



## Great Falls Elementary School

301 Dearborn St.  
Great Falls, SC 29055

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	393 Students	
<b>Principal</b>	Wendell B. Sumter	803-482-2214
<b>Superintendent</b>	Dr. Agnes Slayman	803-385-6122
<b>Board Chair</b>	Mrs. Maggie J. James	803-581-4330

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>At-Risk</b>
2012	Average	Below Average
2011	Average	Below Average
2010	Average	Average
2009	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://www.eoc.sc.gov>

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

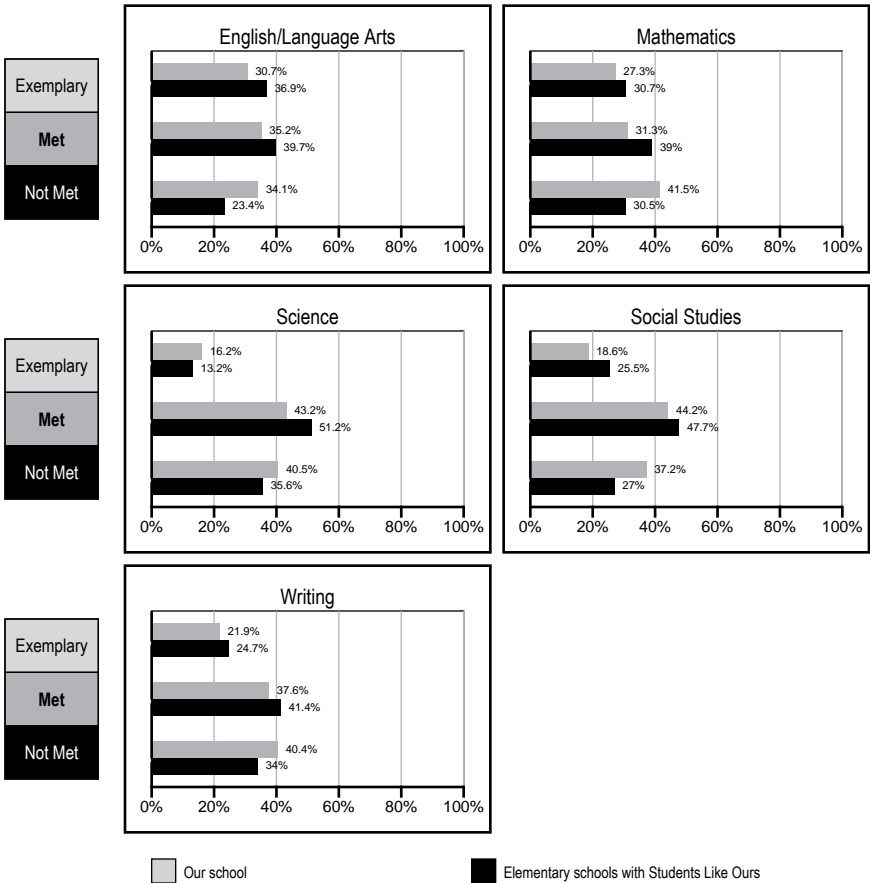
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
10	20	90	10	1

\* Ratings are calculated with data available by 12/14/2013.

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=393)</b>				
First graders who attended full-day kindergarten	27.4%	Down from 100.0%	100.0%	100.0%
Retention rate	0.3%	Up from 0.0%	1.2%	0.9%
Attendance rate	95.8%	Down from 96.4%	96.0%	96.3%
Served by gifted and talented program	5.6%	N/A	5.0%	7.2%
With disabilities	11.2%	N/A	14.2%	12.4%
Older than usual for grade	3.5%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	74.1%	Down from 76.9%	61.4%	62.5%
Continuing contract teachers	92.6%	Down from 96.2%	83.3%	83.3%
Teachers returning from previous year	89.7%	Down from 91.1%	88.0%	88.3%
Teacher attendance rate	94.1%	Down from 94.4%	94.6%	95.0%
Average teacher salary*	\$50,311	Up 2.2%	\$47,449	\$48,193
Professional development days/teacher	3.0 days	Down from 9.3 days	11.1 days	11.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 20.0 to 1	19.9 to 1	20.1 to 1
Prime instructional time	88.2%	Down from 89.0%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.6%	100.0%	100.0%
Character development program	Good	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$7,172	Down 8.4%	\$7,409	\$7,364
Percent of expenditures for instruction**	69.0%	Down from 69.6%	68.0%	68.0%
Percent of expenditures for teacher salaries**	65.0%	Down from 66.0%	65.0%	66.0%

\* 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

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 2012-13 school year was 72.3%.

