



SC Annual School Report Card Summary

GREAT FALLS ELEMENTARY
Chester

Grades: PK-5

Enrollment: 362

Principal: Wendell B. Sumter

Superintendent: Mr. John Taylor

Board Chair: Mrs. Maggie James

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Below Average	TBD	TBD	Not Met	R
2010	Average	Average	N/A	Silver	Met	R-DELAY
2009	Below Average	Below Average	N/A	N/A	Not Met	R

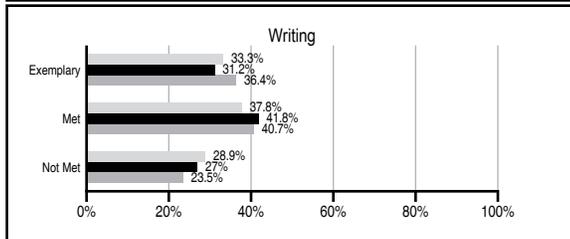
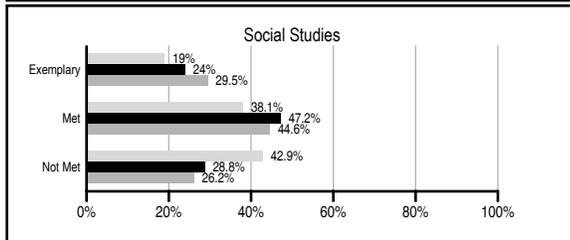
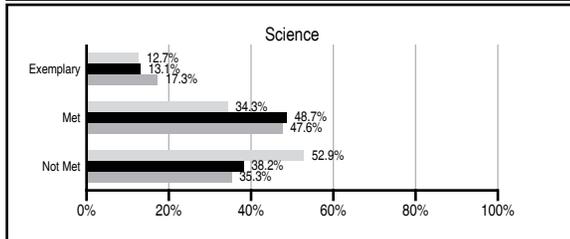
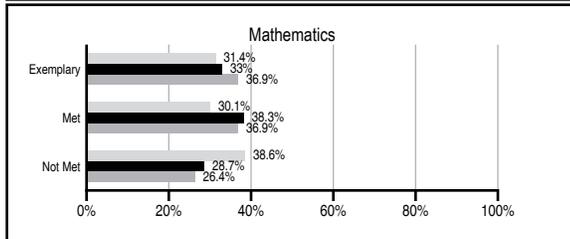
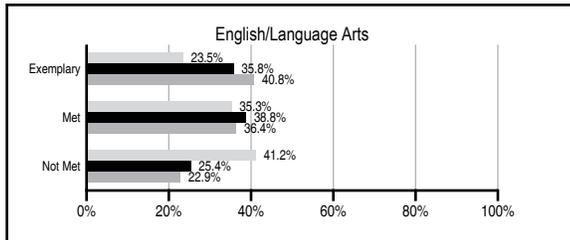
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
6	19	90	9	0

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

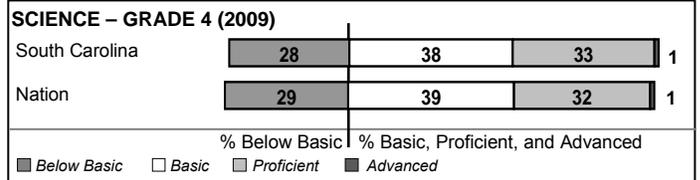
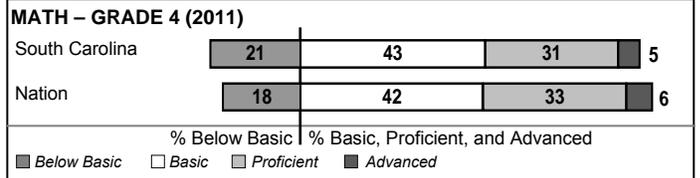
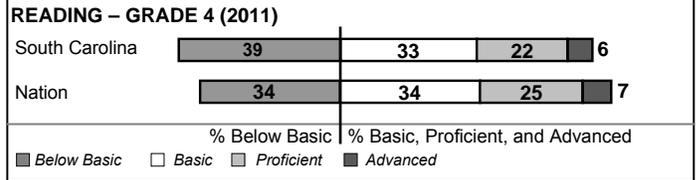
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

