



## FLAT ROCK ELEMENTARY

115 Thompson Road  
Anderson, SC 29624

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	404 Students	
<b>Principal</b>	Carolyn H. Brown	864-296-9191
<b>Superintendent</b>	Gail R. Southard	864-348-6196
<b>Board Chair</b>	Danny Davis	864-348-6196

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Below Average	At-Risk
2008	N/A	N/A
2007	N/A	N/A
2006	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

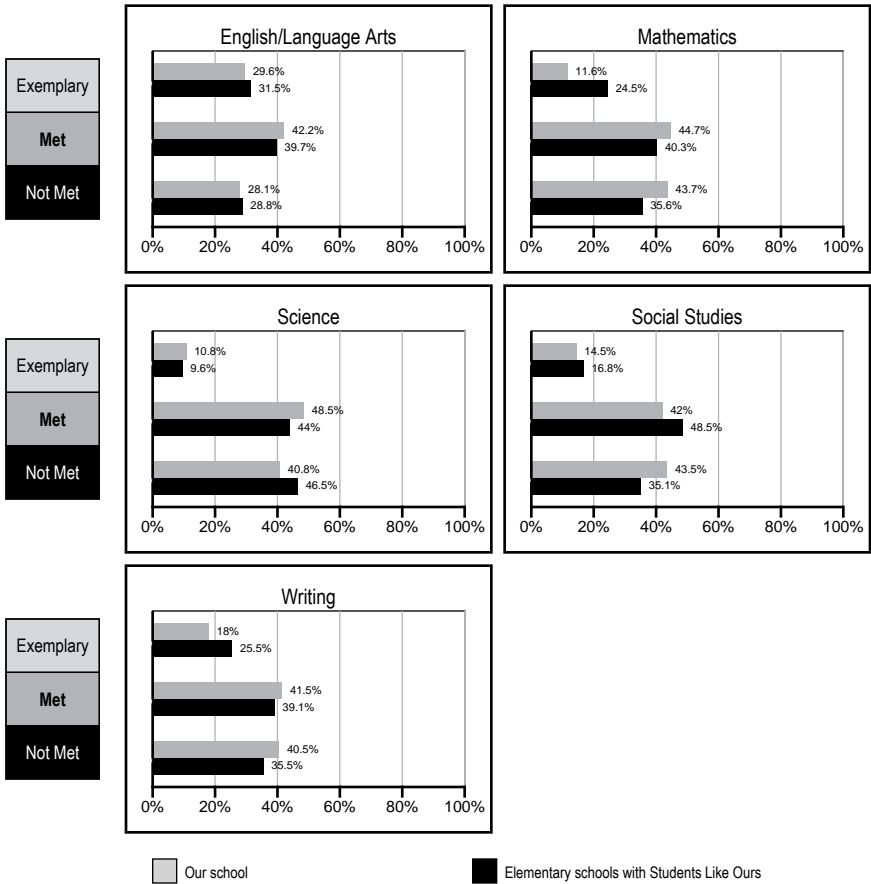
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	8	96	22	7

\* Ratings are calculated with data available by 03/09/2011.

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=404)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 3.9%	1.7%	1.2%
Attendance rate	95.8%	Up from 95.6%	95.7%	96.1%
Eligible for gifted and talented	10.8%	Up from 7.1%	7.2%	11.7%
With disabilities other than speech	9.7%	Up from 0.0%	8.9%	8.0%
Older than usual for grade	0.9%	Down from 1.5%	0.7%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	53.6%	Down from 60.7%	58.1%	60.5%
Continuing contract teachers	85.7%	Up from 75.0%	83.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	85.2%	87.0%
Teacher attendance rate	95.6%	No Change	95.1%	95.4%
Average teacher salary*	\$44,437	Down 2.6%	\$46,155	\$47,288
Professional development days/teacher	11.4 days	Up from 7.0 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 20.0 to 1	18.8 to 1	19.2 to 1
Prime instructional time	90.6%	Up from 90.4%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,068	N/A	\$7,788	\$7,548
Percent of expenditures for instruction**	64.1%	N/A	68.2%	68.7%
Percent of expenditures for teacher salaries**	59.7%	N/A	64.4%	65.1%

\* 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 for the second year to the students, staff, and community in August of the 2009-2010 school year. Highlights of our curriculum and school were technology, academics, fine arts, and character education. Our theme for the year was "The Garden of Learning." Our instruction was delivered with SMART Boards in each classroom and was enriched with the use of two computer labs. Science was taught with a hands-on approach in our science lab. The progress of our students was monitored through our MAP benchmarks. Our total academic program was enriched and reinforced through our CARE program which gave time for remediation and enrichment for all students. Our math program was enhanced through the math computer program of Aleks. The academic success of our kindergarten, 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, TOP Five, AR, and honor roll recognition through the year. Our student council sponsored projects involving our students and community such Help for Haiti and Help for the Soldiers. Our school sponsored teams for Relay for Life and Jump Rope for the Heart, and the local Chili Competition. 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 H.Brown, Principal  
 Debra Madden, School Improvement Council Chairman

