



## GRAY COURT-OWINGS ELEMENTARY

P. O. Box 128, 9210 Hwy  
Gray Court, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	548 Students	
<b>Principal</b>	Mark Adams	864-876-2131
<b>Superintendent</b>	Billy R. Strickland	864-984-3568
<b>Board Chair</b>	Rev. Charlie Short	864-681-3664

# 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>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below 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

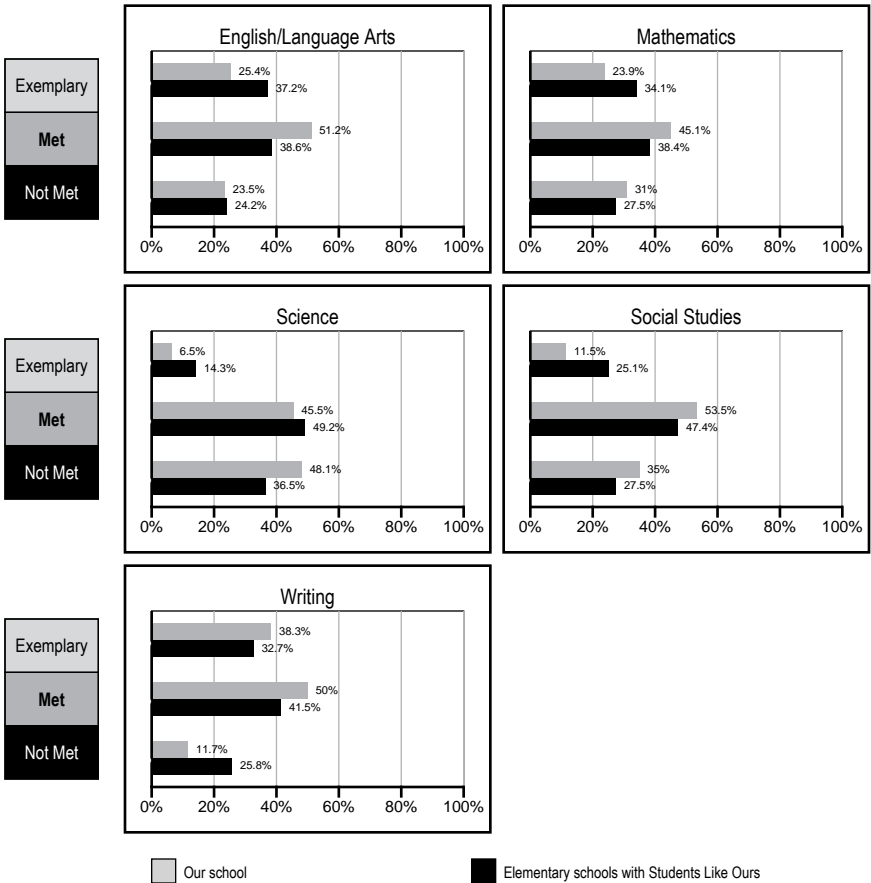
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	25	81	8	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=548)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	Down from 5.6%	1.2%	1.1%
Attendance rate	96.0%	Up from 95.8%	96.0%	96.2%
Served by gifted and talented program	6.8%	Down from 7.7%	11.9%	13.4%
With disabilities other than speech	3.4%	Down from 4.6%	5.1%	4.1%
Older than usual for grade	2.3%	Down from 2.6%	0.3%	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=30)</b>				
Teachers with advanced degrees	53.3%	Up from 40.7%	60.5%	62.5%
Continuing contract teachers	90.0%	Up from 74.1%	90.0%	88.2%
Teachers returning from previous year	82.4%	Up from 73.9%	88.1%	87.8%
Teacher attendance rate	91.3%	Down from 96.5%	95.0%	95.2%
Average teacher salary*	\$43,004	Up 3.1%	\$46,617	\$46,773
Professional development days/teacher	19.3 days	Up from 12.7 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 26.4 to 1	19.5 to 1	19.9 to 1
Prime instructional time	86.4%	Down from 91.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$4,775	Down 23.9%	\$7,459	\$7,447
Percent of expenditures for instruction**	74.0%	Up from 68.3%	67.6%	68.4%
Percent of expenditures for teacher salaries**	71.0%	Up from 64.2%	64.9%	65.8%

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

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

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The vision of 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 a 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. Other Title I benefits supported two part-time instructional coaches, a full time lab assistant, one teacher for class size reduction, transportation to the Joe R. Adair Outdoor Education Center, parenting supplies and materials and instructional supplies.

We are a learning community and we make every attempt to allow research and best practices to inform and differentiate instruction. This task is accomplished most successfully when professionals see the value of their own continuous learning and growth. Four teachers earned advanced degrees, and one is seeking administrative certification. One administrator holds a Ph. D., and the other holds the Ed. S. and superintendent certification 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](http://www.laurens55.k12.sc.us/gces).

