



Skyland Elementary

4221 Hwy 14 N
Greer, SC 29651

Grades	PK-5 Elementary School	
Enrollment	634 Students	
Principal	Carolyn J. Styles	864-355-7200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Good	Excellent
2007	Average	Below Average
2006	Good	Below Average
2005	Good	Below Average

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 GOAL

By 2010, SC'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.

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.

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

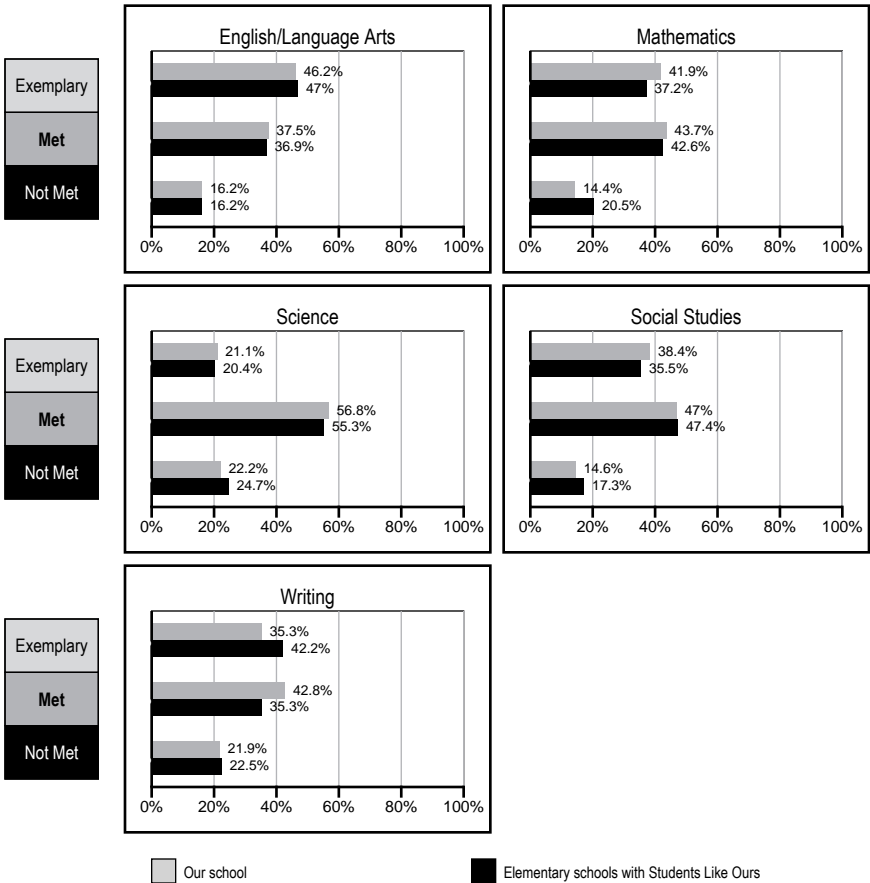
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	38	20	0	0

* Ratings are calculated with data available by 06/01/2010.

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 /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=634)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.3%	1.5%	1.9%
Attendance rate	96.5%	Down from 96.6%	96.6%	96.3%
Eligible for gifted and talented	11.0%	Down from 13.5%	15.8%	10.0%
With disabilities other than speech	6.1%	Down from 7.6%	6.8%	7.7%
Older than usual for grade	0.2%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	75.6%	Down from 76.3%	61.4%	59.4%
Continuing contract teachers	92.7%	Down from 94.7%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	97.1%	Up from 96.1%	86.6%	85.9%
Teacher attendance rate	95.6%	Up from 95.0%	95.1%	95.1%
Average teacher salary*	\$52,727	Up 4.8%	\$48,308	\$47,149
Professional development days/teacher	20.4 days	Up from 20.3 days	11.3 days	11.1 days
School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 22.4 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.9%	Up from 90.3%	90.4%	90.4%
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	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,467	Up 8.3%	\$6,905	\$7,458
Percent of expenditures for instruction**	69.2%	Down from 70.3%	69.6%	68.8%
Percent of expenditures for teacher salaries**	63.2%	Down from 66.3%	61.1%	63.2%

* 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

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 improvement plan, Skyland students continued to make steady academic gains on state-wide student achievement testing this school year, earning us the coveted Palmetto Gold and Closing the Achievement Gap Awards. Both of these prestigious awards are presented by the South Carolina Department of Education. In addition, Skyland was named a Palmetto's Finalist School by the South Carolina Association of School Administrators.

We contribute much of our success to several long-term initiatives, including a focus of student data, teacher collaboration, and teacher professional development that fosters academic success for all students and early intervention measures at the primary level. However, we acknowledge that these initiatives would be meaningless without an outstanding team of dedicated teaching professionals who are committed to the implementation of these initiatives. Skyland takes pride in building and maintaining a highly-qualified and skilled teaching staff who works tirelessly to support student academic achievement.

