# GREENBRIER ELEMENTARY

853 Log Shoals Road
Greenville, South Carolina

| | | |
|---|---|---|
| **Grades** | PK-5 Elementary School | |
| **Enrollment** | 846 Students | |
| **Principal** | Y.C. (Nicky) Andrews | 864-355-5300 |
| **Superintendent** | Dr. Phinnize J. Fisher | 864-355-8860 |
| **Board Chair** | Roger Meek | 864-233-8587 |

# THE STATE OF SOUTH CAROLINA
# 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|---|---|---|
| **2011** | **Average** | **Average** |
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | Below Average | Below Average |
| 2007 | 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 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://.eoc.sc.gov

| GREENBRIER ELEMENTARY | 11/09/11-2301101 |
|---|---|

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

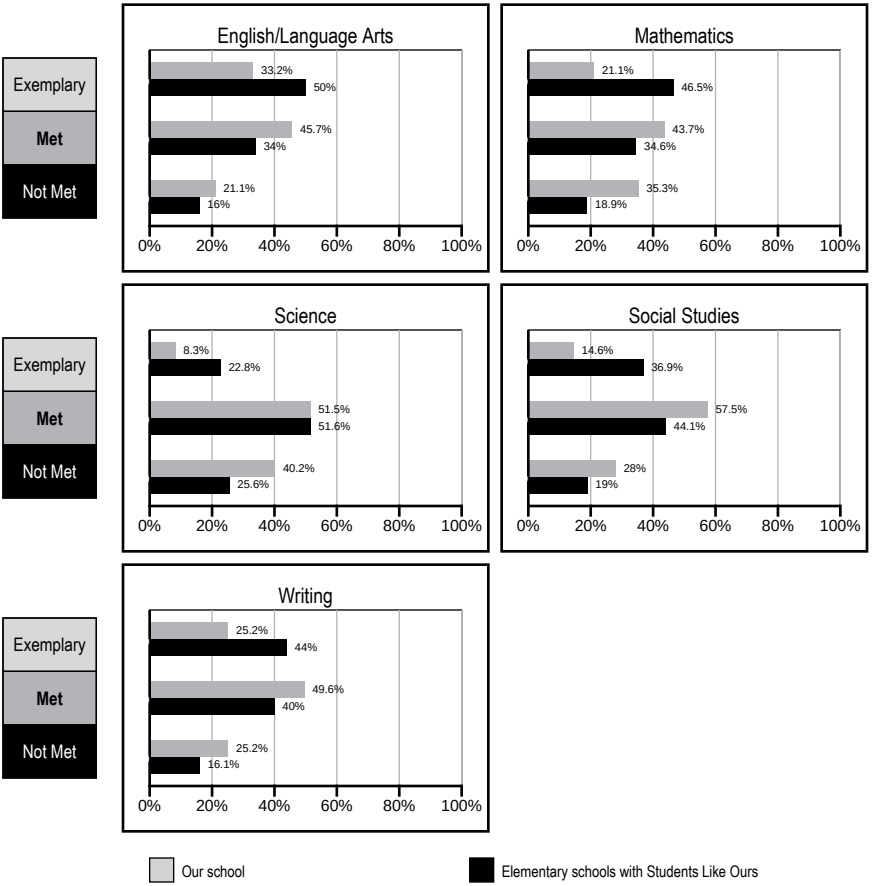
| Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.8% |
|---|---|

## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 33 | 33 | 12 | 0 | 0 |

* Ratings are calculated with data available by 11/09/2011.