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	33	74	48
Percent satisfied with learning environment	100.0%	89.2%	87.5%
Percent satisfied with social and physical environment	100.0%	79.7%	91.7%
Percent satisfied with school-home relations	87.9%	77.0%	83.3%

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

Abbreviations for Missing Data

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

No Child Left Behind

**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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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

**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	216	100	28.6	41.4	30	81.8	83	83.5	Yes	Yes
<b>Gender</b>										
Male	108	100	27.9	40.4	31.7	84.6	81.4	80.1	N/A	N/A
Female	108	100	29.3	42.4	28.3	78.8	84.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	178	100	26.9	40.1	32.9	83.2	84.2	89.6	Yes	Yes
African American	31	100	37.9	41.4	20.7	72.4	74.4	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	29	100	55.2	24.1	20.7	65.5	61	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	72.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	165	100	33.1	42.9	24	79.9	78	76.9	Yes	Yes

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

All Students	216	100	43.8	44.8	11.3	71.9	72.8	80.4	Yes	Yes
<b>Gender</b>										
Male	108	100	39.4	47.1	13.5	71.2	71.3	78.4	N/A	N/A
Female	108	100	48.5	42.4	9.1	72.7	74.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	178	100	43.1	44.3	12.6	74.3	74.7	87.8	Yes	Yes
African American	31	100	51.7	44.8	3.4	58.6	58.6	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	29	100	62.1	34.5	3.4	44.8	34.5	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	63.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	165	100	49.4	41.6	9.1	68.2	66.4	72.8	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
<b>Science</b>								
All Students	140	99.3	40.5	48.1	11.5	59.5	66	67.3
<b>Gender</b>								
Male	69	100	39.4	50	10.6	60.6	66	66.9
Female	71	98.6	41.5	46.2	12.3	58.5	66.1	67.7
<b>Racial/Ethnic Group</b>								
White	115	99.1	41.5	45.3	13.2	58.5	67.7	79.6
African American	20	100	45	50	5	55	54.3	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	57.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>								
Disabled	20	95	63.2	26.3	10.5	36.8	32.6	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	106	99.1	48	45.9	6.1	52	57.9	55.4
<b>Social Studies</b>								
All Students	141	99.3	43.2	42.4	14.4	56.8	67.1	70.9
<b>Gender</b>								
Male	72	98.6	41.2	36.8	22.1	58.8	69.2	70.1
Female	69	100	45.3	48.4	6.3	54.7	64.6	71.7
<b>Racial/Ethnic Group</b>								
White	113	99.1	41.5	42.5	16	58.5	67.5	79.2
African American	21	100	52.6	42.1	5.3	47.4	61.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	84.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	15	93.3	57.1	35.7	7.1	42.9	39.5	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
<b>Socio-Economic Status</b>								
Subsidized meals	111	100	49	41.3	9.6	51	59.2	60.8

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
<b>Writing</b>										
All Students	217	97.2	40.2	41.7	18.1	59.8	66	72.1	95.8	95.5
<b>Gender</b>										
Male	110	98.2	43.7	42.7	13.6	56.3	58.2	65.2	96	95.6
Female	107	96.3	36.5	40.6	22.9	63.5	74.4	79.2	95.6	95.5
<b>Racial/Ethnic Group</b>										
White	180	97.2	38.4	42.1	19.5	61.6	67.4	80.8	95.6	95.4
African American	30	96.7	50	35.7	14.3	50	56.6	59.7	96.9	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	97.2	97.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	55	64.6	96.4	95.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	98.5	98.7
<b>Disability Status</b>										
Disabled	31	83.9	N/AV	N/AV	N/AV	38.5	24.9	27.7	95.6	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	63.7	98.9	96
<b>Socio-Economic Status</b>										
Subsidized meals	167	98.2	44.7	40.8	14.5	55.3	58.5	61.9	95.5	94.9

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
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>2010</b>	3	71	100	28.1	26.6	45.3	71.9
	4	66	100	39.7	42.9	17.5	60.3
	5	79	100	19.7	52.6	27.6	80.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	71	100	46.9	32.8	20.3	53.1
	4	66	100	44.4	47.6	7.9	55.6
	5	79	100	40.8	52.6	6.6	59.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	35	100	36.4	39.4	24.2	63.6
	4	66	98.5	43.5	53.2	3.2	56.5
	5	39	100	38.9	47.2	13.9	61.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	3	36	97.2	46.7	30	23.3	53.3
	4	65	100	48.4	41.9	9.7	51.6
	5	40	100	32.5	52.5	15	67.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	70	97.1	48.4	35.5	16.1	51.6
	4	68	98.5	47.6	36.5	15.9	52.4
	5	79	96.2	27	51.4	21.6	73
	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