female	101	100	16.5	41.2	33	9.3	52.6	34.8	55	N/A	N/A
Racial/Ethnic Group											
White	36	100	31.3	46.9	21.9	0	31.3	33.3	60	I/S	I/S
African American	131	100	21.4	41.3	29.4	7.9	50	29.2	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	42.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	16	100	78.6	21.4	0	0	0	8.7	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	31.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	137	100	25.8	42.2	28.9	3.1	44.5	27.6	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	170	100	31.7	44.1	11.8	12.4	33.5	28.5	45.8	No	Yes
Gender											
Male	69	100	35.9	43.8	9.4	10.9	28.1	25.9	45.6	N/A	N/A
Female	101	100	28.9	44.3	13.4	13.4	37.1	31.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	36	100	31.3	46.9	15.6	6.3	21.9	34.3	59	I/S	I/S
African American	131	100	32.5	42.9	11.1	13.5	35.7	27.3	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	50	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	16	100	78.6	21.4	0	0	0	9.9	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	45	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	137	100	35.9	43	8.6	12.5	31.3	26.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	102	100	52.1	33.3	8.3	6.3	14.6	14.9	35.7	97.4	95.8
Gender											
Male	44	100	52.5	37.5	0	10	10	15.9	37.4	97	95.5
Female	58	100	51.8	30.4	14.3	3.6	17.9	13.9	33.8	97.7	96
Racial/Ethnic Group											
White	26	100	60	16	12	12	24	25	49.2	95.9	94.6
African American	74	100	49.3	40.6	7.2	2.9	10.1	12.9	17	97.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26.7	24.9	95.1	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	13	100	91.7	8.3	0	0	0	6.2	14	96.5	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	14.3	24.4	93.2	95
Socio-Economic Status											
Subsided meals	83	100	54.5	29.9	7.8	7.8	15.6	13.5	21.1	97.1	95.6
Social Studies											
All Students	106	99.1	31.7	50.5	11.9	5.9	17.8	16.3	34	97.4	95.8
Gender											
Male	42	100	40	45	10	5	15	15.4	36.6	97	95.5
Female	64	98.4	26.2	54.1	13.1	6.6	19.7	17.1	31.3	97.7	96
Racial/Ethnic Group											
White	19	94.7	25	37.5	25	12.5	37.5	22.2	44.5	95.9	94.6
African American	84	100	32.9	53.7	9.8	3.7	13.4	15.5	19.1	97.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	15.4	27.5	95.1	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	6.4	14.4	96.5	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	7.7	27.3	93.2	95
Socio-Economic Status											
Subsided meals	86	98.8	34.6	51.9	7.4	6.2	13.6	14.4	21	97.1	95.6

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	41	95.1	23.7	39.5	34.2	2.6	36.8	
	4	41	95.1	16.2	40.5	40.5	2.7	43.2	
	5	45	100	43.6	38.5	15.4	2.6	17.9	
	6	39	97.4	37.1	51.4	11.4	0	11.4	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	55	100	21.2	38.5	28.8	11.5	40.4	
	4	38	100	19.4	38.9	38.9	2.8	41.7	
	5	35	100	17.6	55.9	20.6	5.9	26.5	
	6	42	100	35.9	35.9	25.6	2.6	28.2	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	41	95.1	44.7	44.7	7.9	2.6	10.5	
	4	41	95.1	13.5	40.5	24.3	21.6	45.9	
	5	45	100	33.3	51.3	10.3	5.1	15.4	
	6	39	97.4	42.9	40	14.3	2.9	17.1	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	55	100	40.4	48.1	5.8	5.8	11.5	
	4	38	100	19.4	47.2	11.1	22.2	33.3	
	5	35	100	20.6	41.2	26.5	11.8	38.2	
	6	42	100	41	38.5	7.7	12.8	20.5	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	19	100	61.1	27.8	11.1	0	11.1	
	4	41	95.1	35.1	43.2	10.8	10.8	21.6	
	5	22	100	61.1	38.9	0	0	0	
	6	20	100	89.5	10.5	0	0	0	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	57.7	26.9	15.4	0	15.4	
	4	38	100	36.1	44.4	11.1	8.3	19.4	
	5	18	100	47.1	35.3	0	17.6	17.6	
	6	19	100	82.4	17.6	0	0	0	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	21	95.2	40	60	0	0	0	
	4	41	95.1	40.5	37.8	16.2	5.4	21.6	
	5	23	100	61.9	38.1	0	0	0	
	6	18	100	50	37.5	12.5	0	12.5	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	96.4	34.6	65.4	0	0	0	
	4	38	100	36.1	38.9	16.7	8.3	25	
	5	17	100	29.4	52.9	17.6	0	17.6	
	6	23	100	22.7	50	13.6	13.6	27.3	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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