



Great Falls Elementary

301 Dearborn Street

Great Falls, South Carolina

Grades	PK-5 Elementary School	
Enrollment	452 Students	
Principal	Jerry Digh	803-482-2214
Superintendent	Mr. Larry Heath	803-385-6122
Board Chair	Denise Lawson	803-581-6224

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Average
2005	Below Average	Below Average
2004	Average	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

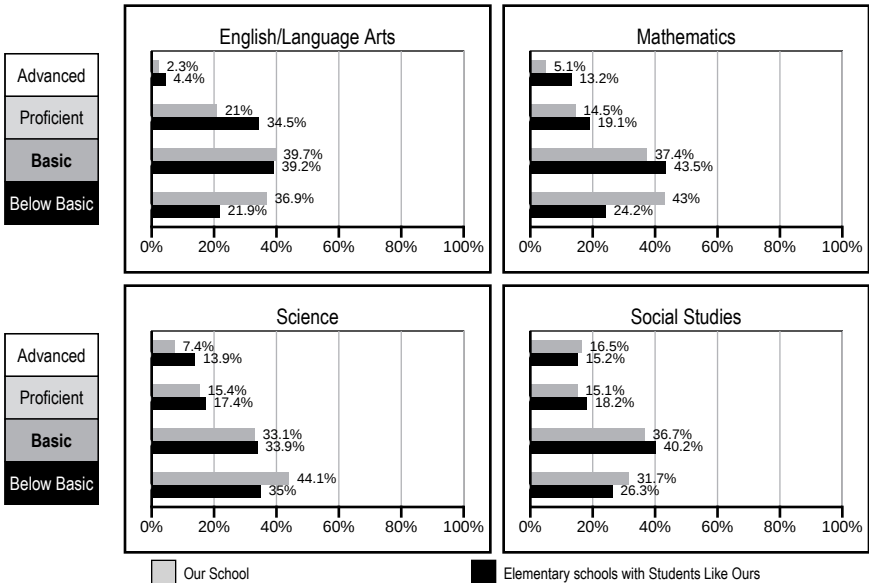
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	47	36	1

* 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=452)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.3%	Up from 4.1%	2.9%	2.3%
Attendance rate	95.2%	Down from 95.3%	96.1%	96.3%
Eligible for gifted and talented	10.4%	Up from 8.5%	9.3%	10.4%
With disabilities other than speech	11.2%	Up from 10.5%	8.9%	7.5%
Older than usual for grade	3.4%	Up from 1.7%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 6.8%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	66.7%	Down from 70.4%	57.6%	56.7%
Continuing contract teachers	78.8%	Down from 92.6%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.8%	Down from 86.6%	86.7%	86.4%
Teacher attendance rate	94.5%	Up from 90.1%	94.7%	94.9%
Average teacher salary	\$49,886	Up 4.9%	\$45,421	\$45,345
Professional development days/teacher	10.5 days	Down from 12.0 days	12.9 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 19.3 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.0%	Up from 82.7%	89.3%	89.8%
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*	\$7,676	Up 5.6%	\$6,982	\$7,052
Percent of expenditures for instruction*	68.3%	Down from 70.7%	68.6%	69.1%
Percent of expenditures for teacher salaries*	61.9%	Down from 67.5%	64.3%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

If you have not been to Great Falls Elementary School lately, you have not seen the improvements we are making both technologically and strategically! As a school, we must close the achievement gap where challenges exist in subgroups of Free/Reduced students, as well as African-American students in both English/language arts and mathematics in order to achieve Adequately Yearly Progress as defined by No Child Left Behind legislation. Incorporating technology where applicable and possible is one way we strive to achieve these goals, as well as to motivate students and to prepare them for a technology-rich future.

Great Falls Elementary School installed an additional 12 Promethean Boards this year, bringing the total number to 16, utilizing district technology funds, Title I School Improvement funds, and funding from Springs Global. Teachers in grades 2-5 also have at their fingertips the Descartes Learning Continuum, a complete curriculum that is individualized to students' needs based on MAP (Measures of Academic Progress) assessments, which students take periodically throughout the year. The school also has over 30 wireless laptop computers that can be checked out for classrooms to do research or publish written works.

Great Falls Elementary continues to employ an excellent staff of dedicated, lifelong learners, who remain current with best practices in teaching and will utilize their expertise to become more active as "teachers of teachers" within the school this coming year. Currently, Great Falls Elementary has 7 teachers who are National Board Certified. Professional development opportunities for the upcoming year include: providing parenting workshops, brain-based educational practices, gender-appropriate teaching, and implementing new teaching strategies in reading. Teachers continue to seek and receive grants to purchase new materials to utilize in their classrooms. This year, Great Falls Elementary led all schools in the Lancaster, Great Falls, and Richburg areas with 23 Pet grants awarded by the J. Marion Sims Foundation.

While focusing on academics, Great Falls Elementary believes in educating the whole child and will provide additional opportunities in the arts.

