



## Greenbrier Elementary

853 Log Shoals Road  
Greenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	777 Students	
<b>Principal</b>	Nicky Andrews (Interim)	864-355-5300
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	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
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

## 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

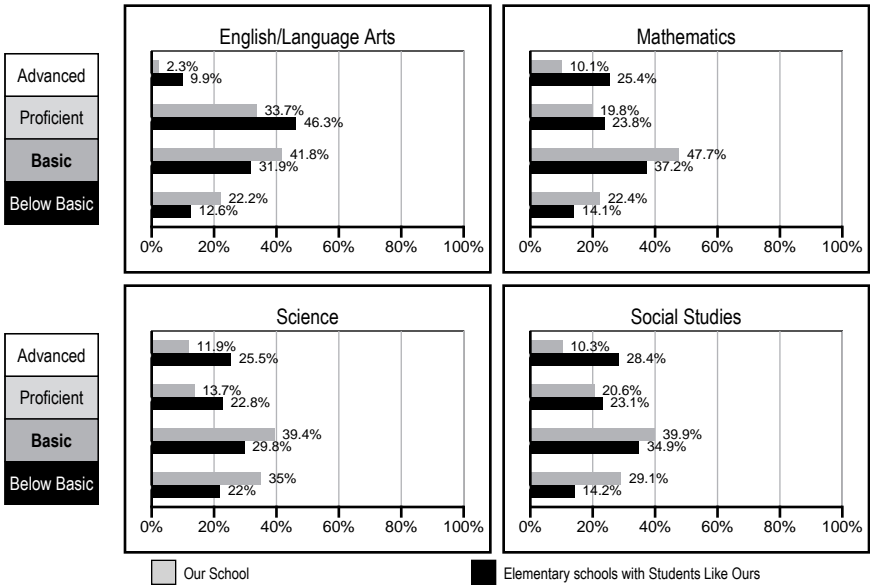
91.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
7	21	20	2	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
<b>Students (n=777)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 1.6%	1.6%	2.3%
Attendance rate	97.1%	Up from 96.9%	96.7%	96.3%
Eligible for gifted and talented	11.5%	Down from 13.6%	18.3%	10.4%
With disabilities other than speech	8.1%	Down from 9.5%	6.4%	7.5%
Older than usual for grade	0.2%	Down from 0.4%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	44.4%	Down from 51.2%	60.9%	56.7%
Continuing contract teachers	73.3%	Down from 76.7%	79.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.6%	No Change	86.9%	86.4%
Teacher attendance rate	93.6%	Down from 93.9%	94.8%	94.9%
Average teacher salary	\$43,762	Down 0.5%	\$47,069	\$45,345
Professional development days/teacher	27.6 days	Up from 13.0 days	12.2 days	12.6 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 18.4 to 1	20.0 to 1	18.5 to 1
Prime instructional time	88.7%	Up from 88.1%	90.3%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,252	Up 18.0%	\$6,676	\$7,052
Percent of expenditures for instruction*	71.4%	Up from 69.3%	70.4%	69.1%
Percent of expenditures for teacher salaries*	66.6%	Down from 69.3%	66.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Greetings from Greenbrier Elementary School, where we are seekers of learning, models of excellence, and builders of character! As we continue to promote academic excellence at Greenbrier Elementary School, we dedicate ourselves to raising the academic challenge and performance of all our students. Strategies that support both student achievement and student ownership of learning include the use of Learning Focused strategies, Every Day Counts Calendar Math, Thinking Maps, the Before School Program, and our writing initiatives.

Our incredible teaching staff is composed of highly skilled and committed educators devoted to ensuring the academic, social, physical, and emotional growth of our students. Teachers at Greenbrier love children, and they work diligently to keep abreast of the latest methods of delivering instruction. Teachers take advantage of staff development opportunities offered through the district and a nearby university, as well as, participate in national and state conferences. Realizing that our students learn in various ways, teachers utilize a variety of instructional strategies to address student needs and learning styles.

At Greenbrier, we utilize the increasing volume of data available to us, as we strive to create opportunities to better study, analyze, and use this data to improve student learning. At each grade-level, teachers work together as a team. Teams are designed so that every member of our faculty is part of a professional learning community. We encourage one another to consistently assess what we expect our students to learn, what they have learned, and how we will address the needs of those who are struggling. Teachers also work across grade levels to ensure a continuum of learning is in place that challenges our students for the 21st century.

We are proud of the progress made through the collaborative efforts of our Greenbrier family during the 2007-2008 school year, and we look forward to many years of success!

Mr. Philip L. Edge, Principal

Mrs. Tina Pringle, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	127	85
Percent satisfied with learning environment	97.8%	85.8%	86.7%
Percent satisfied with social and physical environment	97.8%	85.7%	91.6%
Percent satisfied with school-home relations	88.6%	89.0%	83.3%

\* 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 21 out of 25 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	<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."</b>

## 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	97.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

All Students	377	99.7	21.3	42.1	33.4	3.1	54.2	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	193	99.5	26.3	39.2	30.6	3.8	48.9	46.1	41.7	N/A	N/A
Female	184	100	15.9	45.3	36.5	2.4	60	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	171	100	10.7	44	41.7	3.6	66.1	62.3	60	Yes	Yes
African American	145	100	34.6	37.5	25	2.9	43.4	31.7	31.7	No	Yes
Asian/Pacific Islander	14	100	7.1	42.9	50	0	64.3	74.9	70.4	I/S	I/S
Hispanic	36	100	23.3	53.3	20	3.3	36.7	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
<b>Disability Status</b>											
Disabled	54	100	41.2	41.2	11.8	5.9	35.3	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	54	98.2	25.5	46.8	27.7	0	42.6	36.1	36.9	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	133	100	29.2	39.2	28.3	3.3	49.2	34.3	34	Yes	Yes

