



## Grove Elementary

1220 Old Grove Rd.

Piedmont, SC 29673

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	664 Students	
<b>Principal</b>	Amy Mims	864-355-5900
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	Below Average	Below Average
2006	Below Average	Good
2005	Below Average	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

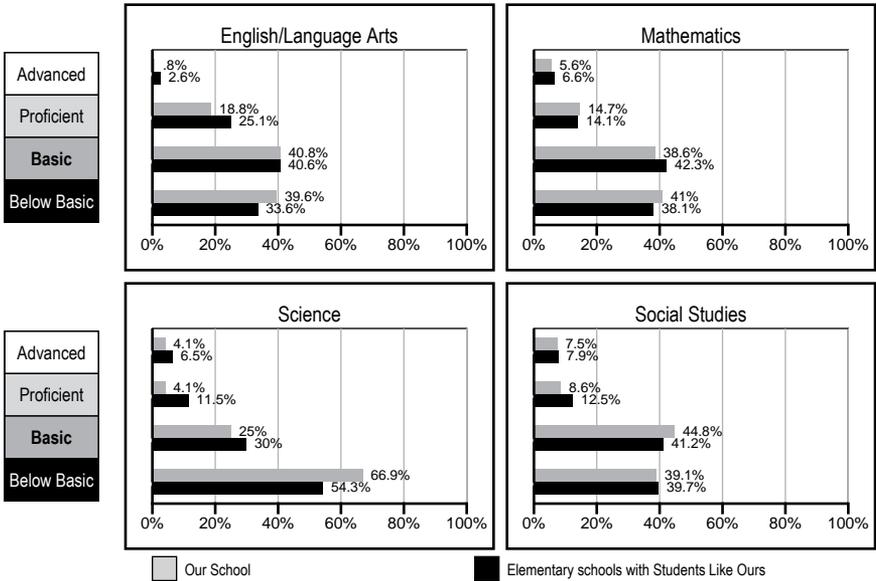
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.9%

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

Excellent	Good	Average	Below Average	At-Risk
0	3	10	56	62

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=664)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Up from 1.9%	3.1%	2.3%
Attendance rate	96.7%	Up from 96.3%	96.0%	96.3%
Eligible for gifted and talented	1.4%	Down from 1.5%	2.9%	10.4%
With disabilities other than speech	10.2%	Up from 10.1%	7.8%	7.5%
Older than usual for grade	0.9%	Down from 1.7%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=56)</b>				
Teachers with advanced degrees	35.7%	Up from 33.3%	54.5%	56.7%
Continuing contract teachers	66.1%	Up from 58.3%	69.0%	77.3%
Teachers with emergency or provisional certificates	4.9%	Down from 5.0%	0.0%	0.0%
Teachers returning from previous year	82.9%	Down from 86.8%	82.6%	86.4%
Teacher attendance rate	95.8%	Up from 95.3%	95.0%	94.9%
Average teacher salary	\$42,304	Up 5.7%	\$43,876	\$45,345
Professional development days/teacher	16.5 days	Up from 7.7 days	13.8 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 15.6 to 1	16.6 to 1	18.5 to 1
Prime instructional time	91.0%	Up from 89.4%	89.4%	89.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,472	Up 8.7%	\$8,172	\$7,052
Percent of expenditures for instruction*	69.5%	Down from 73.0%	68.5%	69.1%
Percent of expenditures for teacher salaries*	65.1%	Down from 67.6%	61.0%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

At Grove Elementary School, we are creating a climate of performance excellence, in which student growth has reached unprecedented heights. Under new leadership in year one of Grove's APEX (Achieving Performance Excellence) Plan, we began to identify and improve areas of weakness in partnership with various stakeholders including parents, teachers, administrators, and District leaders. The APEX Plan targets the areas of Literacy/Numeracy, Assessment and Diagnosis of Student Learning Needs, Early Childhood, School Learning Environment, and Organizational Structure to increase student achievement as measured by PACT and other performance assessments. Teams of staff members, parents, administrators, and outside consultants met regularly to monitor the results of our efforts.

Several groundbreaking initiatives were implemented in 2007-08 that had a major impact on student achievement and built the foundation for sustained and measurable improvements across the school for years to come. We organized an inclusive environment for students with special learning needs. By partnering with general education teachers, special education and English Language Learner instructional specialists provided support and customized learning experiences within the general setting. This practice enabled additional differentiation and special instructional help for students experiencing difficulties with Reading, Language, and Mathematics.

Flexible grouping based on students' academic strengths and weaknesses was another major initiative in 2007-08. Across the entire school, students were grouped for targeted instruction in Reading and/or Mathematics in a Team Differentiation model. Fall to Spring MAP (Measures of Academic Progress) scores indicated double-digit growth for our school in Reading and Math! Additional reading assessments in grades K-2 indicated dramatic growth as well.

Teams of teachers and staff met for countless hours during Curriculum Team Planning to map the curriculum and analyze common assessments used to drive instructional decisions. Teachers, staff, and parents took a closer look at data from the classroom, grade level, and school perspective to guide instruction to better meet the needs of our learners.

Our School Improvement/ Title I Council, working together with PTA, set out to beat previous statistics for membership and hours of volunteerism. We celebrate the numerous accomplishments made as a result of the diligent teamwork of teachers and staff, parents, community, and students this year. Significant increases in student achievement are expected as we continue to strengthen the many positive partnerships that exist within our school and community.

Given the appropriate supports, ALL children can and will reach high levels of achievement. Our mission at Grove Elementary is to locate, design, and provide appropriate supports to cultivate the growth of all students.

