



Gray Court-Owings Elementary

PO Box 128 9210 Hy 14
Gray Court, South Carolina

Grades	PK-5 Elementary School	
Enrollment	548 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Good	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 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.

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

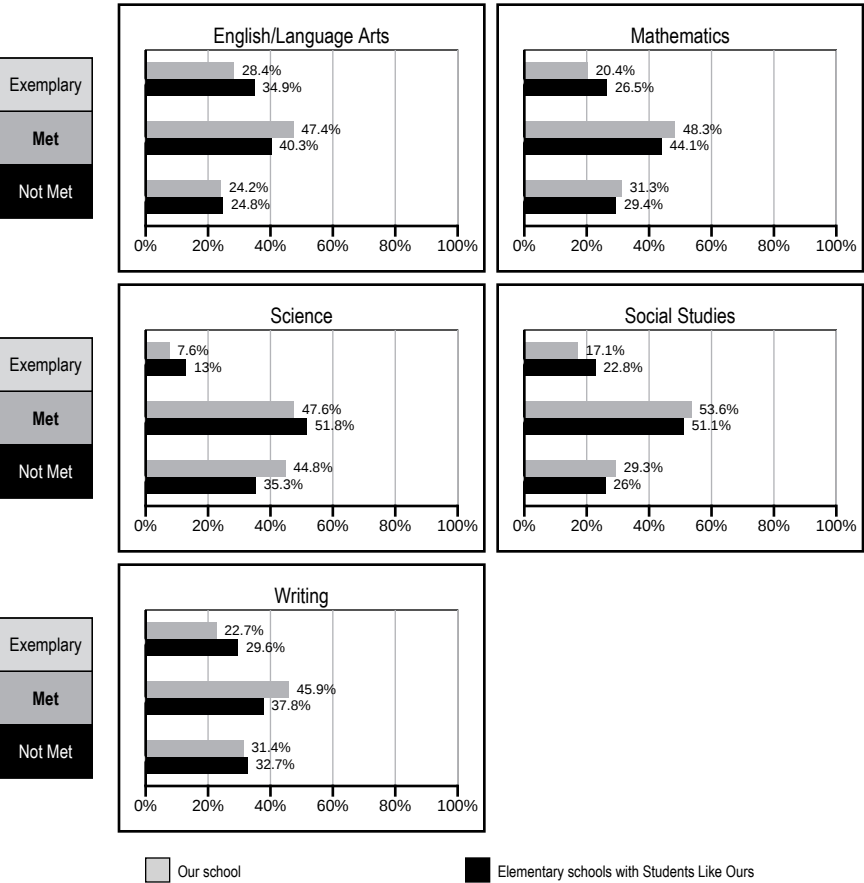
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	85	8	0

* 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=548)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 3.3%	2.3%	1.9%
Attendance rate	96.4%	Up from 96.0%	96.2%	96.3%
Eligible for gifted and talented	4.9%	Down from 6.0%	9.1%	10.0%
With disabilities other than speech	5.3%	Down from 7.1%	9.3%	7.7%
Older than usual for grade	2.8%	Down from 4.1%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	37.5%	Up from 32.4%	60.4%	59.4%
Continuing contract teachers	71.9%	Up from 55.9%	82.8%	80.0%
Teachers with emergency or provisional certificates	3.4%	Down from 4.3%	0.0%	0.0%
Teachers returning from previous year	79.2%	Up from 75.6%	87.3%	85.9%
Teacher attendance rate	95.7%	Down from 96.2%	95.1%	95.1%
Average teacher salary*	\$42,536	Up 5.0%	\$47,350	\$47,149
Professional development days/teacher	14.9 days	Up from 8.8 days	11.6 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 15.8 to 1	19.0 to 1	18.8 to 1
Prime instructional time	91.3%	Up from 90.9%	90.2%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,087	Up 17.7%	\$7,322	\$7,458
Percent of expenditures for instruction**	64.9%	Up from 62.6%	68.0%	68.8%
Percent of expenditures for teacher salaries**	61.0%	Up from 58.5%	61.6%	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

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. The research of Richard Allington indicates that high-quality teaching is about five times more effective than typical reduction in class size. All of our teachers are highly qualified and fully committed to providing safe, respectful and literacy rich learning opportunities. Academic success is a matter of reading ability. Much class time was given to volume reading and writing this year, and we have seen the corresponding positive results in many classrooms. We believe in continuous formative assessment and the responsive teaching cycle to inform instruction. Title I funding has been used to purchase more books in all subject areas to strengthen classroom libraries. Also, these federal funds were used to assist with the purchasing of more Promethean Board technology. Our goal is to equip every classroom with this technology by the middle of next year. Other Title I benefits support our Literacy Coach, full time lab assistant, 4K teacher and assistant, parenting program, and class size reduction. We are a learning community, and we make every attempt to allow research and best practice to inform and differentiate instruction. Our commitment to reading and writing and our belief that all students can learn help us maintain our focus on what is best for our children. Four of our teachers are enrolled in the USC Literacy and Language cohort, two others are seeking advanced degrees at other institutions, and four teachers just earned Masters Degrees this year. 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. With full support from our superintendent, board, parents, and community, we expect to move toward our goal of academic success for every child. Please visit us at our campus or on our website at www.laurens55.k12.sc.us/gces. Mark Adams, Principal; Patti Owens, SIC /Title I Planning Team Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	80	53
Percent satisfied with learning environment	100.0%	83.1%	84.9%
Percent satisfied with social and physical environment	95.8%	74.4%	79.2%
Percent satisfied with school-home relations	91.7%	86.1%	75.0%

* 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	YES
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This school met 17 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	
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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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	237	100	24.2	47.4	28.4	87.2	85.4	82.8	Yes	Yes
Gender										
Male	120	100	30.8	44.9	24.3	85	81.5	79.3	N/A	N/A
Female	117	100	17.3	50	32.7	89.4	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	149	100	22.4	43.3	34.3	89.6	89.5	89.5	Yes	Yes
African American	62	100	32.7	52.7	14.5	80	77.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	15	100	16.7	50	33.3	83.3	80.1	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	39	100	48.6	37.1	14.3	80	62.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	9.1	54.5	36.4	90.9	79.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	158	100	27.5	47.8	24.6	84.1	81.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	237	100	31.3	48.3	20.4	78.7	81.1	78.9	Yes	Yes
Gender										
Male	120	100	32.7	45.8	21.5	78.5	78.5	77	N/A	N/A
Female	117	100	29.8	51	19.2	78.8	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	149	100	28.4	45.5	26.1	78.4	84.9	87.2	Yes	Yes
African American	62	100	41.8	50.9	7.3	76.4	72.8	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	15	100	25	58.3	16.7	83.3	80.8	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	39	100	62.9	31.4	5.7	48.6	50.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	18.2	54.5	27.3	90.9	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	158	100	35.5	49.3	15.2	74.6	76.5	70.2	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
Science								
All Students	163	100	44.8	47.6	7.6	55.2	65.7	67.5
Gender								
Male	81	100	43.8	50.7	5.5	56.2	65.3	67
Female	82	100	45.8	44.4	9.7	54.2	66.1	68
Racial/Ethnic Group								
White	102	100	41.1	50	8.9	58.9	74.5	79.5
African American	47	100	57.1	40.5	2.4	42.9	48.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	53.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	100	58.3	37.5	4.2	41.7	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	52.9	59.6
Socio-Economic Status								
Subsided meals	112	100	49	44.9	6.1	51	58.2	55.1

Social Studies

All Students	160	100	29.3	53.6	17.1	70.7	69.3	72.3
Gender								
Male	83	100	32.9	47.9	19.2	67.1	66.6	71.5
Female	77	100	25.4	59.7	14.9	74.6	72.1	73.2
Racial/Ethnic Group								
White	103	100	28.6	51.6	19.8	71.4	74.3	80.7
African American	38	100	30.3	57.6	12.1	69.7	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	11	100	I/S	I/S	I/S	I/S	56.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	27	100	N/AV	N/AV	N/AV	50	42.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	55.6	67.9
Socio-Economic Status								
Subsided meals	106	100	35.6	52.2	12.2	64.4	63.6	62.1

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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
Writing										
All Students	239	99.6	31.1	46.1	22.8	68.9	72.1	70.2	96.4	96
Gender										
Male	122	99.2	37.8	42.3	19.8	62.2	65.4	63.2	96.3	95.9
Female	117	100	24.1	50	25.9	75.9	79.4	77.5	96.5	96.1
Racial/Ethnic Group										
White	150	100	29.7	44.2	26.1	70.3	76.3	79.1	96.3	95.6
African American	64	98.4	32.8	53.4	13.8	67.2	64.5	57.6	96.4	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.1	97.5
Hispanic	14	100	23.1	46.2	30.8	76.9	66	62.6	97.7	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.1
Disability Status										
Disabled	37	97.3	67.6	26.5	5.9	32.4	30.8	26.1	96.1	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	94.4
English Proficiency										
Limited English Proficient	13	100	16.7	41.7	41.7	83.3	66.2	61.2	97.9	97.5
Socio-Economic Status										
Subsidized meals	159	99.4	32.9	44.1	23.1	67.1	67.9	58.9	96.2	95.7

Abbreviations for Missing Data

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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							
2009	3	70	100	18.5	40	41.5	81.5
	4	86	100	36.5	47.3	16.2	63.5
	5	81	100	16.7	54.2	29.2	83.3
	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
Mathematics							
2009	3	70	100	36.9	40	23.1	63.1
	4	86	100	31.1	58.1	10.8	68.9
	5	81	100	26.4	45.8	27.8	73.6
	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	36	100	47.1	38.2	14.7	52.9
	4	86	100	45.9	51.4	2.7	54.1
	5	41	100	40.5	48.6	10.8	59.5
	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
Social Studies							
2009	3	34	100	25.8	45.2	29	74.2
	4	86	100	31.1	59.5	9.5	68.9
	5	40	100	28.6	48.6	22.9	71.4
	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
Writing							
2009	3	72	100	34.8	37.7	27.5	65.2
	4	84	100	34.7	46.7	18.7	65.3
	5	83	98.8	24	53.3	22.7	76
	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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