

GRASSY POND ELEMENTARY

1146 Boiling Springs
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	520 Students	
Principal	Ashley Clary	864-487-1256
Superintendent	Kim Bagwell	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	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 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

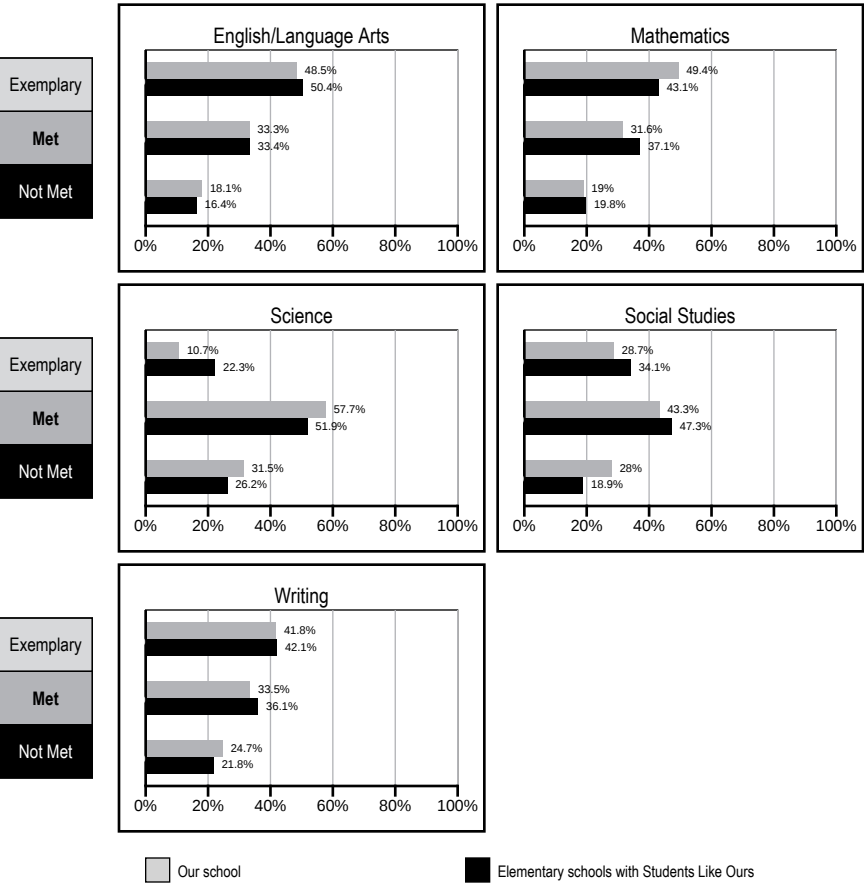
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	27	14	0	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=520)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.6%	0.8%	1.2%
Attendance rate	96.5%	Down from 97.0%	96.5%	96.1%
Eligible for gifted and talented	22.5%	Up from 16.9%	18.5%	11.7%
With disabilities other than speech	3.5%	Up from 2.5%	6.8%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.4%
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	72.4%	Up from 66.7%	62.5%	60.5%
Continuing contract teachers	100.0%	Up from 96.7%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.3%	Up from 93.2%	89.3%	87.0%
Teacher attendance rate	96.3%	Down from 96.5%	96.0%	95.4%
Average teacher salary*	\$50,003	Up 2.4%	\$48,650	\$47,288
Professional development days/teacher	7.7 days	Down from 8.1 days	11.3 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 21.6 to 1	19.9 to 1	19.2 to 1
Prime instructional time	92.6%	Down from 93.5%	92.0%	90.8%
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**	\$5,733	Up 5.8%	\$7,104	\$7,548
Percent of expenditures for instruction**	73.4%	Up from 72.0%	70.6%	68.7%
Percent of expenditures for teacher salaries**	72.8%	Up from 68.6%	68.1%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 year was successful for Grassy Pond Elementary School. All stakeholders, including faculty/staff, students, parents, and the community, worked cooperatively to ensure students' academic success.

Literacy was prioritized as teachers/administrators used data from Dominie and MAP to guide instructional decisions. Technology, including promethean boards, CPS units, and document cameras, enhanced classroom instruction through innovative and differentiated lessons and activities for all students. An overall increase in Dominie and MAP scores from fall to spring for many of our students was a result of our efforts.

Grassy Pond and Cherokee County Schools were awarded accreditation from SACS.

Mrs. Angela Tennyson was named Teacher of Year.

Mrs. Kim McCall was named Distinguished Teacher of Reading.

Mrs. Dee Randolph retired at the end of the 2010 school year.

Our students, faculty, parents, and community increased contributions to St. Jude's Children's Hospital, March of Dimes, and Relay for Life to more than \$5,000.