Mark Adams, Principal  
 Kori Russell, SIC /Title I Planning Team Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	63	38
Percent satisfied with learning environment	100.0%	91.9%	88.9%
Percent satisfied with social and physical environment	100.0%	88.9%	83.8%
Percent satisfied with school-home relations	100.0%	85.7%	86.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 19 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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	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	237	100	23.3	50.7	26	85.6	79.7	82.4	Yes	Yes
<b>Gender</b>										
Male	125	100	28.4	48.6	22.9	84.4	76.1	78.7	N/A	N/A
Female	112	100	17.9	52.8	29.2	86.8	83.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	163	100	19.2	50	30.8	90.4	84.9	88.9	Yes	Yes
African American	54	100	28.6	55.1	16.3	79.6	71.8	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	19	100	42.1	42.1	15.8	63.2	70.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	41.2	41.2	17.6	85.3	51.3	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	37.5	43.8	18.8	68.8	70	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	168	100	25.3	50	24.7	84	75.6	75.4	Yes	Yes

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

All Students	237	100	30.7	45.1	24.2	81.4	78.6	81.9	Yes	Yes
<b>Gender</b>										
Male	125	100	27.5	50.5	22	85.3	76.8	79.9	N/A	N/A
Female	112	100	34	39.6	26.4	77.4	80.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	163	100	23.3	49.3	27.4	87	83.6	88.9	Yes	Yes
African American	54	100	49	34.7	16.3	71.4	70.7	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	19	100	42.1	42.1	15.8	63.2	70.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	52.9	38.2	8.8	61.8	48.9	47.3	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	50	31.3	18.8	56.3	71.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	168	100	32	46	22	80.7	74.3	74.9	Yes	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
<b>Science</b>								
All Students	173	100	48.1	45.5	6.5	51.9	62.4	68.6
<b>Gender</b>								
Male	91	100	47.4	44.9	7.7	52.6	63	68.3
Female	82	100	48.7	46.1	5.3	51.3	61.9	68.9
<b>Racial/Ethnic Group</b>								
White	116	100	40	53	7	60	73.1	80.7
African American	43	100	62.5	32.5	5	37.5	46.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	13	100	69.2	23.1	7.7	30.8	47.7	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	26	100	63.6	27.3	9.1	36.4	34.3	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	12	100	66.7	25	8.3	33.3	47.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	124	100	50.5	43.1	6.4	49.5	55.6	57.3
<b>Social Studies</b>								
All Students	171	100	34.6	52.8	12.6	65.4	67.7	72.5
<b>Gender</b>								
Male	88	100	30.9	55.6	13.6	69.1	68.3	72
Female	83	100	38.5	50	11.5	61.5	66.9	73.1
<b>Racial/Ethnic Group</b>								
White	114	100	26.4	55.7	17.9	73.6	75.2	81
African American	39	100	45.7	51.4	2.9	54.3	57.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	17	100	N/AV	N/AV	N/AV	35.3	50.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	29	100	40	44	16	60	41.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	28.6	50	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	120	100	40.7	50.9	8.3	59.3	61.3	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
<b>Writing</b>										
All Students	66	98.5	11.7	50	38.3	88.3	70.2	73.2	96	95.8
<b>Gender</b>										
Male	33	97	21.4	46.4	32.1	78.6	61.8	67.2	96.3	95.8
Female	33	100	3.1	53.1	43.8	96.9	79	79.4	95.8	95.9
<b>Racial/Ethnic Group</b>										
White	47	97.9	11.6	46.5	41.9	88.4	75	81.5	96	95.5
African American	13	100	9.1	63.6	27.3	90.9	61.8	61.3	96	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	93.3	96.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.1	66.7	97.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	90.7	94.5
<b>Disability Status</b>										
Disabled	13	92.3	I/S	I/S	I/S	I/S	28.7	26	95.5	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.3
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	64.4	65.7	97.5	97.4
<b>Socio-Economic Status</b>										
Subsidized meals	48	97.9	9.3	55.8	34.9	90.7	64.5	63.2	95.8	95.5

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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	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
<b>2011</b>	3	63	100	19.6	32.1	48.2	80.4
	4	108	100	30.3	55.6	14.1	69.7
	5	66	100	15	60	25	85
	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	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
<b>2011</b>	3	63	100	28.6	46.4	25	71.4
	4	108	100	42.4	45.5	12.1	57.6
	5	66	100	13.3	43.3	43.3	86.7
	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>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	32	100	44.4	40.7	14.8	55.6
	4	107	100	56.1	39.8	4.1	43.9
	5	34	100	24.1	69	6.9	75.9
	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

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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	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
<b>2011</b>	3	31	100	20.7	51.7	27.6	79.3
	4	108	100	39.4	55.6	5.1	60.6
	5	32	100	32.3	45.2	22.6	67.7
	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>Writing</b>							
<b>2010</b>	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
<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	66	98.5	11.7	50	38.3	88.3
	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

Abbreviations for Missing Data

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