



## GREAT FALLS ELEMENTARY

301 Dearborn Street  
Great Falls, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	362 Students	
<b>Principal</b>	Wendell B. Sumter	803-482-2214
<b>Superintendent</b>	Mr. John Taylor	803-385-6122
<b>Board Chair</b>	Mrs. Maggie James	803-581-4330

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Below Average</b>
2010	Average	Average
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Below Average	Below 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 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

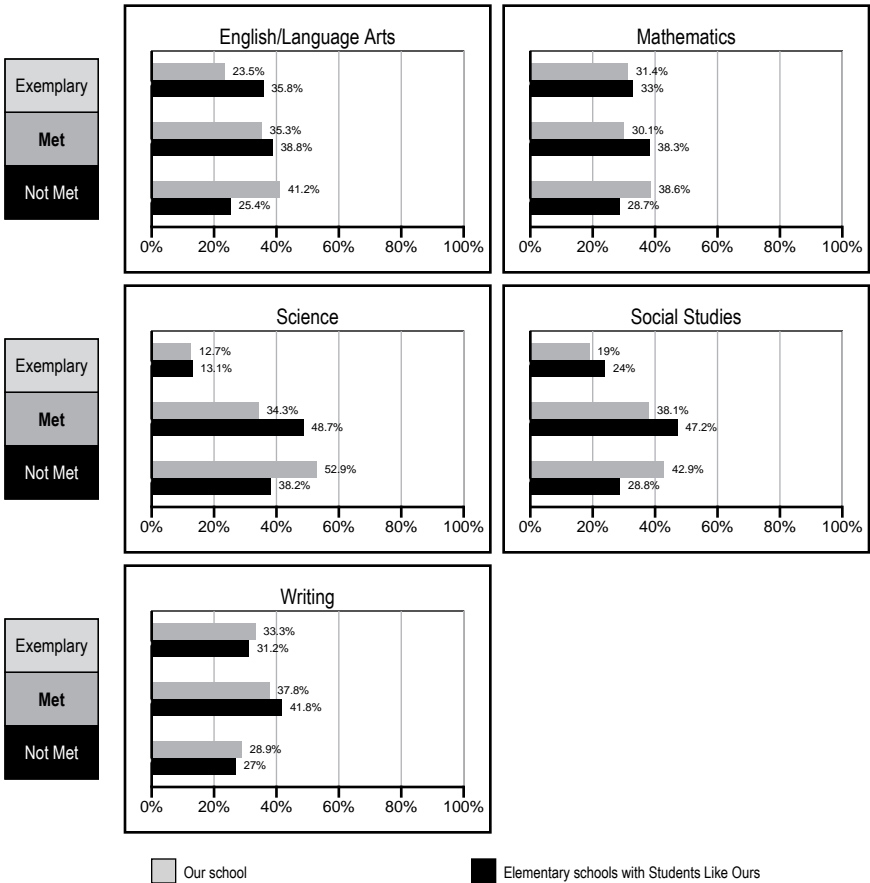
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	19	90	9	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=362)</b>				
First graders who attended full-day kindergarten	26.0%	Down from 100.0%	100.0%	100.0%
Retention rate	3.9%	Down from 6.1%	1.3%	1.1%
Attendance rate	96.0%	Up from 95.3%	95.9%	96.2%
Served by gifted and talented program	18.6%	Up from 17.6%	11.9%	13.4%
With disabilities other than speech	5.1%	Down from 9.6%	5.0%	4.1%
Older than usual for grade	0.8%	Down from 2.1%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	81.5%	Up from 75.9%	60.3%	62.5%
Continuing contract teachers	92.6%	Up from 82.8%	89.5%	88.2%
Teachers returning from previous year	86.2%	Up from 83.2%	87.8%	87.8%
Teacher attendance rate	99.8%	Up from 95.6%	95.2%	95.2%
Average teacher salary*	\$50,472	Up 4.1%	\$46,628	\$46,773
Professional development days/teacher	4.3 days	Down from 6.6 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 16.1 to 1	19.6 to 1	19.9 to 1
Prime instructional time	95.2%	Up from 90.2%	90.0%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,030	Down 6.0%	\$7,440	\$7,447
Percent of expenditures for instruction**	67.3%	Down from 68.0%	67.2%	68.4%
Percent of expenditures for teacher salaries**	64.6%	Down from 65.7%	64.6%	65.8%

\* 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

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 2010-11 school year was 80%. As a school, Great Falls Elementary met Adequately Yearly Progress criteria for the 2010 year.

Due to Great Falls Elementary's status of "Delayed Restructuring" based on Adequately Yearly Progress results, the school made several major shifts in the way instruction and learning are conducted at the school. Learning, not teaching, is becoming the major focus of Great Falls Elementary school as we continue our journey of becoming a Professional Learning Community. Throughout the year, faculty, staff and the administration have been focused on using data to guide instruction. DATA meetings were held monthly to determine what students were or were not learning and what interventions were needed to ensure the students' success. We had several professional development sessions related to PLC and had the opportunity to attend the Professional Learning Community's Institute to further enhance its implementation at Great Fall Elementary. Great Falls Elementary was named a Professional Development (PD) School with the Winthrop University NetScope grant program. The partnership between Winthrop and the school is two-fold: to increase student achievement and assist in developing high quality teachers.

