



SAVANNAH GROVE ELEMENTARY

2348 Savannah Grove
Effingham, South Carolina

Grades	K-6 Elementary School	
Enrollment	734 Students	
Principal	Chandar Anderson	843-664-8463
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average
2009	Average	Average
2008	Average	Average
2007	Below Average	At-Risk
2006	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 GOAL

By 2010, SC'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.

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.

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

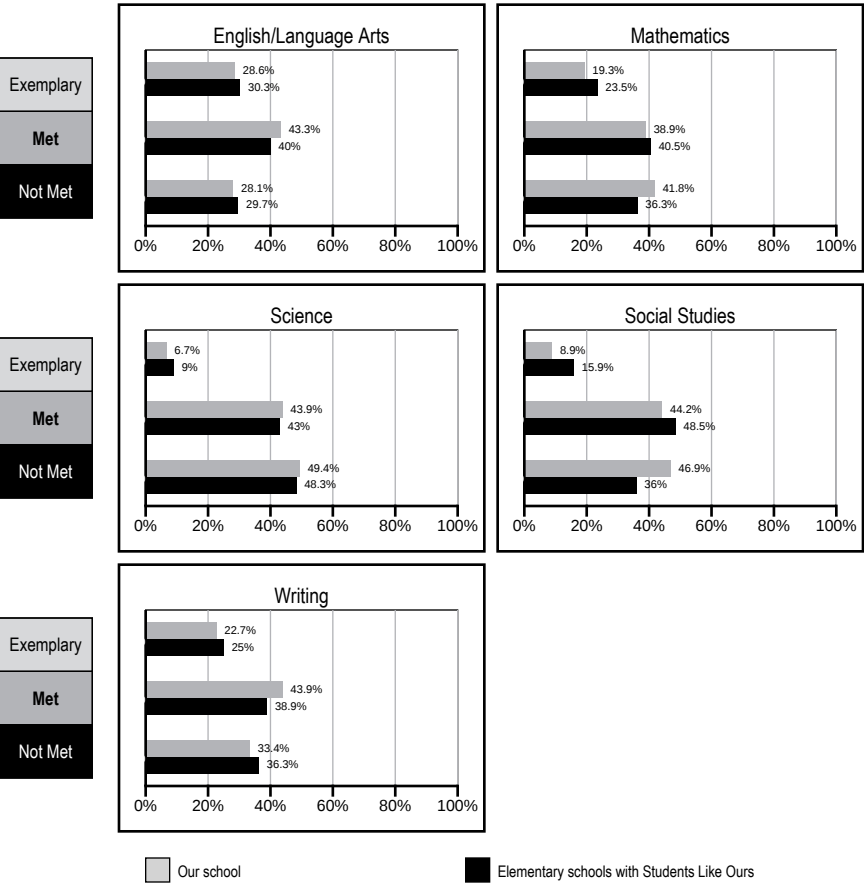
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	98	30	7

* Ratings are calculated with data available by 03/09/2011.

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=734)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Up from 3.3%	1.6%	1.2%
Attendance rate	94.5%	Down from 94.9%	95.7%	96.1%
Eligible for gifted and talented	5.8%	Up from 4.3%	6.8%	11.7%
With disabilities other than speech	14.3%	Up from 11.6%	8.6%	8.0%
Older than usual for grade	1.6%	Down from 2.0%	0.6%	0.4%
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%	Down from 72.3%	58.0%	60.5%
Continuing contract teachers	80.4%	Up from 72.3%	82.6%	84.6%
Teachers with emergency or provisional certificates	2.4%	No Change	0.0%	0.0%
Teachers returning from previous year	89.2%	Up from 84.9%	84.9%	87.0%
Teacher attendance rate	96.8%	No Change	95.3%	95.4%
Average teacher salary*	\$46,509	Down 0.8%	\$46,034	\$47,288
Professional development days/teacher	6.2 days	Down from 11.2 days	11.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 20.1 to 1	18.4 to 1	19.2 to 1
Prime instructional time	90.7%	Down from 91.1%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	81.8%	Down from 88.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,454	Up 3.1%	\$7,908	\$7,548
Percent of expenditures for instruction**	68.5%	Down from 68.7%	67.9%	68.7%
Percent of expenditures for teacher salaries**	62.4%	Down from 65.5%	63.9%	65.1%

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

** Prior year audited financial data are reported.

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 (2007-2008)
- Recognized as a Solar School for South Carolina
- Recognized as a Lincoln Legacy School (2008-2009)
- Many classroom teachers have achieved Model Classroom Certification
- Four National Board Certified Teachers on staff
- Majority of teachers with advanced degrees
- Active Association of Parents and Teachers (APT) and School Improvement Council
- 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, monthly birthday celebrations and Reading Renaissance Celebrations)
- Extracurricular Activities (i.e. Chorus, Art Club, Student Council and Savannah Grove Cheerleaders)
- 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 and Focus Teachers
- Everyday Math Parent Workshops
- Saturday Success Academy
- Test Taking Strategies Camp
- Fourth Grade Writing Camp
- Faith Based Mentoring Program
- Father-Daughter Dance

