

GRIGGS ROAD ELEMENTARY

100 Griggs Road
Clover,, South Carolina

Grades	PK-5 Elementary School	
Enrollment	569 Students	
Principal	Kenda P. Cook	803-222-5777
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

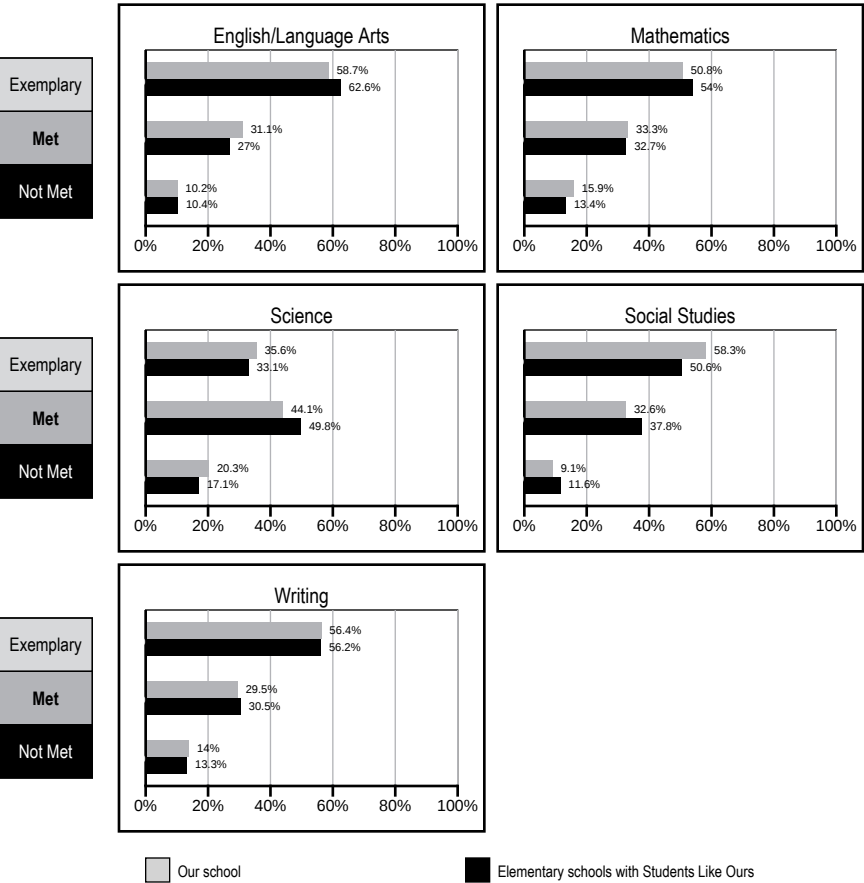
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

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

* 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=569)				
First graders who attended full-day kindergarten	100.0%	No Change	99.6%	100.0%
Retention rate	0.4%	Down from 3.0%	0.5%	1.2%
Attendance rate	96.8%	Up from 96.7%	96.8%	96.1%
Eligible for gifted and talented	26.2%	Up from 17.8%	30.2%	11.7%
With disabilities other than speech	3.6%	Down from 4.7%	6.8%	8.0%
Older than usual for grade	0.0%	Down from 0.8%	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	56.4%	Down from 60.5%	67.1%	60.5%
Continuing contract teachers	79.5%	Up from 78.9%	89.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.9%	Up from 88.4%	88.9%	87.0%
Teacher attendance rate	95.0%	Up from 93.5%	95.1%	95.4%
Average teacher salary*	\$50,114	Up 0.8%	\$49,381	\$47,288
Professional development days/teacher	11.5 days	Down from 12.5 days	10.1 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	6.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.8 to 1	20.7 to 1	19.2 to 1
Prime instructional time	90.6%	Up from 88.1%	91.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.3%	Down from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,445	Up 3.9%	\$6,864	\$7,548
Percent of expenditures for instruction**	69.4%	Up from 69.0%	69.6%	68.7%
Percent of expenditures for teacher salaries**	66.3%	Up from 66.1%	67.0%	65.1%

* 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

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. Recently, Griggs Road received the Palmetto Gold Award from the South Carolina Education Oversight Committee for academic achievement.

Building a sense of community became another important focus of the 2009-2010 school year. Faced with a changing school population due to redistricting, Griggs Road faculty, parents, and students worked throughout the year to mesh the cultures of two high achieving schools.

Students have opportunities to excel in extracurricular areas. Every student submitted art work to Artsonia, an online children's art website. Students produced the schoolwide television program, GRE-TV, and several editions of the student newspaper, Griggs Road Pride. Our PE Club won top honors at the district speed stacking competition, and the Geocaching Club navigated the GPS system to find hidden treasures at local areas of interest.

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 schoolwide assemblies. Classroom teachers and the guidance counselor provided additional instruction and follow-up activities to support our character education program. The students also participate in monthly service learning projects sponsored by the student council.

Griggs Road continues to have a high level of parent involvement. We have active volunteers in our building on a daily basis. Our SIC 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, and 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. Our parents play a vital role in the day to day operation of our school.

