



Grassy Pond Elementary

1146 Boiling Springs
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	509 Students	
Principal	Mrs. Nanette A. Ruppe	864-487-1256
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	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

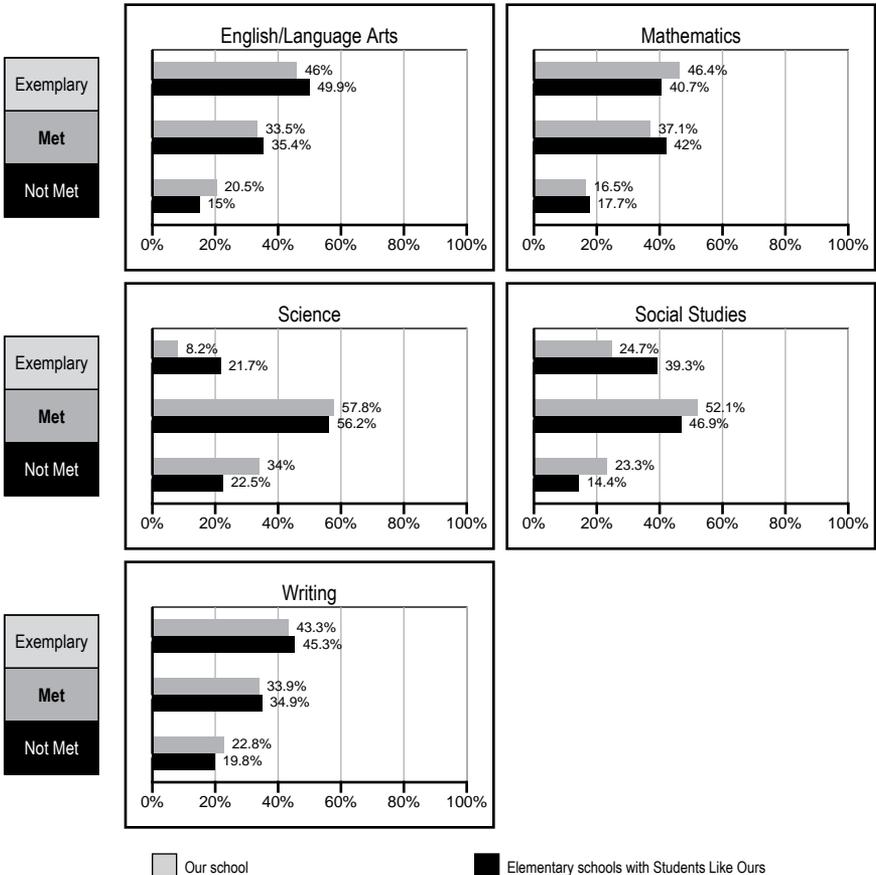
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	21	8	0	0

* Ratings are calculated with data available by 06/01/2010.

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=509)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Up from 0.2%	1.5%	1.9%
Attendance rate	97.0%	Up from 96.9%	96.6%	96.3%
Eligible for gifted and talented	16.9%	Down from 20.5%	17.4%	10.0%
With disabilities other than speech	2.5%	Up from 2.2%	8.1%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	66.7%	Down from 67.7%	60.7%	59.4%
Continuing contract teachers	96.7%	Up from 93.5%	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.2%	Down from 95.4%	85.7%	85.9%
Teacher attendance rate	96.5%	Up from 95.2%	95.2%	95.1%
Average teacher salary*	\$48,830	Up 3.7%	\$47,927	\$47,149
Professional development days/teacher	8.1 days	Down from 8.8 days	10.4 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 20.5 to 1	20.0 to 1	18.8 to 1
Prime instructional time	93.5%	Up from 91.9%	91.0%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,419	Down 2.7%	\$6,629	\$7,458
Percent of expenditures for instruction**	72.0%	Down from 72.7%	70.5%	68.8%
Percent of expenditures for teacher salaries**	68.6%	Down from 71.3%	65.1%	63.2%

* 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

The 2008-2009 school year was successful for Grassy Pond Elementary School. All stakeholders including faculty/staff, students, parents, and community worked cooperatively to ensure students' academic success.

Literacy was prioritized as teachers/administrators used data from Dominion and MAP to guide instructional decisions. Technology including promethean boards, CPS units, and document cameras enhanced classroom instruction through innovative and differentiated lessons and activities for all students. Thinking Maps, a district-wide initiative and implementation, afforded students and teachers opportunities in organizational practices enabling retention of valuable information. An overall increase in MAP scores from fall to spring for many of our students were a result of our efforts.

Our school and district were awarded accreditation from the Southern Association of Colleges and Schools earlier in the school year.

Mrs. Dee Randolph was named Teacher of the Year.

Mrs. Amanda Gordon was named Distinguished Teacher of Reading.

Our students, faculty, parents, and community gave more than \$4,000 to St. Jude's Children's Hospital, March of Dimes, and Relay for Life.

