

GREAT FALLS ELEMENTARY

301 Dearborn Street
Great Falls, South Carolina

Grades	PK-5 Elementary School	
Enrollment	436 Students	
Principal	Wendell Sumter	803-482-2214
Superintendent	Dr. Thomas Graves	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	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 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

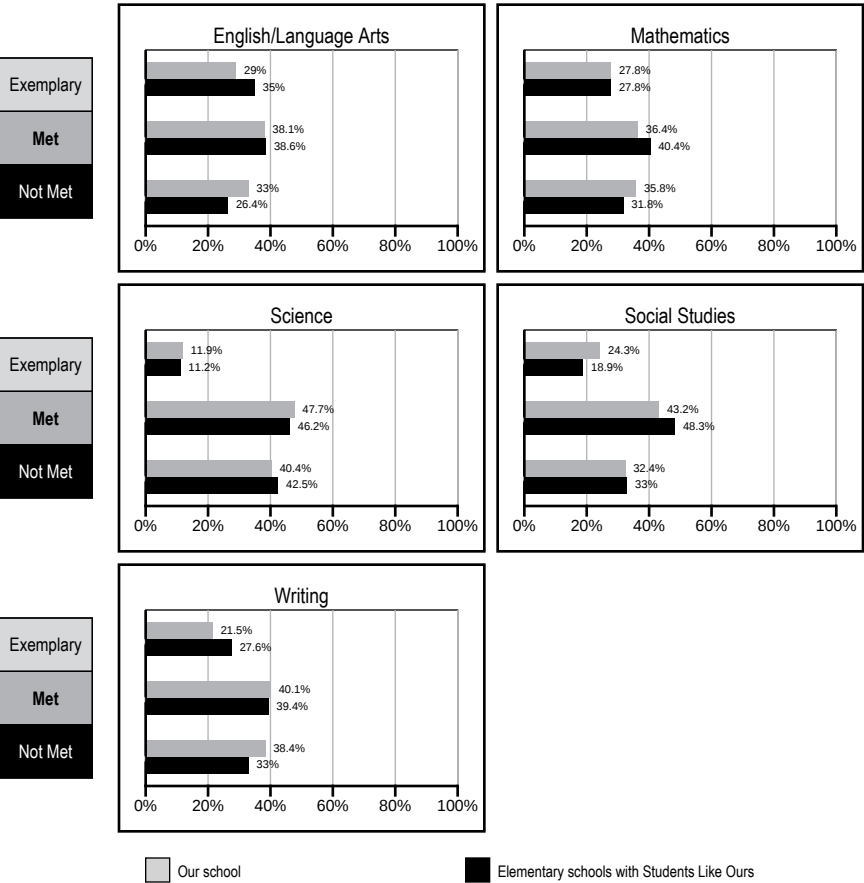
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	102	12	1

* 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
Students (n=436)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.1%	Up from 3.8%	1.6%	1.2%
Attendance rate	95.3%	Up from 95.2%	95.7%	96.1%
Eligible for gifted and talented	17.6%	Up from 9.0%	9.4%	11.7%
With disabilities other than speech	9.6%	Up from 9.0%	9.1%	8.0%
Older than usual for grade	2.1%	Down from 3.4%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 4.6%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	75.9%	Up from 66.7%	59.4%	60.5%
Continuing contract teachers	82.8%	Up from 80.0%	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.2%	Up from 80.5%	87.5%	87.0%
Teacher attendance rate	95.6%	Up from 95.2%	94.8%	95.4%
Average teacher salary*	\$48,475	Down 0.2%	\$46,543	\$47,288
Professional development days/teacher	6.6 days	Down from 10.8 days	11.0 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 17.8 to 1	19.3 to 1	19.2 to 1
Prime instructional time	90.2%	Up from 88.8%	89.7%	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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,478	Up 3.5%	\$7,518	\$7,548
Percent of expenditures for instruction**	68.0%	Down from 69.1%	67.8%	68.7%
Percent of expenditures for teacher salaries**	65.7%	Down from 65.9%	64.6%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Great Falls Elementary School is a Title I school in rural Chester County in the upper state of South Carolina, situated approximately halfway between Columbia, SC and Charlotte, NC. The percentage of students at Great Falls Elementary who received free or reduced lunch for the 2009-10 school year was 76.7%. As a school, Great Falls Elementary met 94.1% of Adequately Yearly Progress criteria for the 2009 year.

