



## GRASSY POND ELEMENTARY

1146 Boiling Springs  
Gaffney, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	544 Students	
<b>Principal</b>	Ms. Ashley B. Clary	864-487-1256
<b>Superintendent</b>	Dr. Edgar C. Taylor	864-902-3542
<b>Board Chair</b>	Mr. Donnie Smith	(864) 839-3499

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Good	Average
2009	Good	Average
2008	Average	At-Risk
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

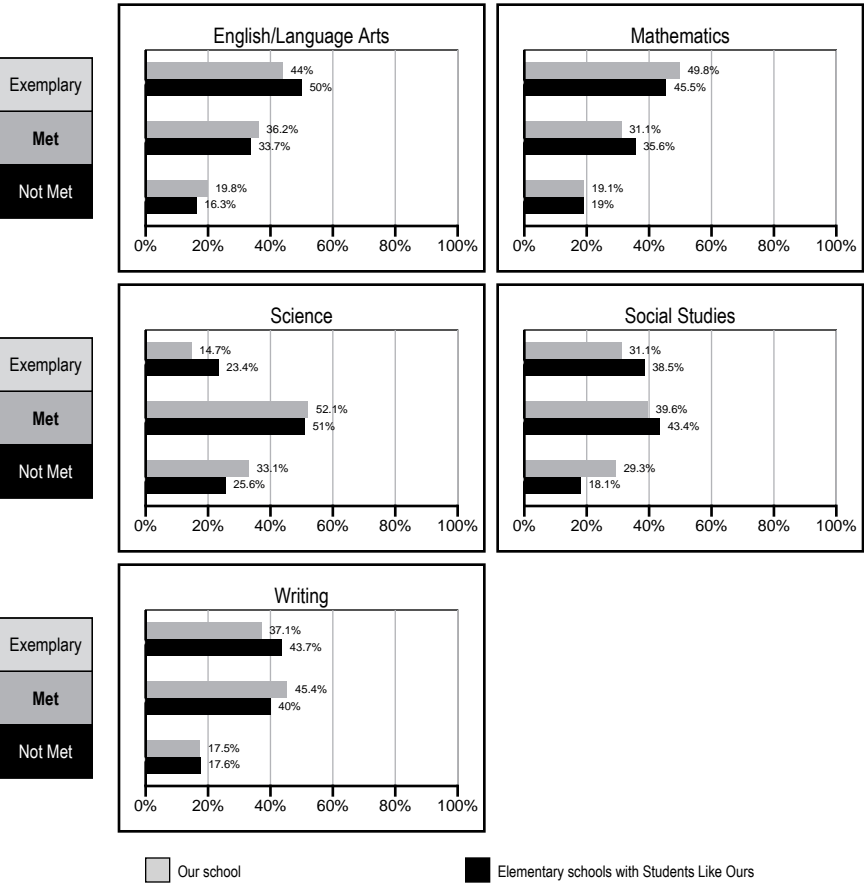
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	31	5	1	0

\* Ratings are calculated with data available by 11/09/2011.

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=544)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	No Change	0.8%	1.1%
Attendance rate	96.5%	No Change	96.5%	96.2%
Served by gifted and talented program	22.6%	Up from 22.5%	20.5%	13.4%
With disabilities other than speech	2.9%	Down from 3.5%	3.5%	4.1%
Older than usual for grade	0.2%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	71.0%	Down from 72.4%	65.2%	62.5%
Continuing contract teachers	93.5%	Down from 100.0%	90.5%	88.2%
Teachers returning from previous year	94.3%	Up from 93.3%	89.7%	87.8%
Teacher attendance rate	94.6%	Down from 96.3%	95.1%	95.2%
Average teacher salary*	\$49,234	Down 1.5%	\$48,447	\$46,773
Professional development days/teacher	6.5 days	Down from 7.7 days	10.0 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.4 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.7%	Down from 92.6%	90.9%	90.4%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,515	Down 3.8%	\$6,887	\$7,447
Percent of expenditures for instruction**	73.1%	Down from 73.4%	69.5%	68.4%
Percent of expenditures for teacher salaries**	71.9%	Down from 72.8%	68.3%	65.8%

