

## GEIGER ELEMENTARY

150 TM Cook Lane  
Ridgeway, SC 29130

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	300 Students	
<b>Principal</b>	Mr. Joe E. Seibles	803-337-8288
<b>Superintendent</b>	Dr. Patrice Robinson	803-635-4607
<b>Board Chair</b>	Ms. Annie McDaniel	803-635-6894

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Below Average	Below Average
2008	Below Average	Good
2007	Below Average	Below Average
2006	Below Average	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

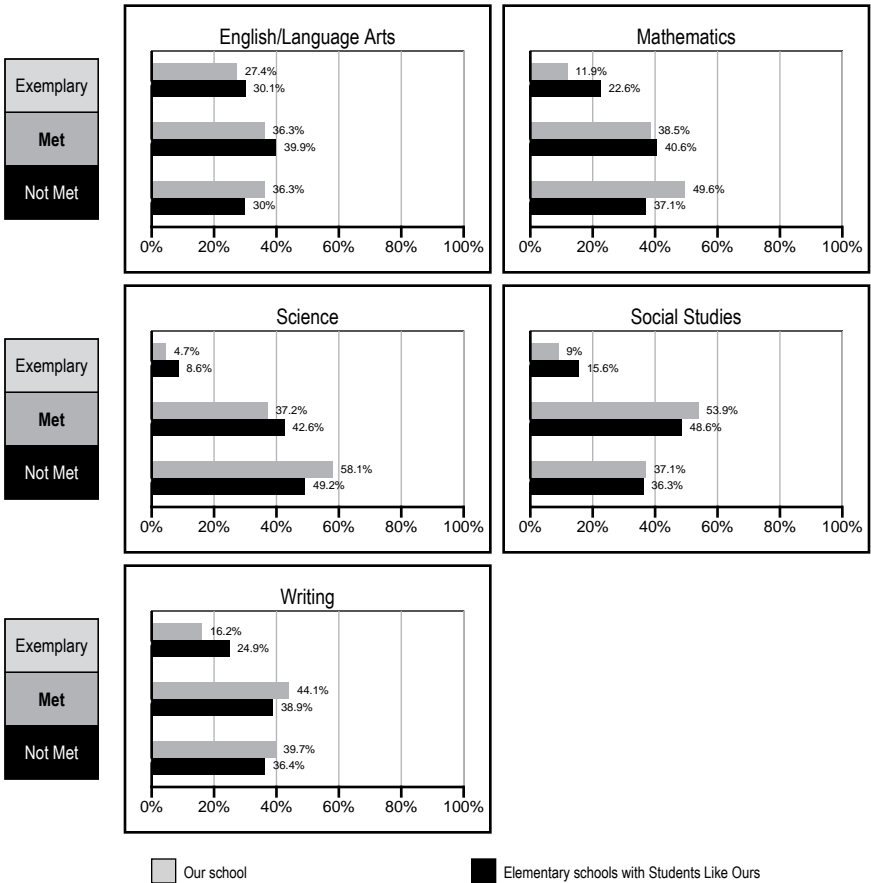
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	6	95	32	8

\* Ratings are calculated with data available by 03/09/2011.

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    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=300)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.4%	1.6%	1.2%
Attendance rate	95.8%	Down from 96.8%	95.8%	96.1%
Eligible for gifted and talented	13.8%	Up from 11.8%	6.3%	11.7%
With disabilities other than speech	2.8%	Down from 3.4%	8.6%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	68.2%	Up from 58.3%	58.1%	60.5%
Continuing contract teachers	68.2%	Down from 70.8%	82.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.1%	No Change	84.9%	87.0%
Teacher attendance rate	94.3%	Down from 97.6%	95.2%	95.4%
Average teacher salary*	\$46,982	Up 0.5%	\$46,046	\$47,288
Professional development days/teacher	8.6 days	Down from 10.0 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	0.0	Down from 9.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	No Change	18.4 to 1	19.2 to 1
Prime instructional time	88.8%	Down from 92.1%	90.3%	90.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Up from 92.4%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,593	Up 10.1%	\$8,059	\$7,548
Percent of expenditures for instruction**	62.5%	Down from 66.3%	67.6%	68.7%
Percent of expenditures for teacher salaries**	59.0%	Down from 59.8%	63.0%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* 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**

