



Skyland Elementary

4221 Hwy 14 N
Greer, SC 29651

Grades	PK-5 Elementary School	
Enrollment	642 Students	
Principal	Carolyn J. Styles	864-355-7200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Excellent*
2007	Average	Below Average
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Good

* 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

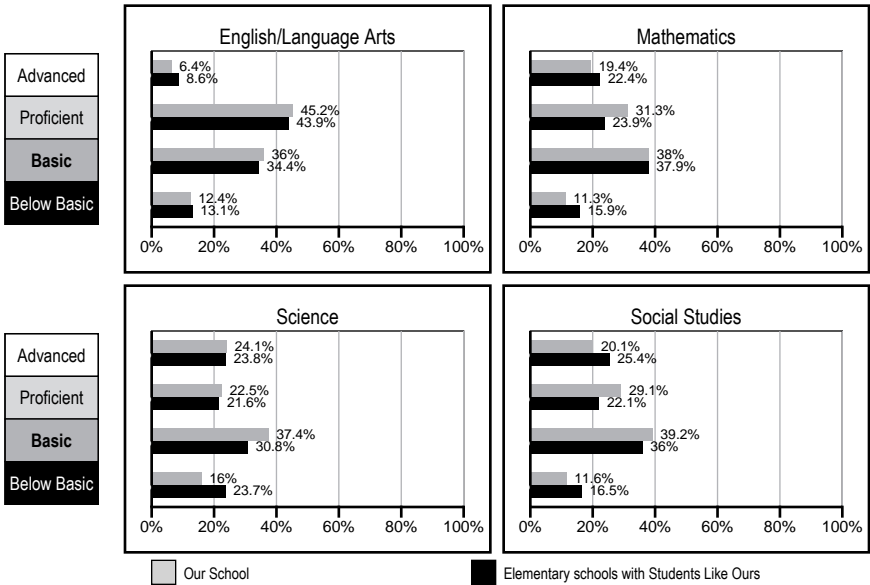
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	27	45	1	0

* 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=642)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 2.4%	1.8%	2.3%
Attendance rate	96.6%	No Change	96.5%	96.3%
Eligible for gifted and talented	13.5%	Down from 16.5%	16.6%	10.4%
With disabilities other than speech	7.6%	Up from 6.4%	6.6%	7.5%
Older than usual for grade	0.2%	Down from 1.0%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	76.3%	Up from 71.8%	60.4%	56.7%
Continuing contract teachers	94.7%	Up from 89.7%	81.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.1%	No Change	89.5%	86.4%
Teacher attendance rate	95.0%	Down from 95.1%	94.7%	94.9%
Average teacher salary	\$50,314	Up 1.5%	\$46,636	\$45,345
Professional development days/teacher	20.3 days	Down from 20.4 days	13.2 days	12.6 days
School				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 21.8 to 1	19.5 to 1	18.5 to 1
Prime instructional time	90.3%	Down from 90.4%	89.9%	89.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,974	Up 2.5%	\$6,488	\$7,052
Percent of expenditures for instruction*	70.3%	Up from 69.6%	69.8%	69.1%
Percent of expenditures for teacher salaries*	66.3%	Down from 66.6%	65.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

In compliance with the Education Improvement Act of 1984, the Annual Report to the Community is written and reported each year to keep parents and community members informed regarding the progress the school is making in meeting school and district goals and objectives. This report was developed by our School Improvement Council (SIC), which consists of administrators, teachers, parents, and community business representatives. The SIC works closely with the principal in examining the school's annual standardized testing data and setting goals that focus on specific areas of strength and weaknesses. Teacher, parent, and student survey data is also examined by the SIC to determine internal and external perceptions regarding the overall school operations. Utilizing this information, a plan for improvement is established each year.

As a result of our school strategic plan, much has been accomplished over the past year. Along with these improvements, plans have been designed and implemented in order to ensure continued school-wide success.

Several school goals were established and are currently being implemented in order to address areas on PACT that need improvement. One goal is to increase the percentage of fifth grade students scoring basic or above in PACT English/Language Arts (ELA) to 85 %. (The 06-07 average of 80.4 was somewhat lower than other grade levels). MAP testing is currently being utilized to pinpoint areas in ELA that require additional instruction and remediation. Another goal is to increase the percentage of fourth grade students scoring basic or above in the area of science to 72% for the 07-08 school year. The 06-07 average of 68.8% was somewhat lower than at other grade levels. Administration, the instructional coach, and other resources will be utilized in each of these grade levels to work closely with teachers to address deficiencies in the areas noted.

Along with continued student progress, Skyland has much to celebrate. Skyland was one of the few schools in South Carolina to meet the federal requirements of Adequate Yearly Progress (AYP) as defined by The No Child Left Behind Act. In addition to this tremendous accomplishment, our PTA and Business in Education Partners continue to provide strong financial, educational, and moral support to our school. To date, Skyland benefits from over 40 business education partnerships and over 10,000 PTA volunteer hours. We are also pleased to report that this fall our PTA erected a covered shelter. This addition not only provides students with a protected area to play in, but can also be utilized as an outdoor classroom. We appreciate the PTA and all of the community businesses that contribute so generously to our school. Their active participation is critical to our school's success.