Along with continued student success, it should also be noted that Skyland was among the few South Carolina schools who continued 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 continued to provide strong financial, educational, and moral support to our school. To date, Skyland benefits from over 40 business education partnerships and over 13,000 PTA volunteer hours. We appreciate the PTA and all of the community businesses that contribute so generously to our school. There is no doubt that their active participation is also a contributing factor 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 Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	91	52
Percent satisfied with learning environment	100.0%	87.9%	98.0%
Percent satisfied with social and physical environment	100.0%	94.5%	96.2%
Percent satisfied with school-home relations	100.0%	95.6%	88.5%

* 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

YES

This school met 13 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. 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	287	100	16.2	37.5	46.2	90.3	84	82.8	Yes	Yes
Gender										
Male	150	100	20.5	37.7	41.8	86.3	80.8	79.3	N/A	N/A
Female	137	100	11.5	37.4	51.1	94.7	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	257	100	15.7	37.5	46.8	90.3	89.5	89.5	Yes	Yes
African American	15	100	14.3	50	35.7	92.9	72.7	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	74.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	38	100	55.6	25	19.4	55.6	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	114	100	21.3	49.1	29.6	87	74.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	287	100	14.4	43.7	41.9	90.6	80.9	78.9	Yes	Yes
Gender										
Male	150	100	12.3	44.5	43.2	91.1	79.6	77	N/A	N/A
Female	137	100	16.8	42.7	40.5	90.1	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	257	100	14.5	41.1	44.4	90.7	87	87.2	Yes	Yes
African American	15	100	21.4	64.3	14.3	85.7	66.3	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	38	100	47.2	36.1	16.7	69.4	48.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	114	100	20.4	53.7	25.9	84.3	70.5	70.2	Yes	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	192	100	22.2	56.8	21.1	77.8	71.3	67.5
Gender								
Male	97	100	25.5	53.2	21.3	74.5	70.8	67
Female	95	100	18.7	60.4	20.9	81.3	71.8	68
Racial/Ethnic Group								
White	172	100	21.7	56	22.3	78.3	79.5	79.5
African American	10	I/S	I/S	I/S	I/S	I/S	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	47.8	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.4	59.6
Socio-Economic Status								
Subsided meals	77	100	23.6	63.9	12.5	76.4	57.5	55.1
Social Studies								
All Students	192	100	14.6	47	38.4	85.4	75.7	72.3
Gender								
Male	106	100	13.5	44.2	42.3	86.5	75.1	71.5
Female	86	100	16	50.6	33.3	84	76.3	73.2
Racial/Ethnic Group								
White	173	100	14.5	45.8	39.8	85.5	81.7	80.7
African American	12	100	16.7	50	33.3	83.3	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	32	100	35.5	48.4	16.1	64.5	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69	67.9
Socio-Economic Status								
Subsided meals	78	100	18.9	58.1	23	81.1	63.9	62.1

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	286	99.7	21.7	43	35.4	78.3	72.9	70.2	96.5	96.5
Gender										
Male	150	99.3	28.8	46.6	24.7	71.2	66.4	63.2	96.4	96.4
Female	136	100	13.7	38.9	47.3	86.3	79.7	77.5	96.6	96.5
Racial/Ethnic Group										
White	257	99.6	21.4	43.1	35.5	78.6	80.5	79.1	96.5	96.3
African American	14	100	35.7	42.9	21.4	64.3	57.1	57.6	97.3	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.3	86.2	96.7	97.6
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.3	62.6	97.3	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	94.1	95.2
Disability Status										
Disabled	33	100	N/AV	N/AV	N/AV	35.5	28.4	26.1	96.1	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.5	61.2	97.6	97.2
Socio-Economic Status										
Subsided meals	112	99.1	29.9	43	27.1	70.1	58.8	58.9	96.2	95.8

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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							
2009	3	91	100	17	28.4	54.5	83
	4	97	100	22.6	37.6	39.8	77.4
	5	99	100	9.4	45.8	44.8	90.6
	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							
2009	3	91	100	19.3	36.4	44.3	80.7
	4	97	100	20.4	40.9	38.7	79.6
	5	99	100	4.2	53.1	42.7	95.8
	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
Science							
2009	3	46	100	25	43.2	31.8	75
	4	97	100	25.8	57	17.2	74.2
	5	49	100	12.5	68.8	18.8	87.5
	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
Social Studies							
2009	3	45	100	13.6	31.8	54.5	86.4
	4	97	100	15.1	52.7	32.3	84.9
	5	50	100	14.6	50	35.4	85.4
	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							
2009	3	90	100	26.1	37.5	36.4	73.9
	4	97	100	30.9	46.8	22.3	69.1
	5	99	99	8.4	44.2	47.4	91.6
	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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