Due to Great Falls Elementary's status of "Restructuring" based on Adequately Yearly Progress results, the school made several major shifts in the way instruction and learning are conducted at the school. First, the school day was lengthened by thirty instructional minutes, moving dismissal time to 3:05 PM, increasing time by 150 minutes weekly. This was in response to teachers' concerns that the school day was too short to complete the daily required curriculum.

Secondly, teachers in grades Kindergarten through fifth, as well as self-contained and resource special education teachers, submitted student work samples three times this year in September, December, and April to be calibrated to the state academic standards by DataWORKS of California. Each grade level experienced growth in each of the four content areas. Several grade levels experienced 100% matching of standards at least twice in content areas on their samples.

A third initiative, Explicit Direct Instruction, also from DataWORKS, was implemented in all classrooms to improve student engagement, as well as to hold all students accountable for their learning. Highlights of the program are the calling-on of students by selecting students' names randomly to respond to questions, so that all students are held accountable in a process called Checking for Understanding. The program also emphasizes teaching students on grade level every day.

Other changes at the school level for this year were the grade level daily common planning time and the use of common grade level assessments. Having the common planning time during fine arts enabled grade level teachers to meet regularly to plan instruction and assessments. Part of this shift in the fine arts schedule included FAFulous(Fine Arts and Fitness) Fridays, during which students from the entire grade level reported to the gym at their regular fine arts time for fitness, dance, physical education, visual art, and music. Nine weeks awards ceremonies were also held on Fridays during these scheduled times. Creating more unified instruction among the grade level was a result of both the common grade level planning and the use of common assessments. District wide, benchmark assessments at nine weeks intervals were also introduced this year to gauge student progress toward state standards.

After Winter Break, a school-wide Fun Fact Friday was held weekly from January 15-March 26 to increase students' skills on basic facts for their grade level. Students were given 50 problems, such as addition at first grade, and five minutes to complete them. Students received incentive Star Bucks if they increased the number of problems worked correctly each week or decreased the amount of time it took to complete the 50 problems. Following Fun Fact Friday, students began working on 100 problems in preparation for the Timed Math Contest at each grade level.

Great Falls Elementary was also the recipient of a Title I School Improvement Fund (SIF) Grant for the 2009-10 school year, worth over \$200,000.00 in equipment and supplies. Part of these funds were used to purchase Promethean Boards for classrooms, books of interest to both male and female students, as well as resources to assist teachers with creating assessments and assessing student levels of achievement in reading and math. Regular Title I funding provided an Instructional Coach and classroom teachers at grades one and four to reduce class size below the district recommended level, along with technology supplies, writing supplies and materials, and Everyday Mathematics supplies and materials. Technical Assistance funding paid for a teacher in grade four to reduce class size.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	70	57
Percent satisfied with learning environment	91.3%	78.3%	66.1%
Percent satisfied with social and physical environment	95.7%	80.0%	75.0%
Percent satisfied with school-home relations	75.0%	92.9%	74.5%

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

Abbreviations for Missing Data

N/A–Not Applicable

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 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	R-DELAY
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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. 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	23.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	181	99.5	32.4	38.1	29.5	80.7	74.9	83.5	Yes	Yes
Gender										
Male	116	99.1	35.4	35.4	29.2	76.1	71.4	80.1	N/A	N/A
Female	65	100	27	42.9	30.2	88.9	78.8	87	N/A	N/A
Racial/Ethnic Group										
White	115	99.1	27.7	35.7	36.6	83	82.8	89.6	Yes	Yes
African American	64	100	41.9	40.3	17.7	75.8	66.5	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	26	100	84.6	7.7	7.7	38.5	42.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	85.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	99.2	38.5	39.3	22.1	74.6	68.8	76.9	Yes	Yes

