



## Great Falls Elementary School

301 Dearborn St.  
Great Falls, SC 29055

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	402 Students	
<b>Principal</b>	Wendell B. Sumter	803-482-2214
<b>Superintendent</b>	Dr. Agnes Slayman	803-385-6122
<b>Board Chair</b>	Mrs. Maggie James	803-581-4330

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Below Average</b>
2011	Average	Below Average
2010	Average	Average
2009	Below Average	Below Average
2008	Below 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 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

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

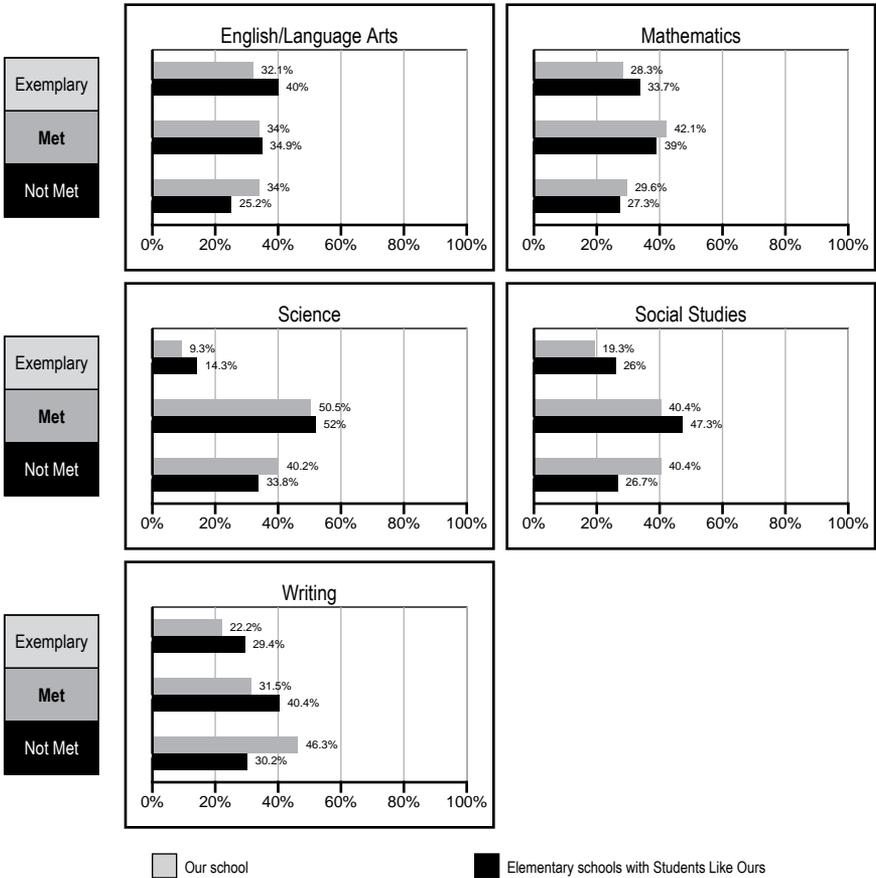
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.4%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
16	32	77	7	0

\* Ratings are calculated with data available by 11/07/2012.

**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
<b>Students (n=402)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 26.0%	100.0%	100.0%
Retention rate	0.0%	Down from 3.9%	1.2%	1.0%
Attendance rate	96.4%	Up from 96.0%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	76.9%	Down from 81.5%	61.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.1%	Up from 86.2%	89.4%	88.7%
Teacher attendance rate	94.4%	Down from 99.8%	94.9%	95.1%
Average teacher salary*	\$49,251	Down 2.4%	\$47,302	\$47,210
Professional development days/teacher	9.3 days	Up from 4.3 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 14.8 to 1	20.0 to 1	20.0 to 1
Prime instructional time	89.0%	Down from 95.2%	89.8%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,831	Up 11.4%	\$7,268	\$7,247
Percent of expenditures for instruction**	69.6%	Up from 67.3%	67.8%	68.2%
Percent of expenditures for teacher salaries**	66.0%	Up from 64.6%	65.0%	65.7%

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

\*\* Prior year audited financial data are reported.

