



Grassy Pond Elementary

1146 Boiling Springs
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	496 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

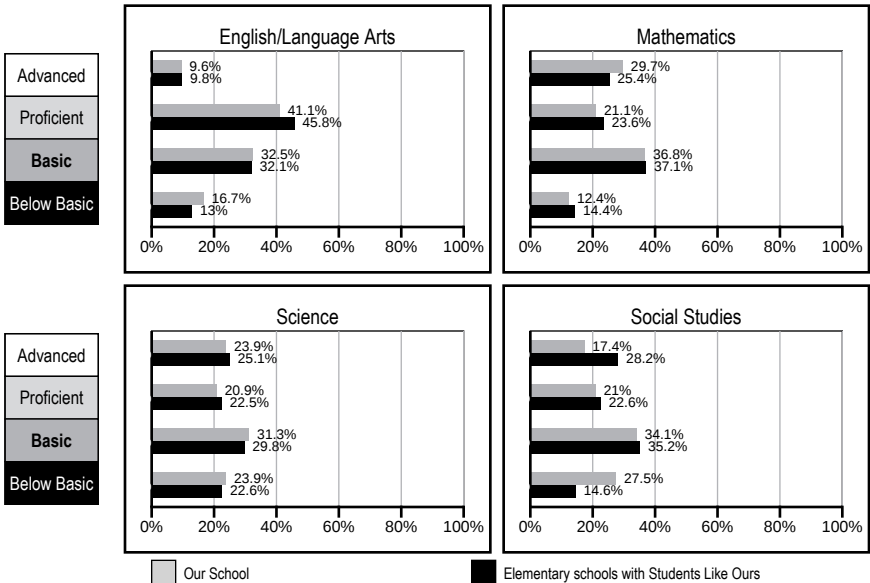
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	19	21	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=496)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	1.6%	2.3%
Attendance rate	96.9%	Down from 97.1%	96.7%	96.3%
Eligible for gifted and talented	20.5%	Up from 16.7%	18.8%	10.4%
With disabilities other than speech	2.2%	Down from 3.4%	6.8%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	67.7%	Down from 68.8%	60.0%	56.7%
Continuing contract teachers	93.5%	Up from 90.6%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.4%	Up from 93.6%	87.6%	86.4%
Teacher attendance rate	95.2%	Up from 94.5%	95.2%	94.9%
Average teacher salary	\$47,069	Up 4.3%	\$46,664	\$45,345
Professional development days/teacher	8.8 days	Down from 9.2 days	12.5 days	12.6 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 20.3 to 1	20.4 to 1	18.5 to 1
Prime instructional time	91.9%	Up from 91.2%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 92.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,566	Down 2.4%	\$6,689	\$7,052
Percent of expenditures for instruction*	72.7%	Up from 69.6%	70.6%	69.1%
Percent of expenditures for teacher salaries*	71.3%	Up from 68.6%	65.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Grassy Pond had a very successful year in 2007-2008. Administration, teachers and staff, students, parents, and community worked cooperatively to accomplish many things.

By prioritizing literacy, students improved in all subjects across the curriculum. Through assessment practices, such as Dominie and analysis of MAP data, teachers set reasonable academic goals for students, made wise instructional decisions, and saw increases in MAP scores and classroom performances for all students. With a continued emphasis of technology through the use of document cameras, Promethean Boards, and CPS units, students enjoyed and participated in daily activities and teachers offered innovative and differentiated instruction.

The School Improvement Council met regularly to complete a School Renewal Plan, while the Parent Teacher Organization continued to raise money for classroom materials and supplies, field trips, and technology.

Mr. Ryan Godfrey was named Teacher of the Year, and Mrs. Jan Lowry was named Distinguished Teacher of Reading.

The students continued to demonstrate service to others by raising more than \$5000 for St. Jude's Children's Hospital, Cherokee County Children's Home, March of Dimes, and Relay for Life.