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
Suzanne Stewart, Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	87	77
Percent satisfied with learning environment	97.4%	91.9%	93.5%
Percent satisfied with social and physical environment	100.0%	87.2%	93.5%
Percent satisfied with school-home relations	100.0%	95.4%	97.4%

* 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
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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	
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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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	276	100	10.4	31.5	58.1	94.8	89.8	83.5	Yes	Yes
Gender										
Male	141	100	12.4	29.9	57.7	94.2	86.8	80.1	N/A	N/A
Female	135	100	8.3	33.1	58.6	95.5	93	87	N/A	N/A
Racial/Ethnic Group										
White	241	100	8.9	32.2	58.9	96.2	91.3	89.6	Yes	Yes
African American	25	100	16.7	33.3	50	91.7	80.4	74.6	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.4	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.2	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	19	100	55.6	22.2	22.2	72.2	52.8	51.7	I/S	I/S
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	5	I/S	I/S	I/S	I/S	I/S	79.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	67	100	21.5	32.3	46.2	90.8	80	76.9	Yes	Yes

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

All Students	276	100	16.7	33.3	50	91.9	91.2	80.4	Yes	Yes
Gender										
Male	141	100	20.4	32.1	47.4	88.3	89.5	78.4	N/A	N/A
Female	135	100	12.8	34.6	52.6	95.5	93.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	241	100	15.7	32.6	51.7	92.8	92.5	87.8	Yes	Yes
African American	25	100	25	25	50	83.3	82	69.3	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.3	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	87	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	92.3	83.2	I/S	I/S
Disability Status										
Disabled	19	100	55.6	27.8	16.7	66.7	56.6	46.1	I/S	I/S
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	5	I/S	I/S	I/S	I/S	I/S	87.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	67	100	23.1	46.2	30.8	89.2	83.8	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	182	98.9	20.2	43.8	36	79.8	82.9	67.3
Gender								
Male	94	97.9	20.9	42.9	36.3	79.1	82	66.9
Female	88	100	19.5	44.8	35.6	80.5	84	67.7
Racial/Ethnic Group								
White	159	98.7	18.7	43.9	37.4	81.3	85.8	79.6
African American	15	100	26.7	40	33.3	73.3	63.3	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	78.8	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.6	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	47.2	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	4	I/S	I/S	I/S	I/S	I/S	69.8	58.6
Socio-Economic Status								
Subsidized meals	44	100	38.6	45.5	15.9	61.4	70.1	55.4

Social Studies

All Students	183	98.9	9.7	32.4	58	90.3	81.5	70.9
Gender								
Male	89	100	10.5	26.7	62.8	89.5	80.6	70.1
Female	94	97.9	8.9	37.8	53.3	91.1	82.5	71.7
Racial/Ethnic Group								
White	160	99.4	8.4	32.3	59.4	91.6	82.8	79.2
African American	18	100	23.5	23.5	52.9	76.5	69.3	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.7	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.2	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	11	81.8	I/S	I/S	I/S	I/S	47	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.8	68
Socio-Economic Status								
Subsidized meals	43	95.4	17.9	41	41	82.1	68.1	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	276	97.8	14	29.5	56.4	86	83.7	72.1	96.8	96.3
Gender										
Male	142	98.6	20	31.9	48.1	80	78.2	65.2	96.8	96.3
Female	134	97	7.8	27.1	65.1	92.2	89.5	79.2	96.7	96.4
Racial/Ethnic Group										
White	241	97.9	13	29.4	57.6	87	85.6	80.8	96.8	96.2
African American	25	100	25	20.8	54.2	75	68.9	59.7	96.9	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.4	87	98.7	97.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	84.4	64.6	96.6	97
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	73.4	90.7	94.4
Disability Status										
Disabled	18	66.7	N/AV	N/AV	N/AV	27.3	35.4	27.7	96.3	95.5
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	5	I/S	I/S	I/S	I/S	I/S	78.4	63.7	96.5	97.5
Socio-Economic Status										
Subsidized meals	63	95.2	23.7	40.7	35.6	76.3	69.2	61.9	95.4	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							
2009	3	94	100	14.3	28.6	57.1	85.7
	4	112	100	13.6	46.4	40	86.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	96	100	14.1	20.7	65.2	85.9
	4	89	100	6.8	28.4	64.8	93.2
	5	91	100	10	45.6	44.4	90
	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
Mathematics							
2009	3	94	100	16.5	29.7	53.8	83.5
	4	112	100	14.5	46.4	39.1	85.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	96	100	26.1	29.3	44.6	73.9
	4	89	100	2.3	23.9	73.9	97.7
	5	91	100	21.1	46.7	32.2	78.9
	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
Science							
2009	3	47	100	31.1	40	28.9	68.9
	4	109	100	18.7	53.3	28	81.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	48	100	46.8	36.2	17	53.2
	4	89	100	4.5	44.3	51.1	95.5
	5	45	95.6	23.3	51.2	25.6	76.7
	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

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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	47	100	10.9	37	52.2	89.1
	4	110	100	23.1	48.1	28.7	76.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	48	100	11.1	22.2	66.7	88.9
	4	89	100	1.1	38.6	60.2	98.9
	5	46	95.7	25.6	30.2	44.2	74.4
	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
Writing							
2009	3	97	100	23.7	25.8	50.5	76.3
	4	114	93.9	24.5	40.6	34.9	75.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	96	100	21.7	29.3	48.9	78.3
	4	89	100	4.5	22.7	72.7	95.5
	5	91	93.4	15.5	36.9	47.6	84.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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