



GRAY COURT-OWINGS ELEMENTARY

PO Box 128 9210 Hy 14
Gray Court, South Carolina

Grades	PK-5 Elementary School	
Enrollment	561 Students	
Principal	Mark Adams	864-876-2131
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk

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

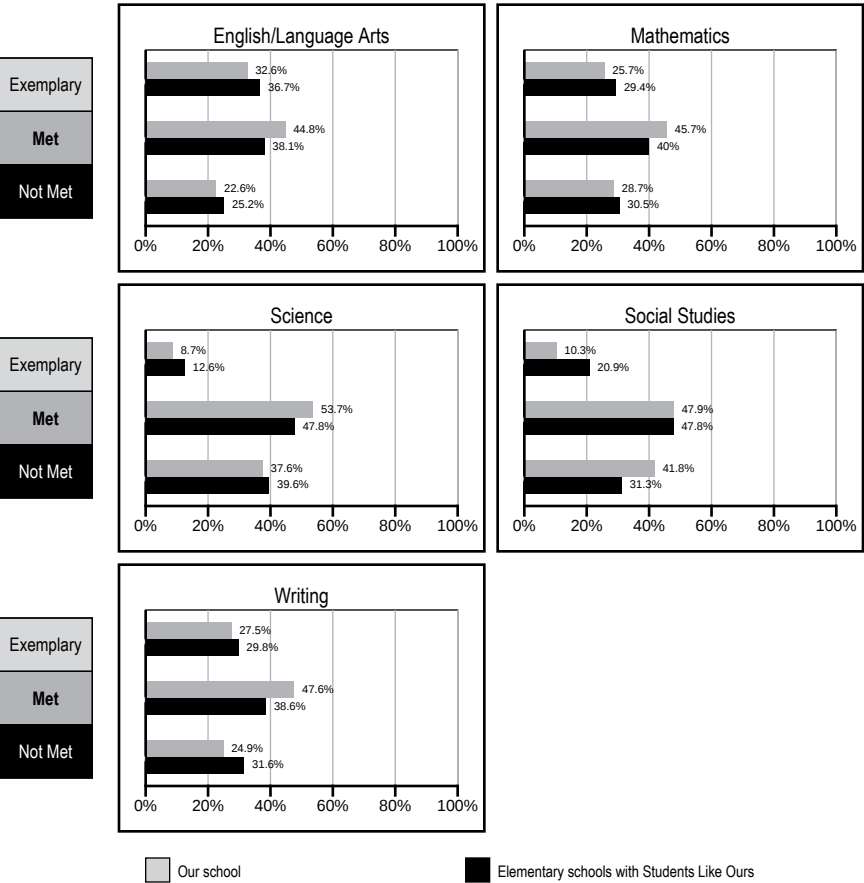
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	19	94	8	0

* 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=561)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.6%	Up from 0.8%	1.3%	1.2%
Attendance rate	95.8%	Down from 96.4%	95.7%	96.1%
Eligible for gifted and talented	7.7%	Up from 4.9%	10.6%	11.7%
With disabilities other than speech	4.6%	Down from 5.3%	8.7%	8.0%
Older than usual for grade	2.6%	Down from 2.8%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	40.7%	Up from 37.5%	60.0%	60.5%
Continuing contract teachers	74.1%	Up from 71.9%	85.7%	84.6%
Teachers with emergency or provisional certificates	4.3%	Up from 3.4%	0.0%	0.0%
Teachers returning from previous year	73.9%	Down from 79.2%	87.5%	87.0%
Teacher attendance rate	96.5%	Up from 95.7%	94.9%	95.4%
Average teacher salary*	\$41,729	Down 1.9%	\$47,069	\$47,288
Professional development days/teacher	12.7 days	Down from 14.9 days	10.4 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	26.4 to 1	Up from 20.0 to 1	19.2 to 1	19.2 to 1
Prime instructional time	91.8%	Up from 91.3%	89.8%	90.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,271	Down 11.5%	\$7,482	\$7,548
Percent of expenditures for instruction**	68.3%	Up from 64.9%	67.6%	68.7%
Percent of expenditures for teacher salaries**	64.2%	Up from 61.0%	64.4%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Vision: Gray Court-Owings Elementary will be a school of excellence and equity in educational practices for all learners. The mission of Gray Court-Owings Elementary School is to create a community of learners who are responsible and productive citizens. We value commitment to excellence in all we do, active involvement in our school, and community and positive, trusting relationships. We envision a climate that promotes learning and personal growth.

