



SC Annual School Report Card Summary

**Tigerville Elementary
Greenville**

Grades: PK-5

Enrollment: 344

Principal: Regina M. Urueta

Superintendent: Dr. Phinniss J. Fisher

Board Chair: Dr. Keith Ray

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/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Average	At-Risk	TBD	Met	N/A
2007	Average	At-Risk	Silver	Met	N/A
2006	Average	Average	N/A	Met	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT

2

GOOD

33

AVERAGE

55

BELOW AVERAGE

3

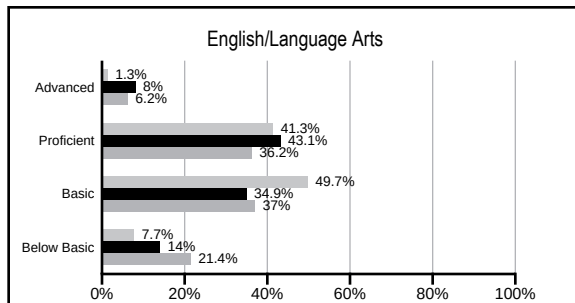
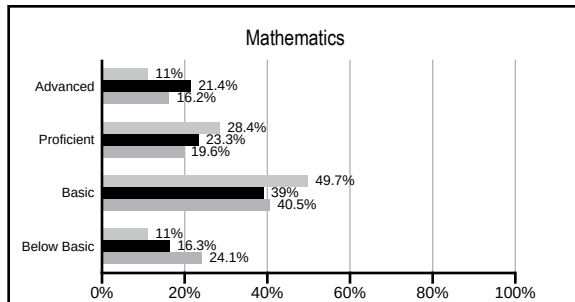
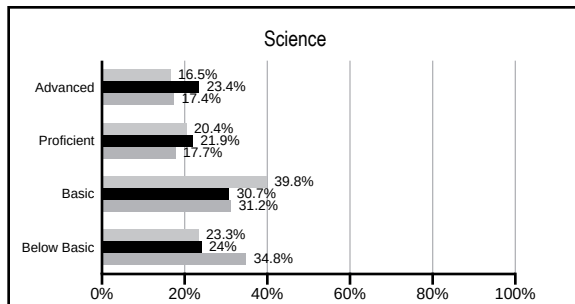
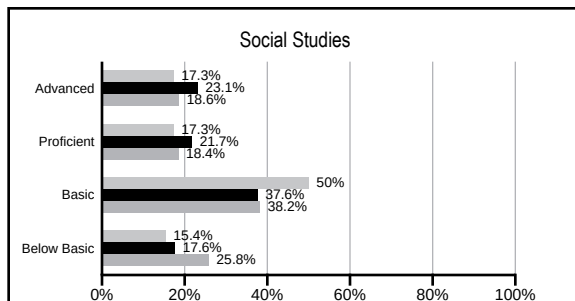
AT-RISK

0

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

PACT PERFORMANCE

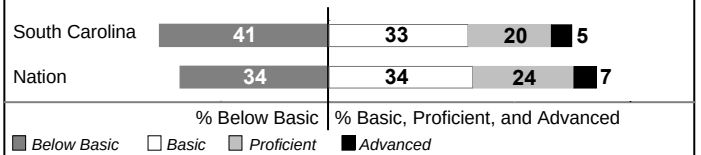
Our School Elementary Schools with Students Like Ours Elementary schools statewide



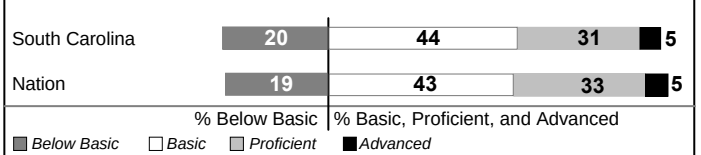
NAEP PERFORMANCE*

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

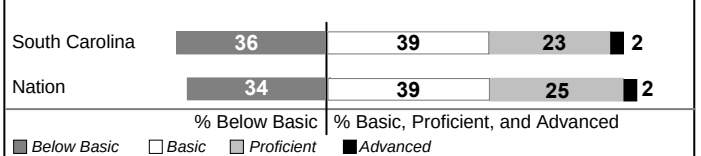
READING – GRADE 4 (2007)



MATH – GRADE 4 (2007)



SCIENCE – GRADE 4 (2005)



SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

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=344)				
Retention rate	2.7%	Down from 3.4%	1.9%	2.3%
Attendance rate	96.3%	Down from 96.4%	96.4%	96.3%
Eligible for gifted and talented	9.7%	Up from 5.7%	15.5%	10.4%
With disabilities other than speech	15.4%	Up from 15.2%	6.9%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	42.3%	Down from 45.8%	59.6%	56.7%
Continuing contract teachers	80.8%	Down from 87.5%	80.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.5%	Up from 90.2%	89.4%	86.4%
Teacher attendance rate	94.6%	Down from 94.8%	94.7%	94.9%
Average teacher salary	\$43,998	Up 4.5%	\$46,466	\$45,345
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 17.3 to 1	19.5 to 1	18.5 to 1
Prime instructional time	88.8%	No Change	89.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,616	Up 20.5%	\$6,441	\$7,052
Percent of expenditures for instruction*	61.5%	Up from 61.4%	69.8%	69.1%
Percent of expenditures for teacher salaries*	56.9%	Up from 55.9%	65.3%	64.2%
% of AYP objectives met	100.0%		92.3%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	25	55	44
Percent satisfied with learning environment	100.0%	94.4%	95.3%
Percent satisfied with social and physical environment	100.0%	96.2%	97.7%
Percent satisfied with school-home relations	100.0%	90.7%	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 as follows: Goal 1) Raise the Academic Challenge/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; and Goal 5) Improve Understanding and Support of Public Schools.

During the 2007-08 school year, a before school tutoring program was provided and instructional materials were purchased to assist students scoring in Below Basic in ELA, Math, Science, or Social Studies on PACT. A graduate course was provided for all staff members focusing on "Teaching Reading Strategies to Enhance Comprehension and Understanding." Focus learning groups were created based on individual student skill analysis determined by MAP RIT scores in Reading and Math deficit areas. Specific instruction was then given to the students on a weekly basis.

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. We implemented a "Disabilities Awareness Day" with a grant written and obtained by 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 addresses the diverse learning styles of our students. A variety of assessments inform our instruction--MAP testing, rubrics, benchmarks, observation, and peer and student evaluations. 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.

Leann Corbin, SIC Chairperson
Regina Urueta, Principal

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