



## Grassy Pond Elementary

1146 Boiling Springs  
Gaffney, SC 29341

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	521 Students	
<b>Principal</b>	Ashley B. Clary	864-487-1256
<b>Superintendent</b>	Dr. Quincie L. Moore	864-902-3500
<b>Board Chair</b>	Mike Ellis	864-206-2233

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Good	Average
2011	Good	Average
2010	Good	Average
2009	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 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**

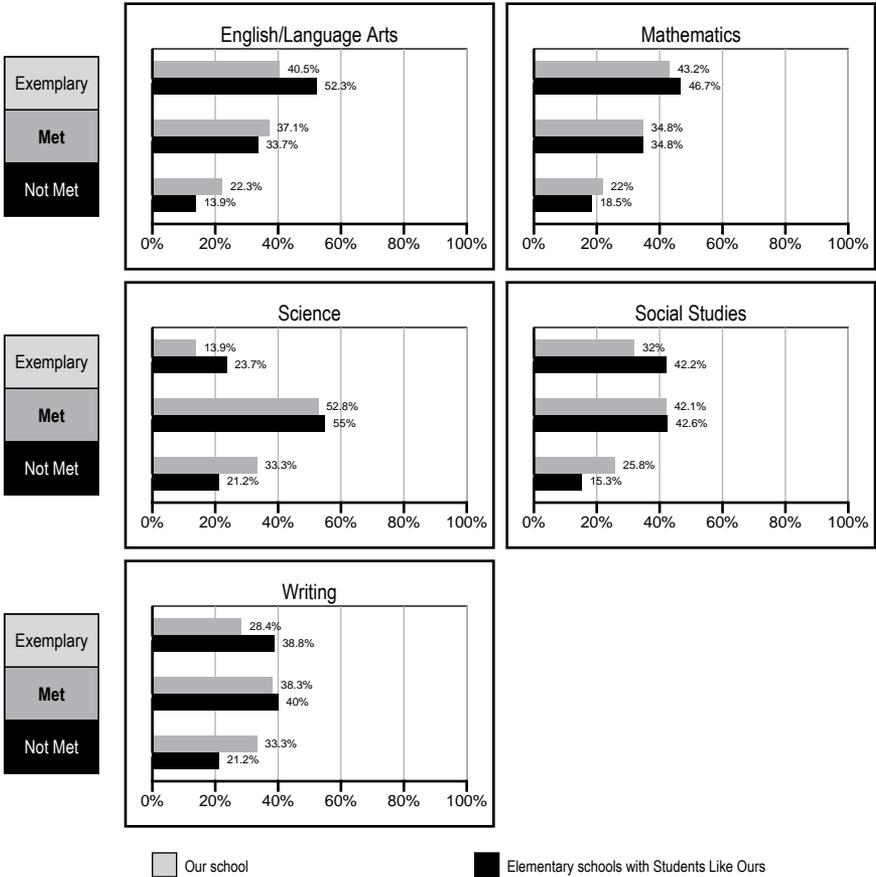
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.3%

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

Excellent	Good	Average	Below Average	At-Risk
38	31	6	0	0

\* Ratings are calculated with data available by 12/14/2013.

**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=521)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	0.8%	0.9%
Attendance rate	96.5%	Down from 97.0%	96.5%	96.3%
Served by gifted and talented program	8.9%	N/A	10.1%	7.2%
With disabilities	8.2%	N/A	11.3%	12.4%
Older than usual for grade	0.5%	N/A	1.3%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	69.7%	Down from 73.3%	64.4%	62.5%
Continuing contract teachers	93.9%	Up from 93.3%	86.7%	83.3%
Teachers returning from previous year	91.8%	Down from 94.0%	89.8%	88.3%
Teacher attendance rate	93.2%	Down from 95.0%	95.4%	95.0%
Average teacher salary*	\$51,047	Up 1.6%	\$49,282	\$48,193
Professional development days/teacher	7.8 days	Up from 7.1 days	10.8 days	11.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.5	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 22.5 to 1	20.8 to 1	20.1 to 1
Prime instructional time	88.6%	Down from 91.4%	90.6%	90.0%
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**	\$5,692	Up 5.8%	\$6,936	\$7,364
Percent of expenditures for instruction**	73.0%	Down from 73.2%	69.0%	68.0%
Percent of expenditures for teacher salaries**	71.0%	Down from 72.5%	67.0%	66.0%

\* 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 Motto of the Cherokee County School District for the 2012-2013 school year was to be Focused and Committed to our Students' Future. It is our belief that by setting these goals everyone can work together to reach and achieve them.

