



## Griggs Road Elementary

100 Griggs Road  
Clover,, South Carolina

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	529 Students	
<b>Principal</b>	Pamela L. Cato	803-222-5777
<b>Superintendent</b>	Dr. Marc Sosne	803-810-8006
<b>Board Chair</b>	Steve Brown	803-222-9274

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

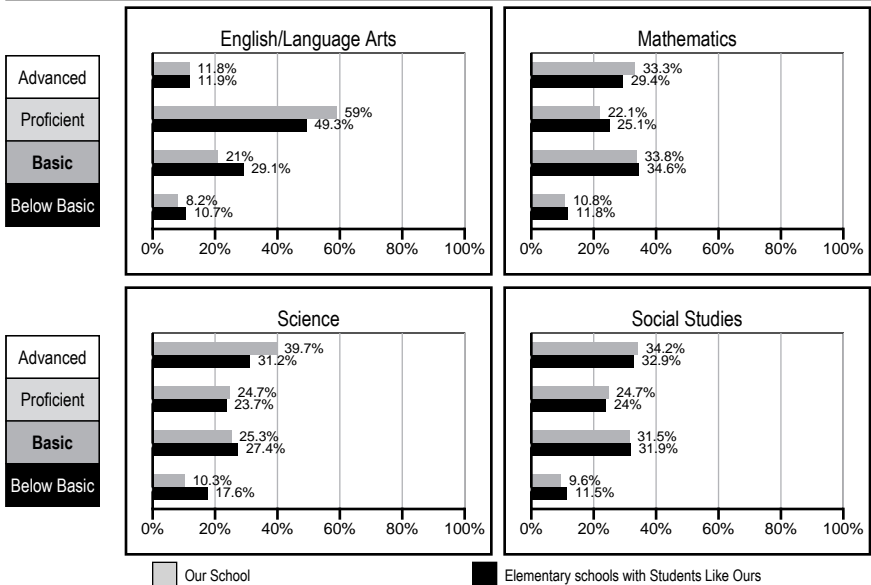
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 90.2%

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

Excellent	Good	Average	Below Average	At-Risk
7	21	5	1	0

\* 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=529)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 1.3%	1.5%	2.3%
Attendance rate	96.9%	No Change	96.8%	96.3%
Eligible for gifted and talented	23.4%	Up from 17.7%	22.2%	10.4%
With disabilities other than speech	3.2%	Up from 3.1%	6.3%	7.5%
Older than usual for grade	0.0%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	63.2%	Down from 63.9%	60.1%	56.7%
Continuing contract teachers	81.6%	Up from 75.0%	79.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 83.2%	88.2%	86.4%
Teacher attendance rate	93.8%	Down from 95.9%	95.1%	94.9%
Average teacher salary	\$48,322	Up 3.4%	\$47,187	\$45,345
Professional development days/teacher	12.4 days	Down from 17.4 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 18.5 to 1	20.2 to 1	18.5 to 1
Prime instructional time	89.0%	Down from 90.4%	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.2%	Up from 95.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,095	Down 8.9%	\$6,498	\$7,052
Percent of expenditures for instruction*	66.1%	Down from 67.9%	70.4%	69.1%
Percent of expenditures for teacher salaries*	63.1%	Down from 65.3%	65.5%	64.2%

\* 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**

Griggs Road Elementary School continues to achieve at high levels by providing quality education for all children. Our students, teachers, and parents are dedicated to this goal. For the fifth consecutive year, Griggs Road received the Closing the Achievement Gap Award from the South Carolina Education Oversight Committee.

The Griggs Road faculty members are committed to providing quality instruction for all students. As part of this commitment, teachers participated in a book study on Richard DeFour’s book, *Whatever It Takes*. Through ideas and discussions from the book study and visits to other schools, a system of interventions was developed to improve instruction and meet the needs of each student.

Students also have opportunities to excel in extracurricular areas. This year every student submitted art work to Artsonia, an on-line children’s art website. Students produced our first school-wide television program, GRE-TV. The newspaper club published three editions of our student newspaper, *Shout Out to Griggs*.

Historically, Griggs Road has had a high level of parent involvement. We had active volunteers in our building on a daily basis. Our School Improvement Council and PTO contribute their time and talents to many projects/activities at our school. Parents worked diligently to raise funds for school equipment, supplemental instructional materials, performers for school assemblies, and incentives for students. The Field Day Committee worked closely with teachers to provide parent volunteers, first aid assistance, and refreshments for the students. Parents planned family night meals and refreshments for school events.

Griggs Road encouraged students to be good citizens by emphasizing co-curricular activities such as service learning and character education. Throughout the year the administration, faculty/staff, and parents instilled character education traits and a sense of responsibility in our students. Character education words were introduced during school wide assemblies. Classroom teachers and the guidance counselor provided additional instruction and follow-up activities to support our character education program. The student council sponsored monthly school-wide service learning projects. Students collected peanut butter and jelly for the Souper Bowl of Caring, sold candy for Relay for Life, participated in the United Way Easter Baskets for the Elderly, and collected food for the local assistance center.