Mrs. Nanette A. Ruppe, Principal
Mrs. Crissy Swofford, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	77	62
Percent satisfied with learning environment	87.9%	87.0%	86.9%
Percent satisfied with social and physical environment	87.9%	87.8%	90.3%
Percent satisfied with school-home relations	97.0%	89.3%	83.9%

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	213	100	16.7	32.5	41.1	9.6	61.7	43.2	48.2	Yes	Yes
Gender											
Male	108	100	21.5	33.6	40.2	4.7	55.1	36.1	41.7	N/A	N/A
Female	105	100	11.8	31.4	42.2	14.7	68.6	50.4	55	N/A	N/A
Racial/Ethnic Group											
White	156	100	11.7	31.2	45.5	11.7	69.5	50.3	60	Yes	Yes
African American	40	100	27.5	37.5	30	5	42.5	27.6	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
Hispanic	15	100	46.2	38.5	15.4	0	23.1	18.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	15	100	50	42.9	7.1	0	14.3	13.6	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	35.7	35.7	28.6	0	35.7	21.9	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	76	100	35.6	41.1	20.5	2.7	34.2	31.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	213	100	12.4	36.8	21.1	29.7	63.6	43.8	45.8	Yes	Yes
Gender											
Male	108	100	13.1	34.6	23.4	29	61.7	43.1	45.6	N/A	N/A
Female	105	100	11.8	39.2	18.6	30.4	65.7	44.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	156	100	5.2	37	22.7	35.1	71.4	51.6	59	Yes	Yes
African American	40	100	35	32.5	17.5	15	40	25.3	26.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
Hispanic	15	100	30.8	53.8	7.7	7.7	38.5	26.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	15	100	28.6	42.9	28.6	0	35.7	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	28.6	50	7.1	14.3	42.9	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	76	100	31.5	46.6	13.7	8.2	31.5	31.9	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	138	100	23.9	31.3	20.9	23.9	44.8	26.4	35.7	96.9	96.2
Gender											
Male	65	100	23.4	26.6	21.9	28.1	50	27.3	37.4	96.8	96.2
Female	73	100	24.3	35.7	20	20	40	25.5	33.8	97	96.3
Racial/Ethnic Group											
White	100	100	17.3	32.7	22.4	27.6	50	33.3	49.2	96.7	96
African American	26	100	42.3	23.1	15.4	19.2	34.6	10.6	17	97	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98	97
Hispanic	11	100	44.4	33.3	22.2	0	22.2	11	24.9	97.9	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.3
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	12	14	96.5	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	33.3	44.4	22.2	0	22.2	10.1	24.4	98.1	97.4
Socio-Economic Status											
Subsided meals	46	100	44.2	39.5	11.6	4.7	16.3	17	21.1	96.3	95.8

Social Studies

All Students	140	100	27.5	34.1	21	17.4	38.4	20.5	34	96.9	96.2
Gender											
Male	73	100	30.1	32.9	16.4	20.5	37	21.9	36.6	96.8	96.2
Female	67	100	24.6	35.4	26.2	13.8	40	19	31.3	97	96.3
Racial/Ethnic Group											
White	101	100	23	32	22	23	45	24.9	44.5	96.7	96
African American	28	100	50	35.7	14.3	0	14.3	9.8	19.1	97	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	98	97
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	10	27.5	97.9	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.3
Disability Status											
Disabled	11	100	54.5	27.3	0	18.2	18.2	10.2	14.4	96.5	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	10	50	30	10	40	12.4	27.3	98.1	97.4
Socio-Economic Status											
Subsided meals	53	100	50	34.6	5.8	9.6	15.4	12.7	21	96.3	95.8

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	67	100	12.7	25.4	57.1	4.8	61.9
	4	81	100	21.5	35.4	40.5	2.5	43
	5	78	100	27.3	46.8	26	0	26
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	66	100	7.8	34.4	42.2	15.6	57.8
	4	65	100	12.7	31.7	42.9	12.7	55.6
	5	82	100	26.8	31.7	39	2.4	41.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	67	100	9.5	42.9	12.7	34.9	47.6
	4	81	100	19	25.3	19	36.7	55.7
	5	78	100	16.9	53.2	14.3	15.6	29.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	66	100	10.9	37.5	14.1	37.5	51.6
	4	65	100	11.1	34.9	23.8	30.2	54
	5	82	100	14.6	37.8	24.4	23.2	47.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	33	100	22.6	32.3	45.2	0	45.2
	4	81	100	39.2	34.2	12.7	13.9	26.6
	5	40	100	46.2	43.6	7.7	2.6	10.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	33	100	6.5	25.8	41.9	25.8	67.7
	4	65	100	22.2	39.7	19	19	38.1
	5	40	100	40	22.5	7.5	30	37.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	34	100	9.4	53.1	28.1	9.4	37.5
	4	81	100	25.3	39.2	16.5	19	35.4
	5	38	100	52.6	39.5	2.6	5.3	7.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	33	100	9.1	51.5	24.2	15.2	39.4
	4	65	100	22.2	27	27	23.8	50.8
	5	42	100	50	31	9.5	9.5	19
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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