## 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=846)** | | | | |
| First graders who attended full-day kindergarten | 90.2% | Down from 94.6% | 100.0% | 100.0% |
| Retention rate | 0.9% | Down from 1.1% | 0.9% | 1.1% |
| Attendance rate | 96.9% | Up from 96.8% | 96.3% | 96.2% |
| Served by gifted and talented program | 11.3% | Up from 8.6% | 20.1% | 13.4% |
| With disabilities other than speech | 4.0% | Down from 7.2% | 3.4% | 4.1% |
| Older than usual for grade | 0.4% | Down from 0.6% | 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=46)** | | | | |
| Teachers with advanced degrees | 47.8% | Down from 49.0% | 65.9% | 62.5% |
| Continuing contract teachers | 89.1% | Up from 83.7% | 90.3% | 88.2% |
| Teachers returning from previous year | 91.2% | Up from 86.3% | 89.9% | 87.8% |
| Teacher attendance rate | 93.6% | Down from 96.3% | 95.0% | 95.2% |
| Average teacher salary* | $44,588 | Up 0.5% | $48,247 | $46,773 |
| Professional development days/teacher | 10.7 days | Up from 9.2 days | 11.0 days | 10.5 days |
| **School** | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 23.4 to 1 | Up from 22.9 to 1 | 20.8 to 1 | 19.9 to 1 |
| Prime instructional time | 89.4% | Down from 93.1% | 90.2% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.0% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Good | Up from Average | Excellent | Excellent |
| Dollars spent per pupil** | $5,562 | Down 4.5% | $7,071 | $7,447 |
| Percent of expenditures for instruction** | 70.7% | Down from 71.5% | 69.1% | 68.4% |
| Percent of expenditures for teacher salaries** | 69.6% | Up from 68.7% | 66.8% | 65.8% |

* 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

Greenbrier Elementary: The School of Kindness focuses on a Whole Child approach to learning, teaching, and community engagement because a child who enters school in good health, feels safe, and is connected to their school is ready to learn. A student who has at least one adult in school who understands his/her social and emotional development is more likely to stay in school.

Our mission at Greenbrier Elementary is to become seekers of learning, models of excellence, and builders of character. Greenbrier Elementary continuously examines the needs, safety, and school improvement efforts necessary to make our school an exemplary school. Working together, our Parent Teacher Association (PTA) and School Improvement Council (SIC) along with parents, grandparents, school staff and the community seek to serve the mission of Greenbrier.

The staff at Greenbrier Elementary is truly comprised of knowledgeable, caring, and passionate educators, who focus on a set of instructional practices that create optimum learning experiences by which all students learn. The academic curriculum is both meaningful and appropriately challenging for all students. The school staff identifies and seeks to accommodate the diverse cultures, skills, interests, and learning needs of our students. With ongoing staff development, which includes strategies for differentiating instruction and the use of common formative assessments, teachers strive to meet the learning needs of their students.

Greenbrier makes it a high priority to help students form caring relationships. By learning how to actively Take Time to Be Kind, or TTTBK, through using good manners, doing random acts of kindness, and helping others when they are struggling, students gain an appreciation for others. With support systems in place such as bullying workshops and trainings, students and faculty gain a sense of respect for themselves and others. The emphasis on TTTBK allows Greenbrier students to demonstrate kindness, use careful words, and work through difficulties.

Greenbrier participates in various service learning projects which provide our students with opportunities for moral action. Teachers solicit student input and together they identify areas in our community that need assistance. As a school community, we collected food for local food pantries, collected money for children in Haiti and Japan after the devastating earthquake and tsunami, and raised money for the American Diabetes Foundation and participated in Jump Rope for Heart. Involving our students in such projects demonstrates to our students how to be compassionate and courteous to others. Working together, we are making a difference in our community.

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 Mrs. Nichole Colby, our SIC Chairman.

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 47 | 104 | 74 |
| Percent satisfied with learning environment | 95.7% | 82.5% | 76.7% |
| Percent satisfied with social and physical environment | 97.9% | 79.8% | 91.7% |
| Percent satisfied with school-home relations | 95.7% | 86.4% | 74.0% |

* 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

## School Adequate Yearly Progress

NO

This school met 25 out of 29 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

## 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% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.1% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.9% | 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

