



GREENBRIER ELEMENTARY

853 Log Shoals Road
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	825 Students	
Principal	Yanilka (Nicky) Andrews	864-355-5300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk

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 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.

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.

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

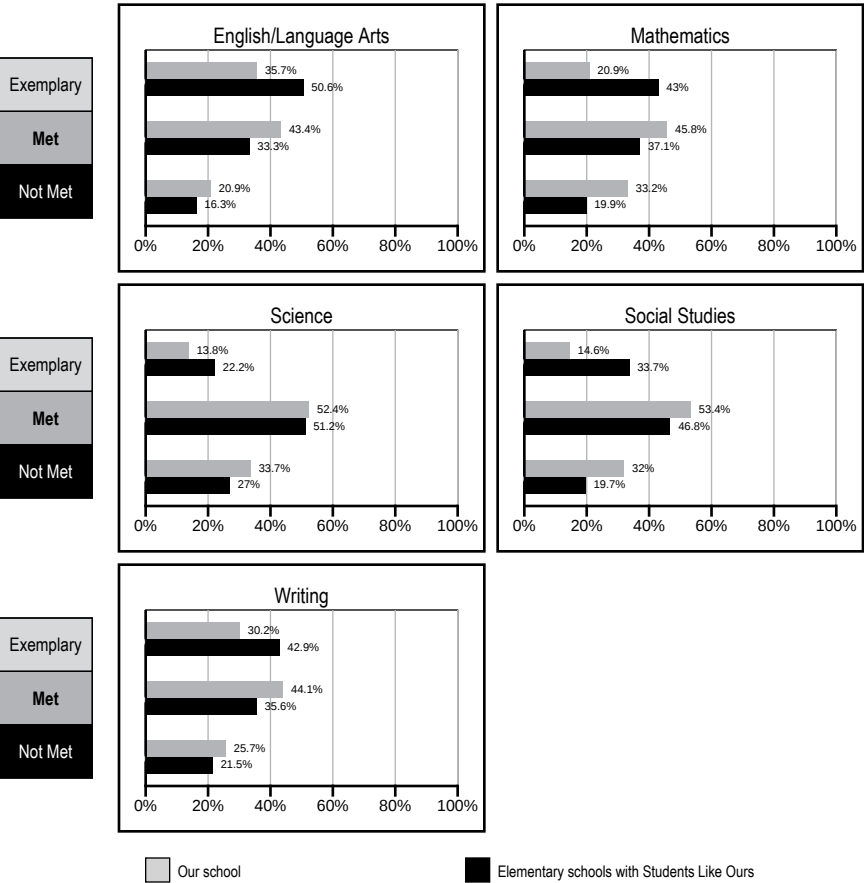
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	30	16	0	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=825)				
First graders who attended full-day kindergarten	94.6%	Down from 96.3%	100.0%	100.0%
Retention rate	1.1%	Down from 2.5%	0.8%	1.2%
Attendance rate	96.8%	Down from 97.0%	96.6%	96.1%
Eligible for gifted and talented	8.6%	Down from 10.6%	17.0%	11.7%
With disabilities other than speech	7.2%	Down from 8.1%	6.8%	8.0%
Older than usual for grade	0.6%	Up from 0.5%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	49.0%	Up from 46.0%	62.5%	60.5%
Continuing contract teachers	83.7%	Up from 78.0%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Up from 84.7%	89.4%	87.0%
Teacher attendance rate	96.3%	Up from 94.6%	95.8%	95.4%
Average teacher salary*	\$44,349	Down 0.6%	\$48,552	\$47,288
Professional development days/teacher	9.2 days	Down from 14.8 days	11.4 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 22.3 to 1	19.9 to 1	19.2 to 1
Prime instructional time	93.1%	Up from 91.0%	91.8%	90.8%
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**	\$5,823	Up 0.3%	\$7,214	\$7,548
Percent of expenditures for instruction**	71.5%	Up from 70.3%	69.4%	68.7%
Percent of expenditures for teacher salaries**	68.7%	Up from 63.8%	66.3%	65.1%

* 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

Welcome to Greenbrier Elementary – A Red Carpet Award Winning School! Our mission at Greenbrier is to become seekers of learning, models of excellence, and builders of character. We envision a school where students are actively engaged in learning; high expectations are held by all; respect is reflected in all decisions and actions; and, commitment to collaboration is evident. This vision, which drives our efforts as a learning community, is supported by our values and beliefs. Among our beliefs are: all children are unique and have the ability to learn; all children should be challenged; the cooperation of home, school, and community is necessary in the educational process. We also believe that curriculum, instruction, assessment, and the learning environment must complement each other in order to create a comprehensive learning organization that understands, cares about, and works for students.

