



SAVANNAH GROVE ELEMENTARY

2348 Savannah Grove
Effingham, South Carolina

Grades	K-6 Elementary School	
Enrollment	745 Students	
Principal	Chandar Anderson	843-664-8463
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

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	Below Average
2009	Average	Average
2008	Average	Average
2007	Below 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>

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

96.6%

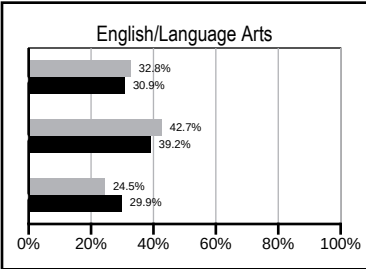
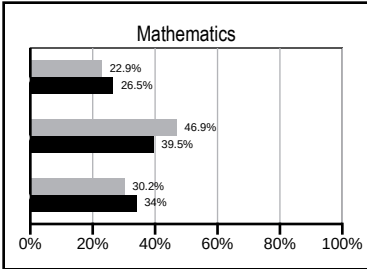
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	95	27	6

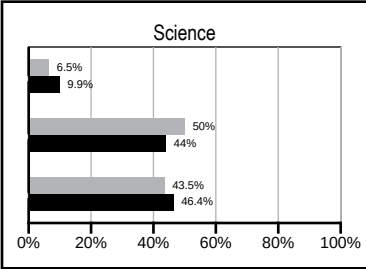
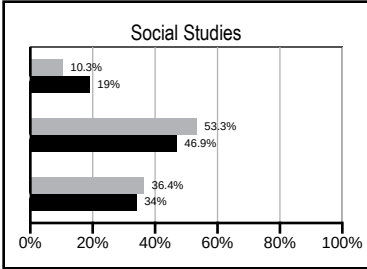
* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

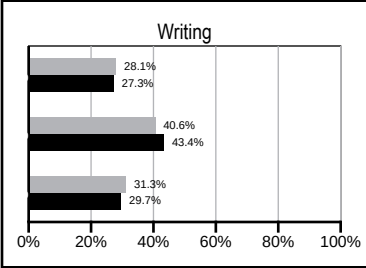
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school

Elementary schools with Students Like Ours

* 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=745)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Down from 3.8%	1.5%	1.1%
Attendance rate	94.9%	Up from 94.5%	95.9%	96.2%
Served by gifted and talented program	7.4%	Up from 5.8%	8.3%	13.4%
With disabilities other than speech	8.6%	Down from 14.3%	4.5%	4.1%
Older than usual for grade	1.8%	Up from 1.6%	0.5%	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	67.4%	No Change	61.9%	62.5%
Continuing contract teachers	89.1%	Up from 80.4%	85.7%	88.2%
Teachers returning from previous year	90.2%	Up from 89.2%	86.5%	87.8%
Teacher attendance rate	94.9%	Down from 96.8%	95.1%	95.2%
Average teacher salary*	\$46,697	Up 0.4%	\$45,697	\$46,773
Professional development days/teacher	11.4 days	Up from 6.2 days	10.4 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 20.5 to 1	18.4 to 1	19.9 to 1
Prime instructional time	89.3%	Down from 90.7%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	82.1%	Up from 81.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,293	Down 2.2%	\$7,789	\$7,447
Percent of expenditures for instruction**	65.4%	Down from 68.5%	67.9%	68.4%
Percent of expenditures for teacher salaries**	62.5%	Up from 62.4%	64.7%	65.8%

* 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

Savannah Grove Elementary School remains committed to enabling our students to achieve the highest level of academic success. This is accomplished by providing them with the materials, strategies, and techniques that will enable them to excel in extracurricular activities, while continuously developing life skills that support positive, character-based learning. We are committed to making instructional decisions, based on data and current research and have numerous interventions in place to ensure instructional time is protected and that our students are provided as many opportunities for success as possible in every classroom. Student learning is consistently enforced through organizational planning by our teaching staff. Our curriculum is constantly changing based on the advancements in technology in the field of education. Our success in achieving all of the aforementioned goals has resulted in the following accomplishments:

