



GRIGGS ROAD ELEMENTARY

100 Griggs Road
Clover,, South Carolina

Grades	PK-5 Elementary School	
Enrollment	544 Students	
Principal	Kenda P. Cook	803-222-5777
Superintendent	Marc. J. Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	Average
2007	Good	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>

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

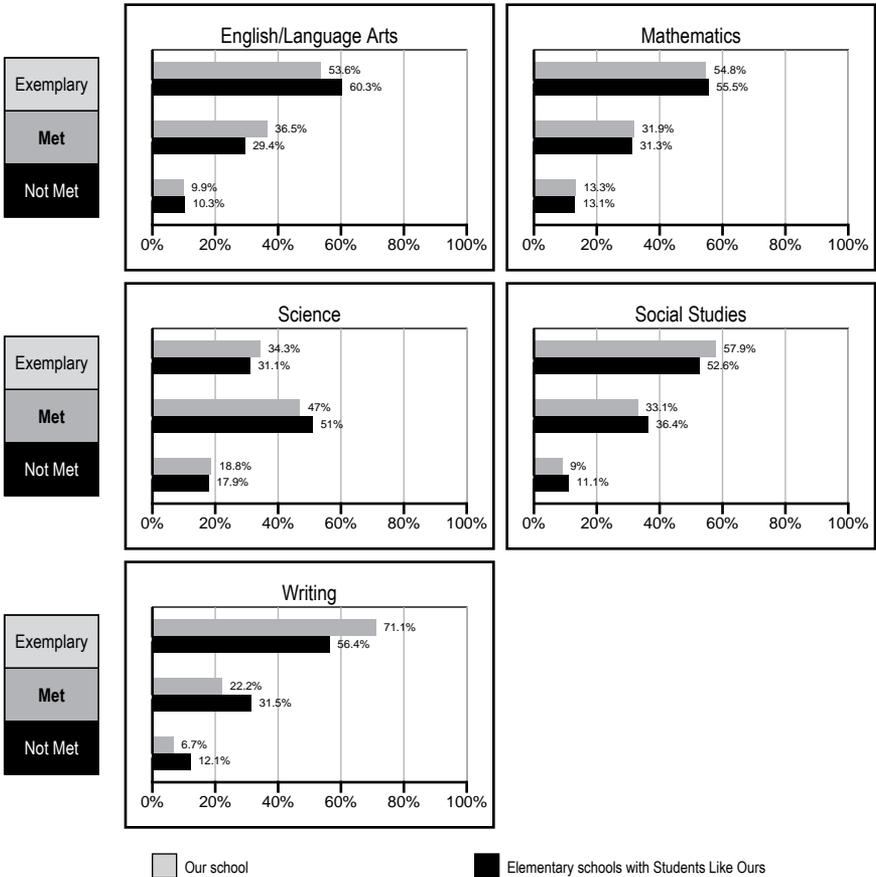
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	2	0	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=544)				
First graders who attended full-day kindergarten	100.0%	No Change	99.3%	100.0%
Retention rate	1.8%	Up from 0.4%	0.6%	1.1%
Attendance rate	96.9%	Up from 96.8%	96.7%	96.2%
Served by gifted and talented program	26.4%	Up from 26.2%	31.0%	13.4%
With disabilities other than speech	1.0%	Down from 3.6%	3.6%	4.1%
Older than usual for grade	0.4%	Up from 0.0%	0.1%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	57.1%	Up from 56.4%	63.9%	62.5%
Continuing contract teachers	88.6%	Up from 79.5%	92.2%	88.2%
Teachers returning from previous year	89.9%	No Change	90.3%	87.8%
Teacher attendance rate	95.5%	Up from 95.0%	94.6%	95.2%
Average teacher salary*	\$50,902	Up 1.6%	\$48,556	\$46,773
Professional development days/teacher	12.4 days	Up from 11.5 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 7.0	4.5	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 20.6 to 1	21.3 to 1	19.9 to 1
Prime instructional time	91.1%	Up from 90.6%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 96.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,244	Down 2.4%	\$6,494	\$7,447
Percent of expenditures for instruction**	66.9%	Down from 69.4%	69.9%	68.4%
Percent of expenditures for teacher salaries**	64.7%	Down from 66.3%	68.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Griggs Road Elementary School continues to provide a quality education for all children. Our students, teachers, and parents are dedicated to this goal. Recently Griggs Road received the Palmetto Gold Award from the South Carolina Education Oversight Committee for academic achievement. Our school also received the Closing the Achievement Gap Award.

Students have opportunities to excel in extracurricular areas. Every student submitted art work to Artsonia, an on-line children's art website. Students were able to participate in clubs such as: Physical Education/Cup Stacking Club, Geocaching Club, Girls on the Run Program, Chorus and Be a Fan Club. Our Speed Stacking team took top honors for the second year at the district speed stacking competition. The Be A Fan Club was recognized by the SC Unified Sports Association as one of the best in the state of South Carolina.

Griggs Road encouraged students to be good citizens by emphasizing co-curricular activities such as service learning and character education. Throughout the school year, students were encouraged to participate in monthly service learning projects which were sponsored by our student council.

Parent involvement is important to the culture of Griggs Road. Our SIC and PTO contribute their time and talents to many projects/activities at our school. Parents work diligently to raise funds for school equipment, supplemental instructional materials, and provide opportunities for students to learn through various school assembly programs. Parents and community members are a vital part of our school. Griggs Road strives to make our parents and community volunteers feel welcome and appreciated.

