



Greenbrier Elementary

853 Log Shoals Road
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	802 Students	
Principal	Nicky Andrews	864-355-5300
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	Average	Average
2008	Below Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk

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

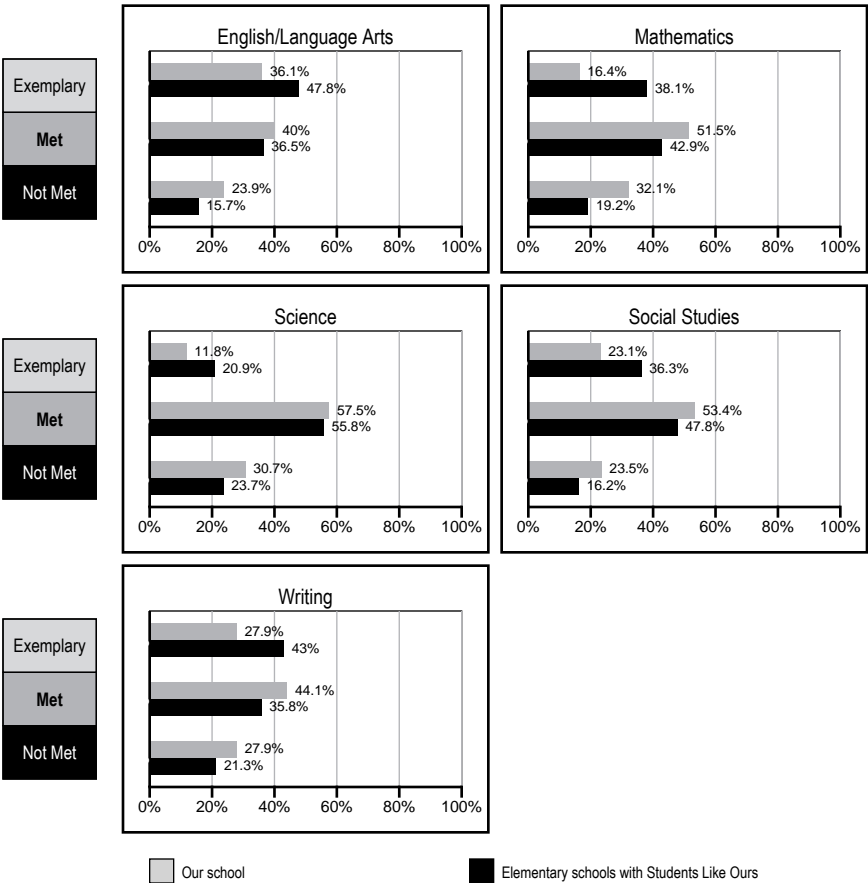
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	30	17	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=802)				
First graders who attended full-day kindergarten	96.3%	Down from 100.0%	100.0%	100.0%
Retention rate	2.5%	Down from 2.9%	1.4%	1.9%
Attendance rate	97.0%	Down from 97.1%	96.6%	96.3%
Eligible for gifted and talented	10.6%	Down from 11.5%	16.9%	10.0%
With disabilities other than speech	8.1%	No Change	6.7%	7.7%
Older than usual for grade	0.5%	Up from 0.2%	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=50)				
Teachers with advanced degrees	46.0%	Up from 44.4%	61.1%	59.4%
Continuing contract teachers	78.0%	Up from 73.3%	83.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.7%	Up from 84.6%	86.0%	85.9%
Teacher attendance rate	94.6%	Up from 93.6%	95.1%	95.1%
Average teacher salary*	\$44,636	Up 2.0%	\$48,430	\$47,149
Professional development days/teacher	14.8 days	Down from 27.6 days	10.9 days	11.1 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.8 to 1	19.6 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 88.7%	90.6%	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 Good	Excellent	Excellent
Dollars spent per pupil**	\$5,808	Down 7.6%	\$6,668	\$7,458
Percent of expenditures for instruction**	70.3%	Down from 71.4%	70.3%	68.8%
Percent of expenditures for teacher salaries**	63.8%	Down from 66.6%	63.6%	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

Our vision at Greenbrier Elementary is to provide a high quality educational program that connects each child with a successful future. Our mission is to develop confident, lifelong learners by creating a safe, positive, and inviting environment that engages students, celebrates individual differences, and allows students to reach their potential.