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

All Students	181	99.5	35.2	36.9	27.8	79	71.7	80.4	Yes	Yes
Gender										
Male	116	99.1	34.5	36.3	29.2	77.9	69.7	78.4	N/A	N/A
Female	65	100	36.5	38.1	25.4	81	73.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	115	99.1	28.6	35.7	35.7	80.4	79.3	87.8	Yes	Yes
African American	64	100	46.8	38.7	14.5	75.8	63.6	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	26	100	76.9	15.4	7.7	38.5	36.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	81.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	99.2	42.6	35.2	22.1	73	65.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	112	100	39.4	47.7	12.8	60.6	57	67.3
Gender								
Male	65	100	32.8	56.3	10.9	67.2	57.3	66.9
Female	47	100	48.9	35.6	15.6	51.1	56.7	67.7
Racial/Ethnic Group								
White	67	100	31.8	51.5	16.7	68.2	72	79.6
African American	44	100	52.4	40.5	7.1	47.6	41.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	50	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	13	100	76.9	15.4	7.7	23.1	29.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	50	58.6
Socio-Economic Status								
Subsidized meals	82	100	44.3	45.6	10.1	55.7	47.5	55.4

Social Studies

All Students	115	100	31.5	44.1	24.3	68.5	63.2	70.9
Gender								
Male	75	100	28.8	43.8	27.4	71.2	61.6	70.1
Female	40	100	36.8	44.7	18.4	63.2	65.1	71.7
Racial/Ethnic Group								
White	77	100	28	45.3	26.7	72	70.3	79.2
African American	37	100	40	40	20	60	55.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	17	100	64.7	29.4	5.9	35.3	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	75	68
Socio-Economic Status								
Subsidized meals	77	100	37	46.6	16.4	63	56	60.8

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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	182	99.5	38.4	40.1	21.5	61.6	62.5	72.1	95.3	95.3
Gender										
Male	115	99.1	42.5	36.3	21.2	57.5	54.5	65.2	95	95.1
Female	66	100	31.3	46.9	21.9	68.8	71.2	79.2	95.8	95.5
Racial/Ethnic Group										
White	115	100	36	38.6	25.4	64	69.6	80.8	94.9	94.8
African American	64	98.4	41	44.3	14.8	59	54.5	59.7	96	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	87	97.2	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	64.6	89	94.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	95.4
Disability Status										
Disabled	28	96.4	N/AV	N/AV	N/AV	18.5	17.2	27.7	94.7	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.8	63.7	N/A	95.5
Socio-Economic Status										
Subsidized meals	128	99.2	43.1	41.5	15.4	56.9	55	61.9	94.8	94.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	54	100	34	28	38	66
	4	79	100	45.8	34.7	19.4	54.2
	5	68	100	42.9	38.1	19	57.1
	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
2010	3	57	100	26.3	28.1	45.6	73.7
	4	48	97.9	31.8	38.6	29.5	68.2
	5	76	100	37.3	45.3	17.3	62.7
	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
Mathematics							
2009	3	54	100	34	46	20	66
	4	79	100	43.1	38.9	18.1	56.9
	5	68	100	52.4	42.9	4.8	47.6
	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
2010	3	57	100	29.8	29.8	40.4	70.2
	4	48	97.9	13.6	54.5	31.8	86.4
	5	76	100	52	32	16	48
	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
Science							
2009	3	27	100	44	48	8	56
	4	79	100	50	41.7	8.3	50
	5	34	100	40	56.7	3.3	60
	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
2010	3	28	100	35.7	42.9	21.4	64.3
	4	47	100	22.7	61.4	15.9	77.3
	5	37	100	62.2	35.1	2.7	37.8
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	27	100	28	40	32	72
	4	79	100	37.5	44.4	18.1	62.5
	5	34	100	39.4	42.4	18.2	60.6
	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
2010	3	29	100	31	34.5	34.5	69
	4	47	100	22.7	52.3	25	77.3
	5	39	100	42.1	42.1	15.8	57.9
	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
Writing							
2009	3	55	98.2	49	30.6	20.4	51
	4	78	98.7	45.8	37.5	16.7	54.2
	5	67	98.5	50	37.1	12.9	50
	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
2010	3	57	100	43.9	21.1	35.1	56.1
	4	48	97.9	26.7	57.8	15.6	73.3
	5	77	100	41.3	44	14.7	58.7
	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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