



SC Annual School Report Card Summary

TIGERVILLE ELEMENTARY

Greenville

Grades: PK-5

Enrollment: 316

Principal: C. Diane Jackson

Superintendent: Dr. Phinnize J. Fisher

Board Chair: Roger Meek

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

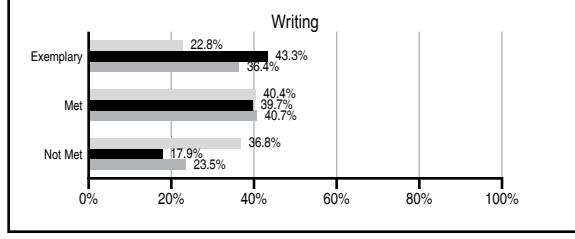
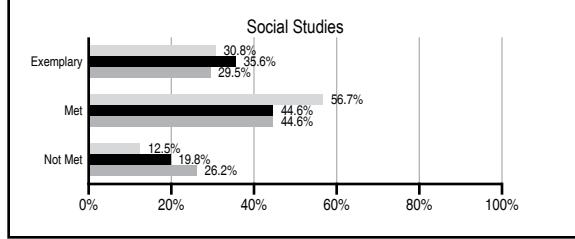
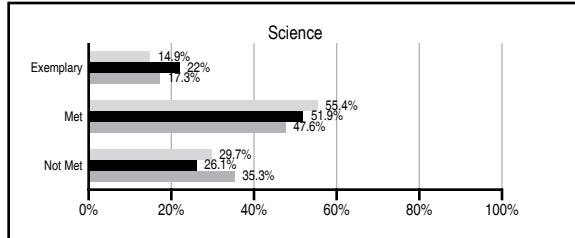
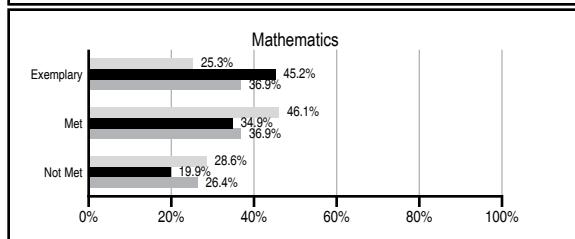
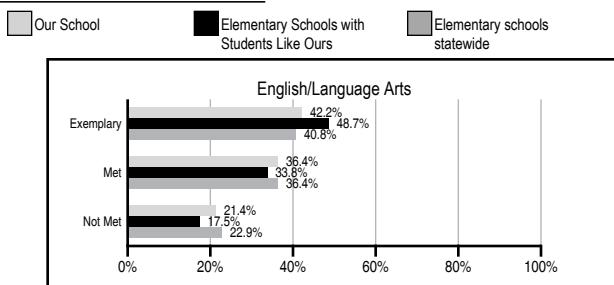
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Not Met	N/A
2010	Average	Average	N/A	N/A	Met	N/A
2009	Average	Average	N/A	N/A	Met	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
32	41	18	0	0

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

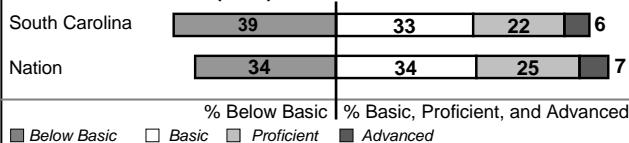
PASS PERFORMANCE



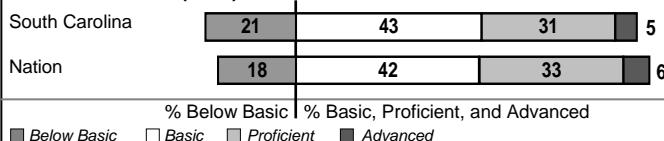
NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

