



GROVE ELEMENTARY

1220 Old Grove Rd.
Piedmont, SC 29673

Grades	K-5 Elementary School	
Enrollment	630 Students	
Principal	Deborah Bauer	864-355-5900
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

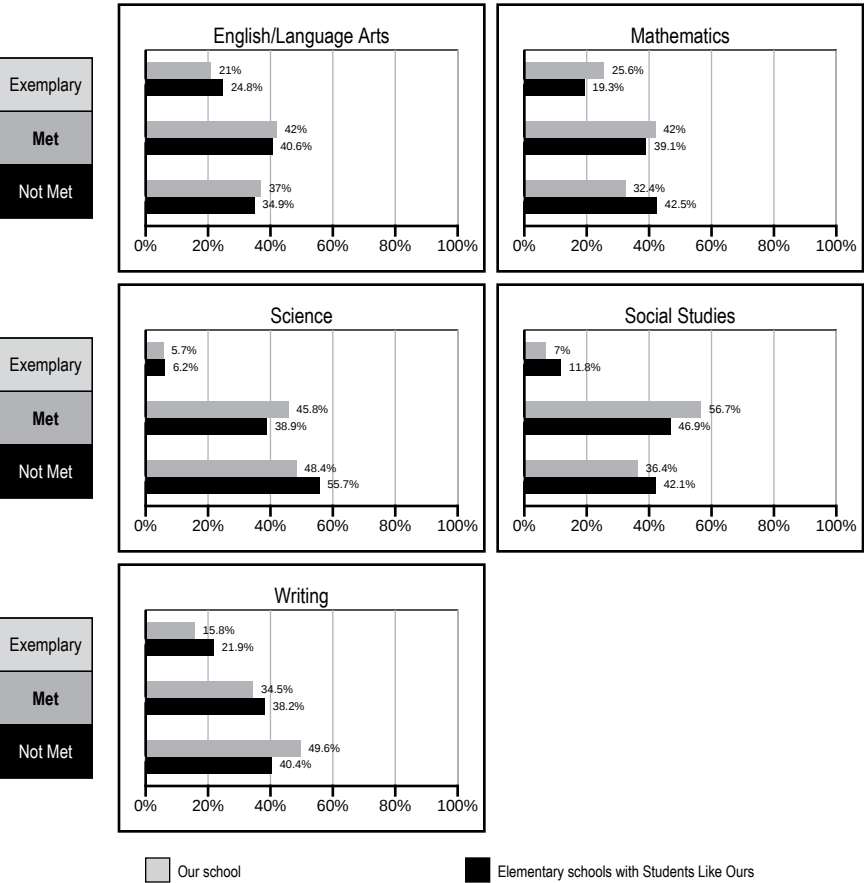
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	77	56	23

* 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=630)				
First graders who attended full-day kindergarten	97.2%	Down from 98.2%	100.0%	100.0%
Retention rate	0.8%	No Change	1.4%	1.2%
Attendance rate	95.7%	Down from 96.6%	95.9%	96.1%
Eligible for gifted and talented	3.9%	Up from 1.2%	4.3%	11.7%
With disabilities other than speech	6.8%	Up from 6.2%	8.3%	8.0%
Older than usual for grade	0.4%	Down from 0.7%	0.8%	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	41.3%	Up from 35.7%	60.0%	60.5%
Continuing contract teachers	80.4%	Up from 67.9%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.2%	0.0%	0.0%
Teachers returning from previous year	79.7%	Down from 83.1%	83.2%	87.0%
Teacher attendance rate	97.0%	Up from 94.4%	95.4%	95.4%
Average teacher salary*	\$43,184	Up 0.3%	\$45,504	\$47,288
Professional development days/teacher	6.1 days	Down from 8.6 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.4 to 1	17.1 to 1	19.2 to 1
Prime instructional time	92.7%	Up from 90.6%	90.4%	90.8%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,840	Down 0.4%	\$8,766	\$7,548
Percent of expenditures for instruction**	71.8%	Up from 70.4%	68.1%	68.7%
Percent of expenditures for teacher salaries**	69.6%	Up from 67.2%	62.5%	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

Grove Elementary school has experienced an exciting and challenging school year as we worked collaboratively to create a strong cohesive educational team focused to meet the needs of all of our students. Situated in a rural area in southern Greenville County, the school serves approximately 680 students in grades K5 through 5th. This year Grove began a partnership with Michelin North America to develop and implement programs guided by school personnel and supported by volunteers from Michelin and the community. These programs include academic tutoring, adult mentors, physical activities, and career modeling opportunities. Program expansion is planned for the 2010-2011 school year.

Throughout the year, several assessments including MAP (Measure of Academic Progress), AimsWeb, and common assessments were used to analyze student academic growth, to set academic goals, and to develop academic plans for all students. These assessments assist in identification of skills mastered by students and help to identify skills in which students need support. The assessments also assist teachers in the scope and sequence of their instruction.