- State Department of Education Red Carpet Recognition (2008-2011)
- Solar School in South Carolina
- Model Classroom Certification Teachers
- Four National Board Certified Teachers
- 67.4% of teachers have advanced degrees
- Association of Parents and Teachers (APT)
- School Improvement Council (SIC)
- Implementation of Literacy Lab for first-grade students
- Reading is Fundamental and Terrific Kids (sponsored by Golden K Kiwanis)
- Monthly Student Recognition Programs (i.e. Honor Roll, Reading Renaissance Celebrations)
- Art Club
- Service Learning Projects (Active supporters of American Red Cross, Manna House, Humane Society, Boxtops for Education, United Way, United Negro College Fund, March of Dimes, Monthly Skate Nights)
- Thinking Maps
- Write from the Beginning
- Compass Odyssey
- MAP (Measures of Academic Progress)
- Core Essentials Character Development Program
- Instructional Coaches
- Everyday Math Parent Workshops
- ELITE Program
- Math Club
- Photography Club
- Student Council
- Chorus
- 100% Highly Qualified Classroom Teachers
- BADD Program
- Father-Son Game Nights
- Healthy Schools Program
- Jump Rope for Heart
- St. Jude's Math-A-Thon
- Faith Based Mentoring Program
- Father-Daughter Dance
- NNPS (National Network of Partnership Schools)

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	93	41
Percent satisfied with learning environment	87.0%	82.8%	82.1%
Percent satisfied with social and physical environment	95.7%	86.0%	90.0%
Percent satisfied with school-home relations	86.4%	86.0%	87.5%

* 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	NO
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This school met 19 out of 21 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	R
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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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	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 = 79.4% (Met or Exemplary)

All Students	432	100	23.9	41.6	34.5	83.5	84.3	82.4	Yes	Yes
Gender										
Male	238	100	29.6	40.7	29.6	79.2	81.6	78.7	N/A	N/A
Female	194	100	16.9	42.7	40.4	88.8	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	131	100	15.8	40	44.2	86.7	90.6	88.9	Yes	Yes
African American	282	100	27.1	43.9	29	82.4	78.2	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	15	100	40	6.7	53.3	73.3	85.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	96	83	I/S	I/S
Disability Status										
Disabled	80	100	51.4	28.6	20	47.1	54.6	48.1	No	Yes
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	12	100	33.3	25	41.7	66.7	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	341	100	25.7	42.8	31.5	81.7	78.5	75.4	Yes	Yes

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

All Students	432	100	29.4	46.2	24.4	80.5	81.6	81.9	Yes	Yes
Gender										
Male	238	100	32.4	42.6	25	76.4	79.2	79.9	N/A	N/A
Female	194	100	25.8	50.6	23.6	85.4	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	131	100	19.2	46.7	34.2	86.7	90.1	88.9	Yes	Yes
African American	282	100	34.1	47.1	18.8	77.6	73.3	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	97	94.6	I/S	I/S
Hispanic	15	100	40	20	40	73.3	85.6	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	96	84.4	I/S	I/S
Disability Status										
Disabled	80	100	60	27.1	12.9	47.1	49.2	47.3	No	Yes
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	12	100	41.7	25	33.3	66.7	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	341	100	33.4	46	20.6	77.8	74.9	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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	274	99.6	42.6	49	8.4	57.4	69.7	68.6
Gender								
Male	149	99.3	41.3	48.6	10.1	58.7	70	68.3
Female	125	100	44.2	49.6	6.2	55.8	69.4	68.9
Racial/Ethnic Group								
White	83	98.8	26.3	60.5	13.2	73.7	83.9	80.7
African American	182	100	50	43.4	6.6	50	56.4	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.1	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.7	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.5	70.8
Disability Status								
Disabled	47	100	63.4	22	14.6	36.6	42.3	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	5	I/S	I/S	I/S	I/S	I/S	72.7	60.7
Socio-Economic Status								
Subsidized meals	214	100	47.7	46.2	6.1	52.3	58.7	57.3