At Greenbrier Elementary, we believe student and adult learning is at the center of improvement; high expectations drive behavior and performance; a safe and secure environment supports learning; curriculum, instruction, and assessment work together toward meeting academic goals; a culture of collaborative learning is paramount; and, parents, community, and volunteers should be welcomed and utilized.

In 2008-2009, Greenbrier Elementary set the tone for a successful year of learning by focusing on the whole child—academic, personal, physical, and social development. Students participated in programs and activities to support community initiatives such as the March of Dimes, Golden Strip Emergency Relief Agency, and American Diabetes Association. Students also participated in school-wide projects, which included creating a vegetable garden and an outdoor learning patio. Our character education program, SOAR, has been instrumental in promoting student leaders in our school community. Additionally, Greenbrier Elementary initiated a peer-to-peer conflict resolution program entitled “Fuss Busters.” We were one of only two elementary schools in the district to begin such a program this year.

The staff at Greenbrier Elementary is truly comprised of talented, caring, and knowledgeable educators, who focus on a set of instructional practices that creates optimum learning experiences by which all students learn. All teachers receive on-site professional development training that includes district initiatives, technology integration using Promethean Boards and ActivSlates, and best instructional practices. Recognizing that students learn in different ways, teachers use a variety of instructional strategies to address the different learning styles of students. Moreover, teachers work together as a team. We have created vertical teams that meet on a monthly basis to ensure a continuum of learning.

Parents, too, play a vital role at Greenbrier. They partner with teachers in numerous ways, including working one-on-one with individual students and small groups, assisting in the preparation of support materials, chaperoning field trips, and presenting to classes. Our community is also supportive of our efforts. This year, our SIC was instrumental in initiating a literacy closet to support reading efforts in the home.

We appreciate the contributions and support of our PTA, School Improvement Council, parents, guardians, volunteers, and business partners. We look forward to opportunities that lie ahead for our students and our school as we continue to strive for excellence!

For information about our school, please contact our principal, Mrs. Nicky Andrews, or Mr. David Griffith, our SIC Chairperson.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	116	73
Percent satisfied with learning environment	100.0%	83.3%	94.4%
Percent satisfied with social and physical environment	100.0%	88.7%	93.2%
Percent satisfied with school-home relations	95.3%	80.7%	91.7%