Amy Mims, Principal  
Kristie Bratcher, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	64	53
Percent satisfied with learning environment	96.2%	93.8%	90.4%
Percent satisfied with social and physical environment	98.1%	95.3%	82.0%
Percent satisfied with school-home relations	84.6%	95.2%	82.0%

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

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School Adequate Yearly Progress

NO

This school met 15 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

Corrective Action

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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	96.7%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	279	99.6	39.4	41	18.9	0.8	30.5	52.4	48.2	No	Yes
<b>Gender</b>											
Male	153	100	47.4	40.1	12.4	0	23.4	46.1	41.7	N/A	N/A
Female	126	99.2	29.5	42	26.8	1.8	39.3	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	47	100	21.4	45.2	31	2.4	42.9	62.3	60	No	Yes
African American	172	100	43.1	39.9	16.3	0.7	28.1	31.7	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	59	98.3	43.4	39.6	17	0	26.4	36.7	38.4	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	51	100	72.7	18.2	9.1	0	11.4	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	58	98.3	43.4	39.6	17	0	26.4	36.1	36.9	No	Yes
<b>Socio-Economic Status</b>											
Subsided meals	247	100	39.6	41.4	18	0.9	30.2	34.3	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	279	100	40.8	38.8	14.8	5.6	33.6	49.5	45.8	No	Yes
<b>Gender</b>											
Male	153	100	42.3	38.7	12.4	6.6	32.1	49.9	45.6	N/A	N/A
Female	126	100	38.9	38.9	17.7	4.4	35.4	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	47	100	35.7	21.4	23.8	19	47.6	59.4	59	No	Yes
African American	172	100	44.4	42.5	10.5	2.6	30.1	27.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	59	100	35.2	40.7	20.4	3.7	31.5	37.4	38.1	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	51	100	84.1	9.1	2.3	4.5	9.1	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	58	100	35.2	40.7	20.4	3.7	31.5	38.4	38.7	No	Yes
<b>Socio-Economic Status</b>											
Subsided meals	247	100	41	38.3	15.3	5.4	33.8	32.2	31.4	No	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	191	100	66.9	25	4.1	4.1	8.1	39.3	35.7	96.7	96.5
<b>Gender</b>											
Male	114	100	62.7	27.5	4.9	4.9	9.8	41.6	37.4	96.7	96.4
Female	77	100	72.9	21.4	2.9	2.9	5.7	36.9	33.8	96.6	96.6
<b>Racial/Ethnic Group</b>											
White	29	100	50	34.6	3.8	11.5	15.4	49.7	49.2	95.5	96.4
African American	115	100	68.3	24.8	5	2	6.9	18.2	17	96.5	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.5	97.7
Hispanic	47	100	73.3	20	2.2	4.4	6.7	23.7	24.9	97.8	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	93.8	95.3
<b>Disability Status</b>											
Disabled	31	100	80.8	15.4	3.8	0	3.8	16.3	14	96.4	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	46	100	75.6	17.8	2.2	4.4	6.7	22.6	24.4	97.9	97.2
<b>Socio-Economic Status</b>											
Subsided meals	169	100	66.7	26.1	3.3	3.9	7.2	21.3	21.1	96.7	95.8
<b>Social Studies</b>											
All Students	193	100	39.1	44.8	8.6	7.5	16.1	38.1	34	96.7	96.5
<b>Gender</b>											
Male	107	100	38.9	47.4	8.4	5.3	13.7	41	36.6	96.7	96.4
Female	86	100	39.2	41.8	8.9	10.1	19	35	31.3	96.6	96.6
<b>Racial/Ethnic Group</b>											
White	32	100	34.5	44.8	6.9	13.8	20.7	46.1	44.5	95.5	96.4
African American	123	100	39.6	46.8	8.1	5.4	13.5	20.5	19.1	96.5	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.5	97.7
Hispanic	37	100	42.4	39.4	9.1	9.1	18.2	27.7	27.5	97.8	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	93.8	95.3
<b>Disability Status</b>											
Disabled	35	100	58.1	35.5	3.2	3.2	6.5	17.1	14.4	96.4	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	36	100	42.4	39.4	9.1	9.1	18.2	27.6	27.3	97.9	97.2
<b>Socio-Economic Status</b>											
Subsided meals	173	100	40.4	43.6	9	7.1	16	22.8	21	96.7	95.8

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	121	100	28.3	40.4	31.3	0	31.3
	4	81	100	29.9	49.3	20.9	0	20.9
	5	111	100	52.5	38.4	9.1	0	9.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	94	98.9	14.6	52.4	30.5	2.4	32.9
	4	105	100	50	39.6	10.4	0	10.4
	5	80	100	53.5	29.6	16.9	0	16.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	121	100	27.3	58.6	12.1	2	14.1
	4	81	100	34.3	40.3	19.4	6	25.4
	5	111	100	34.3	49.5	9.1	7.1	16.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	94	100	37.3	41	10.8	10.8	21.7
	4	105	100	49	36.5	12.5	2.1	14.6
	5	80	100	33.8	39.4	22.5	4.2	26.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	59	100	52.2	34.8	10.9	2.2	13
	4	81	100	50.7	35.8	6	7.5	13.4
	5	53	100	58.3	18.8	12.5	10.4	22.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	46	100	51.3	35.9	7.7	5.1	12.8
	4	105	100	68.8	25	3.1	3.1	6.3
	5	40	100	78.4	13.5	2.7	5.4	8.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	62	100	18.9	52.8	13.2	15.1	28.3
	4	81	97.5	27.3	50	12.1	10.6	22.7
	5	58	100	60.8	33.3	5.9	0	5.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	48	100	25	50	13.6	11.4	25
	4	105	100	45.8	43.8	5.2	5.2	10.4
	5	40	100	38.2	41.2	11.8	8.8	20.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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