



Tigerville Elementary School

25 Tigerville Elementary
Taylors, SC 29687

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 249 Students | |
| Principal | C. Diane Jackson | 864-355-4600 |
| 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 | Good | Average |
| 2012 | Average | Average |
| 2011 | Average | Average |
| 2010 | Average | Average |
| 2009 | Average | 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://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

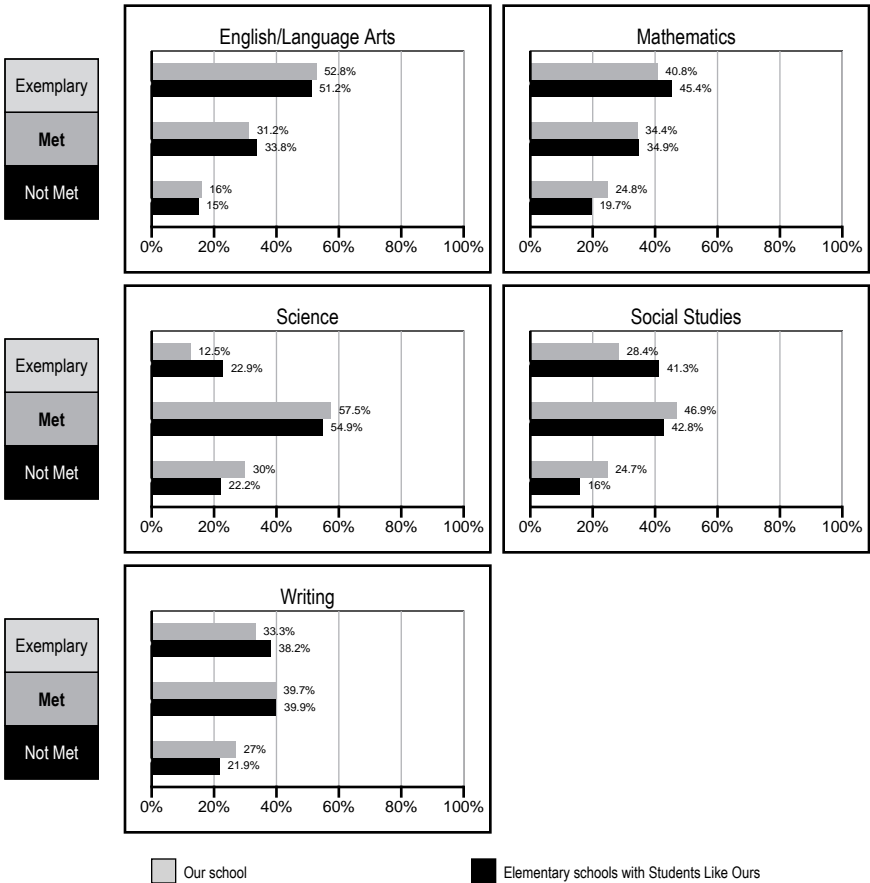
95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 42 | 36 | 11 | 0 | 1 |

* 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=249) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.4% | No Change | 0.9% | 0.9% |
| Attendance rate | 95.9% | No Change | 96.4% | 96.3% |
| Served by gifted and talented program | 5.9% | N/A | 9.7% | 7.2% |
| With disabilities | 16.2% | N/A | 11.7% | 12.4% |
| Older than usual for grade | 1.1% | 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=18) | | | | |
| Teachers with advanced degrees | 83.3% | Up from 68.4% | 65.1% | 62.5% |
| Continuing contract teachers | 88.9% | Up from 84.2% | 86.8% | 83.3% |
| Teachers returning from previous year | 86.7% | Up from 86.2% | 89.7% | 88.3% |
| Teacher attendance rate | 94.3% | Down from 95.9% | 95.1% | 95.0% |
| Average teacher salary* | \$51,835 | Up 3.8% | \$49,450 | \$48,193 |
| Professional development days/teacher | 14.9 days | Down from 15.1 days | 12.0 days | 11.0 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 5.5 | 4.0 |
| Student-teacher ratio in core subjects | 19.1 to 1 | Down from 20.8 to 1 | 20.8 to 1 | 20.1 to 1 |
| Prime instructional time | 88.8% | Down from 90.1% | 90.4% | 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 | Average | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,402 | Up 1.0% | \$6,965 | \$7,364 |
| Percent of expenditures for instruction** | 59.0% | Down from 60.1% | 69.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 58.0% | Down from 59.9% | 67.0% | 66.0% |

