

## GROVE ELEMENTARY

1220 Old Grove Rd.  
Piedmont, SC 29673

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	602 Students	
<b>Principal</b>	Deborah Bauer	864-355-5900
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	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
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	At-Risk	At-Risk
2007	Below Average	Below Average

## 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

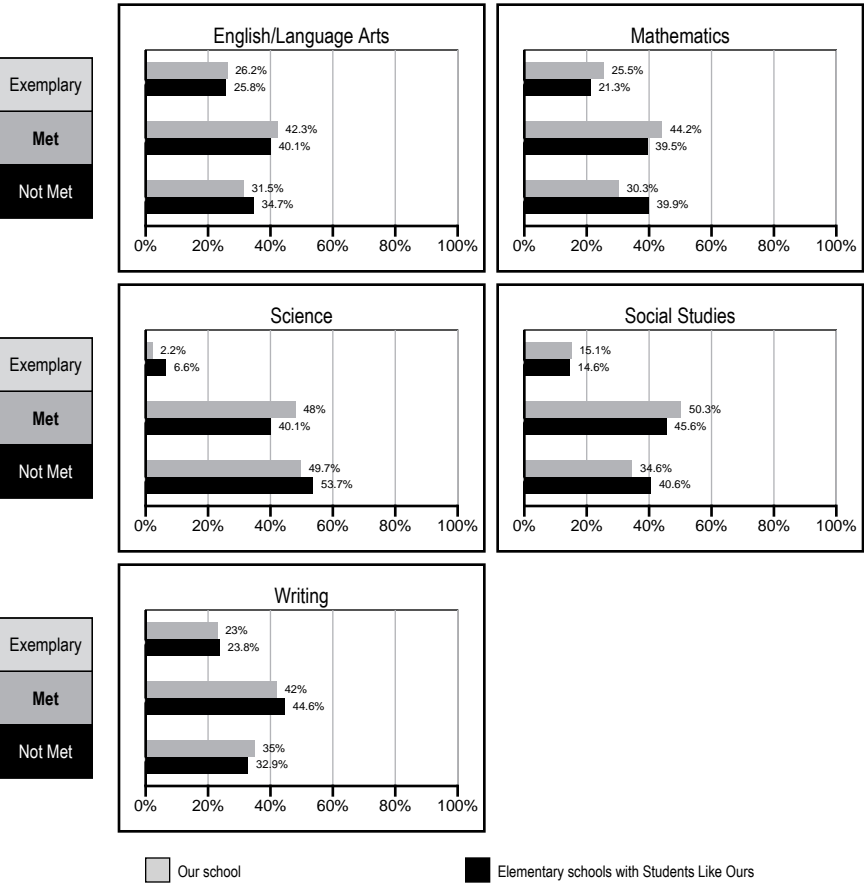
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	77	49	23

\* 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
<b>Students (n=602)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.2%	100.0%	100.0%
Retention rate	2.6%	Up from 0.8%	1.5%	1.1%
Attendance rate	96.5%	Up from 95.7%	96.1%	96.2%
Served by gifted and talented program	2.6%	Down from 3.9%	5.1%	13.4%
With disabilities other than speech	6.5%	Down from 6.8%	4.3%	4.1%
Older than usual for grade	1.0%	Up from 0.4%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	40.9%	Down from 41.3%	61.9%	62.5%
Continuing contract teachers	90.9%	Up from 80.4%	81.8%	88.2%
Teachers returning from previous year	82.9%	Up from 79.7%	84.3%	87.8%
Teacher attendance rate	92.5%	Down from 97.0%	95.2%	95.2%
Average teacher salary*	\$42,845	Down 0.8%	\$45,188	\$46,773
Professional development days/teacher	12.1 days	Up from 6.1 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.2 to 1	17.5 to 1	19.9 to 1
Prime instructional time	90.1%	Down from 92.7%	90.4%	90.4%
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**	\$6,976	Down 11.0%	\$8,515	\$7,447
Percent of expenditures for instruction**	69.3%	Down from 71.8%	67.7%	68.4%
Percent of expenditures for teacher salaries**	67.0%	Down from 69.6%	64.0%	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

During the school year, Grove Elementary continued to develop collaborative teams with a dedicated focus on strengthening instructional strategies to promote student achievement. Located in rural Greenville County, Grove serves over 600 students in grades K5 through 5. As planned, the partnership with Michelin North America expanded to include student clubs, as well as tutoring, mentoring, and several improvement projects within our facility.