The staff at Greenbrier Elementary is truly comprised of talented, caring, and knowledgeable educators, who focus on a set of instructional practices that creates optimum learning experiences by which all students learn. Recognizing that students learn in different ways, teachers use a variety of instructional strategies to address the different learning styles of students. The teachers at Greenbrier keep abreast of the latest methods of delivering instruction. Teachers take advantage of staff development opportunities that are offered in the district and through university coursework and attend on-site workshops and presentations to support the implementation of school-wide initiatives.

Our PTA and parents play a vital role at Greenbrier and are instrumental in supporting our instructional program. They serve in various classroom support capacities. Volunteers give of themselves in countless ways: working one-on-one with individual students and small groups, assisting in the preparation of support materials, chaperoning field trips, and helping to support computer/compass labs. Our SIC is committed to supporting reading efforts in the home. Our SIC and volunteers have created and facilitate a Literacy Closet to allow students to check out books for themselves, siblings and their parents. The goal is to encourage reading in the home.

In 2009-2010, Greenbrier Elementary set out on a "Learning Safari" and a quest for success. Students improved academically in both reading and math, as measured by MAP (Measures of Academic Progress) and PASS. Students participated in programs and activities to support community initiatives such as the March of Dimes, Cancer Research, and the American Diabetes Association. Our character education program, SOAR, has been instrumental in promoting student leaders in our school. Students served as leaders through BETA Club, Safety Patrols, and Peer-to-Peer Mentoring.

We appreciate the contributions and support of our PTA, School Improvement Council, parents, guardians, volunteers, and business partners. We look forward to opportunities that lie ahead for our students and our school as we continue to strive for excellence!

For information about our school, please contact our principal, Mrs. Nicky Andrews, or Mr. David Griffith, our SIC Chairman.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	126	73
Percent satisfied with learning environment	93.2%	89.7%	86.3%
Percent satisfied with social and physical environment	100.0%	95.2%	88.9%
Percent satisfied with school-home relations	90.9%	93.5%	84.9%

* 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	YES
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This school met 27 out of 27 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	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	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.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	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."
HOLD	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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	397	100	21.6	43.2	35.3	92.9	84.7	83.5	Yes	Yes
Gender										
Male	201	100	29.8	39.8	30.4	90.1	81.3	80.1	N/A	N/A
Female	196	100	13.2	46.6	40.2	95.8	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	189	100	17.5	35	47.5	95.6	90	89.6	Yes	Yes
African American	139	100	29.6	51.1	19.3	88.9	73.4	74.6	Yes	Yes
Asian/Pacific Islander	15	100	23.1	46.2	30.8	92.3	94.3	92.7	I/S	I/S
Hispanic	42	100	8.1	56.8	35.1	94.6	78.4	79.6	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	49	100	52.2	32.6	15.2	89.1	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	18.6	53.5	27.9	90.7	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	176	100	27.4	46.3	26.2	87.8	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	397	100	34.2	45.3	20.5	82.4	82	80.4	Yes	Yes
Gender										
Male	201	100	33.5	46.1	20.4	83.8	80.5	78.4	N/A	N/A
Female	196	100	34.9	44.4	20.6	81	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	189	100	22.4	47	30.6	90.7	87.7	87.8	Yes	Yes
African American	139	100	49.6	43	7.4	69.6	68.4	69.3	Yes	Yes
Asian/Pacific Islander	15	100	38.5	30.8	30.8	92.3	94.9	93.5	I/S	I/S
Hispanic	42	100	29.7	54.1	16.2	86.5	78.3	78.3	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	49	100	60.9	30.4	8.7	73.9	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	37.2	46.5	16.3	88.4	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	176	100	43.9	42.1	14	74.4	72.9	72.8	Yes	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	263	100	33.2	52.8	14	66.8	70.6	67.3
Gender								
Male	135	100	32.8	50.8	16.4	67.2	70.1	66.9
Female	128	100	33.6	54.9	11.5	66.4	71.1	67.7
Racial/Ethnic Group								
White	116	100	22.3	58.9	18.8	77.7	80.2	79.6
African American	94	100	48.4	44	7.7	51.6	50.4	49.7
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	33	100	27.6	58.6	13.8	72.4	60.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	30	100	51.7	41.4	6.9	48.3	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	35	100	31.3	56.3	12.5	68.8	60.6	58.6
Socio-Economic Status								
Subsidized meals	118	100	43.5	46.3	10.2	56.5	57.1	55.4