Mr. Jerry Digh, Principal
Mrs. Tonya Weir, Chair, School Improvement Council/Title I Parent Involvement Committee

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	74	59
Percent satisfied with learning environment	93.8%	86.5%	86.2%
Percent satisfied with social and physical environment	96.9%	76.7%	84.2%
Percent satisfied with school-home relations	87.1%	89.0%	72.9%

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

School Adequate Yearly Progress	NO
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This school met 11 out of 21 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	Plan to Restructure
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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	0.8%		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	95.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	227	99.6	35.9	39.2	21.2	3.7	35.9	33.7	48.2	No	Yes
Gender											
Male	125	100	41.7	35	20.8	2.5	35.8	28.6	41.7	N/A	N/A
Female	102	99	28.9	44.3	21.6	5.2	36.1	39.3	55	N/A	N/A
Racial/Ethnic Group											
White	126	100	28.1	43	24	5	41.3	42.7	60	No	Yes
African American	98	99	46.8	33	18.1	2.1	29.8	24.1	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36	38.4	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	46	97.8	59.1	29.5	4.5	6.8	15.9	12.2	16	No	Yes
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S
Socio-Economic Status											
Subsided meals	154	99.4	42.8	38.6	15.9	2.8	26.9	25.1	34	No	Yes

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

All Students	227	99.6	41.9	37.3	14.3	6.5	30.4	33.3	45.8	No	Yes
Gender											
Male	125	100	40	36.7	15.8	7.5	37.5	33.5	45.6	N/A	N/A
Female	102	99	44.3	38.1	12.4	5.2	21.6	33.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	126	100	37.2	37.2	15.7	9.9	38	45.9	59	No	Yes
African American	98	99	48.9	36.2	12.8	2.1	21.3	20.3	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24	38.1	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	46	97.8	56.8	29.5	4.5	9.1	20.5	14.4	17.1	No	Yes
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	38.7	I/S
Socio-Economic Status											
Subsided meals	154	99.4	50.3	37.2	8.3	4.1	22.8	23.8	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	147	99.3	42.8	32.6	15.2	9.4	24.6	23.3	35.7	95.2	95.4
Gender											
Male	83	100	39.2	32.9	19	8.9	27.8	26.4	37.4	94.8	95.1
Female	64	98.4	47.5	32.2	10.2	10.2	20.3	19.7	33.8	95.7	95.7
Racial/Ethnic Group											
White	90	100	36.5	28.2	21.2	14.1	35.3	35.3	49.2	95	94.9
African American	54	98.2	52.9	39.2	5.9	2	7.8	10.3	17	95.5	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.4	95.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	94.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	92.1
Disability Status											
Disabled	33	97	51.6	22.6	9.7	16.1	25.8	13	14	94	94.3
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	N/A	96.1
Socio-Economic Status											
Subsidized meals	93	98.9	48.2	38.8	8.2	4.7	12.9	13.5	21.1	94.6	94.9

Social Studies

All Students	147	99.3	30.5	36.2	15.6	17.7	33.3	23.9	34	95.2	95.4
Gender											
Male	81	100	36.4	26	16.9	20.8	37.7	26.7	36.6	94.8	95.1
Female	66	98.5	23.4	48.4	14.1	14.1	28.1	21	31.3	95.7	95.7
Racial/Ethnic Group											
White	70	100	27.9	30.9	23.5	17.6	41.2	33.9	44.5	95	94.9
African American	76	98.7	33.3	41.7	6.9	18.1	25	13.3	19.1	95.5	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.4	95.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	31.8	27.5	94.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	92.1
Disability Status											
Disabled	27	96.3	38.5	30.8	15.4	15.4	30.8	15.1	14.4	94	94.3
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	N/A	96.1
Socio-Economic Status											
Subsidized meals	107	99.1	35.3	41.2	7.8	15.7	23.5	16.6	21	94.6	94.9

* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	72	100	31.3	37.3	28.4	3	31.3
	4	76	100	35.1	39.2	24.3	1.4	25.7
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	82	100	20.5	34.6	37.2	7.7	44.9
	4	66	98.5	47.5	37.7	13.1	1.6	14.8
	5	79	100	42.3	44.9	11.5	1.3	12.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	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	72	100	31.3	62.7	4.5	1.5	6
	4	76	100	28.4	40.5	20.3	10.8	31.1
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	82	100	37.2	39.7	14.1	9	23.1
	4	66	98.5	52.5	29.5	13.1	4.9	18
	5	79	100	38.5	41	15.4	5.1	20.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	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	36	97.2	64.5	29	3.2	3.2	6.5
	4	76	100	56.9	25	11.1	6.9	18.1
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	41	100	42.1	26.3	23.7	7.9	31.6
	4	66	98.5	42.6	37.7	13.1	6.6	19.7
	5	40	100	43.6	30.8	10.3	15.4	25.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	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	37	100	20.6	52.9	20.6	5.9	26.5
	4	76	100	41.7	37.5	11.1	9.7	20.8
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	42	100	19.5	41.5	24.4	14.6	39
	4	66	98.5	49.2	36.1	9.8	4.9	14.8
	5	39	100	12.8	30.8	15.4	41	56.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	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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