Learning, not teaching continues to be the major focus of Great Falls Elementary school as we continue our journey of becoming a Professional Learning Community. As a professional development school and learning community, the master schedule allows grade level teams to meet each week for a common planning time. This enables teams to plan a more unified instruction and create assessments on a regular basis. It also allows teachers to share best practices and strategies that have proven to be successful, resulting in an increase of student achievement. In addition to common planning time, all teams have a common lunch time to allow time for additional communication.

Our principal provided teams with a collection of templates to help guide their work. The templates consisted of SMART goal and team planning sheets to assist in setting a purpose and goal for our team meetings. The teams create norms together and review them annually to maintain time on task during meetings. Teams create SMART goals to guide instruction and progress, analyze data, and reflect to determine if the goals have been met. A data analysis sheet was provided to determine students' strengths and weaknesses on assessments and to establish a plan for interventions and enrichments. Finally, a team feedback sheet serves as a source to evaluate our team's performance.

Teachers collaborate with interventionists and fine arts teachers to plan intervention strategies. Data results and student performances are shared to determine areas of emphasis for remediation. A plan is developed and implemented to meet students' needs and provide additional support. Students' progresses are monitored and intervention plans are adjusted as necessary.

Great Falls Elementary made many accomplishments we were 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. Great Falls Elementary was named a Microsoft Pathfinder School in 2012. Pathfinder Schools are selected to serve as regional exemplars for integrating innovative teaching and learning into the whole school environment. The 2012 PASS test scores indicated our 3rd grade students scored above the state average in math, reading, and science. This increase in scores included a dramatic 58% rise in science test scores from the previous year. The 2012 PASS test scores indicated our 4th grade students showed gains in all areas tested as compared to their previous 3rd grade 2011 PASS scores. The 5th math and science PASS test scores have steadily increased over the past three years. We attribute this success to the work of collaborative teams within our school and our method of intervention. Our staff is dedicated to building our Professional Learning Community and is confident that scores will continue to rise. Great Falls Elementary earned a "B" grade and met Adequate Yearly Progress (AYP) under NCLB in 2012. We are stars of excellence..... Determined to shine!

Wendell B. Sumter, Principal  
Nancy Jolly-Smith, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	56	25
Percent satisfied with learning environment	83.4%	76.8%	64%
Percent satisfied with social and physical environment	96.7%	73.7%	68%
Percent satisfied with school-home relations	60%	87.7%	60%

\* 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 2013, 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.

<b>Overall Weighted Points Total</b>	<b>66.3</b>
<b>Overall Grade Conversion</b>	<b>D</b>

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

Great Falls Elementary School 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	1.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	4.9%

	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

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	643.9	633.6	611.8	622.8	98.9	100.0
Male	639.9	637.2	617.2	627.4	99.0	100.0
Female	648.2	629.8	605.1	617.9	98.8	100.0
White	657.7	647.5	624.1	634.1	100.0	100.0
African American	624.7	614.6	590.7	608.1	97.4	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	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	637.1	628.2	605.2	617.5	99.3	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
<b>English/Language Arts</b>							
<b>2012</b>	3	48	100	14.9	34	51.1	85.1
	4	61	100	41.7	31.7	26.7	58.3
	5	58	100	40.7	35.2	24.1	59.3
	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
<b>2013</b>	3	74	97.3	23.9	31	45.1	76.1
	4	50	100	33.3	43.8	22.9	66.7
	5	58	100	43.1	34.5	22.4	56.9
	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>Mathematics</b>							
<b>2012</b>	3	48	100	17	34	48.9	83
	4	61	100	30	48.3	21.7	70
	5	58	100	38.9	44.4	16.7	61.1
	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
<b>2013</b>	3	74	100	37	27.4	35.6	63
	4	50	100	31.3	45.8	22.9	68.8
	5	58	100	53.4	27.6	19	46.6
	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
<b>Science</b>							
<b>2012</b>	3	23	100	8.7	69.6	21.7	91.3
	4	61	100	50	45	5	50
	5	29	100	42.3	46.2	11.5	57.7
	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>2013</b>	3	35	100	31.4	45.7	22.9	68.6
	4	50	100	39.6	47.9	12.5	60.4
	5	29	100	51.7	34.5	13.8	48.3
	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

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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>2012</b>	3	24	100	39.1	34.8	26.1	60.9
	4	60	100	33.9	50.8	15.3	66.1
	5	29	100	53.6	25	21.4	46.4
	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
<b>2013</b>	3	39	100	26.3	50	23.7	73.7
	4	50	100	27.1	52.1	20.8	72.9
	5	29	100	65.5	27.6	6.9	34.5
	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>2012</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	57	100	46.3	31.5	22.2	53.7
	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>2013</b>	3	75	98.7	45.2	23.3	31.5	54.8
	4	51	100	26.5	59.2	14.3	73.5
	5	60	96.7	46.4	37.5	16.1	53.6
	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

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