At GFE, teachers and staff collaborate with teams across curriculum and with fine arts. These collaborations integrate the curriculum for deeper learning and include: Fine Arts and Fitness Friday (FAFulous Friday), Math & Science Fair held in April, Jump Rope for Heart (Raising \$3400 this year), Read Across America Dr. Seuss Day held in March, our 3rd annual Career Awareness Fair highlighting careers and talent throughout our state, Annual Field Day, FLEX scheduling for research projects between librarian and classroom teachers. This time is in addition to regular library visits.

Explicit Direct Instruction, from DataWORKS, continued to be 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.

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. 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 used to gauge student progress toward state standards. Regular Title I funding provided two Interventionist and classroom teachers at grades one and five to reduce class size below the district recommended level.

Current plans for the Plan for Restructuring at GFE include: continued development of our Professional Learning Community to emphasizes faculty collaboration, focus on results of common grade level assessments, Explicit Direct Instruction, staff development, grade level and team meetings for curriculum collaboration, and teachers compiled common grade level assessments this year.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	44	29
Percent satisfied with learning environment	95.7%	84.1%	75.9%
Percent satisfied with social and physical environment	100.0%	88.6%	88.9%
Percent satisfied with school-home relations	70.8%	86.4%	77.8%

\* 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

This school met 9 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

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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	164	98.2	40.6	35.5	23.9	71.6	72.5	82.4	No	Yes
<b>Gender</b>										
Male	82	98.8	38.5	38.5	23.1	71.8	67.7	78.7	N/A	N/A
Female	82	97.6	42.9	32.5	24.7	71.4	77.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	96	97.9	32.6	40.2	27.2	79.3	79.1	88.9	No	Yes
African American	65	98.5	55	28.3	16.7	58.3	65.1	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	86.7	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	70.8	20.8	8.3	33.3	33.9	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	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	128	97.7	42	37.8	20.2	69.7	68.2	75.4	No	Yes

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

All Students	164	98.2	38.1	30.3	31.6	69.7	71.5	81.9	No	Yes
<b>Gender</b>										
Male	82	98.8	39.7	26.9	33.3	67.9	69.7	79.9	N/A	N/A
Female	82	97.6	36.4	33.8	29.9	71.4	73.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	96	97.9	33.7	28.3	38	71.7	76.8	88.9	No	Yes
African American	65	98.5	45	35	20	66.7	65.8	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70	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	54.2	37.5	8.3	50	43.9	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	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	128	97.7	39.5	34.5	26.1	69.7	66.9	74.9	No	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	109	97.3	52	34.3	13.7	48	56.9	68.6
<b>Gender</b>								
Male	55	98.2	43.4	41.5	15.1	56.6	56.4	68.3
Female	54	96.3	61.2	26.5	12.2	38.8	57.5	68.9
<b>Racial/Ethnic Group</b>								
White	67	97	36.5	47.6	15.9	63.5	70.4	80.7
African American	42	97.6	76.9	12.8	10.3	23.1	42.7	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	83.3	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	76.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	17	94.1	62.5	31.3	6.3	37.5	30.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	81	96.3	56.8	32.4	10.8	43.2	49.4	57.3
<b>Social Studies</b>								
All Students	111	97.3	42.5	38.7	18.9	57.5	60.5	72.5
<b>Gender</b>								
Male	52	98.1	36.7	38.8	24.5	63.3	60.6	72
Female	59	96.6	47.4	38.6	14	52.6	60.5	73.1
<b>Racial/Ethnic Group</b>								
White	67	97	36.9	43.1	20	63.1	69.9	81
African American	41	97.6	52.6	34.2	13.2	47.4	49.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	19	100	50	44.4	5.6	50	32.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	85	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	87	96.6	46.3	36.6	17.1	53.7	53	62.9

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 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	47	97.9	28.9	37.8	33.3	71.1	60.1	73.2	96	95.3
<b>Gender</b>										
Male	24	95.8	30.4	39.1	30.4	69.6	55.9	67.2	95.9	95
Female	23	100	27.3	36.4	36.4	72.7	64.5	79.4	96.1	95.5
<b>Racial/Ethnic Group</b>										
White	30	100	24.1	37.9	37.9	75.9	68.3	81.5	95.7	94.7
African American	17	94.1	37.5	37.5	25	62.5	51.1	61.3	96.5	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.3	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	91.6	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.3
<b>Disability Status</b>										
Disabled	4	I/S	I/S	I/S	I/S	I/S	21.6	26	95.4	94.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	98.5	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	35	97.1	30.3	42.4	27.3	69.7	53	63.2	95.7	94.9

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## 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>2010</b>	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
<b>2011</b>	3	59	100	46.4	28.6	25	53.6
	4	56	96.4	35.2	42.6	22.2	64.8
	5	49	98	40	35.6	24.4	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	59	100	46.4	23.2	30.4	53.6
	4	56	96.4	27.8	38.9	33.3	72.2
	5	49	98	40	28.9	31.1	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	29	100	66.7	18.5	14.8	33.3
	4	56	94.6	47.2	35.8	17	52.8
	5	24	100	45.5	50	4.5	54.5
	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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	30	100	48.3	27.6	24.1	51.7
	4	56	96.4	33.3	48.1	18.5	66.7
	5	25	96	56.5	30.4	13	43.5
	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>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	47	97.9	28.9	37.8	33.3	71.1
	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

Abbreviations for Missing Data

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