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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 2011-12 school year was 86.4%.

Learning, not teaching, is becoming the major focus of Great Falls Elementary school as we continue our journey of becoming a Professional Learning Community. As a professional development school and learning community the entire staff participated in weekly data team meetings designed to provide data to assist in the development of lesson plans, intervention, and collaborative co-teaching opportunities. These meetings were also designed to provide roundtable discussions focusing on innovative research based best practices, including checking for understanding, explicit-direct instruction and many others instructional strategies.

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. Literacy was the focus for our professional development this year.

We held a "State of Our School Symposium" to communicate to all stakeholders where we are as a school, where we are going and trying to accomplish, and how all stakeholders are involved in the process of achieving our goals.

We are also influential to other schools locally by being a Professional Development School with the Winthrop University NetScope partnership. Through this partnership we provide professional development opportunities for several schools and the university. We also participate in providing workshops at national conferences. Our school leader also participated in the NBC News Education Nation Summit in New York City, an initiative aimed at starting a national conversation about the state of our country's educational system.

At GFE, teachers and staff continue to collaborate with teams across curriculum and with fine arts. These collaborations integrate the curriculum for deeper learning. Fine arts teachers are also a part our intervention plan.

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.

Wendell Sumter, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	55	48
Percent satisfied with learning environment	85.0%	70.9%	66.7%
Percent satisfied with social and physical environment	95.0%	81.5%	74.5%
Percent satisfied with school-home relations	55.0%	89.1%	68.8%

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

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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	84.2
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Great Falls Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.8%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	644.6	641.8	610.1	617.3	100.0	100.0
Male	646.4	645.6	615.3	621.2	100.0	100.0
Female	642.8	637.9	604.0	613.3	100.0	100.0
White	658.0	656.0	629.9	620.6	100.0	100.0
African American	622.6	619.1	586.2	608.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	639.2	637.2	602.1	615.3	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2011</b>	3	59	100	46.4	28.6	25	53.6
	4	56	96.4	35.2	42.6	22.2	64.8
	5	49	98	40	35.6	24.4	60
	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
<b>2012</b>	3	48	100	14.9	34	51.1	85.1
	4	61	100	41.7	31.7	26.7	58.3
	5	58	100	40.7	35.2	24.1	59.3
	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
<b>Mathematics</b>							
<b>2011</b>	3	59	100	46.4	23.2	30.4	53.6
	4	56	96.4	27.8	38.9	33.3	72.2
	5	49	98	40	28.9	31.1	60
	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
<b>2012</b>	3	48	100	17	34	48.9	83
	4	61	100	30	48.3	21.7	70
	5	58	100	38.9	44.4	16.7	61.1
	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
<b>Science</b>							
<b>2011</b>	3	29	100	66.7	18.5	14.8	33.3
	4	56	94.6	47.2	35.8	17	52.8
	5	24	100	45.5	50	4.5	54.5
	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
<b>2012</b>	3	23	100	8.7	69.6	21.7	91.3
	4	61	100	50	45	5	50
	5	29	100	42.3	46.2	11.5	57.7
	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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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2011</b>	3	30	100	48.3	27.6	24.1	51.7
	4	56	96.4	33.3	48.1	18.5	66.7
	5	25	96	56.5	30.4	13	43.5
	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
<b>2012</b>	3	24	100	39.1	34.8	26.1	60.9
	4	60	100	33.9	50.8	15.3	66.1
	5	29	100	53.6	25	21.4	46.4
	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
<b>Writing</b>							
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	47	97.9	28.9	37.8	33.3	71.1
	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
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	57	100	46.3	31.5	22.2	53.7
	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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