



Greeleyville Elementary

Post Office Box 128
Greeleyville, SC 29056

Grades	PK-6 Elementary School	
Enrollment	355 Students	
Principal	Sam Giles	843-426-2116
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mr. James Darby	843-387-5472



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

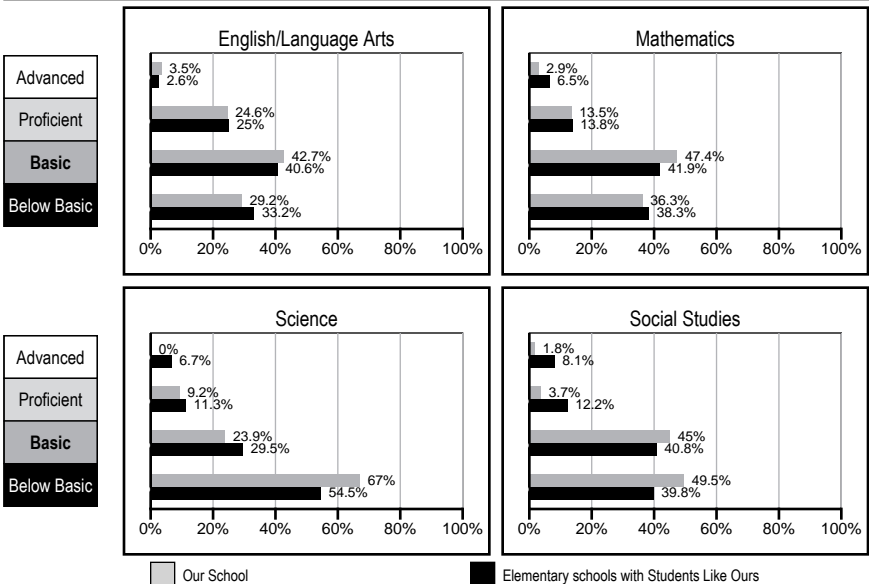
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	7	53	61

* 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=355)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Down from 6.5%	3.1%	2.3%
Attendance rate	97.5%	Up from 96.7%	96.0%	96.3%
Eligible for gifted and talented	2.2%	Up from 1.5%	2.9%	10.4%
With disabilities other than speech	4.8%	Down from 7.1%	7.7%	7.5%
Older than usual for grade	1.8%	Down from 2.5%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	52.4%	Up from 36.4%	53.8%	56.7%
Continuing contract teachers	57.1%	Up from 50.0%	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 14.3%	0.0%	0.0%
Teachers returning from previous year	76.7%	Down from 79.2%	82.7%	86.4%
Teacher attendance rate	95.2%	Down from 96.1%	95.0%	94.9%
Average teacher salary	\$40,093	Up 7.0%	\$43,838	\$45,345
Professional development days/teacher	16.1 days	Up from 15.9 days	13.9 days	12.6 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 24.1 to 1	16.5 to 1	18.5 to 1
Prime instructional time	91.8%	Up from 90.7%	89.3%	89.8%
Opportunities in the arts	Fair	Up from Poor	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*	\$6,550	Down 0.8%	\$8,189	\$7,052
Percent of expenditures for instruction*	68.7%	Down from 71.3%	68.5%	69.1%
Percent of expenditures for teacher salaries*	64.6%	Down from 65.0%	60.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Greeleyville Elementary School has an active School Improvement Council. During the school year of 2007-2008, the council met monthly to plan and discuss issues surrounding the school. Greeleyville Elementary is a community that involves and values the support of parents, business partners, volunteers and community persons. With the responsibility of preparing our children to be successful citizens, true dedication is employed. Realizing that all students can learn, Greeleyville Elementary continues to implement a standard-driven curriculum with research-based initiatives. As we prepare for students for the world of technology, several of our classrooms are equipped with promethean boards which allows students to experience technology at an extensive level.

We also continue to implement the following initiatives: Title I Tutoring, Standards in Practice, Single-Gender, Accelerated Reader, 21st Century After School program, SuccessMaker Lab, Character Development, Positive Behavior program and a very strong Parenting program.

Greeleyville Elementary has a staff that is competent and devoted to the assurance of the success of our children. The following staff development workshops and activities were held this school term: Bump It Up, Positive Behavior Support (PBIS), Grade Level Presentations, Data Analysis, Single-Gender Strategies, Integrating Technology for Effective Lessons, Teachers Coaching Teachers, Title I Overview, PACT Parenting Workshops, and Measures of Academic Progress (MAP) Training.

All the hard work contributed by our staff, parents, business partners, community members and students are the main ingredients that made 2007-2008 a successful school year at GES. "Helping Students to Succeed One Child at a Time" is our motto. This is a collaborative effort to which everyone contributed.