Grove continues to incorporate programs that will impact our children and families. In an effort to educate the whole child, Grove pursued and has been accepted into three exciting programs. The first is the CATCH program, which encourages physical activity in the classroom, in physical education, and at home. It also promotes wise food choices in the cafeteria and at home. The final component involves families in learning about nutritional foods and their impact on learning. Grove is also a part of the State of South Carolina Fresh Fruits and Vegetables Program (FFPV). The school provides students with a fresh fruit or vegetable snack 3-5 times per week. Students learn about the nutritional value and importance of food on growth and development. Finally, Grove has committed to healthy lunches. The cafeteria team will participate in 40 hours of culinary instruction to provide fresh lunches and eliminate pre-packaged foods. Parents will be encouraged to provide healthy snacks for birthdays and celebrations.

Grove teachers have also initiated a pilot program in literacy instruction. Teachers have adopted and support instruction in small group settings and with proven strategies that specifically address individual reading needs. Grove has also included the literacy intervention programs, Response to Intervention and Reading Recovery, in the school wide plan. Based on Measures of Academic Progress (MAP), students receive leveled math intervention a minimum of 3 times per week.

Students in grades 3-5 have the opportunity to participate in school based clubs such as taebo, book club, gardening, volleyball, writing club, and double dutch two times per month. Clubs, held during the school day, are led by teachers or community volunteers.

We continue to provide the highest quality instruction to each of our students and to promote programs that assist students in the fulfillment of individual potential through the positive, creative, and challenging instruction guided by South Carolina State Standards.

Deborah Bauer, Principal  
Andy Brewster, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	102	47
Percent satisfied with learning environment	69.0%	79.4%	84.8%
Percent satisfied with social and physical environment	81.0%	80.2%	80.0%
Percent satisfied with school-home relations	64.3%	87.3%	87.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 25 out of 27 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	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	96.5%	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	309	99.7	31.5	42.3	26.2	80.5	84.1	82.4	Yes	Yes
<b>Gender</b>										
Male	157	99.4	32.6	45.2	22.2	75.6	80.8	78.7	N/A	N/A
Female	152	100	30.3	39.4	30.3	85.6	87.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	49	100	17.5	42.5	40	90	89.7	88.9	Yes	Yes
African American	173	99.4	33.3	42.4	24.3	77.1	72.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	93	I/S	I/S
Hispanic	87	100	34.9	42.2	22.9	81.9	79.2	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	N/AV	N/AV	N/AV	29	48.6	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	84	100	35.4	41.5	23.2	81.7	79.3	78.3	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	293	99.7	32.5	42.7	24.7	79.6	75.7	75.4	Yes	Yes