Academic growth for students is our primary goal. This growth is possible through quality instruction in an engaging learning environment. All of our teachers are highly qualified and fully committed to providing safe, respectful, and literacy-rich learning opportunities. We continue to work in professional learning communities for planning and professional development.

Even in this budget crisis we have been fortunate to continue the services of two part-time coaches in the areas of literacy and math/science. As a result of their influence and the collaboration of teachers, we have seen improved instruction and performance gains in writing and math. We believe in continuous formative assessment and the responsive teaching cycle to inform instruction.

Our Title I Project provided funding to purchase books in all subject areas to strengthen classroom libraries, Dominie, and other structures. Other Title I benefits supported two part-time instructional coaches, a full time lab assistant, one teacher for class size reduction, Adair Outdoor Science Center transportation, parenting supplies, and materials and instructional supplies.

We are a learning community and we make every attempt to allow research and best practice to inform and differentiate instruction. This task is accomplished most successfully when professionals see the value of their own continuous learning and growth. Seven teachers are enrolled in advanced degree programs, one is seeking administrative certification, one administrator earned a Ph. D., and the other has completed the Ed. S. and is pursuing a doctorate.

We are very proud of our business partnership with Vulcan Materials, and our students and staff contribute to causes in our community and beyond. We are committed to reducing our ecological footprint and collaborating with the county and other groups in recycling.

We expect to continue to move toward our goal of academic success for every child. Please visit us on our campus or on our website at www.laurens55.k12.sc.us/gces.

Mark Adams, Principal
 Jessica Kellett, SIC /Title I Planning Team Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	80	68
Percent satisfied with learning environment	92.3%	92.5%	83.8%
Percent satisfied with social and physical environment	92.3%	88.8%	77.6%
Percent satisfied with school-home relations	83.3%	93.8%	80.6%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

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	
---------------------------	--

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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	244	100	22.6	44.8	32.6	89.6	83.5	83.5	Yes	Yes
Gender										
Male	118	100	24.3	40.5	35.1	89.2	80.1	80.1	N/A	N/A
Female	126	100	21	48.7	30.3	89.9	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	163	100	17	42.5	40.5	90.8	88.5	89.6	Yes	Yes
African American	60	100	37.5	50	12.5	85.7	74.8	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	17	100	29.4	41.2	29.4	88.2	77.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	39	100	48.7	41	10.3	82.1	62.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	25	43.8	31.3	93.8	77	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	27.2	44.4	28.4	87.6	80.3	76.9	Yes	Yes

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

All Students	244	100	28.7	45.7	25.7	83	80.2	80.4	Yes	Yes
Gender										
Male	118	100	27	45.9	27	86.5	78.4	78.4	N/A	N/A
Female	126	100	30.3	45.4	24.4	79.8	82.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	163	100	20.9	44.4	34.6	88.2	85.8	87.8	Yes	Yes
African American	60	100	44.6	50	5.4	71.4	71.1	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	17	100	41.2	47.1	11.8	70.6	70.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	39	100	53.8	30.8	15.4	66.7	52.2	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	43.8	43.8	12.5	68.8	71.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	33.7	47.3	18.9	78.7	76.1	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
Science								
All Students	156	100	37.6	53.7	8.7	62.4	63.9	67.3
Gender								
Male	71	100	38.8	49.3	11.9	61.2	63.4	66.9
Female	85	100	36.6	57.3	6.1	63.4	64.5	67.7
Racial/Ethnic Group								
White	107	100	29.1	62.1	8.7	70.9	74.8	79.6
African American	35	100	62.5	28.1	9.4	37.5	43.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	12	100	41.7	50	8.3	58.3	50.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	24	100	N/A	N/A	N/A	45.8	43.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	12	100	41.7	50	8.3	58.3	51.9	58.6
Socio-Economic Status								
Subsidized meals	118	100	42.5	49.6	8	57.5	57.1	55.4

