



## GEIGER ELEMENTARY

150 TM Cook Lane  
Ridgeway, SC 29130

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	308 Students	
<b>Principal</b>	Mr. Joe E. Seibles	803-337-8288
<b>Superintendent</b>	Dr. Patrice Robinson	803-635-4607
<b>Board Chair</b>	Mr. Ronald Smith	803-718-8076

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Average
2009	Below Average	Below Average
2008	Below Average	Good
2007	Below Average	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

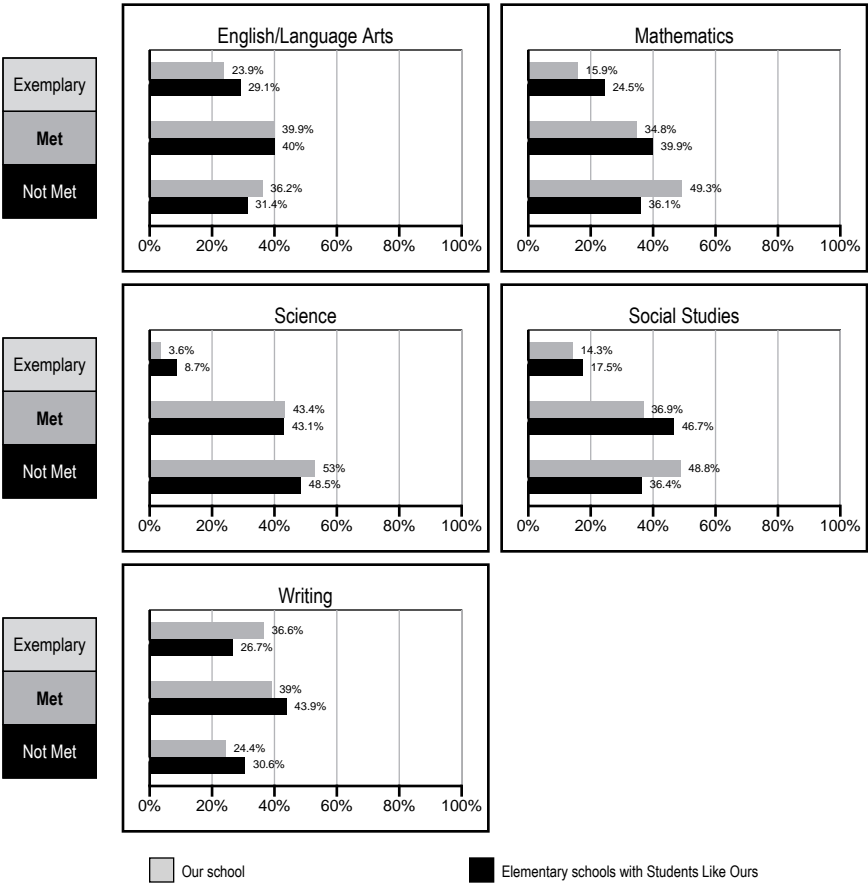
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	9	104	39	13

\* Ratings are calculated with data available by 11/09/2011.

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=308)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	96.9%	Up from 95.8%	95.9%	96.2%
Served by gifted and talented program	20.7%	Up from 13.8%	6.9%	13.4%
With disabilities other than speech	2.4%	Down from 2.8%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=20)</b>				
Teachers with advanced degrees	60.0%	Down from 68.2%	60.8%	62.5%
Continuing contract teachers	70.0%	Up from 68.2%	83.3%	88.2%
Teachers returning from previous year	75.4%	Down from 77.1%	85.6%	87.8%
Teacher attendance rate	94.2%	Down from 94.3%	95.2%	95.2%
Average teacher salary*	\$44,467	Down 5.4%	\$45,407	\$46,773
Professional development days/teacher	8.1 days	Down from 8.6 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	11.0	Up from 0.0	3.5	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 16.6 to 1	18.2 to 1	19.9 to 1
Prime instructional time	89.6%	Up from 88.8%	90.0%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Down from 97.8%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,671	Up 0.9%	\$8,004	\$7,447
Percent of expenditures for instruction**	62.4%	Down from 62.5%	68.1%	68.4%
Percent of expenditures for teacher salaries**	61.5%	Up from 59.0%	64.9%	65.8%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Geiger’s faculty, staff, and parents work together to create a positive learning environment where students work towards achieving academic excellence. Student achievement continues to be a top priority as teachers differentiate instruction to meet the learning needs of each student.

Our school receives federal funding which enables 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.

Since 2007, fifth and sixth grade students have benefited from single gender classes which strongly support academic growth and a reduction in behavior problems. Teachers focus on the uniqueness of each gender to improve instruction that addresses all learning styles.

We continue to focus on student success by implementing mentoring and educational programs such as Boys and Girls Club of America, Reading Counts, Strings Program, Artworks, Leading and Educating Girls Across South Carolina (LEGASC), Reading is Fundamental (R.I.F.), Tiger Totes Family Literacy, and After School Enrichment.

