



Flat Rock Elementary

115 Thompson Road
Anderson, SC 29624

Grades	PK-5 Elementary School	
Enrollment	404 Students	
Principal	Carolyn H. Brown	864-296-9191
Superintendent	Gail Southard, Interim	864-348-6196
Board Chair	Larry Holbrook	864-348-6196

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	82	29	3

* Ratings are calculated with data available by 06/01/2010.

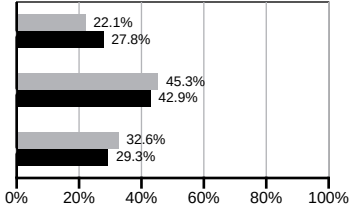
Palmetto Assessment of State Standards (PASS)

Exemplary

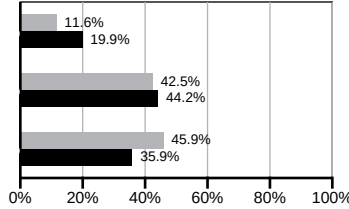
Met

Not Met

English/Language Arts



Mathematics

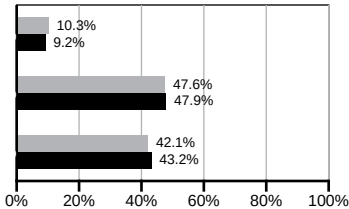


Exemplary

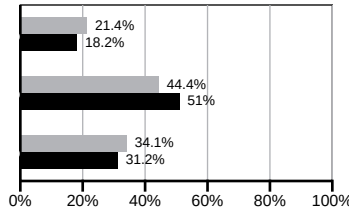
Met

Not Met

Science



Social Studies

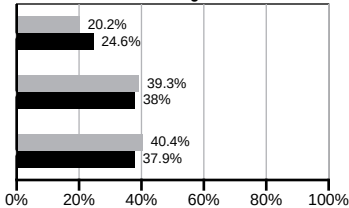


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

* 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
Students (n=404)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	3.9%	N/A	2.5%	1.9%
Attendance rate	95.6%	N/A	96.0%	96.3%
Eligible for gifted and talented	7.1%	N/A	6.2%	10.0%
With disabilities other than speech	0.0%	N/A	9.0%	7.7%
Older than usual for grade	1.5%	N/A	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	60.7%	N/A	57.1%	59.4%
Continuing contract teachers	75.0%	N/A	76.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	84.5%	85.9%
Teacher attendance rate	95.6%	N/R	95.0%	95.1%
Average teacher salary*	\$45,608	I/S	\$46,058	\$47,149
Professional development days/teacher	7.0 days	N/R	12.1 days	11.1 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	N/R	18.0 to 1	18.8 to 1
Prime instructional time	90.4%	N/R	89.9%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$7,733	\$7,458
Percent of expenditures for instruction**	N/A	N/A	68.1%	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	62.4%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Flat Rock Elementary School opened its doors to the students, staff, and community for the first time in August of the 2008-2009 school year. Highlights of our curriculum and school were technology, academics, fine arts, and character education. Our instruction was delivered with SMART Boards in each classroom and enriched with the use of two computer labs. Science was taught to our students with a hands-on approach in our science lab. The progress of our students was monitored through our MAP benchmarks. The academic success of our first and second grade students was strengthened by our reading intervention program. Our music program featured chorus for third, fourth, and fifth grade students. Character education was emphasized at all levels with our core essentials program. Other highlights included recognition of our students and involvement of our students in extracurricular activities. Our students were recognized through our Terrific Kid program, attendance, and honor roll recognition through the year. Our student council sponsored projects involving our students and community such as our outreach food bank. Our students sponsored our school newspaper, school broadcast, and school mail system. Our school connected to the community through partnerships with organizations such as YMCA and Girl Scouts. We strive to work together to move each child to reach his or her potential. Together we can make a difference in the future of our children.