Social Studies

All Students	155	100	41.8	47.9	10.3	58.2	65.8	70.9
Gender								
Male	75	100	37.5	44.4	18.1	62.5	65.7	70.1
Female	80	100	45.9	51.4	2.7	54.1	66	71.7
Racial/Ethnic Group								
White	100	100	36.2	50	13.8	63.8	72.7	79.2
African American	44	100	56.1	41.5	2.4	43.9	53.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	56.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	25	100	60	36	4	40	42.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	58.1	68
Socio-Economic Status								
Subsidized meals	114	100	45.3	46.2	8.5	54.7	60.8	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
Writing										
All Students	248	100	24.9	47.6	27.5	75.1	71.7	72.1	95.8	95.5
Gender										
Male	120	100	28.6	50.9	20.5	71.4	64.7	65.2	95.6	95.3
Female	128	100	21.5	44.6	33.9	78.5	79.3	79.2	96	95.6
Racial/Ethnic Group										
White	167	100	21.9	47.1	31	78.1	78.2	80.8	95.6	95.2
African American	59	100	33.9	53.6	12.5	66.1	60.8	59.7	96	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	89.1	94.7
Hispanic	17	100	29.4	35.3	35.3	70.6	61.4	64.6	97.5	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	87.8
Disability Status										
Disabled	39	100	46.2	46.2	7.7	53.8	35.8	27.7	95.3	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	91.5
English Proficiency										
Limited English Proficient	16	100	25	37.5	37.5	75	61	63.7	97.6	97.3
Socio-Economic Status										
Subsidized meals	185	100	27.5	47.4	25.1	72.5	66.2	61.9	95.7	95.1

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	70	100	18.5	40	41.5	81.5
	4	86	100	36.5	47.3	16.2	63.5
	5	81	100	16.7	54.2	29.2	83.3
	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
2010	3	90	100	18.3	36.6	45.1	81.7
	4	67	100	29.2	35.4	35.4	70.8
	5	87	100	21.7	60.2	18.1	78.3
	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
Mathematics							
2009	3	70	100	36.9	40	23.1	63.1
	4	86	100	31.1	58.1	10.8	68.9
	5	81	100	26.4	45.8	27.8	73.6
	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	90	100	31.7	39	29.3	68.3
	4	67	100	35.4	49.2	15.4	64.6
	5	87	100	20.5	49.4	30.1	79.5
	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
Science							
2009	3	36	100	47.1	38.2	14.7	52.9
	4	86	100	45.9	51.4	2.7	54.1
	5	41	100	40.5	48.6	10.8	59.5
	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
2010	3	44	100	48.8	39	12.2	51.2
	4	67	100	32.3	56.9	10.8	67.7
	5	45	100	34.9	62.8	2.3	65.1
	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
Social Studies							
2009	3	34	100	25.8	45.2	29	74.2
	4	86	100	31.1	59.5	9.5	68.9
	5	40	100	28.6	48.6	22.9	71.4
	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	46	100	31.7	53.7	14.6	68.3
	4	67	100	38.5	52.3	9.2	61.5
	5	42	100	57.5	35	7.5	42.5
	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
Writing							
2009	3	72	100	34.8	37.7	27.5	65.2
	4	84	100	34.7	46.7	18.7	65.3
	5	83	98.8	24	53.3	22.7	76
	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	91	100	28	43.9	28	72
	4	66	100	33.8	40	26.2	66.2
	5	91	100	15.1	57	27.9	84.9
	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

Abbreviations for Missing Data

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