Educating our children effectively has never been more important, and we at Geiger Elementary School are passionate about creating the best environment possible for learning. We encourage students to reach their full potential by providing a learning environment that allows students to excel and exceed their expectations. Our staff, parents, and community members continue to work hard each day to provide an environment of excellence for our students. Improving student achievement continues to be our top priority. Our primary goals include addressing the identified needs of our students based on informal and formal assessments.

Geiger is a Title I school; therefore, we are required to develop a comprehensive school-wide action plan for increased student achievement. Title I funding has allowed us to decrease student/teacher ratio, provide continuous professional development for teachers, and to purchase a variety of resources and materials to support classroom instruction. Title I also allowed us to employ a parent liaison to coordinate parent/school activities.

Geiger Elementary School also provides many opportunities for students, parents, and the community to participate in several school events, such as Career Day, Muffins for Moms, Grits for Grandparents, Doughnuts for Dads, Veterans' Day, Academic Fairs, Monthly Star Student Programs, Quarterly Awards Programs, Good Character Day Celebrations, Boys and Girls Club, Strings Program, Reading is fundamental, Tiger Totes Family Literacy Program, Read with the Lady Gamecocks, Cocky Reading Express, Reading counts, Read Across America, Fairfield County Read-In, State Read-in, Family Math, Science, Literacy, Palmetto Assessment of State Standards (PASS) Nights, Monthly Parenting Workshops, Real Men Read, Parents vs. Teacher/Staff Basketball Games, String Programs, and Monthly Club Meetings.

Geiger appreciates the hard work and dedication of all of our stake holders in our ongoing commitment to continue improvements in student achievement with a goal of increasing the number of students scoring exemplary on PASS.

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	22	0	0
Percent satisfied with learning environment	77.3%	N/R	N/R
Percent satisfied with social and physical environment	90.9%	N/R	N/R
Percent satisfied with school-home relations	57.1%	N/R	N/R

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

Abbreviations for Missing Data

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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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

**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	150	100	36.3	36.3	27.4	81.5	73.4	83.5	Yes	Yes
<b>Gender</b>										
Male	75	100	45.5	24.2	30.3	80.3	69.7	80.1	N/A	N/A
Female	75	100	27.5	47.8	24.6	82.6	77.4	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	25	100	30	20	50	80	81.1	89.6	I/S	I/S
African American	121	100	37.5	40.2	22.3	82.1	72.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	72.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	66.7	26.7	6.7	53.3	47.1	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	131	100	38.7	36.1	25.2	80.7	72.5	76.9	Yes	Yes

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

All Students	150	100	49.6	38.5	11.9	64.4	65.7	80.4	Yes	Yes
<b>Gender</b>										
Male	75	100	51.5	36.4	12.1	60.6	63.3	78.4	N/A	N/A
Female	75	100	47.8	40.6	11.6	68.1	68.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	25	100	45	45	10	70	74.3	87.8	I/S	I/S
African American	121	100	51.8	36.6	11.6	62.5	64.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	72.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	N/A	N/A	N/A	33.3	35.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	131	100	53.8	35.3	10.9	61.3	64.6	72.8	Yes	Yes