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

All Students	309	99.7	30.3	44.2	25.5	80.5	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	157	99.4	28.1	48.1	23.7	81.5	82.9	79.9	N/A	N/A
Female	152	100	32.6	40.2	27.3	79.5	86.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	49	100	20	52.5	27.5	87.5	89.4	88.9	Yes	Yes
African American	173	99.4	37.5	39.6	22.9	75	72	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.6	94.6	I/S	I/S
Hispanic	87	100	22.9	48.2	28.9	86.7	82.7	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	71	22.6	6.5	38.7	47.1	47.3	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	84	100	22	48.8	29.3	87.8	83.6	81.4	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	293	99.7	31.4	44.3	24.3	79.6	76.5	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	208	99	49.7	48	2.2	50.3	71.6	68.6
Gender								
Male	106	99.1	45.7	51.1	3.3	54.3	71.4	68.3
Female	102	99	54	44.8	1.1	46	71.9	68.9
Racial/Ethnic Group								
White	33	100	26.9	65.4	7.7	73.1	81	80.7
African American	121	98.4	58.8	40.2	1	41.2	52.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	54	100	43.1	54.9	2	56.9	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	9.1	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	53	100	42	56	2	58	61.8	60.7
Socio-Economic Status								
Subsidized meals	194	99	50.9	47.3	1.8	49.1	58.4	57.3

Social Studies

All Students	205	99.5	34.6	50.3	15.1	65.4	76.1	72.5
Gender								
Male	107	99.1	34.8	50	15.2	65.2	75.9	72
Female	98	100	34.5	50.6	14.9	65.5	76.2	73.1
Racial/Ethnic Group								
White	27	100	22.7	59.1	18.2	77.3	82.8	81
African American	118	99.2	35.4	47.5	17.2	64.6	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	89
Hispanic	60	100	37.9	51.7	10.3	62.1	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	33	100	N/AV	N/AV	N/AV	20	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	57	100	36.8	52.6	10.5	63.2	70.5	69.7
Socio-Economic Status								
Subsidized meals	195	99.5	35.7	48.5	15.8	64.3	65.2	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	111	100	35	42	23	65	76	73.2	96.5	96.4
Gender										
Male	50	100	43.5	43.5	13	56.5	70.2	67.2	96.5	96.3
Female	61	100	27.8	40.7	31.5	72.2	82.1	79.4	96.5	96.4
Racial/Ethnic Group										
White	20	100	26.3	42.1	31.6	73.7	83.1	81.5	94.1	96.2
African American	62	100	41.8	38.2	20	58.2	62.2	61.3	96.4	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	87	99.9	97.6
Hispanic	29	100	26.9	50	23.1	73.1	64.3	66.7	97.9	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	99.9	95.8
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	26.5	26	95.9	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	27	100	26.9	50	23.1	73.1	65.3	65.7	98	97.2
Socio-Economic Status										
Subsidized meals	109	100	35.7	41.8	22.4	64.3	63.7	63.2	96.6	95.9

Abbreviations for Missing Data

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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	108	100	28.6	36.3	35.2	71.4
	4	116	100	42.9	40.8	16.3	57.1
	5	109	100	39.1	48.9	12	60.9
	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	95	100	28.2	32.1	39.7	71.8
	4	104	99	36.3	41.8	22	63.7
	5	110	100	29.6	51	19.4	70.4
	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	108	100	20.9	38.5	40.7	79.1
	4	116	100	27.6	50	22.4	72.4
	5	109	100	48.9	37	14.1	51.1
	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	95	100	38.5	29.5	32.1	61.5
	4	104	99	24.2	46.2	29.7	75.8
	5	110	100	29.6	54.1	16.3	70.4
	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	52	100	43.5	43.5	13	56.5
	4	116	100	41.8	53.1	5.1	58.2
	5	55	100	N/A	N/A	N/A	33.3
	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	47	97.9	N/AV	N/AV	N/AV	54.1
	4	104	99	51.6	45.1	3.3	48.4
	5	57	100	49	49	2	51
	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	56	100	37.8	57.8	4.4	62.2
	4	116	99.1	32.7	60.2	7.1	67.3
	5	54	98.2	41.9	48.8	9.3	58.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	48	100	36.6	43.9	19.5	63.4
	4	104	99	37.4	52.7	9.9	62.6
	5	53	100	27.7	51.1	21.3	72.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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	100	100	37.4	37.4	25.3	62.6
	4	112	99.1	52	38.8	9.2	48
	5	108	100	58.1	28	14	41.9
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	111	100	35	42	23	65
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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