In closing, we would like to express our gratitude to you for being an integral part of our team at Skyland Elementary. Building a school of excellence requires teamwork. Please join us in acknowledging Skyland's dedicated teachers, staff, business partners, and volunteers who give selflessly to ensure that every child succeeds. Skyland Elementary continues to provide quality education in "a place where children flourish."

Carolyn Styles, Principal Leslie Collins, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	76	46
Percent satisfied with learning environment	100.0%	93.4%	89.1%
Percent satisfied with social and physical environment	100.0%	88.0%	91.3%
Percent satisfied with school-home relations	100.0%	89.5%	89.1%

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

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 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

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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

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 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
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	294	99.7	12.1	36.2	45.4	6.4	65.6	52.4	48.2	Yes	Yes
Gender											
Male	143	100	14.7	42.6	39.7	2.9	58.8	46.1	41.7	N/A	N/A
Female	151	99.3	9.6	30.1	50.7	9.6	71.9	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	255	100	10.2	35.8	46.7	7.3	67.1	62.3	60	Yes	Yes
African American	21	100	25	30	45	0	65	31.7	31.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	12	91.7	30	60	10	0	20	36.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	46	100	47.6	28.6	23.8	0	28.6	20.3	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	119	99.2	17.1	40.5	40.5	1.8	59.5	34.3	34	Yes	Yes

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

All Students	294	100	11	38.2	31.4	19.4	65.7	49.5	45.8	Yes	Yes
Gender											
Male	143	100	10.3	39.7	29.4	20.6	65.4	49.9	45.6	N/A	N/A
Female	151	100	11.6	36.7	33.3	18.4	66	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	255	100	9.3	37	32.5	21.1	66.7	59.4	59	Yes	Yes
African American	21	100	15	50	30	5	70	27.2	26.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	12	100	36.4	54.5	9.1	0	27.3	37.4	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	46	100	40.5	28.6	16.7	14.3	38.1	20.1	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	119	100	16.1	42	27.7	14.3	54.5	32.2	31.4	Yes	Yes

* 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 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	194	100	15.6	37.6	22.6	24.2	46.8	39.3	35.7	96.6	96.5
Gender											
Male	89	100	11.8	36.5	27.1	24.7	51.8	41.6	37.4	96.5	96.4
Female	105	100	18.8	38.6	18.8	23.8	42.6	36.9	33.8	96.7	96.6
Racial/Ethnic Group											
White	167	100	13.7	38.5	23	24.8	47.8	49.7	49.2	96.5	96.4
African American	14	100	23.1	38.5	15.4	23.1	38.5	18.2	17	97.5	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98	97.7
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	23.7	24.9	96.9	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	96.6	95.3
Disability Status											
Disabled	25	100	47.6	28.6	14.3	9.5	23.8	16.3	14	96.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	96.9	97.2
Socio-Economic Status											
Subsided meals	83	100	22.1	37.7	20.8	19.5	40.3	21.3	21.1	96.1	95.8
Social Studies											
All Students	195	100	11.6	39.2	29.1	20.1	49.2	38.1	34	96.6	96.5
Gender											
Male	100	100	6.3	40.6	31.3	21.9	53.1	41	36.6	96.5	96.4
Female	95	100	17.2	37.6	26.9	18.3	45.2	35	31.3	96.7	96.6
Racial/Ethnic Group											
White	171	100	11.4	38.6	30.1	19.9	50	46.1	44.5	96.5	96.4
African American	12	100	8.3	41.7	33.3	16.7	50	20.5	19.1	97.5	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98	97.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	27.7	27.5	96.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	96.6	95.3
Disability Status											
Disabled	33	100	19.4	54.8	16.1	9.7	25.8	17.1	14.4	96.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	96.9	97.2
Socio-Economic Status											
Subsided meals	74	100	12.9	50	28.6	8.6	37.1	22.8	21	96.1	95.8

* 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	100	99	10.5	36.8	46.3	6.3	52.6
	4	91	100	17.6	42.4	36.5	3.5	40
	5	103	100	18.8	42.6	36.6	2	38.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	100	99	13.8	31.9	47.9	6.4	54.3
	4	95	100	12	22.8	58.7	6.5	65.2
	5	99	100	10.4	53.1	30.2	6.3	36.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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
Mathematics								
2007	3	100	100	10.4	52.1	22.9	14.6	37.5
	4	91	100	14.1	45.9	22.4	17.6	40
	5	103	100	10.9	36.6	28.7	23.8	52.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	100	100	21.1	41.1	25.3	12.6	37.9
	4	95	100	2.2	40.2	31.5	26.1	57.6
	5	99	100	9.4	33.3	37.5	19.8	57.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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
Science								
2007	3	48	100	31.1	57.8	11.1	0	11.1
	4	91	100	28.2	43.5	23.5	4.7	28.2
	5	52	100	25.5	21.6	21.6	31.4	52.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	49	100	26.1	37	26.1	10.9	37
	4	95	100	9.8	42.4	20.7	27.2	47.8
	5	50	100	16.7	29.2	22.9	31.3	54.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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
Social Studies								
2007	3	52	100	19.6	62.7	15.7	2	17.6
	4	91	100	11.8	49.4	29.4	9.4	38.8
	5	51	100	22	36	22	20	42
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	51	100	6.1	51	26.5	16.3	42.9
	4	95	100	10.9	35.9	30.4	22.8	53.3
	5	49	100	18.8	33.3	29.2	18.8	47.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample