

## Great Falls Elementary

301 Dearborn Street
Great Falls, South Carolina

| | | |
|---|---|---|
| **Grades** | PK-5 Elementary School | |
| **Enrollment** | 436 Students | |
| **Principal** | Jerry Digh | 803-482-2214 |
| **Superintendent** | Mr. Larry B. Heath | 803-385-6122 |
| **Board Chair** | Dr. Richard Hughes | 803-581-7522 |

# THE STATE OF SOUTH CAROLINA
# 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|---|---|---|
| **2009** | **Below Average** | **Below Average** |
| 2008 | Below Average | Below Average |
| 2007 | Below Average | Below Average |
| 2006 | Below Average | Average |
| 2005 | 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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## 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

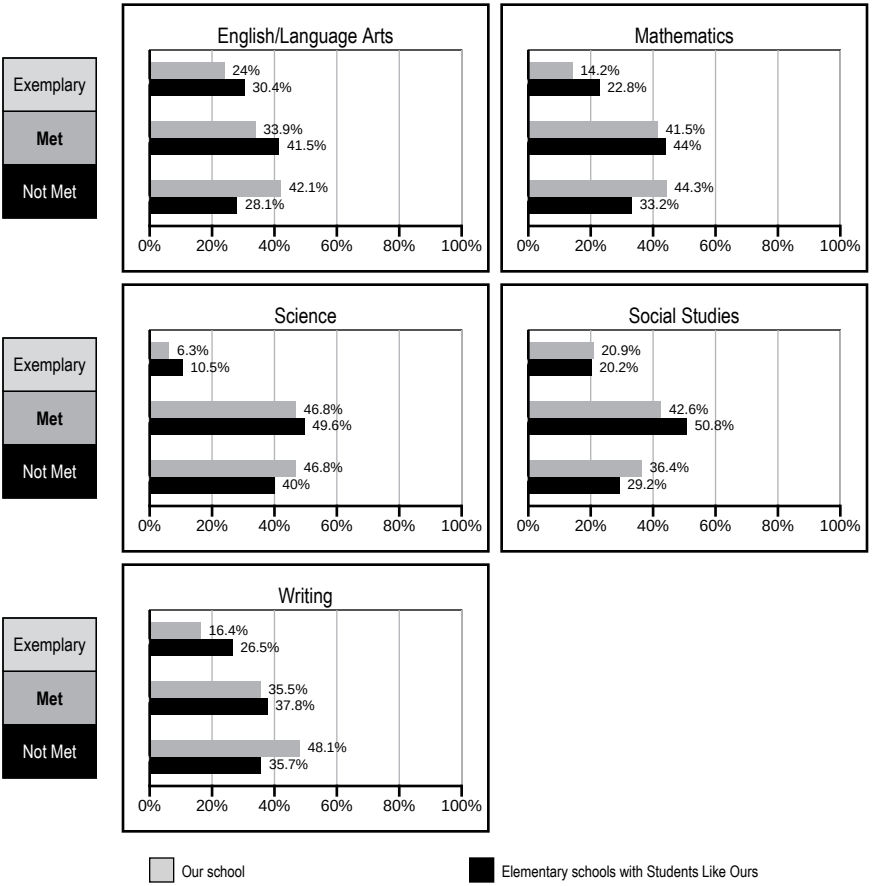
| Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.5% |
|---|---|

## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 0 | 9 | 91 | 17 | 1 |

* Ratings are calculated with data available by 06/01/2010.

## 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=436)** | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 3.8% | Down from 5.3% | 2.4% | 1.9% |
| Attendance rate | 95.2% | No Change | 96.1% | 96.3% |
| Eligible for gifted and talented | 9.0% | Down from 10.4% | 7.4% | 10.0% |
| With disabilities other than speech | 9.0% | Down from 11.2% | 9.0% | 7.7% |
| Older than usual for grade | 3.4% | No Change | 0.6% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 4.6% | Up from 0.2% | 0.0% | 0.0% |
| **Teachers (n=30)** | | | | |
| Teachers with advanced degrees | 66.7% | No Change | 57.7% | 59.4% |
| Continuing contract teachers | 80.0% | Up from 78.8% | 81.8% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 80.5% | Down from 85.8% | 86.4% | 85.9% |
| Teacher attendance rate | 95.2% | Up from 94.5% | 95.0% | 95.1% |
| Average teacher salary* | $48,574 | Down 2.7% | $46,608 | $47,149 |
| Professional development days/teacher | 10.8 days | Up from 10.5 days | 11.7 days | 11.1 days |
| **School** | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.8 to 1 | Down from 18.4 to 1 | 18.6 to 1 | 18.8 to 1 |
| Prime instructional time | 88.8% | Up from 87.0% | 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 | No Change | Excellent | Excellent |
| Dollars spent per pupil** | $7,226 | Down 6.2% | $7,465 | $7,458 |
| Percent of expenditures for instruction** | 69.1% | Up from 68.3% | 68.7% | 68.8% |
| Percent of expenditures for teacher salaries** | 65.9% | Up from 61.9% | 61.9% | 63.2% |

* 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 located in rural southeastern Chester County with 442 students in Pre-Kindergarten through fifth grade. The current free/reduced percentage of students is 76.7%. Great Falls Elementary School employs six National Board Certified teachers, which accounts for 27% of teachers in kindergarten through fifth grades.

This year, in conjunction with Title I requirements, GFE voluntarily participated in the External Review Team Liaison (ERTL) program, typically set aside for those schools with Unsatisfactory Absolute ratings on PACT. As part of the process, the school created a Focused School Renewal Plan (FSRP). State Department of Education consultant, Dr. Sherrill Jaco, partnered with GFE and helped to establish and oversee the FSRP process.

Current plans for the Plan for Restructuring at GFE for the 2009-10 school year include increasing the time for the instructional day by 30 minutes, and training of staff in becoming a Professional Learning Community, which emphasizes collaboration, a focus on results, and common grade level assessments.

With programs, supplies, and materials obtained with Title I Subgrant funds, GFE will attempt to close the achievement gap among student subgroups and achieve Adequately Yearly Progress as determined by the legislation known as No Child Left Behind.

At the same time, Great Falls Elementary strives to create a safe, warm, inviting atmosphere, where all students are valued for their varied strengths and talents. The arts programs at Great Falls Elementary are integral and vital components of the curriculum.

Mr. Jerry Digh, Principal
Mrs. Tonya Weir, SIC Chair

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 16 | 60 | 50 |
| Percent satisfied with learning environment | 93.8% | 85.0% | 89.6% |
| Percent satisfied with social and physical environment | 93.8% | 84.7% | 87.8% |
| Percent satisfied with school-home relations | 87.5% | 81.7% | 94.0% |

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

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## School Adequate Yearly Progress

NO

This school met 16 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

| | |
|---|---|
| **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 | 21.8% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.2% | 94.0%* | Yes |

* Or greater than last year

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| Great Falls Elementary | | | | | | | | | | 06/01/10-1201011 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 |
| **English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 201 | 100 | 41.6 | 34.1 | 24.3 | 71.9 | 73.2 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 109 | 100 | 43.4 | 28.3 | 28.3 | 68.7 | 69.4 | 79.3 | N/A | N/A |
| Female | 92 | 100 | 39.5 | 40.7 | 19.8 | 75.6 | 77.3 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 126 | 100 | 36 | 31.6 | 32.5 | 75.4 | 80.9 | 89.5 | Yes | Yes |
| African American | 72 | 100 | 51.4 | 37.1 | 11.4 | 65.7 | 64.8 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 100 | 92.3 | I/S | I/S |
| Hispanic | 2 | I/S | N/A | N/A | N/A | N/A | 82.8 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 33 | 100 | 75 | 17.9 | 7.1 | 35.7 | 44.4 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 81 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsized meals | 133 | 100 | 53.7 | 31.4 | 14.9 | 63.6 | 66.1 | 75.5 | Yes | Yes |
| **Mathematics - State Performance Objective = 57.8% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 201 | 100 | 43.8 | 42.2 | 14.1 | 68.6 | 71.4 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 109 | 100 | 40.4 | 41.4 | 18.2 | 70.7 | 70 | 77 | N/A | N/A |
| Female | 92 | 100 | 47.7 | 43 | 9.3 | 66.3 | 72.8 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 126 | 100 | 36.8 | 42.1 | 21.1 | 75.4 | 79.8 | 87.2 | Yes | Yes |
| African American | 72 | 100 | 55.7 | 41.4 | 2.9 | 57.1 | 62.3 | 66.7 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 90.9 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | N/A | N/A | N/A | N/A | 75.9 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 33 | 100 | 71.4 | 21.4 | 7.1 | 39.3 | 37.8 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 81 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsized meals | 133 | 100 | 52.1 | 41.3 | 6.6 | 60.3 | 64 | 70.2 | Yes | 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

| Great Falls Elementary | | | | | | | | 06/01/10-1201011 |
|---|---|---|---|---|---|---|---|---|
| **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 | 140 | 100 | 46.5 | 46.5 | 7.1 | 53.5 | 54.9 | 67.5 |
| Gender | | | | | | | | |
| Male | 77 | 100 | 40.6 | 49.3 | 10.1 | 59.4 | 55.2 | 67 |
| Female | 63 | 100 | 53.4 | 43.1 | 3.4 | 46.6 | 54.5 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 94 | 100 | 40.5 | 48.8 | 10.7 | 59.5 | 67.6 | 79.5 |
| African American | 43 | 100 | N/AV | N/AV | N/AV | 42.9 | 40.6 | 50.3 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 84.3 |
| Hispanic | 2 | I/S | N/A | N/A | N/A | N/A | 61.9 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 23 | 100 | 63.2 | 31.6 | 5.3 | 36.8 | 31 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 70.6 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsized meals | 91 | 100 | 57.5 | 37.5 | 5 | 42.5 | 44.8 | 55.1 |
| **Social Studies** | | | | | | | | |
| All Students | 140 | 100 | 36.2 | 43.1 | 20.8 | 63.8 | 63 | 72.3 |
| Gender | | | | | | | | |
| Male | 75 | 100 | 31.9 | 44.9 | 23.2 | 68.1 | 63.5 | 71.5 |
| Female | 65 | 100 | 41 | 41 | 18 | 59 | 62.5 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 86 | 100 | 34.2 | 36.7 | 29.1 | 65.8 | 70.4 | 80.7 |
| African American | 52 | 100 | 40 | 52 | 8 | 60 | 54.6 | 60 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 88.5 |
| Hispanic | 1 | I/S | N/A | N/A | N/A | N/A | 78.9 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 23 | 100 | 75 | 20 | 5 | 25 | 41 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 86.7 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsized meals | 95 | 100 | 45.5 | 42 | 12.5 | 54.5 | 54.8 | 62.1 |

Abbreviations for Missing Data

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| Great Falls Elementary | | | | | | | | | | 06/01/10-1201011 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 200 | 98.5 | 48.1 | 35.5 | 16.4 | 51.9 | 58.7 | 70.2 | 95.2 | 95.5 |
| **Gender** | | | | | | | | | | |
| Male | 108 | 97.2 | 53.6 | 30.9 | 15.5 | 46.4 | 52 | 63.2 | 94.7 | 95.2 |
| Female | 92 | 100 | 41.9 | 40.7 | 17.4 | 58.1 | 65.8 | 77.5 | 95.8 | 95.9 |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 124 | 98.4 | 44.2 | 36.3 | 19.5 | 55.8 | 68 | 79.1 | 95 | 95.1 |
| African American | 73 | 98.6 | 53.6 | 34.8 | 11.6 | 46.4 | 48.4 | 57.6 | 95.7 | 96 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 72.7 | 86.2 | 97.5 | 96.3 |
| Hispanic | 2 | I/S | N/A | N/A | N/A | N/A | 72.4 | 62.6 | 89.7 | 95.1 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.7 | N/A | 94.3 |
| **Disability Status** | | | | | | | | | | |
| Disabled | 33 | 93.9 | 82.1 | 14.3 | 3.6 | 17.9 | 13.9 | 26.1 | 94.4 | 94.2 |
| **Migrant Status** | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | N/A |
| **English Proficiency** | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 68.2 | 61.2 | N/A | 96.3 |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsized meals | 132 | 97.7 | 58.8 | 33.6 | 7.6 | 41.2 | 49 | 58.9 | 94.8 | 95.1 |

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| Great Falls Elementary | | | | | | | 06/01/10-1201011 |
|---|---|---|---|---|---|---|---|
| PASS Performance By Grade Level | | | | | | | |
| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
| **English/Language Arts** | | | | | | | |
| 2009 | 3 | 54 | 100 | 34 | 28 | 38 | 66 |
| | 4 | 79 | 100 | 45.8 | 34.7 | 19.4 | 54.2 |
| | 5 | 68 | 100 | 42.9 | 38.1 | 19 | 57.1 |
| | 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 |
| **Mathematics** | | | | | | | |
| 2009 | 3 | 54 | 100 | 34 | 46 | 20 | 66 |
| | 4 | 79 | 100 | 43.1 | 38.9 | 18.1 | 56.9 |
| | 5 | 68 | 100 | 52.4 | 42.9 | 4.8 | 47.6 |
| | 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 |
| **Science** | | | | | | | |
| 2009 | 3 | 27 | 100 | 44 | 48 | 8 | 56 |
| | 4 | 79 | 100 | 50 | 41.7 | 8.3 | 50 |
| | 5 | 34 | 100 | 40 | 56.7 | 3.3 | 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 |
| **Social Studies** | | | | | | | |
| 2009 | 3 | 27 | 100 | 28 | 40 | 32 | 72 |
| | 4 | 79 | 100 | 37.5 | 44.4 | 18.1 | 62.5 |
| | 5 | 34 | 100 | 39.4 | 42.4 | 18.2 | 60.6 |
| | 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 |
| **Writing** | | | | | | | |
| 2009 | 3 | 55 | 98.2 | 49 | 30.6 | 20.4 | 51 |
| | 4 | 78 | 98.7 | 45.8 | 37.5 | 16.7 | 54.2 |
| | 5 | 67 | 98.5 | 50 | 37.1 | 12.9 | 50 |
| | 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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