| GREENBRIER ELEMENTARY | | | | | | | | | | 11/09/11-2301101 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 |
| **English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 431 | 100 | 20.9 | 45.6 | 33.4 | 87.3 | 84.1 | 82.4 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 220 | 100 | 26.2 | 44.7 | 29.1 | 80.6 | 80.8 | 78.7 | N/A | N/A |
| Female | 211 | 100 | 15.4 | 46.7 | 37.9 | 94.4 | 87.7 | 86.2 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 199 | 100 | 15.8 | 40.8 | 43.5 | 90.8 | 89.7 | 88.9 | Yes | Yes |
| African American | 157 | 100 | 28.4 | 52 | 19.6 | 83.1 | 72.2 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 13 | 100 | 9.1 | 63.6 | 27.3 | 100 | 93.3 | 93 | I/S | I/S |
| Hispanic | 58 | 100 | 22.2 | 40.7 | 37 | 83.3 | 79.2 | 79.3 | Yes | Yes |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 83.8 | 83 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 56 | 100 | 43.5 | 37 | 19.6 | 65.2 | 48.6 | 48.1 | No | Yes |
| **Migrant Status** | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.9 | N/A | N/A |
| **English Proficiency** | | | | | | | | | | |
| Limited English Proficient | 49 | 100 | 26.5 | 38.8 | 34.7 | 83.7 | 79.3 | 78.3 | Yes | Yes |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 197 | 100 | 23.2 | 52.5 | 24.3 | 84.2 | 75.7 | 75.4 | Yes | Yes |
| **Mathematics - State Performance Objective = 79.0% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 431 | 100 | 34.7 | 44.6 | 20.7 | 80 | 84.4 | 81.9 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 220 | 100 | 35.9 | 42.7 | 21.4 | 78.6 | 82.9 | 79.9 | N/A | N/A |
| Female | 211 | 100 | 33.3 | 46.7 | 20 | 81.5 | 86.1 | 84.1 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 199 | 100 | 20.1 | 47.3 | 32.6 | 90.8 | 89.4 | 88.9 | Yes | Yes |
| African American | 157 | 100 | 51.4 | 41.2 | 7.4 | 64.2 | 72 | 71.4 | No | Yes |
| Asian/Pacific Islander | 13 | 100 | 18.2 | 54.5 | 27.3 | 100 | 95.6 | 94.6 | I/S | I/S |
| Hispanic | 58 | 100 | 44.4 | 38.9 | 16.7 | 81.5 | 82.7 | 81.1 | Yes | Yes |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 86.3 | 84.4 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 56 | 100 | 60.9 | 32.6 | 6.5 | 50 | 47.1 | 47.3 | No | Yes |
| **Migrant Status** | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 77.6 | N/A | N/A |
| **English Proficiency** | | | | | | | | | | |
| Limited English Proficient | 49 | 100 | 44.9 | 34.7 | 20.4 | 83.7 | 83.6 | 81.4 | Yes | Yes |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 197 | 100 | 45.2 | 45.2 | 9.6 | 72.3 | 76.5 | 74.9 | No | 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

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|---|---|---|---|---|---|---|---|---|
| **Science** | | | | | | | | |
| All Students | 292 | 100 | 39.5 | 50.9 | 9.6 | 60.5 | 71.6 | 68.6 |
| **Gender** | | | | | | | | |
| Male | 151 | 100 | 37.9 | 48.6 | 13.6 | 62.1 | 71.4 | 68.3 |
| Female | 141 | 100 | 41.2 | 53.4 | 5.3 | 58.8 | 71.9 | 68.9 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 138 | 100 | 23.8 | 59.5 | 16.7 | 76.2 | 81 | 80.7 |
| African American | 103 | 100 | 65.3 | 31.6 | 3.1 | 34.7 | 52.3 | 51.4 |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 85.1 | 85.3 |
| Hispanic | 38 | 100 | 25.7 | 68.6 | 5.7 | 74.3 | 61.4 | 61.6 |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 76.8 | 70.8 |
| **Disability Status** | | | | | | | | |
| Disabled | 43 | 100 | 57.1 | 28.6 | 14.3 | 42.9 | 34.8 | 35.7 |
| **Migrant Status** | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 42.9 |
| **English Proficiency** | | | | | | | | |
| Limited English Proficient | 32 | 100 | 40.6 | 50 | 9.4 | 59.4 | 61.8 | 60.7 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 130 | 100 | 53.4 | 40.7 | 5.9 | 46.6 | 58.4 | 57.3 |
| **Social Studies** | | | | | | | | |
| All Students | 284 | 100 | 28.3 | 57.4 | 14.3 | 71.7 | 76.1 | 72.5 |
| **Gender** | | | | | | | | |
| Male | 141 | 100 | 30.3 | 53 | 16.7 | 69.7 | 75.9 | 72 |
| Female | 143 | 100 | 26.3 | 61.7 | 12 | 73.7 | 76.2 | 73.1 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 127 | 100 | 21.6 | 57.8 | 20.7 | 78.4 | 82.8 | 81 |
| African American | 104 | 100 | 38.4 | 52.5 | 9.1 | 61.6 | 61.5 | 60 |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 88.5 | 89 |
| Hispanic | 43 | 100 | 26.8 | 63.4 | 9.8 | 73.2 | 69.6 | 69.6 |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 75.5 | 73.5 |
| **Disability Status** | | | | | | | | |
| Disabled | 35 | 100 | N/AV | N/AV | N/AV | 53.6 | 41.9 | 40.5 |
| **Migrant Status** | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 53.8 |
| **English Proficiency** | | | | | | | | |
| Limited English Proficient | 32 | 100 | 32.3 | 61.3 | 6.5 | 67.7 | 70.5 | 69.7 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 128 | 100 | 32.2 | 55.7 | 12.2 | 67.8 | 65.2 | 62.9 |