As we strive for continued academic excellence, Griggs Road remains committed to providing quality educational opportunities for our students in a safe, healthy environment. We look forward to another outstanding year.

Pamela L. Cato, Principal  
 Margret Rhyne, Chairperson, School Improvement Council

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	35	84	77
Percent satisfied with learning environment	97.1%	84.5%	94.8%
Percent satisfied with social and physical environment	97.1%	89.2%	94.7%
Percent satisfied with school-home relations	100.0%	81.0%	93.4%

\* 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. 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	0.5%	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	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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## 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
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	211	99.5	7.5	22.9	57.7	11.9	77.6	61.8	48.2	Yes	Yes
<b>Gender</b>											
Male	108	99.1	10.9	27.7	49.5	11.9	70.3	54.7	41.7	N/A	N/A
Female	103	100	4	18	66	12	85	69.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	173	99.4	4.9	21.3	61	12.8	81.1	64.7	60	Yes	Yes
African American	26	100	23.1	34.6	34.6	7.7	53.8	38.7	31.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	69.8	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	22	100	25	45	20	10	55	18.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	54.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	66	100	18	21.3	54.1	6.6	65.6	41	34	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	211	100	10.4	34.7	22.8	32.2	67.8	63.3	45.8	Yes	Yes
<b>Gender</b>											
Male	108	100	9.8	34.3	18.6	37.3	69.6	63.2	45.6	N/A	N/A
Female	103	100	11	35	27	27	66	63.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	173	100	7.3	32.1	23	37.6	71.5	66.6	59	Yes	Yes
African American	26	100	30.8	53.8	7.7	7.7	38.5	37.2	26.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	72.1	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	22	100	35	35	20	10	45	23.7	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	56.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	66	100	21.3	37.7	23	18	54.1	44.1	31.4	Yes	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	156	100	10.1	25.5	24.2	40.3	64.4	53.5	35.7	96.9	96.3
<b>Gender</b>											
Male	79	100	12	22.7	25.3	40	65.3	52.1	37.4	96.8	96.3
Female	77	100	8.1	28.4	23	40.5	63.5	54.9	33.8	97.2	96.3
<b>Racial/Ethnic Group</b>											
White	132	100	6.4	22.4	25.6	45.6	71.2	57.2	49.2	96.8	96.2
African American	16	100	37.5	56.3	6.3	0	6.3	23.5	17	97.6	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7	58	97.3	97.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	39.6	24.9	98.1	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	92.6	95.2
<b>Disability Status</b>											
Disabled	14	100	30.8	23.1	23.1	23.1	46.2	21	14	96.3	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	41.7	24.4	97.9	97.3
<b>Socio-Economic Status</b>											
Subsided meals	45	100	21.4	38.1	16.7	23.8	40.5	32.5	21.1	96.2	95.3
<b>Social Studies</b>											
All Students	159	100	9.2	33.6	24.3	32.9	57.2	47.4	34	96.9	96.3
<b>Gender</b>											
Male	84	100	7.6	35.4	15.2	41.8	57	50.7	36.6	96.8	96.3
Female	75	100	11	31.5	34.2	23.3	57.5	44	31.3	97.2	96.3
<b>Racial/Ethnic Group</b>											
White	132	100	9.5	29.4	24.6	36.5	61.1	49.4	44.5	96.8	96.2
African American	19	100	10.5	57.9	21.1	10.5	31.6	28.8	19.1	97.6	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60	58.9	97.3	97.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	40.9	27.5	98.1	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	92.6	95.2
<b>Disability Status</b>											
Disabled	14	100	15.4	61.5	15.4	7.7	23.1	14.7	14.4	96.3	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	97.9	97.3
<b>Socio-Economic Status</b>											
Subsided meals	50	100	15.2	41.3	28.3	15.2	43.5	28.4	21	96.2	95.3

\* 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 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	96	100	4.3	18.3	65.6	11.8	77.4
	4	84	98.8	12.3	49.4	34.6	3.7	38.3
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	105	99.1	10	17	54	19	73
	4	106	100	5	28.7	61.4	5	66.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	96	100	7.5	36.6	26.9	29	55.9
	4	84	98.8	9.9	45.7	19.8	24.7	44.4
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	105	100	15.8	43.6	21.8	18.8	40.6
	4	106	100	5	25.7	23.8	45.5	69.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	47	100	13.6	40.9	34.1	11.4	45.5
	4	84	98.8	23.1	26.9	26.9	23.1	50
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	52	100	12	28	34	26	60
	4	104	100	9.1	24.2	19.2	47.5	66.7
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	50	100	2.1	31.3	37.5	29.2	66.7
	4	84	98.8	23.1	44.9	14.1	17.9	32.1
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	54	100	5.8	46.2	25	23.1	48.1
	4	105	100	11	27	24	38	62
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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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