\* 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

**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
<b>Science</b>								
All Students	97	100	58.1	37.2	4.7	41.9	46.3	67.3
<b>Gender</b>								
Male	52	100	64.4	28.9	6.7	35.6	45.2	66.9
Female	45	100	51.2	46.3	2.4	48.8	47.5	67.7
<b>Racial/Ethnic Group</b>								
White	19	100	47.1	35.3	17.6	52.9	64	79.6
African American	76	100	60.3	38.2	1.5	39.7	43.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	54.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	13	100	N/A	N/A	N/A	N/A	19.1	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	54.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	82	100	63	35.6	1.4	37	45	55.4
<b>Social Studies</b>								
All Students	100	99	37.1	53.9	9	62.9	52.2	70.9
<b>Gender</b>								
Male	52	98.1	42.2	42.2	15.6	57.8	49.4	70.1
Female	48	100	31.8	65.9	2.3	68.2	54.9	71.7
<b>Racial/Ethnic Group</b>								
White	15	93.3	I/S	I/S	I/S	I/S	62.5	79.2
African American	82	100	41.6	55.8	2.6	58.4	50.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.1	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	28.5	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	86	98.8	40.3	54.5	5.2	59.7	51.7	60.8

Abbreviations for Missing Data

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

**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
<b>Writing</b>										
All Students	154	99.4	39.7	44.1	16.2	60.3	54.4	72.1	95.8	95.1
<b>Gender</b>										
Male	80	98.8	47.8	40.3	11.9	52.2	47	65.2	95.1	94.8
Female	74	100	31.9	47.8	20.3	68.1	62.2	79.2	96.5	95.4
<b>Racial/Ethnic Group</b>										
White	27	100	35	50	15	65	55.6	80.8	94.1	94
African American	123	99.2	40.7	43.4	15.9	59.3	54.3	59.7	96.3	95.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	99.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	50	64.6	93.7	94.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
<b>Disability Status</b>										
Disabled	16	100	N/AV	N/AV	N/AV	35.7	15	27.7	94.8	93.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	47.6	63.7	92.7	95.2
<b>Socio-Economic Status</b>										
Subsidized meals	134	100	42.5	43.3	14.2	57.5	53.4	61.9	95.6	95

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	42	97.6	45	32.5	22.5	55
	4	43	100	43.9	46.3	9.8	56.1
	5	34	100	22.6	58.1	19.4	77.4
	6	32	100	33.3	40	26.7	66.7
	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
<b>2010</b>	3	33	100	48.3	27.6	24.1	51.7
	4	47	100	37.5	27.5	35	62.5
	5	37	100	25	61.1	13.9	75
	6	33	100	36.7	26.7	36.7	63.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	42	97.6	55	30	15	45
	4	43	100	48.8	41.5	9.8	51.2
	5	34	100	38.7	45.2	16.1	61.3
	6	32	100	40	43.3	16.7	60
	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
<b>2010</b>	3	33	100	69	20.7	10.3	31
	4	47	100	35	45	20	65
	5	37	100	N/A	N/A	N/A	52.8
	6	33	100	53.3	30	16.7	46.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	21	100	61.9	28.6	9.5	38.1
	4	43	100	53.7	43.9	2.4	46.3
	5	17	100	N/AV	N/AV	N/AV	56.3
	6	17	100	N/AV	N/AV	N/AV	12.5
	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
<b>2010</b>	3	15	100	83.3	8.3	8.3	16.7
	4	47	100	47.5	45	7.5	52.5
	5	19	100	N/A	N/A	N/A	52.6
	6	16	100	N/A	N/A	N/A	20
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	20	100	N/AV	N/AV	N/AV	36.8
	4	43	100	61	34.1	4.9	39
	5	17	100	40	40	20	60
	6	15	100	42.9	50	7.1	57.1
	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
<b>2010</b>	3	18	100	N/A	N/A	N/A	23.5
	4	47	100	27.5	60	12.5	72.5
	5	18	100	N/A	N/A	N/A	58.8
	6	17	94.1	13.3	66.7	20	86.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	42	97.6	45	30	25	55
	4	43	97.7	48.8	41.5	9.8	51.2
	5	34	97.1	35.5	35.5	29	64.5
	6	32	96.9	33.3	40	26.7	66.7
	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
<b>2010</b>	3	33	100	60	23.3	16.7	40
	4	50	98	35	42.5	22.5	65
	5	38	100	44.4	41.7	13.9	55.6
	6	33	100	20	70	10	80
	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

Abbreviations for Missing Data

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