



Gray Court-Owings Elementary

9210 Highway 14

Gray Court, South Carolina

Grades	PK-5 Elementary School	
Enrollment	575 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 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	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://www.eoc.sc.gov>

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

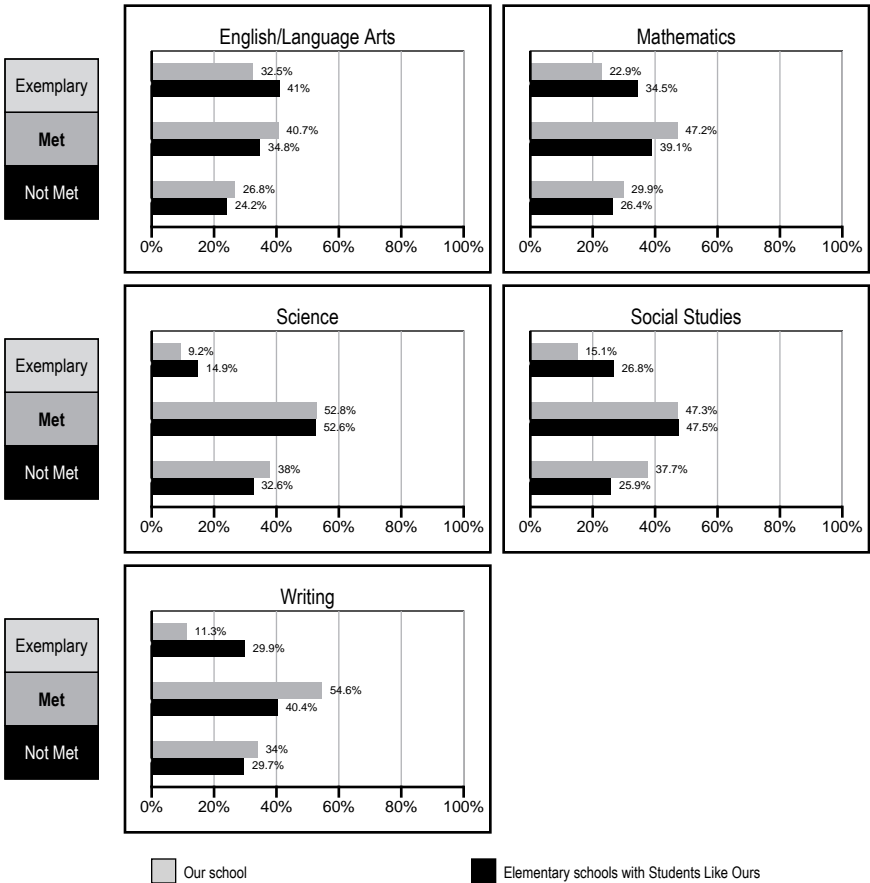
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	34	70	5	0

* Ratings are calculated with data available by 11/07/2012.

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=575)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.5%	Up from 4.0%	1.3%	1.0%
Attendance rate	96.0%	No Change	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	62.1%	Up from 53.3%	61.8%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.7%	Up from 82.4%	89.6%	88.7%
Teacher attendance rate	95.6%	Up from 91.3%	94.9%	95.1%
Average teacher salary*	\$42,894	Down 0.3%	\$47,490	\$47,210
Professional development days/teacher	14.9 days	Down from 19.3 days	10.5 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 22.1 to 1	20.0 to 1	20.0 to 1
Prime instructional time	89.9%	Up from 86.4%	89.7%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$4,678	Down 2.0%	\$7,312	\$7,247
Percent of expenditures for instruction**	74.8%	Up from 74.0%	67.7%	68.2%
Percent of expenditures for teacher salaries**	73.5%	Up from 71.0%	65.0%	65.7%

* 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

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 support 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 strive to be 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. Teachers participate in district and school based professional development, work toward advanced degrees, one earned an 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 contribute to United Way and Relay for Life. We are committed to reducing our ecological footprint and collaborating with the county and other groups in recycling and other green efforts. 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
 Kori Russell, SIC /Title I Planning Team Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	73	36
Percent satisfied with learning environment	100.0%	70.8%	80.0%
Percent satisfied with social and physical environment	100.0%	79.5%	80.6%
Percent satisfied with school-home relations	100.0%	90.4%	77.1%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	78.6
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Gray Court-Owings Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	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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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	650.3	637.9	609.2	618.6	100.0	100.0
Male	643.7	638.9	613.0	621.9	100.0	100.0
Female	656.7	636.8	605.3	615.2	100.0	100.0
White	657.9	643.9	616.7	623.6	100.0	100.0
African American	630.6	621.2	591.9	602.9	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	626.1	612.2	590.2	603.7	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	640.5	632.7	601.5	614.5	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	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
2012	3	83	100	14.1	33.3	52.6	85.9
	4	60	100	29.8	35.1	35.1	70.2
	5	102	100	35.1	49.5	15.5	64.9
	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
Mathematics							
2011	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
2012	3	83	100	24.4	41	34.6	75.6
	4	60	100	24.6	42.1	33.3	75.4
	5	102	100	37.1	55.7	7.2	62.9
	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
Science							
2011	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
2012	3	41	100	43.6	43.6	12.8	56.4
	4	60	100	29.8	63.2	7	70.2
	5	51	100	42.6	46.8	10.6	57.4
	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

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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							
2011	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
2012	3	42	100	17.9	53.8	28.2	82.1
	4	60	100	29.8	54.4	15.8	70.2
	5	51	98	61.2	34.7	4.1	38.8
	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
Writing							
2011	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
2012	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	102	99	34	54.6	11.3	66
	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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