The SCDE denoted Grassy Pond as a Focus school this past year. We received this identification because we had two groups of students that were not performing up to state standards on the PASS assessment while our other groups were typically performing well. The two identified groups of students were those who receive free and reduced lunch and African-American students. GPES had to develop a plan to help increase the performance of these groups of students. Students were offered Supplemental Educational Services through Title I, access to an After School Academy, classroom teachers worked closely with students to offer increased classroom accommodations and modifications, and Reading Interventionist services were provided when appropriate. It is our sincere hope that these efforts will show an increase in student performance on this year's test data.

Common Core State Standards were implemented in classrooms this year. Students in kindergarten through second grade were taught with use of all CCSS while students in third to fifth grades were taught using a mix of CCSS and the current SC State Standards. Students also used a new English Language Arts textbook this year. The district has just adopted a new math book for students to use beginning next year. These resources will greatly help continue with CCSS implementation.

The entire school district worked to develop a framework for the RTI process. We at Grassy Pond felt fortunate to already have strategies in place to support our students. This year we again employed three Reading Interventionists to support our students not yet on grade level. We also were able to receive the services of two ESOL teachers. This helped to increase our services for students who needed to bridge the language gap. Support from our parents and community is always vital to our school's success and this year was no different. The PTC once again provided money for "Too Good for Drugs" t-shirts for 5th graders, a volunteer breakfast, teacher appreciation activities, a field trip and/or a field trip experience at school for all students, as well as various other items needed around our school. Parents, grandparents, and willing community members come in weekly, or as needed to copy papers, help out in the media center or other areas, mentor a student, or be a lunch buddy. Grassy Pond Baptist Church sponsored our Good News Bible Club on Monday afternoons. The Cherokee County Fire Chief's Association and The Grassy Pond Fire Department did lessons on Fire Safety and Severe Weather. Our Parents and community have helped us stay Focused and Committed to our Students' Future and we thank you!

Ashley B. Clary, Principal

Tammy Ruppe, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	95	51
Percent satisfied with learning environment	100%	89.5%	96.1%
Percent satisfied with social and physical environment	84.2%	85.2%	92.1%
Percent satisfied with school-home relations	94.7%	91.4%	90.2%

\* 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 2013, 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.

<b>Overall Weighted Points Total</b>	<b>86.5</b>
<b>Overall Grade Conversion</b>	<b>B</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

Grassy Pond Elementary 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	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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	659.4	660.7	615.5	641.8	100.0	100.0
Male	652.7	661.2	619.6	653.0	100.0	100.0
Female	665.5	660.3	611.4	631.7	100.0	100.0
White	667.9	671.9	623.4	650.8	100.0	100.0
African American	631.7	616.8	588.8	610.8	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	636.9	635.8	593.7	613.4	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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>2012</b>	3	107	100	23.8	27.7	48.5	76.2
	4	96	100	21.5	38.7	39.8	78.5
	5	78	100	21.6	43.2	35.1	78.4
	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>2013</b>	3	78	100	26.7	28	45.3	73.3
	4	98	100	22.3	36.2	41.5	77.7
	5	101	100	18.9	45.3	35.8	81.1
	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>Mathematics</b>							
<b>2012</b>	3	107	100	24.8	30.7	44.6	75.2
	4	96	100	22.6	33.3	44.1	77.4
	5	78	100	18.9	44.6	36.5	81.1
	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>2013</b>	3	78	100	29.3	28	42.7	70.7
	4	98	100	21.3	39.4	39.4	78.7
	5	101	100	16.8	35.8	47.4	83.2
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2012</b>	3	54	100	58	34	8	42
	4	96	100	29	59.1	11.8	71
	5	40	100	21.6	59.5	18.9	78.4
	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>2013</b>	3	39	100	50	34.2	15.8	50
	4	98	100	29.8	56.4	13.8	70.2
	5	50	100	27.1	60.4	12.5	72.9
	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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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	53	100	27.5	41.2	31.4	72.5
	4	96	100	20.4	46.2	33.3	79.6
	5	38	100	37.8	35.1	27	62.2
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2013</b>	3	39	100	21.6	51.4	27	78.4
	4	98	100	25.5	40.4	34	74.5
	5	51	100	29.8	38.3	31.9	70.2
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<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	78	100	27.6	46.1	26.3	72.4
	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>2013</b>	3	78	100	44	34.7	21.3	56
	4	97	100	31.9	41.5	26.6	68.1
	5	101	100	26.3	37.9	35.8	73.7
	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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