Carolyn Brown, Principal
Stacie Gibson, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	50	33
Percent satisfied with learning environment	100.0%	80.0%	100.0%
Percent satisfied with social and physical environment	100.0%	88.0%	87.9%
Percent satisfied with school-home relations	100.0%	84.0%	84.8%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	203	100	32.1	44.6	23.4	81.5	82.3	82.8	Yes	Yes
Gender										
Male	113	100	38.2	39.2	22.5	77.5	80.7	79.3	N/A	N/A
Female	90	100	24.4	51.2	24.4	86.6	84.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	156	100	29.9	44.4	25.7	81.9	83.6	89.5	Yes	Yes
African American	36	100	36.7	53.3	10	80	73.8	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	30	100	36.7	43.3	20	76.7	57.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	148	100	38.6	42.4	18.9	77.3	78.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	203	100	45.1	42.9	12	69	72.3	78.9	Yes	Yes
Gender										
Male	113	100	46.1	41.2	12.7	66.7	71.7	77	N/A	N/A
Female	90	100	43.9	45.1	11	72	72.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	156	100	42.4	43.8	13.9	68.8	74.6	87.2	Yes	Yes
African American	36	100	63.3	33.3	3.3	66.7	57.2	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58.8	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	30	100	66.7	23.3	10	36.7	31.6	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	148	100	50	39.4	10.6	66.7	65	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	142	93	36.7	50	13.3	63.3	68.6	67.5
Gender								
Male	76	93.4	35.9	48.4	15.6	64.1	69.8	67
Female	66	92.4	37.5	51.8	10.7	62.5	67.2	68
Racial/Ethnic Group								
White	111	91.9	33.7	51.6	14.7	66.3	72	79.5
African American	24	95.8	55.6	38.9	5.6	44.4	48	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	46.2	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	22	95.5	57.1	23.8	19	42.9	35	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	100	94	43.5	48.2	8.2	56.5	57.6	55.1

Social Studies								
All Students	139	92.8	28	48.3	23.7	72	72.5	72.3
Gender								
Male	78	91	28.6	41.3	30.2	71.4	74.7	71.5
Female	61	95.1	27.3	56.4	16.4	72.7	70.3	73.2
Racial/Ethnic Group								
White	107	93.5	26.1	47.8	26.1	73.9	74	80.7
African American	24	87.5	31.6	57.9	10.5	68.4	65.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	20	95	36.8	42.1	21.1	63.2	45.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	101	92.1	31.7	50	18.3	68.3	66.7	62.1

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	202	96.5	39.4	40	20.6	60.6	66.4	70.2	95.6	95.8
Gender										
Male	111	97.3	46	37	17	54	57.7	63.2	96	95.9
Female	91	95.6	31.3	43.8	25	68.8	75.7	77.5	95.1	95.7
Racial/Ethnic Group										
White	157	97.5	35.7	42	22.4	64.3	68.5	79.1	95.5	95.7
African American	34	97.1	51.7	31	17.2	48.3	54.9	57.6	96.1	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.8	97.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	35.3	62.6	96	95.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	94.6	94.5
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	24.2	26.1	95.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	61.2	91.1	95.3
Socio-Economic Status										
Subsidized meals	147	95.9	44.1	37.8	18.1	55.9	59	58.9	95.3	95.2

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	68	100	38.7	32.3	29	61.3
	4	77	100	24.7	57.5	17.8	75.3
	5	58	100	34.7	40.8	24.5	65.3
	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
Mathematics							
2009	3	68	100	53.2	35.5	11.3	46.8
	4	77	100	32.9	54.8	12.3	67.1
	5	58	100	53.1	34.7	12.2	46.9
	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
Science							
2009	3	37	100	45.2	48.4	6.5	54.8
	4	77	100	26	56.2	17.8	74
	5	28	64.3	68.8	25	6.3	31.3
	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
Social Studies							
2009	3	32	100	25.8	32.3	41.9	74.2
	4	76	100	20.8	61.1	18.1	79.2
	5	31	67.7	66.7	20	13.3	33.3
	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
Writing							
2009	3	67	95.5	38.3	38.3	23.3	61.7
	4	78	96.2	41.7	37.5	20.8	58.3
	5	57	98.3	37.5	45.8	16.7	62.5
	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

Abbreviations for Missing Data

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