Abbreviations for Missing Data

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

| GREENBRIER ELEMENTARY | | | | | | | | | | 11/09/11-2301101 |
|---|---|---|---|---|---|---|---|---|---|---|
| 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 | 146 | 96.6 | 25.2 | 49.6 | 25.2 | 74.8 | 76 | 73.2 | 96.9 | 96.4 |
| Gender | | | | | | | | | | |
| Male | 75 | 93.3 | 27.3 | 47 | 25.8 | 72.7 | 70.2 | 67.2 | 96.9 | 96.3 |
| Female | 71 | 100 | 23.1 | 52.3 | 24.6 | 76.9 | 82.1 | 79.4 | 96.9 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 61 | 96.7 | 23.6 | 45.5 | 30.9 | 76.4 | 83.1 | 81.5 | 96.5 | 96.2 |
| African American | 58 | 96.6 | 25 | 59.6 | 15.4 | 75 | 62.2 | 61.3 | 97.5 | 96.4 |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 90.3 | 87 | 94.6 | 97.6 |
| Hispanic | 21 | 100 | 30 | 45 | 25 | 70 | 64.3 | 66.7 | 97.3 | 96.8 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 74.1 | 72.2 | 97.6 | 95.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 11 | 54.6 | I/S | I/S | I/S | I/S | 26.5 | 26 | 96.3 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 93.2 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 19 | 94.7 | 21.1 | 42.1 | 36.8 | 78.9 | 65.3 | 65.7 | 97.1 | 97.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 75 | 98.7 | 29.2 | 55.4 | 15.4 | 70.8 | 63.7 | 63.2 | 96.6 | 95.9 |

Abbreviations for Missing Data

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

GREENBRIER ELEMENTARY 11/09/11-2301101

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|---|---|---|---|---|---|---|---|
| **English/Language Arts** | | | | | | | |
| 2010 | 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 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 139 | 100 | 15.3 | 37.4 | 47.3 | 84.7 |
| | 4 | 145 | 100 | 23.7 | 51.1 | 25.2 | 76.3 |
| | 5 | 147 | 100 | 23.7 | 48.1 | 28.1 | 76.3 |
| | 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** | | | | | | | |
| 2010 | 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 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 139 | 100 | 32.8 | 26.7 | 40.5 | 67.2 |
| | 4 | 145 | 100 | 31.1 | 57.8 | 11.1 | 68.9 |
| | 5 | 147 | 100 | 40 | 48.9 | 11.1 | 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 |
| **Science** | | | | | | | |
| 2010 | 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 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 71 | 100 | 42.4 | 43.9 | 13.6 | 57.6 |
| | 4 | 145 | 100 | 35.6 | 56.3 | 8.1 | 64.4 |
| | 5 | 76 | 100 | 44.3 | 47.1 | 8.6 | 55.7 |
| | 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

| GREENBRIER ELEMENTARY | | | | | | | 11/09/11-2301101 |
|---|---|---|---|---|---|---|---|
| PASS Performance By Grade Level | | | | | | | |
| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
| **Social Studies** | | | | | | | |
| 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 |
| 2011 | 3 | 68 | 100 | 16.9 | 52.3 | 30.8 | 83.1 |
| | 4 | 145 | 100 | 31.9 | 64.4 | 3.7 | 68.1 |
| | 5 | 71 | 100 | 32.3 | 47.7 | 20 | 67.7 |
| | 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** | | | | | | | |
| 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 |
| 2011 | 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 | 146 | 96.6 | 25.2 | 49.6 | 25.2 | 74.8 |
| | 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 |

Abbreviations for Missing Data

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