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

Deborah Bauer, Principal
 Melinda Tyson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	91	61
Percent satisfied with learning environment	83.0%	83.5%	88.5%
Percent satisfied with social and physical environment	86.8%	83.1%	81.4%
Percent satisfied with school-home relations	84.9%	83.3%	85.0%

* 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 28 out of 29 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	RP-HOLD
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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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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	333	100	37	42	21	79	84.7	83.5	Yes	Yes
Gender										
Male	166	100	39.7	42.6	17.7	77.3	81.3	80.1	N/A	N/A
Female	167	100	34.3	41.4	24.3	80.7	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	63	100	28	42	30	84	90	89.6	Yes	Yes
African American	185	100	41.3	40.7	18	75.3	73.4	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	84	100	35	45	20	82.5	78.4	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	51	100	64.4	31.1	4.4	57.8	53.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	80	100	35.4	44.3	20.3	82.3	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	312	100	38.6	42	19.3	78	76.1	76.9	Yes	Yes

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

All Students	333	100	32.4	42	25.6	77.9	82	80.4	Yes	Yes
Gender										
Male	166	100	33.3	39.7	27	78.7	80.5	78.4	N/A	N/A
Female	167	100	31.4	44.3	24.3	77.1	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	63	100	30	36	34	80	87.7	87.8	Yes	Yes
African American	185	100	38	42.7	19.3	72.7	68.4	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	84	100	23.8	45	31.3	86.3	78.3	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	51	100	68.9	26.7	4.4	48.9	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	80	100	24.1	43	32.9	86.1	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	312	100	33.3	42.8	23.9	76.9	72.9	72.8	Yes	Yes

* 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

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	223	100	48.4	45.8	5.7	51.6	70.6	67.3
Gender								
Male	110	100	48.9	41.5	9.6	51.1	70.1	66.9
Female	113	100	48	50	2	52	71.1	67.7
Racial/Ethnic Group								
White	41	100	29.4	61.8	8.8	70.6	80.2	79.6
African American	119	100	58.2	36.7	5.1	41.8	50.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	62	100	44.1	52.5	3.4	55.9	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	33	100	N/A	N/A	N/A	31	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	60	100	44.8	51.7	3.4	55.2	60.6	58.6
Socio-Economic Status								
Subsidized meals	213	100	49.7	45.4	4.9	50.3	57.1	55.4

Social Studies								
All Students	226	99.1	36	57	7	64	73.2	70.9
Gender								
Male	113	99.1	37.6	54.8	7.5	62.4	72.8	70.1
Female	113	99.1	34.4	59.1	6.5	65.6	73.7	71.7
Racial/Ethnic Group								
White	46	100	38.2	52.9	8.8	61.8	79.8	79.2
African American	127	98.4	42.6	52.5	5	57.4	57.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	52	100	22	70	8	78	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	33	100	65.5	31	3.4	34.5	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	51	100	21.6	70.6	7.8	78.4	69	68
Socio-Economic Status								
Subsidized meals	210	99.1	37.6	55.5	6.9	62.4	61.6	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	320	99.7	49.3	34.8	16	50.7	74	72.1	95.7	96.2
Gender										
Male	160	99.4	56.1	34.5	9.4	43.9	67.2	65.2	95.6	96.2
Female	160	100	42.7	35	22.4	57.3	81.1	79.2	95.9	96.3
Racial/Ethnic Group										
White	62	100	39.2	45.1	15.7	60.8	81.6	80.8	93.6	96.1
African American	176	100	52.3	31.1	16.6	47.7	58.6	59.7	95.8	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.8	87	99.3	97.5
Hispanic	81	98.8	50.6	34.2	15.2	49.4	63.1	64.6	96.8	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	93.9	94.8
Disability Status										
Disabled	49	100	80.9	14.9	4.3	19.1	29.5	27.7	95.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	78	98.7	51.3	34.6	14.1	48.7	62.9	63.7	96.9	97
Socio-Economic Status										
Subsidized meals	297	99.7	51.5	33.7	14.8	48.5	61.1	61.9	95.7	95.6

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	121	100	37.6	39.4	22.9	62.4
	4	105	99.1	51.7	37.9	10.3	48.3
	5	90	100	34.2	51.9	13.9	65.8
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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	121	100	45	42.2	12.8	55
	4	105	99.1	39.1	44.8	16.1	60.9
	5	90	100	27.8	49.4	22.8	72.2
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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	61	100	44.2	50	5.8	55.8
	4	105	99.1	47.1	48.3	4.6	52.9
	5	44	100	52.6	42.1	5.3	47.4
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	60	100	33.3	52.6	14	66.7
	4	105	99.1	26.4	56.3	17.2	73.6
	5	46	97.8	27.5	55	17.5	72.5
	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
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
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	123	99.2	40.7	35.4	23.9	59.3
	4	105	100	52.8	32.6	14.6	47.2
	5	87	100	51.9	37	11.1	48.1
	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
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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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