Sam Giles, Principal
Joanne Edwards, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	42	35
Percent satisfied with learning environment	90.5%	95.0%	88.6%
Percent satisfied with social and physical environment	86.4%	95.0%	85.7%
Percent satisfied with school-home relations	86.4%	100.0%	87.5%

* 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 10 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	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.9%	0.0%	No
Student attendance rate	97.5%	94.0%	Yes

* Or greater than last year

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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	174	100	29.2	42.7	24.6	3.5	41.5	36.2	48.2	Yes	Yes
Gender											
Male	93	100	33.7	38	26.1	2.2	41.3	30.4	41.7	N/A	N/A
Female	81	100	24.1	48.1	22.8	5.1	41.8	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	47.1	60	I/S	I/S
African American	168	100	30.3	42.4	23.6	3.6	40.6	35.3	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.4	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	20	100	63.2	31.6	5.3	0	15.8	13.2	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	157	100	30.1	45.5	21.8	2.6	37.8	35	34	Yes	Yes

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

All Students	174	100	36.3	47.4	13.5	2.9	25.7	30.8	45.8	No	Yes
Gender											
Male	93	100	33.7	50	13	3.3	26.1	29.6	45.6	N/A	N/A
Female	81	100	39.2	44.3	13.9	2.5	25.3	32.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	36.4	59	I/S	I/S
African American	168	100	37	47.9	12.7	2.4	24.2	30.2	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.6	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	20	100	63.2	36.8	0	0	5.3	9.1	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	157	100	38.5	48.7	9.6	3.2	21.8	30.1	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
Science											
All Students	112	100	67	23.9	9.2	0	9.2	15.3	35.7	97.5	96.5
Gender											
Male	57	100	64.3	28.6	7.1	0	7.1	15.3	37.4	97.4	96.3
Female	55	100	69.8	18.9	11.3	0	11.3	15.4	33.8	97.6	96.8
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	20.2	49.2	94.4	94.2
African American	107	100	70.2	21.2	8.7	0	8.7	14.7	17	97.6	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.6	94.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.9	N/A	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	95.3
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	6.1	14	96.7	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	97.4
Socio-Economic Status											
Subsidized meals	100	100	70.7	21.2	8.1	0	8.1	14.3	21.1	97.4	96.5
Social Studies											
All Students	111	100	49.5	45	3.7	1.8	5.5	14.1	34	97.5	96.5
Gender											
Male	61	100	51.7	40	5	3.3	8.3	14.1	36.6	97.4	96.3
Female	50	100	46.9	51	2	0	2	14.1	31.3	97.6	96.8
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	20.4	44.5	94.4	94.2
African American	108	100	50.9	43.4	3.8	1.9	5.7	13.4	19.1	97.6	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.6	94.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	27.5	N/A	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	95.3
Disability Status											
Disabled	16	100	80	20	0	0	0	4.5	14.4	96.7	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	97.4
Socio-Economic Status											
Subsidized meals	101	100	51	45	2	2	4	13.2	21	97.4	96.5

* 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	48	97.9	14	46.5	34.9	4.7	39.5	
	4	50	100	17.8	64.4	17.8	0	17.8	
	5	45	100	37.2	46.5	16.3	0	16.3	
	6	48	100	41.7	43.8	14.6	0	14.6	
	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	37	100	2.8	44.4	44.4	8.3	52.8	
	4	49	100	36.2	40.4	21.3	2.1	23.4	
	5	45	100	31.1	46.7	20	2.2	22.2	
	6	43	100	41.9	39.5	16.3	2.3	18.6	
	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	48	97.9	25.6	60.5	11.6	2.3	14	
	4	50	100	28.9	51.1	20	0	20	
	5	45	100	34.9	58.1	4.7	2.3	7	
	6	48	100	29.2	47.9	22.9	0	22.9	
	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	37	100	22.2	52.8	19.4	5.6	25	
	4	49	100	48.9	42.6	2.1	6.4	8.5	
	5	45	100	33.3	44.4	22.2	0	22.2	
	6	43	100	37.2	51.2	11.6	0	11.6	
	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	23	100	66.7	23.8	9.5	0	9.5	
	4	50	100	51.1	31.1	15.6	2.2	17.8	
	5	22	100	81	19	0	0	0	
	6	24	100	62.5	29.2	8.3	0	8.3	
	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	18	100	47.1	23.5	29.4	0	29.4	
	4	49	100	68.1	29.8	2.1	0	2.1	
	5	23	100	69.6	26.1	4.3	0	4.3	
	6	22	100	77.3	9.1	13.6	0	13.6	
	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	25	96	40.9	54.5	4.5	0	4.5	
	4	50	100	35.6	60	4.4	0	4.4	
	5	23	100	45.5	50	4.5	0	4.5	
	6	24	100	50	50	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	19	100	47.4	52.6	0	0	0	
	4	49	100	40.4	48.9	6.4	4.3	10.6	
	5	22	100	63.6	31.8	4.5	0	4.5	
	6	21	100	57.1	42.9	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

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