Mrs. Nanette A. Ruppe, Principal
 Mrs. Kim McCall, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	64	54
Percent satisfied with learning environment	75.0%	85.7%	94.4%
Percent satisfied with social and physical environment	87.5%	84.4%	96.2%
Percent satisfied with school-home relations	100.0%	82.8%	86.5%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 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

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	240	100	20.5	33.5	46	91.5	78.1	82.8	Yes	Yes
Gender										
Male	127	100	22	38.1	39.8	89.8	74.5	79.3	N/A	N/A
Female	113	100	18.9	28.3	52.8	93.4	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	175	100	14.5	33.3	52.1	93.3	83.3	89.5	Yes	Yes
African American	43	100	34.9	39.5	25.6	88.4	68.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	92.3	I/S	I/S
Hispanic	19	100	50	21.4	28.6	78.6	53	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	69.2	47.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	43.8	18.8	37.5	81.3	54.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	103	100	35.6	33.3	31.1	84.4	71.5	75.5	Yes	Yes

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

All Students	240	100	16.5	37.1	46.4	89.3	77.5	78.9	Yes	Yes
Gender										
Male	127	100	18.6	39	42.4	87.3	76	77	N/A	N/A
Female	113	100	14.2	34.9	50.9	91.5	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	175	100	12.1	34.5	53.3	92.7	83.3	87.2	Yes	Yes
African American	43	100	34.9	37.2	27.9	76.7	64.9	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	19	100	14.3	71.4	14.3	85.7	62.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	16	100	69.2	23.1	7.7	69.2	40.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	12.5	62.5	25	87.5	63.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	103	100	28.9	46.7	24.4	81.1	71	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	156	100	34	57.8	8.2	66	56.6	67.5
Gender								
Male	80	100	29.7	62.2	8.1	70.3	56.7	67
Female	76	100	38.4	53.4	8.2	61.6	56.4	68
Racial/Ethnic Group								
White	111	100	28.3	60.4	11.3	71.7	65.2	79.5
African American	29	100	N/AV	N/AV	N/AV	44.8	37.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	69.2	84.3
Hispanic	15	100	N/AV	N/AV	N/AV	63.6	40.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	23.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	15	100	N/AV	N/AV	N/AV	66.7	38.2	59.6
Socio-Economic Status								
Subsided meals	71	100	46	52.4	1.6	54	47	55.1
Social Studies								
All Students	156	100	23.3	52.1	24.7	76.7	58.5	72.3
Gender								
Male	82	100	27.3	46.8	26	72.7	58.2	71.5
Female	74	100	18.8	58	23.2	81.2	58.8	73.2
Racial/Ethnic Group								
White	117	100	17.1	53.2	29.7	82.9	65.8	80.7
African American	26	100	N/AV	N/AV	N/AV	50	42.8	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	68.8	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	12	100	I/S	I/S	I/S	I/S	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	42.6	67.9
Socio-Economic Status								
Subsided meals	61	100	44.4	40.7	14.8	55.6	49.1	62.1

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	238	99.6	22.4	34.1	43.5	77.6	64.3	70.2	97	96.4
Gender										
Male	125	100	28.8	36.4	34.7	71.2	57.9	63.2	96.9	96.4
Female	113	99.1	15.2	31.4	53.3	84.8	70.9	77.5	97.1	96.5
Racial/Ethnic Group										
White	173	100	18.2	32.7	49.1	81.8	70.4	79.1	96.8	96.2
African American	43	97.7	38.1	38.1	23.8	61.9	51.6	57.6	97.4	96.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76.2	86.2	99.4	98.2
Hispanic	19	100	28.6	42.9	28.6	71.4	43.9	62.6	98.1	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.8
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	18.2	18.7	26.1	96.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
English Proficiency										
Limited English Proficient	21	100	25	37.5	37.5	75	45.7	61.2	98.3	98
Socio-Economic Status										
Subsidized meals	94	98.9	38.6	38.6	22.9	61.4	55.1	58.9	96.7	96.2

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	98	100	22.8	28.3	48.9	77.2
	4	72	100	18.8	37.7	43.5	81.2
	5	70	100	19	36.5	44.4	81
	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							
2009	3	98	100	21.7	30.4	47.8	78.3
	4	72	100	8.7	40.6	50.7	91.3
	5	70	100	17.5	42.9	39.7	82.5
	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
Science							
2009	3	49	100	41.3	52.2	6.5	58.7
	4	72	100	31.9	58	10.1	68.1
	5	35	100	28.1	65.6	6.3	71.9
	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
Social Studies							
2009	3	49	100	26.1	47.8	26.1	73.9
	4	72	100	14.5	58	27.5	85.5
	5	35	100	38.7	45.2	16.1	61.3
	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
Writing							
2009	3	97	100	32.6	35.9	31.5	67.4
	4	72	100	8.7	37.7	53.6	91.3
	5	69	98.6	22.6	27.4	50	77.4
	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

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