It is our hope that the collective efforts of parents, teachers, and the community will enable students to reach their highest potential.

Joe Seibles, Principal

Regina Swann  
SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	21	37	24
Percent satisfied with learning environment	65.0%	83.8%	87.5%
Percent satisfied with social and physical environment	75.0%	91.9%	83.3%
Percent satisfied with school-home relations	70.0%	86.5%	66.7%

\* 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

NO

This school met 7 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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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 = 79.4% (Met or Exemplary)**

All Students	150	98	36.2	39.9	23.9	77.5	75.4	82.4	No	Yes
<b>Gender</b>										
Male	76	96.1	43.7	38	18.3	71.8	70.1	78.7	N/A	N/A
Female	74	100	28.4	41.8	29.9	83.6	81.1	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	28	96.4	12.5	37.5	50	95.8	81.1	88.9	I/S	I/S
African American	120	98.3	42	39.3	18.8	73.2	74.4	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	17	94.1	66.7	13.3	20	46.7	47.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	119	98.3	41.1	37.5	21.4	73.2	74.2	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	150	98	49.3	34.8	15.9	64.5	74.2	81.9	No	Yes
<b>Gender</b>										
Male	76	96.1	53.5	33.8	12.7	54.9	72.5	79.9	N/A	N/A
Female	74	100	44.8	35.8	19.4	74.6	76	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	28	96.4	33.3	41.7	25	87.5	81.7	88.9	I/S	I/S
African American	120	98.3	53.6	32.1	14.3	58.9	72.6	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	95.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	17	94.1	73.3	13.3	13.3	26.7	47.4	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	100	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	119	98.3	54.5	34.8	10.7	59.8	73.5	74.9	No	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	89	98.9	53	43.4	3.6	47	52.5	68.6
<b>Gender</b>								
Male	45	97.8	60.5	37.2	2.3	39.5	51	68.3
Female	44	100	45	50	5	55	54	68.9
<b>Racial/Ethnic Group</b>								
White	11	90.9	I/S	I/S	I/S	I/S	70.3	80.7
African American	77	100	58.3	40.3	1.4	41.7	49.2	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	11	90.9	I/S	I/S	I/S	I/S	29.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	69.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	71	98.6	56.7	41.8	1.5	43.3	50.7	57.3
<b>Social Studies</b>								
All Students	90	98.9	48.8	36.9	14.3	51.2	61.5	72.5
<b>Gender</b>								
Male	45	97.8	46.5	32.6	20.9	53.5	60.1	72
Female	45	100	51.2	41.5	7.3	48.8	63.1	73.1
<b>Racial/Ethnic Group</b>								
White	20	95	37.5	31.3	31.3	62.5	71.7	81
African American	68	100	51.5	39.4	9.1	48.5	59.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	11	90.9	I/S	I/S	I/S	I/S	39.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	72	98.6	52.2	33.3	14.5	47.8	59.9	62.9

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
<b>Writing</b>										
All Students	44	97.7	24.4	39	36.6	75.6	63.7	73.2	96.9	96.7
<b>Gender</b>										
Male	25	96	29.2	41.7	29.2	70.8	56.9	67.2	96.9	96.5
Female	19	100	17.6	35.3	47.1	82.4	70.7	79.4	96.9	96.9
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	58.2	81.5	95	94.8
African American	36	97.2	24.2	39.4	36.4	75.8	64.5	61.3	97.3	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	99.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	97.8	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	97
<b>Disability Status</b>										
Disabled	4	I/S	I/S	I/S	I/S	I/S	23.4	26	96.9	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	96.7	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	34	97.1	29	45.2	25.8	71	61.8	63.2	97	96.8

Abbreviations for Missing Data

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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>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>2011</b>	3	33	97	38.7	35.5	25.8	61.3
	4	31	96.8	31	51.7	17.2	69
	5	44	97.7	31.7	41.5	26.8	68.3
	6	42	100	43.2	32.4	24.3	56.8
	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>Mathematics</b>							
<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>2011</b>	3	33	97	61.3	19.4	19.4	38.7
	4	31	96.8	41.4	37.9	20.7	58.6
	5	44	97.7	43.9	31.7	24.4	56.1
	6	42	100	N/AV	N/AV	N/AV	48.6
	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>Science</b>							
<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
<b>2011</b>	3	16	100	73.3	20	6.7	26.7
	4	31	96.8	N/AV	N/AV	N/AV	65.5
	5	21	100	47.4	47.4	5.3	52.6
	6	21	100	70	25	5	30
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<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>2011</b>	3	16	100	56.3	31.3	12.5	43.8
	4	31	96.8	N/AV	N/AV	N/AV	58.6
	5	22	100	54.5	18.2	27.3	45.5
	6	21	100	47.1	29.4	23.5	52.9
	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>Writing</b>							
<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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	44	97.7	24.4	39	36.6	75.6
	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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