The faculty and staff of Savannah Grove Elementary School will continue to focus on education that is standards driven and meets the needs of all children. By doing so, we will continue to proudly proclaim: "We ARE the Greatest School on the Planet"

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	62	30
Percent satisfied with learning environment	67.6%	90.0%	76.7%
Percent satisfied with social and physical environment	62.2%	90.0%	83.3%
Percent satisfied with school-home relations	55.3%	90.2%	73.3%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.5%	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 = 58.8% (Met or Exemplary)

All Students	456	99.6	27.3	41.9	30.8	82	84.6	83.5	Yes	Yes
Gender										
Male	251	99.6	26.9	44	29.1	79.1	82.1	80.1	N/A	N/A
Female	205	99.5	27.7	39.4	33	85.6	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	130	100	24.6	41.5	33.9	83.9	90.9	89.6	Yes	Yes
African American	311	99.4	27.9	42.1	30	81.4	78.5	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.3	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
Disability Status										
Disabled	96	97.9	52.9	24.7	22.4	49.4	56.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	84.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	362	99.5	29.9	42.1	28.1	80.9	79.2	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	456	99.8	40.5	38.2	21.3	70.1	78.9	80.4	Yes	Yes
Gender										
Male	251	99.6	41.5	37.6	20.9	68.8	77.1	78.4	N/A	N/A
Female	205	100	39.4	38.8	21.8	71.8	80.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	130	100	36.4	38.1	25.4	77.1	88.2	87.8	Yes	Yes
African American	311	99.7	42.1	37.9	20	66.9	69.8	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.9	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81.5	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	83.2	I/S	I/S
Disability Status										
Disabled	96	99	64.7	18.8	16.5	38.8	46.5	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	85.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	362	99.7	43.3	37.3	19.4	67.5	71.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	287	99	47.3	42.8	9.8	52.7	67.8	67.3
Gender								
Male	151	98.7	43.3	44	12.8	56.7	68.4	66.9
Female	136	99.3	52	41.5	6.5	48	67.2	67.7
Racial/Ethnic Group								
White	82	100	32.9	56.2	11	67.1	82.4	79.6
African American	196	98.5	53.3	36.8	9.9	46.7	53.3	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.9	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	69.5
Disability Status								
Disabled	59	94.9	56.3	18.8	25	43.8	42	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70.1	58.6
Socio-Economic Status								
Subsidized meals	233	98.7	50	41.1	8.9	50	57	55.4

Social Studies

All Students	286	100	45.5	43.2	11.3	54.5	71	70.9
Gender								
Male	163	100	43	43.7	13.2	57	70.6	70.1
Female	123	100	48.7	42.6	8.7	51.3	71.4	71.7
Racial/Ethnic Group								
White	72	100	41.2	47.1	11.8	58.8	80.2	79.2
African American	203	100	46.3	42.6	11.2	53.7	62.1	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.2	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	62	100	56.9	27.6	15.5	43.1	45.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	73.6	68
Socio-Economic Status								
Subsidized meals	222	100	48.3	40.6	11.1	51.7	62.2	60.8

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	460	96.1	33.1	44.1	22.8	66.9	73	72.1	94.5	95.8
Gender										
Male	257	94.6	37.8	44.8	17.4	62.2	66	65.2	94.3	95.6
Female	203	98	27.3	43.3	29.4	72.7	80.3	79.2	94.7	95.9
Racial/Ethnic Group										
White	132	97	34.5	41.4	24.1	65.5	81.4	80.8	93.2	95.6
African American	313	95.5	31.8	46.2	22	68.2	64.8	59.7	95.2	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.1	87	93.6	97.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.7	64.6	92.3	94.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.5	73.4	93.7	97
Disability Status										
Disabled	93	85	76	21.3	2.7	24	30.8	27.7	92.6	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	66.7	63.7	92.4	96.1
Socio-Economic Status										
Subsidized meals	360	95.8	36.3	44.8	18.9	63.7	64.9	61.9	94.2	95.3

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							
2009	3	106	100	34	38.1	27.8	66
	4	114	99.1	35.3	39.2	25.5	64.7
	5	97	100	21.2	51.8	27.1	78.8
	6	91	100	30.2	37.2	32.6	69.8
	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
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
Mathematics							
2009	3	106	100	42.3	37.1	20.6	57.7
	4	114	99.1	29.4	46.1	24.5	70.6
	5	97	100	30.6	49.4	20	69.4
	6	91	100	31.4	37.2	31.4	68.6
	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
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
Science							
2009	3	52	100	62.5	29.2	8.3	37.5
	4	114	99.1	38.2	52	9.8	61.8
	5	48	100	52.3	43.2	4.5	47.7
	6	47	100	29.5	43.2	27.3	70.5
	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
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

Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	54	100	36.7	40.8	22.4	63.3
	4	114	99.1	28.4	58.8	12.7	71.6
	5	49	98	53.7	31.7	14.6	46.3
	6	46	97.8	30.2	62.8	7	69.8
	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
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
Writing							
2009	3	106	99.1	29.9	34	36.1	70.1
	4	114	97.4	31.4	47.1	21.6	68.6
	5	93	96.8	22.9	53	24.1	77.1
	6	91	93.4	27.2	48.1	24.7	72.8
	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
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

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