GREAT FALLS ELEMENTARY [Chester]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=362)				
Retention rate	3.9%	Down from 6.1%	1.3%	1.1%
Attendance rate	96.0%	Up from 95.3%	95.9%	96.2%
Served by gifted and talented program	18.6%	Up from 17.6%	11.9%	13.4%
With disabilities other than speech	5.1%	Down from 9.6%	5.0%	4.1%
Older than usual for grade	0.8%	Down from 2.1%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	81.5%	Up from 75.9%	60.3%	62.5%
Continuing contract teachers	92.6%	Up from 82.8%	89.5%	88.2%
Teachers returning from previous year	86.2%	Up from 83.2%	87.8%	87.8%
Teacher attendance rate	99.8%	Up from 95.6%	95.2%	95.2%
Average teacher salary*	\$50,472	Up 4.1%	\$46,628	\$46,773
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	4.3 days	Down from 6.6 days	11.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 16.1 to 1	19.6 to 1	19.9 to 1
Prime instructional time	95.2%	Up from 90.2%	90.0%	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**	\$7,030	Down 6.0%	\$7,440	\$7,447
Percent of expenditures for instruction**	67.3%	Down from 68.0%	67.2%	68.4%
Percent of expenditures for teacher salaries**	64.6%	Down from 65.7%	64.6%	65.8%
% of AYP objectives met	52.9%	Down from 100.0%	88.2%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	24	44	29
Percent satisfied with learning environment	95.7%	84.1%	75.9%
Percent satisfied with social and physical environment	100.0%	88.6%	88.9%
Percent satisfied with school-home relations	70.8%	86.4%	77.8%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Great Falls Elementary School is a Title I school in rural Chester County in the upper state of South Carolina, situated approximately halfway between Columbia, SC and Charlotte, NC. The percentage of students at Great Falls Elementary who received free or reduced lunch for the 2010-11 school year was 80%. As a school, Great Falls Elementary met Adequately Yearly Progress criteria for the 2010 year.

Due to Great Falls Elementary's status of "Delayed Restructuring" based on Adequately Yearly Progress results, the school made several major shifts in the way instruction and learning are conducted at the school. Learning, not teaching, is becoming the major focus of Great Falls Elementary school as we continue our journey of becoming a Professional Learning Community. Throughout the year, faculty, staff and the administration have been focused on using data to guide instruction. DATA meetings were held monthly to determine what students were or were not learning and what interventions were needed to ensure the students' success. We had several professional development sessions related to PLC and had the opportunity to attend the Professional Learning Community's Institute to further enhance its implementation at Great Fall Elementary. Great Falls Elementary was named a Professional Development (PD) School with the Winthrop University NetScope grant program. The partnership between Winthrop and the school is two-fold: to increase student achievement and assist in developing high quality teachers.

At GFE, teachers and staff collaborate with teams across curriculum and with fine arts. These collaborations integrate the curriculum for deeper learning and include: Fine Arts and Fitness Friday (FAFulous Friday), Math & Science Fair held in April, Jump Rope for Heart (Raising \$3400 this year), Read Across America Dr. Seuss Day held in March, our 3rd annual Career Awareness Fair highlighting careers and talent throughout our state, Annual Field Day, FLEX scheduling for research projects between librarian and classroom teachers. This time is in addition to regular library visits.

Explicit Direct Instruction, from DataWORKS, continued to be implemented in all classrooms to improve student engagement, as well as to hold all students accountable for their learning. Highlights of the program are the calling-on of students by selecting students' names randomly to respond to questions, so that all students are held accountable in a process called Checking for Understanding. The program also emphasizes teaching students on grade level every day.

Having the common planning time during fine arts enabled grade level teachers to meet regularly to plan instruction and assessments. Part of this shift in the fine arts schedule included FAFulous(Fine Arts and Fitness) Fridays, during which students from the entire grade level reported to the gym at their regular fine arts time for fitness, dance, physical education, visual art, and music. Creating more unified instruction among the grade level was a result of both the common grade level planning and the use of common assessments. District wide, benchmark assessments at nine weeks intervals were also used to gauge student progress toward state standards. Regular Title I funding provided two Interventionist and classroom teachers at grades one and five to reduce class size below the district recommended level.

Current plans for the Plan for Restructuring at GFE include: continued development of our Professional Learning

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