Academic excellence is our primary goal at Griggs Road. Our school staff strives to maintain a quality education for all our students in a safe, nurturing, and healthy environment. This goal is achieved with the combined efforts of our faculty, staff, and parents.

Kenda P. Cook, Principal
Aimee Hill, Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	89	62
Percent satisfied with learning environment	97.6%	92.1%	96.7%
Percent satisfied with social and physical environment	100.0%	93.3%	98.3%
Percent satisfied with school-home relations	100.0%	94.4%	91.7%

* 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

This school met 13 out of 13 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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	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

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	277	99.6	10.2	36.5	53.4	94.4	89.4	82.4	Yes	Yes
Gender										
Male	140	100	12.4	39.4	48.2	94.2	86.7	78.7	N/A	N/A
Female	137	99.3	7.8	33.3	58.9	94.6	92.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	229	99.6	8.6	34.5	56.8	96.4	90.7	88.9	Yes	Yes
African American	35	100	9.1	57.6	33.3	90.9	80	72.9	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	88.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	83	I/S	I/S
Disability Status										
Disabled	22	100	38.1	28.6	33.3	76.2	50.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	87.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	98.8	17.3	46.7	36	90.7	81.2	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	277	99.6	13.9	31.6	54.5	92.9	90.8	81.9	Yes	Yes
Gender										
Male	140	100	15.3	36.5	48.2	92.7	88.8	79.9	N/A	N/A
Female	137	99.3	12.4	26.4	61.2	93	92.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	229	99.6	11.8	29.5	58.6	95	92	88.9	Yes	Yes
African American	35	100	21.2	42.4	36.4	81.8	82.9	71.4	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.9	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	87.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	84.4	I/S	I/S
Disability Status										
Disabled	22	100	42.9	23.8	33.3	81	59.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	86	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	98.8	25.3	40	34.7	82.7	82.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	190	100	19.6	46.2	34.2	80.4	83.6	68.6
Gender								
Male	93	100	18.7	51.6	29.7	81.3	81.6	68.3
Female	97	100	20.4	40.9	38.7	79.6	85.9	68.9
Racial/Ethnic Group								
White	158	100	16.4	46.1	37.5	83.6	86.4	80.7
African American	23	100	26.1	52.2	21.7	73.9	67.6	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	81.1	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	14	100	61.5	23.1	15.4	38.5	44.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70.7	60.7
Socio-Economic Status								
Subsidized meals	59	100	28.8	45.8	25.4	71.2	72.9	57.3
Social Studies								
All Students	189	99.5	9.4	33.3	57.2	90.6	84.9	72.5
Gender								
Male	100	100	10.2	28.6	61.2	89.8	84.6	72
Female	89	98.9	8.5	39	52.4	91.5	85.2	73.1
Racial/Ethnic Group								
White	156	99.4	8.7	30.2	61.1	91.3	86.4	81
African American	25	100	13	47.8	39.1	87	72.7	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	15	100	40	26.7	33.3	60	50.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	86.8	69.7
Socio-Economic Status								
Subsidized meals	52	98.1	10.6	55.3	34	89.4	73.5	62.9

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	96	95.8	6.7	22.2	71.1	93.3	83.6	73.2	96.9	96.4
Gender										
Male	45	95.6	7	23.3	69.8	93	78.7	67.2	97	96.4
Female	51	96.1	6.4	21.3	72.3	93.6	88.8	79.4	96.9	96.5
Racial/Ethnic Group										
White	80	95	5.3	18.7	76	94.7	85.2	81.5	96.9	96.3
African American	12	100	9.1	36.4	54.5	90.9	71	61.3	97	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	72.7	87	97.4	97.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	66.7	97.4	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97	95.6
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	35.5	26	96.1	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	67.7	65.7	97.2	97.6
Socio-Economic Status										
Subsidized meals	29	96.6	23.1	30.8	46.2	76.9	73.8	63.2	96.6	95.7

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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							
2010	3	96	100	14.1	20.7	65.2	85.9
	4	89	100	6.8	28.4	64.8	93.2
	5	91	100	10	45.6	44.4	90
	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	80	100	7.8	27.3	64.9	92.2
	4	100	100	9.4	39.6	51	90.6
	5	97	99	12.9	40.9	46.2	87.1
	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
Mathematics							
2010	3	96	100	26.1	29.3	44.6	73.9
	4	89	100	2.3	23.9	73.9	97.7
	5	91	100	21.1	46.7	32.2	78.9
	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	80	100	18.2	31.2	50.6	81.8
	4	100	100	10.4	26	63.5	89.6
	5	97	99	14	37.6	48.4	86
	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	48	100	46.8	36.2	17	53.2
	4	89	100	4.5	44.3	51.1	95.5
	5	45	95.6	23.3	51.2	25.6	76.7
	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	40	100	28.2	38.5	33.3	71.8
	4	100	100	13.5	46.9	39.6	86.5
	5	50	100	24.5	51	24.5	75.5
	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

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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							
2010	3	48	100	11.1	22.2	66.7	88.9
	4	89	100	1.1	38.6	60.2	98.9
	5	46	95.7	25.6	30.2	44.2	74.4
	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	40	100	10.5	28.9	60.5	89.5
	4	100	100	9.4	31.3	59.4	90.6
	5	49	98	8.7	41.3	50	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
Writing							
2010	3	96	100	21.7	29.3	48.9	78.3
	4	89	100	4.5	22.7	72.7	95.5
	5	91	93.4	15.5	36.9	47.6	84.5
	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
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	96	95.8	6.7	22.2	71.1	93.3
	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

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