Social Studies

All Students	264	100	32.5	53.2	14.3	67.5	73.2	70.9
Gender								
Male	137	100	31.3	51.1	17.6	68.7	72.8	70.1
Female	127	100	33.9	55.4	10.7	66.1	73.7	71.7
Racial/Ethnic Group								
White	129	100	24	52.8	23.2	76	79.8	79.2
African American	89	100	43.7	54	2.3	56.3	57.9	58.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	29	100	24	64	12	76	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	28	100	57.7	34.6	7.7	42.3	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	30	100	37	48.1	14.8	63	69	68
Socio-Economic Status								
Subsidized meals	120	100	37.5	52.7	9.8	62.5	61.6	60.8

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
Writing										
All Students	396	98	25.7	44.1	30.2	74.3	74	72.1	96.8	96.2
Gender										
Male	200	97.5	33	43.6	23.4	67	67.2	65.2	96.9	96.2
Female	196	98.5	18.3	44.6	37.1	81.7	81.1	79.2	96.6	96.3
Racial/Ethnic Group										
White	187	97.9	16.8	41.3	41.9	83.2	81.6	80.8	96.4	96.1
African American	139	98.6	36.6	45.5	17.9	63.4	58.6	59.7	97.3	96.2
Asian/Pacific Islander	15	86.7	18.2	63.6	18.2	81.8	88.8	87	96.7	97.5
Hispanic	43	100	31.6	47.4	21.1	68.4	63.1	64.6	97.1	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	92.6	94.8
Disability Status										
Disabled	55	85.5	67.4	17.4	15.2	32.6	29.5	27.7	96	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	48	93.8	34.1	43.9	22	65.9	62.9	63.7	97.2	97
Socio-Economic Status										
Subsidized meals	177	98.9	33.3	44.2	22.4	66.7	61.1	61.9	96.3	95.6

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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							
2009	3	117	100	20.8	36.8	42.5	79.2
	4	135	100	27.9	44.3	27.9	72.1
	5	126	100	22	39.4	38.5	78
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	132	100	20.9	34.1	45	79.1
	4	131	100	27.6	43.9	28.5	72.4
	5	134	100	16.4	51.6	32	83.6
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	117	100	37.7	44.3	17.9	62.3
	4	135	100	22.1	56.6	21.3	77.9
	5	126	100	36.7	55	8.3	63.3
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	132	100	39.5	38.8	21.7	60.5
	4	131	100	29.3	53.7	17.1	70.7
	5	134	100	33.6	43.8	22.7	66.4
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	57	100	25	51.9	23.1	75
	4	135	100	30.3	59.8	9.8	69.7
	5	64	100	37.9	55.2	6.9	62.1
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	66	100	46.9	39.1	14.1	53.1
	4	130	100	27	59.8	13.1	73
	5	67	100	31.3	53.1	15.6	68.8
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
2009	3	61	100	36.4	49.1	14.5	63.6
	4	134	100	18.2	61.2	20.7	81.8
	5	62	100	23.5	41.2	35.3	76.5
	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
2010	3	66	100	35.4	50.8	13.8	64.6
	4	131	100	24.4	61	14.6	75.6
	5	67	100	45.3	40.6	14.1	54.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	114	97.4	27.9	44.2	27.9	72.1
	4	135	97	34.2	44.2	21.7	65.8
	5	124	97.6	21.1	44	34.9	78.9
	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
2010	3	130	98.5	29.9	43.3	26.8	70.1
	4	132	97.7	28.1	39.7	32.2	71.9
	5	134	97.8	19	49.2	31.7	81
	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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