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

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Grassy Pond Elementary School..."Gators Strive to Achieve and Succeed"! Our teachers were committed to teaching all students to be successful readers. Literacy development was a key focus this year at our school. We started a Birthday Book Program where parents and family members could purchase a book in honor of one of our students. The SC Book Award Program sponsored by the SC Assoc. of School Librarians was popular this year. Other literacy celebrations included a storyteller visit, Read Across America Day and Dr. Seuss's birthday Celebration. Student progress was monitored throughout the year by the Dominie and Rigby assessments.

Technology continues to grow at our school. This year we were able to purchase a piece of video equipment, a Vbrick, which allowed us to broadcast our morning show and other school programs and events through the computer via our district portal.

Community Service Projects are always a success here at Grassy Pond. Our students, parents, and teachers always possess a giving spirit. This year we supported our local Peach Center Ministries with a Clemson/Carolina themed canned food drive. In the spring students supported a number of other important causes giving over \$6, 000 back to the community.

Our PTC began the school year by giving each teacher \$250 to purchase supplies and materials for his/her classroom. They also purchased the Chic-Fil-A character education materials for our guidance counselor. New books for the media center, ten dollars per child for field trips, and "Too Good for Drugs" t-shirts were some other things they sponsored. They also treated the faculty and staff to a meal during Teacher Appreciation Week. Without their help many activities could not be funded here at Grassy Pond.

Mrs. Lisa Blanton, our Teacher of the Year, was also recognized as the CCSD Teacher of the Year. Mrs. Candice Goforth was voted by our staff as the Distinguished Teacher of Reading. Finally, Mrs. Lori McCraw was our school's winner of the district wellness competition. We are extremely proud of all the Grassy Pond Gators!

Ashley B. Clary, Principal & Ryan Buice, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	88	71
Percent satisfied with learning environment	93.5%	81.4%	91.2%
Percent satisfied with social and physical environment	90.3%	79.5%	91.4%
Percent satisfied with school-home relations	100.0%	89.8%	87.0%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 13 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	
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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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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 = 79.4% (Met or Exemplary)**

All Students	261	100	19.8	36.2	44	86	74.4	82.4	Yes	Yes
<b>Gender</b>										
Male	131	100	20.2	35.7	44.2	83.7	69.9	78.7	N/A	N/A
Female	130	100	19.5	36.7	43.8	88.3	79	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	186	100	13	35.3	51.6	91.8	79.7	88.9	Yes	Yes
African American	44	100	44.2	41.9	14	65.1	63.1	72.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.5	93	I/S	I/S
Hispanic	25	100	33.3	37.5	29.2	75	59.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	39.1	43.5	17.4	65.2	33.4	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	30.8	34.6	34.6	76.9	61.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	120	100	35.9	38.5	25.6	73.5	67.3	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	261	100	19.1	31.1	49.8	87.5	76.7	81.9	Yes	Yes
<b>Gender</b>										
Male	131	100	18.6	32.6	48.8	88.4	75.2	79.9	N/A	N/A
Female	130	100	19.5	29.7	50.8	86.7	78.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	186	100	14.7	31	54.3	92.4	82	88.9	Yes	Yes
African American	44	100	34.9	30.2	34.9	69.8	64.1	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	25	100	29.2	37.5	33.3	79.2	67.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	47.8	30.4	21.7	60.9	39.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	23.1	34.6	42.3	80.8	69.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	120	100	34.2	32.5	33.3	76.9	70.1	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
Science								
All Students	164	100	33.1	52.1	14.7	66.9	59.3	68.6
Gender								
Male	83	100	30.1	49.4	20.5	69.9	59.7	68.3
Female	81	100	36.3	55	8.8	63.8	58.8	68.9
Racial/Ethnic Group								
White	116	100	26.7	53.4	19.8	73.3	68.3	80.7
African American	28	100	N/AV	N/AV	N/AV	39.3	39.5	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	78.9	85.3
Hispanic	17	100	37.5	56.3	6.3	62.5	38.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	16	100	68.8	25	6.3	31.3	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	16	100	29.4	64.7	5.9	70.6	42.4	60.7
Socio-Economic Status								
Subsidized meals	74	100	50.7	43.8	5.5	49.3	50.4	57.3