* 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 25 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. 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	97.0%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	378	100	23.7	40.4	35.9	86.4	84	82.8	Yes	Yes
Gender										
Male	194	100	26.7	37.2	36	82.6	80.8	79.3	N/A	N/A
Female	184	100	20.6	43.6	35.8	90.3	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	181	100	16.3	38.1	45.6	92.5	89.5	89.5	Yes	Yes
African American	133	100	35	43.3	21.7	78.3	72.7	73.7	Yes	Yes
Asian/Pacific Islander	15	100	16.7	58.3	25	100	93	92.3	I/S	I/S
Hispanic	39	100	22.2	38.9	38.9	80.6	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	57	100	57.7	28.8	13.5	63.5	52.5	52	Yes	Yes
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	49	100	20.5	47.7	31.8	81.8	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	144	100	30.8	34.2	35	81.2	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	378	100	31.8	52.2	16	78.9	80.9	78.9	Yes	Yes
Gender										
Male	194	100	28.5	54.1	17.4	80.2	79.6	77	N/A	N/A
Female	184	100	35.2	50.3	14.5	77.6	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	181	100	22.5	56.3	21.3	84.4	87	87.2	Yes	Yes
African American	133	100	46.7	47.5	5.8	70	66.3	66.7	Yes	Yes
Asian/Pacific Islander	15	100	8.3	41.7	50	91.7	94.3	93	I/S	I/S
Hispanic	39	100	27.8	58.3	13.9	80.6	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	57	100	55.8	38.5	5.8	55.8	48.1	45.5	SWD	Yes
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	49	100	34.1	45.5	20.5	81.8	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	144	100	36.8	50.4	12.8	76.1	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	256	100	31	56.9	12.1	69	71.3	67.5
Gender								
Male	126	100	27.9	55.9	16.2	72.1	70.8	67
Female	130	100	33.9	57.9	8.3	66.1	71.8	68
Racial/Ethnic Group								
White	125	100	22.3	62.5	15.2	77.7	79.5	79.5
African American	92	100	47.7	47.7	4.7	52.3	53	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	24	100	22.7	63.6	13.6	77.3	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	36	100	62.5	31.3	6.3	37.5	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	29	100	26.9	61.5	11.5	73.1	60.4	59.6
Socio-Economic Status								
Subsided meals	93	100	48.1	44.3	7.6	51.9	57.5	55.1
Social Studies								
All Students	257	100	23.8	53.7	22.5	76.2	75.7	72.3
Gender								
Male	134	100	22.9	46.6	30.5	77.1	75.1	71.5
Female	123	100	24.8	61.5	13.8	75.2	76.3	73.2
Racial/Ethnic Group								
White	121	100	14.2	50.9	34.9	85.8	81.7	80.7
African American	93	100	34.5	57.1	8.3	65.5	61.5	60
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	88	88.5
Hispanic	23	100	30	55	15	70	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	36	100	48.6	42.9	8.6	51.4	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	34	100	26.7	56.7	16.7	73.3	69	67.9
Socio-Economic Status								
Subsided meals	100	100	29.6	49.4	21	70.4	63.9	62.1

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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	373	97.3	27.9	44.1	27.9	72.1	72.9	70.2	97	96.5
Gender										
Male	192	96.4	27.4	50.6	22	72.6	66.4	63.2	97	96.4
Female	181	98.3	28.5	37.6	33.9	71.5	79.7	77.5	97	96.5
Racial/Ethnic Group										
White	176	97.7	17	47.8	35.2	83	80.5	79.1	96.8	96.3
African American	134	97.8	45.8	35.8	18.3	54.2	57.1	57.6	97.3	96.5
Asian/Pacific Islander	15	86.7	I/S	I/S	I/S	I/S	87.3	86.2	97	97.6
Hispanic	38	97.4	22.9	48.6	28.6	77.1	61.3	62.6	97.1	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	94.7	95.2
Disability Status										
Disabled	55	81.8	61.9	28.6	9.5	38.1	28.4	26.1	96.7	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	49	91.8	19.5	51.2	29.3	80.5	60.5	61.2	97.3	97.2
Socio-Economic Status										
Subsided meals	138	94.9	32.7	46	21.2	67.3	58.8	58.9	96.4	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	117	100	20.8	36.8	42.5	79.2
	4	135	100	27.9	44.3	27.9	72.1
	5	126	100	22	39.4	38.5	78
	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	117	100	37.7	44.3	17.9	62.3
	4	135	100	22.1	56.6	21.3	77.9
	5	126	100	36.7	55	8.3	63.3
	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	57	100	25	51.9	23.1	75
	4	135	100	30.3	59.8	9.8	69.7
	5	64	100	37.9	55.2	6.9	62.1
	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	61	100	36.4	49.1	14.5	63.6
	4	134	100	18.2	61.2	20.7	81.8
	5	62	100	23.5	41.2	35.3	76.5
	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
Writing							
2009	3	114	97.4	27.9	44.2	27.9	72.1
	4	135	97	34.2	44.2	21.7	65.8
	5	124	97.6	21.1	44	34.9	78.9
	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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