* 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

Tigerville Elementary School is a community school located in Northern Greenville and serves 273 students in grades K4 through grade 5. Our school has a community atmosphere in a cheerful, child-centered facility. Tigerville Elementary school is a school where all children are known by his/her name. The staff at Tigerville Elementary works diligently to provide the best educational experiences for our students. We believe learning must include instruction that is integrated, aligned with state standards, and includes opportunities for the use of technology. The instruction is multilevel; takes place in individual, small and large groups while addressing the diverse learning styles of children. Each year, stakeholders review the school's strategic plan and make changes to meet the needs of the students. This year, teachers focused on implementing balanced literacy through the Fountas and Pinnell approach to reading. Through professional development funds, teachers visited other Fountas and Pinnell schools. Each grade level received half a day of professional development to create curriculum maps for content areas. We continue to strive to move student achievement forward. Students and staff serve the community through a variety of service learning projects such as food drives, collecting pop tabs, and donating clothes. Tigerville Elementary is a proud school where students, parents, staff, and community members work together! "Can't hide the Tiger pride!"

C. Diane Jackson, Principal

Chief Ledford, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 21 | 44 | 24 |
| Percent satisfied with learning environment | 100% | 84.1% | 83.3% |
| Percent satisfied with social and physical environment | 100% | 88.6% | 91.7% |
| Percent satisfied with school-home relations | 100% | 90.7% | 87.5% |

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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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 | 94.7 |
| 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

Tigerville Elementary School 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 | 95.9% | 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

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 673.0 | 655.6 | 624.5 | 637.4 | 100.0 | 100.0 |
| Male | 670.5 | 657.3 | 629.0 | 648.9 | 100.0 | 100.0 |
| Female | 675.6 | 654.0 | 619.8 | 627.2 | 100.0 | 100.0 |
| White | 677.0 | 657.4 | 627.3 | 639.3 | 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 | 653.7 | 642.1 | 612.6 | 630.5 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2012 | 3 | 36 | 100 | 22.9 | 40 | 37.1 | 77.1 |
| | 4 | 47 | 100 | 24.4 | 28.9 | 46.7 | 75.6 |
| | 5 | 53 | 100 | 22.4 | 42.9 | 34.7 | 77.6 |
| | 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 | 44 | 100 | 11.6 | 16.3 | 72.1 | 88.4 |
| | 4 | 37 | 100 | 30.6 | 27.8 | 41.7 | 69.4 |
| | 5 | 48 | 100 | 8.7 | 47.8 | 43.5 | 91.3 |
| | 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 |
| Mathematics | | | | | | | |
| 2012 | 3 | 36 | 100 | 34.3 | 40 | 25.7 | 65.7 |
| | 4 | 47 | 100 | 24.4 | 40 | 35.6 | 75.6 |
| | 5 | 53 | 100 | 20.4 | 40.8 | 38.8 | 79.6 |
| | 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 | 44 | 100 | 23.3 | 23.3 | 53.5 | 76.7 |
| | 4 | 37 | 100 | 27.8 | 47.2 | 25 | 72.2 |
| | 5 | 48 | 100 | 23.9 | 34.8 | 41.3 | 76.1 |
| | 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 |
| Science | | | | | | | |
| 2012 | 3 | 19 | 100 | 27.8 | 55.6 | 16.7 | 72.2 |
| | 4 | 47 | 100 | 26.7 | 62.2 | 11.1 | 73.3 |
| | 5 | 27 | 100 | 40 | 44 | 16 | 60 |
| | 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 | 22 | 100 | 33.3 | 42.9 | 23.8 | 66.7 |
| | 4 | 37 | 100 | 30.6 | 55.6 | 13.9 | 69.4 |
| | 5 | 24 | 100 | N/AV | N/AV | N/AV | 73.9 |
| | 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 |

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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2012 | 3 | 17 | 100 | 29.4 | 58.8 | 11.8 | 70.6 |
| | 4 | 47 | 100 | 15.6 | 53.3 | 31.1 | 84.4 |
| | 5 | 26 | 100 | 37.5 | 33.3 | 29.2 | 62.5 |
| | 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 | 22 | 100 | 13.6 | 50 | 36.4 | 86.4 |
| | 4 | 37 | 100 | 19.4 | 61.1 | 19.4 | 80.6 |
| | 5 | 24 | 100 | 43.5 | 21.7 | 34.8 | 56.5 |
| | 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 | | | | | | | |
| 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 | 53 | 100 | 38.8 | 34.7 | 26.5 | 61.2 |
| | 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 | 44 | 100 | 23.3 | 27.9 | 48.8 | 76.7 |
| | 4 | 37 | 100 | 30.6 | 41.7 | 27.8 | 69.4 |
| | 5 | 49 | 100 | 27.7 | 48.9 | 23.4 | 72.3 |
| | 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 |

Abbreviations for Missing Data

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