Social Studies

All Students	168	100	29.3	39.6	31.1	70.7	57.9	72.5
Gender								
Male	82	100	32.5	36.3	31.3	67.5	58.2	72
Female	86	100	26.2	42.9	31	73.8	57.7	73.1
Racial/Ethnic Group								
White	118	100	25	39.7	35.3	75	63.7	81
African American	28	100	40.7	40.7	18.5	59.3	45.3	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	74.2	89
Hispanic	17	100	50	31.3	18.8	50	40.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	17	100	60	20	20	40	23.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	16	100	41.2	41.2	17.6	58.8	46.4	69.7
Socio-Economic Status								
Subsidized meals	79	100	43.4	38.2	18.4	56.6	49.9	62.9

Abbreviations for Missing Data

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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	98	100	17.5	45.4	37.1	82.5	65.3	73.2	96.5	96.3
Gender										
Male	55	100	23.6	41.8	34.5	76.4	58.2	67.2	96.6	96.2
Female	43	100	9.5	50	40.5	90.5	72.8	79.4	96.4	96.3
Racial/Ethnic Group										
White	72	100	12.7	45.1	42.3	87.3	72.2	81.5	96.2	96
African American	14	100	35.7	50	14.3	64.3	50.6	61.3	96.9	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	75	87	97.7	97.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	45.3	66.7	97.8	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.4
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	16.9	26	94.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	25	41.7	33.3	75	46.4	65.7	98.1	97.6
Socio-Economic Status										
Subsidized meals	38	100	34.2	47.4	18.4	65.8	56.2	63.2	96.3	96

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							
2010	3	74	100	14.7	16.2	69.1	85.3
	4	99	100	21.1	40	38.9	78.9
	5	75	100	17.6	40.5	41.9	82.4
	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
2011	3	93	100	26.4	23.1	50.5	73.6
	4	71	100	18.6	40	41.4	81.4
	5	97	100	14.6	45.8	39.6	85.4
	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
Mathematics							
2010	3	74	100	14.7	29.4	55.9	85.3
	4	99	100	16.8	31.6	51.6	83.2
	5	75	100	25.7	33.8	40.5	74.3
	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
2011	3	93	100	27.5	15.4	57.1	72.5
	4	71	100	17.1	30	52.9	82.9
	5	97	100	12.5	46.9	40.6	87.5
	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
Science							
2010	3	38	100	34.3	51.4	14.3	65.7
	4	99	100	32.6	58.9	8.4	67.4
	5	38	100	26.3	60.5	13.2	73.7
	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
2011	3	46	100	47.8	32.6	19.6	52.2
	4	71	100	24.3	58.6	17.1	75.7
	5	47	100	31.9	61.7	6.4	68.1
	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

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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							
2010	3	36	100	18.2	45.5	36.4	81.8
	4	99	100	27.4	41.1	31.6	72.6
	5	37	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	47	100	17.8	37.8	44.4	82.2
	4	71	100	24.3	45.7	30	75.7
	5	50	100	46.9	32.7	20.4	53.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
2010	3	75	100	23.2	42	34.8	76.8
	4	99	100	26.3	31.6	42.1	73.7
	5	76	100	24	28	48	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	98	100	17.5	45.4	37.1	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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