Social Studies								
All Students	278	100	35.2	52.8	12	64.8	72.8	72.5
Gender								
Male	155	100	38.8	48.2	12.9	61.2	72.3	72
Female	123	100	30.6	58.6	10.8	69.4	73.4	73.1
Racial/Ethnic Group								
White	81	100	26.4	61.1	12.5	73.6	81.2	81
African American	184	100	39.4	48.5	12.1	60.6	64.4	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.5	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	74.1	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	73.5
Disability Status								
Disabled	52	100	52.3	34.1	13.6	47.7	45.1	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	8	I/S	I/S	I/S	I/S	I/S	81.6	69.7
Socio-Economic Status								
Subsidized meals	226	100	36.3	52.5	11.3	63.7	64.6	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	107	96.3	30.5	41.1	28.4	69.5	73.8	73.2	94.9	95.9
Gender										
Male	62	93.6	34.6	42.3	23.1	65.4	67.8	67.2	94.6	95.8
Female	45	100	25.6	39.5	34.9	74.4	79.8	79.4	95.2	96.1
Racial/Ethnic Group										
White	23	91.3	36.8	42.1	21.1	63.2	82	81.5	93.5	95.7
African American	79	97.5	26.8	43.7	29.6	73.2	66	61.3	95.6	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80	87	97.1	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	73.3	66.7	94.8	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	92.6	95.3
Disability Status										
Disabled	30	90	N/AV	N/AV	N/AV	16	28	26	92.6	95
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	5	I/S	I/S	I/S	I/S	I/S	65.5	65.7	95.4	96
Socio-Economic Status										
Subsidized meals	84	98.8	32.5	41.6	26	67.5	65.2	63.2	94.6	95.5

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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	112	100	11.8	35.3	52.9	88.2
	4	114	99.1	36.8	37.7	25.5	63.2
	5	121	100	28.1	45.6	26.3	71.9
	6	109	99.1	32	49	19	68
	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	85	100	11.3	25	63.8	88.8
	4	121	100	21.3	53.7	25	78.7
	5	108	100	39.6	40.6	19.8	60.4
	6	118	100	21.8	42.7	35.5	78.2
	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	112	100	35.3	34.3	30.4	64.7
	4	114	100	40.6	35.8	23.6	59.4
	5	121	100	47.4	38.6	14	52.6
	6	109	99.1	38	44	18	62
	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	85	100	26.3	33.8	40	73.8
	4	121	100	23.1	56.5	20.4	76.9
	5	108	100	49	36.5	14.6	51
	6	118	100	20.9	53.6	25.5	79.1
	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	57	100	47.1	35.3	17.6	52.9
	4	114	99.1	48.1	44.3	7.5	51.9
	5	60	100	51.8	41.1	7.1	48.2
	6	56	96.4	41.2	49	9.8	58.8
	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	41	100	42.1	36.8	21.1	57.9
	4	120	100	42.1	53.3	4.7	57.9
	5	53	100	53.1	36.7	10.2	46.9
	6	60	98.3	35.1	59.6	5.3	64.9
	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	57	100	30.2	43.4	26.4	69.8
	4	114	100	51.9	39.6	8.5	48.1
	5	61	100	62.1	34.5	3.4	37.9
	6	54	100	28.6	61.2	10.2	71.4
	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	44	100	26.2	59.5	14.3	73.8
	4	121	100	32.4	55.6	12	67.6
	5	55	100	53.2	34	12.8	46.8
	6	58	100	32.1	58.5	9.4	67.9
	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	114	93.9	30.6	50	19.4	69.4
	4	116	97.4	39.3	42.1	18.7	60.7
	5	125	96.8	26.3	39.5	34.2	73.7
	6	105	96.2	36.7	45.9	17.3	63.3
	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	107	96.3	30.5	41.1	28.4	69.5
	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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