



Skyland Elementary

4221 N. Hwy. 14
Greer, SC 29690

Grades	PK-5 Elementary School	
Enrollment	635 Students	
Principal	Dr. Carolyn J. Styles	864-355-7200
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Good	Good

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://www.eoc.sc.gov>

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

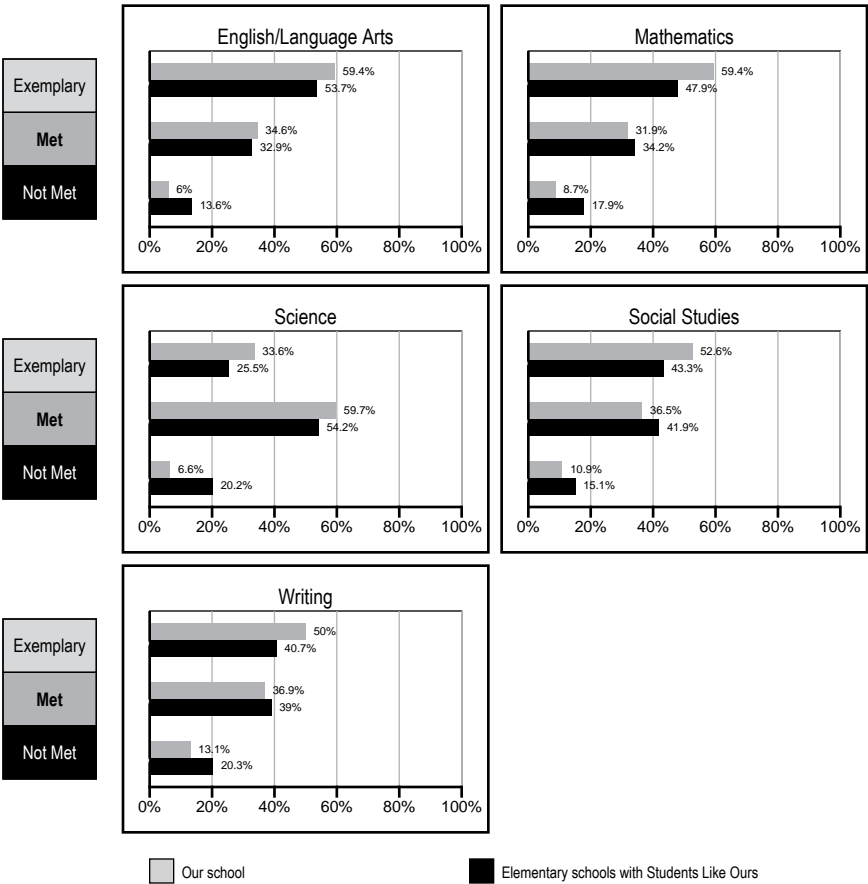
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
39	22	4	0	0

* Ratings are calculated with data available by 12/14/2013.

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
Students (n=635)				
First graders who attended full-day kindergarten	93.8%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Up from 0.3%	0.9%	0.9%
Attendance rate	96.5%	Down from 96.9%	96.7%	96.3%
Served by gifted and talented program	9.0%	N/A	10.5%	7.2%
With disabilities	10.4%	N/A	11.3%	12.4%
Older than usual for grade	1.2%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	62.5%	Down from 66.7%	64.4%	62.5%
Continuing contract teachers	82.5%	Up from 76.9%	82.2%	83.3%
Teachers returning from previous year	91.2%	Up from 87.5%	89.7%	88.3%
Teacher attendance rate	96.8%	Up from 96.7%	95.2%	95.0%
Average teacher salary*	\$49,932	Down 0.2%	\$49,245	\$48,193
Professional development days/teacher	10.7 days	Up from 10.3 days	11.0 days	11.0 days
School				
Principal's years at school	18.0	Up from 17.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.4 to 1	20.9 to 1	20.1 to 1
Prime instructional time	92.9%	Down from 93.1%	90.7%	90.0%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,185	Up 7.1%	\$6,694	\$7,364
Percent of expenditures for instruction**	67.0%	Down from 68.4%	69.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Down from 67.5%	67.5%	66.0%

* 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 weakness. 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 continue to make steady academic gains on state-wide student achievement tests, earning us the coveted State Department of Education Palmetto Gold Award. We contribute much of our success to several long-term initiatives including a focus on student data, teacher collaboration, 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's academic performance exceeded the state's expectations based on the ESEA Federal Accountability Rating System. (The Elementary and Secondary Education Act (ESEA) as reauthorized by the No Child Left Behind Act requires states to hold schools accountable for their performance. Historically, this has been done through the use of the Adequate Yearly Progress (AYP) measurement.) In addition to this tremendous accomplishment, our PTA and Business in Education Partners continue to provide strong financial, educational, and moral support to our school. To date, Skyland benefits from over 40 business education partnerships and over 16,000 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."

Dr. Carolyn Styles, Principal
Kenna Brannon, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	96	41
Percent satisfied with learning environment	100%	94.8%	95.1%
Percent satisfied with social and physical environment	100%	92.7%	92.7%
Percent satisfied with school-home relations	97.5%	94.8%	90.2%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	100.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Skyland Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	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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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	684.4	679.5	649.4	667.1	100.0	100.0
Male	676.1	678.0	654.0	671.5	100.0	100.0
Female	692.5	681.0	645.1	662.3	100.0	100.0
White	687.7	681.3	652.5	670.3	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	674.4	664.1	636.5	647.3	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	121	100	9.3	22.9	67.8	90.7
	4	111	100	14.2	28.3	57.5	85.8
	5	92	100	13.5	40.4	46.1	86.5
	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
2013	3	80	100	4	12	84	96
	4	129	100	8.1	37.1	54.8	91.9
	5	103	100	5.1	48.5	46.5	94.9
	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
Mathematics							
2012	3	121	100	13.6	28	58.5	86.4
	4	111	100	9.4	35.8	54.7	90.6
	5	92	100	18	37.1	44.9	82
	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
2013	3	80	100	13.3	16	70.7	86.7
	4	129	100	5.6	36.3	58.1	94.4
	5	103	100	9.1	38.4	52.5	90.9
	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
Science							
2012	3	62	100	14.8	55.7	29.5	85.2
	4	111	100	11.3	79.2	9.4	88.7
	5	46	100	24.4	62.2	13.3	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
2013	3	40	100	10.5	63.2	26.3	89.5
	4	129	100	4	57.3	38.7	96
	5	52	100	10.2	63.3	26.5	89.8
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	59	100	10.5	40.4	49.1	89.5
	4	111	100	8.5	49.1	42.5	91.5
	5	46	100	11.4	36.4	52.3	88.6
	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
2013	3	40	100	13.5	18.9	67.6	86.5
	4	129	100	6.5	43.5	50	93.5
	5	51	100	20	32	48	80
	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							
2012	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	92	100	13.5	49.4	37.1	86.5
	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
2013	3	79	100	20	24	56	80
	4	127	100	12.9	39.5	47.6	87.1
	5	103	99	8.2	43.9	48	91.8
	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

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