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

All Students	377	100	21.6	47.6	21	9.8	42.3	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	193	100	19.8	46.5	20.3	13.4	46	49.9	45.6	N/A	N/A
Female	184	100	23.5	48.8	21.8	5.9	38.2	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	171	100	14.9	45.2	25	14.9	52.4	59.4	59	Yes	Yes
African American	145	100	33.1	47.8	16.2	2.9	29.4	27.2	26.9	No	Yes
Asian/Pacific Islander	14	100	0	64.3	14.3	21.4	64.3	75.3	71.3	I/S	I/S
Hispanic	36	100	16.7	43.3	30	10	46.7	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
<b>Disability Status</b>											
Disabled	54	100	43.1	33.3	17.6	5.9	39.2	20.1	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	54	100	16.7	54.2	18.8	10.4	41.7	38.4	38.7	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	133	100	30	40.8	21.7	7.5	38.3	32.2	31.4	No	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
<b>Science</b>											
All Students	249	100	34.3	39.5	13.7	12.4	26.2	39.3	35.7	97.1	96.5
<b>Gender</b>											
Male	126	100	33.1	39.7	12.4	14.9	27.3	41.6	37.4	97	96.4
Female	123	100	35.7	39.3	15.2	9.8	25	36.9	33.8	97.2	96.6
<b>Racial/Ethnic Group</b>											
White	112	100	19.1	40.9	20.9	19.1	40	49.7	49.2	96.8	96.4
African American	93	100	50	37.2	5.8	7	12.8	18.2	17	97.5	96.4
Asian/Pacific Islander	11	100	27.3	45.5	18.2	9.1	27.3	60.9	58	97.5	97.7
Hispanic	27	100	38.1	47.6	9.5	4.8	14.3	23.7	24.9	97.1	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	96.3	95.3
<b>Disability Status</b>											
Disabled	36	100	50	35.3	5.9	8.8	14.7	16.3	14	96.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	37	100	46.9	40.6	9.4	3.1	12.5	22.6	24.4	97.5	97.2
<b>Socio-Economic Status</b>											
Subsided meals	89	100	41	35.9	11.5	11.5	23.1	21.3	21.1	96.9	95.8
<b>Social Studies</b>											
All Students	239	100	28.5	39.9	21.1	10.5	31.6	38.1	34	97.1	96.5
<b>Gender</b>											
Male	123	100	27.7	37	21.8	13.4	35.3	41	36.6	97	96.4
Female	116	100	29.4	43.1	20.2	7.3	27.5	35	31.3	97.2	96.6
<b>Racial/Ethnic Group</b>											
White	113	100	20	38.2	25.5	16.4	41.8	46.1	44.5	96.8	96.4
African American	87	100	37.3	39.8	20.5	2.4	22.9	20.5	19.1	97.5	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.5	97.7
Hispanic	24	100	28.6	42.9	9.5	19	28.6	27.7	27.5	97.1	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	96.3	95.3
<b>Disability Status</b>											
Disabled	34	100	39.4	39.4	12.1	9.1	21.2	17.1	14.4	96.9	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	37	100	36.4	45.5	9.1	9.1	18.2	27.6	27.3	97.5	97.2
<b>Socio-Economic Status</b>											
Subsided meals	84	100	39.7	39.7	12.8	7.7	20.5	22.8	21	96.9	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*
<b>English/Language Arts</b>								
<b>2007</b>	3	96	97.9	14.1	24.7	56.5	4.7	61.2
	4	116	100	17.4	54.1	25.7	2.8	28.4
	5	120	100	22.1	54	22.1	1.8	23.9
	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
<b>2008</b>	3	134	99.3	17.6	31.2	46.4	4.8	51.2
	4	111	100	19.2	43.3	34.6	2.9	37.5
	5	132	100	26.8	52	19.7	1.6	21.3
	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
<b>Mathematics</b>								
<b>2007</b>	3	96	99	18.6	60.5	16.3	4.7	20.9
	4	116	100	21.1	40.4	26.6	11.9	38.5
	5	120	100	26.5	53.1	15	5.3	20.4
	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
<b>2008</b>	3	134	100	19	54.8	12.7	13.5	26.2
	4	111	100	19.2	41.3	27.9	11.5	39.4
	5	132	100	26	45.7	23.6	4.7	28.3
	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
<b>Science</b>								
<b>2007</b>	3	46	100	25.6	53.5	14	7	20.9
	4	116	100	48.1	26.4	17	8.5	25.5
	5	59	100	47.4	28.1	15.8	8.8	24.6
	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
<b>2008</b>	3	70	100	28.1	39.1	28.1	4.7	32.8
	4	110	100	30.1	43.7	10.7	15.5	26.2
	5	69	100	47	33.3	4.5	15.2	19.7
	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
<b>Social Studies</b>								
<b>2007</b>	3	49	100	17.5	60	22.5	0	22.5
	4	116	100	34.9	43.4	17.9	3.8	21.7
	5	61	100	16.7	44.4	24.1	14.8	38.9
	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
<b>2008</b>	3	65	100	17.5	54	23.8	4.8	28.6
	4	111	100	26	37.5	24	12.5	36.5
	5	63	100	44.3	29.5	13.1	13.1	26.2
	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

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