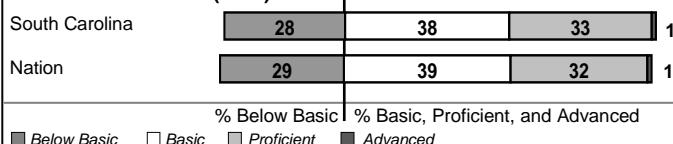
READING – GRADE 4 (2011)



MATH – GRADE 4 (2011)



SCIENCE – GRADE 4 (2009)



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

TIGERVILLE ELEMENTARY [Greenville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=316)				
Retention rate	0.0%	Down from 0.6%	0.9%	1.1%
Attendance rate	95.2%	Down from 96.0%	96.2%	96.2%
Served by gifted and talented program	15.1%	Up from 12.0%	19.1%	13.4%
With disabilities other than speech	8.2%	Down from 16.0%	3.9%	4.1%
Older than usual for grade	0.3%	Down from 0.8%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	76.2%	Up from 66.7%	65.2%	62.5%
Continuing contract teachers	100.0%	Up from 95.8%	91.1%	88.2%
Teachers returning from previous year	89.6%	Up from 86.7%	89.6%	87.8%
Teacher attendance rate	95.8%	Down from 96.9%	95.3%	95.2%
Average teacher salary*	\$50,960	Up 2.9%	\$48,058	\$46,773
Classes not taught by highly qualified teachers	0.0%	Down from 2.0%	0.0%	0.0%
Professional development days/teacher	12.4 days	Down from 13.1 days	11.0 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.6 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.7%	Down from 92.7%	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 Good	Excellent	Excellent
Dollars spent per pupil**	\$7,490	Down 5.3%	\$7,021	\$7,447
Percent of expenditures for instruction**	60.4%	Down from 62.5%	68.8%	68.4%
Percent of expenditures for teacher salaries**	59.5%	Up from 58.9%	66.3%	65.8%
% of AYP objectives met	92.3%	Down from 100.0%	95.2%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	16	61	44
Percent satisfied with learning environment	100.0%	96.6%	97.7%
Percent satisfied with social and physical environment	93.8%	91.5%	95.5%
Percent satisfied with school-home relations	100.0%	91.4%	95.3%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Strategic plans for determining school direction in the areas of curriculum and instruction, student achievement, and facilities are developed by all stakeholders at Tigerville. Yearly, the plan is revisited, updated and changed to meet the needs of the students. Teachers, parents, administrators, and community members set school goals that correlate with Greenville County Schools' Education Plan: Goal 1: Raise the Academic Challenge and Performance of Each Student, Goal 2: Ensure Quality Personnel in all Positions, Goal 3: Provide a School Environment Supportive of Learning, Goal 4: Effectively Manage and Further Develop Necessary Financial Resources, Goal 5: Improve Understanding and Support of Public Schools.

During the 2011-12 school year, focus learning groups were created based on individual student skill analysis determined by MAP RIT scores in Reading and Math deficit areas in grades 3, 4, and 5. Specific instruction was then given to the students on a weekly basis for 6 weeks prior to PASS testing. Teachers worked together, within their grade levels, to create common assessments for their students.

PTA and SIC members worked closely with the school to evaluate the programs that were utilized for academics and character education. Discussions and cooperative planning between the two parent groups was phenomenal and is working to benefit all students in the school. "Disabilities Awareness Day" continued through volunteer assistance from these parent/school groups.

Our mission to provide quality educational experiences tailored to meet the individual needs of students is constantly revisited by staff members, parents, and community volunteers. We believe learning must include instruction that is aligned with state standards, integrated, and includes opportunities for the use of technology and writing. The instruction is multi-level, takes place in individual, small, and large groups, and addressed the diverse learning styles of our students. A variety of assessments inform our instruction – MAP testing, rubrics, benchmarks, common assessments, observations, peer and student evaluations, and learning style needs. Our school has a community atmosphere in a bright, child centered facility with high expectations, supportive administration and a highly qualified and collegial staff. We envision a school with mutual respect, responsibility and cooperation among the home/school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.

Jeff King, SIC Chairperson Regina Urueta, Principal

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