Mrs. Deborah A. Hamrick, Principal

Mr. Ryan Godfrey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	68	46
Percent satisfied with learning environment	100.0%	88.2%	84.8%
Percent satisfied with social and physical environment	96.3%	91.2%	89.1%
Percent satisfied with school-home relations	100.0%	92.6%	80.0%

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 15 out of 15 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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	248	100	18.1	33.3	48.5	88.6	77.6	83.5	Yes	Yes
Gender										
Male	132	100	21.6	35.2	43.2	86.4	73.8	80.1	N/A	N/A
Female	116	100	14.3	31.3	54.5	91.1	81.4	87	N/A	N/A
Racial/Ethnic Group										
White	177	100	14.4	33.3	52.3	91.4	82.1	89.6	Yes	Yes
African American	43	100	31.6	36.8	31.6	76.3	68.2	74.6	I/S	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.5	92.7	I/S	I/S
Hispanic	21	100	27.8	33.3	38.9	88.9	62.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	17	100	53.3	33.3	13.3	80	40.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	26.1	30.4	43.5	87	63.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	107	100	33.3	32.3	34.3	77.8	71.9	76.9	Yes	Yes

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

All Students	248	100	19	31.6	49.4	88.2	77.6	80.4	Yes	Yes
Gender										
Male	132	100	20	32.8	47.2	87.2	76.1	78.4	N/A	N/A
Female	116	100	17.9	30.4	51.8	89.3	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	177	100	14.4	29.3	56.3	91.4	82.3	87.8	Yes	Yes
African American	43	100	31.6	44.7	23.7	78.9	67.2	69.3	I/S	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.3	93.5	I/S	I/S
Hispanic	21	100	33.3	38.9	27.8	77.8	63.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	17	100	20	53.3	26.7	86.7	41.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	34.8	26.1	39.1	78.3	66.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	107	100	34.3	39.4	26.3	76.8	71.6	72.8	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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	175	100	31.5	57.7	10.7	68.5	56.1	67.3
Gender								
Male	92	100	32.2	55.2	12.6	67.8	57.5	66.9
Female	83	100	30.9	60.5	8.6	69.1	54.7	67.7
Racial/Ethnic Group								
White	125	100	25	62.1	12.9	75	65.6	79.6
African American	30	100	N/A	N/A	N/A	42.3	34.7	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	15	100	38.5	53.8	7.7	61.5	38.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	28	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	17	100	43.8	50	6.3	56.3	39.4	58.6
Socio-Economic Status								
Subsidized meals	77	100	51.4	44.4	4.2	48.6	46.7	55.4

Social Studies								
All Students	172	100	28	43.3	28.7	72	57.8	70.9
Gender								
Male	100	100	27.4	42.1	30.5	72.6	56.6	70.1
Female	72	100	29	44.9	26.1	71	59.1	71.7
Racial/Ethnic Group								
White	123	100	21.7	43.3	35	78.3	64.9	79.2
African American	30	100	50	42.3	7.7	50	42.5	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.3	86.8
Hispanic	14	100	46.2	46.2	7.7	53.8	38.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	12	100	81.8	9.1	9.1	18.2	29.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	19	100	38.9	44.4	16.7	61.1	40.7	68
Socio-Economic Status								
Subsidized meals	76	100	47.9	42.3	9.9	52.1	49.3	60.8

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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	250	100	24.7	33.5	41.8	75.3	66.6	72.1	96.5	96.1
Gender										
Male	132	100	29.6	36	34.4	70.4	59.3	65.2	96.6	96.1
Female	118	100	19.3	30.7	50	80.7	74	79.2	96.5	96.1
Racial/Ethnic Group										
White	178	100	19.4	32.6	48	80.6	72.2	80.8	96.4	95.9
African American	43	100	44.7	36.8	18.4	55.3	56	59.7	96.8	96.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	75.9	87	97.9	97.7
Hispanic	22	100	36.8	36.8	26.3	63.2	43.3	64.6	97	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	28.6	21.3	27.7	95.3	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	33.3	29.2	37.5	66.7	45.6	63.7	97.1	97.3
Socio-Economic Status										
Subsidized meals	108	100	44	33	23	56	59.4	61.9	96.2	95.8

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	98	100	22.8	28.3	48.9	77.2
	4	72	100	18.8	37.7	43.5	81.2
	5	70	100	19	36.5	44.4	81
	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
2010	3	74	100	14.7	16.2	69.1	85.3
	4	99	100	21.1	40	38.9	78.9
	5	75	100	17.6	40.5	41.9	82.4
	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
Mathematics							
2009	3	98	100	21.7	30.4	47.8	78.3
	4	72	100	8.7	40.6	50.7	91.3
	5	70	100	17.5	42.9	39.7	82.5
	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
2010	3	74	100	14.7	29.4	55.9	85.3
	4	99	100	16.8	31.6	51.6	83.2
	5	75	100	25.7	33.8	40.5	74.3
	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
Science							
2009	3	49	100	41.3	52.2	6.5	58.7
	4	72	100	31.9	58	10.1	68.1
	5	35	100	28.1	65.6	6.3	71.9
	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
2010	3	38	100	34.3	51.4	14.3	65.7
	4	99	100	32.6	58.9	8.4	67.4
	5	38	100	26.3	60.5	13.2	73.7
	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

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
Social Studies							
2009	3	49	100	26.1	47.8	26.1	73.9
	4	72	100	14.5	58	27.5	85.5
	5	35	100	38.7	45.2	16.1	61.3
	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
2010	3	36	100	18.2	45.5	36.4	81.8
	4	99	100	27.4	41.1	31.6	72.6
	5	37	100	38.9	47.2	13.9	61.1
	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
Writing							
2009	3	97	100	32.6	35.9	31.5	67.4
	4	72	100	8.7	37.7	53.6	91.3
	5	69	98.6	22.6	27.4	50	77.4
	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
2010	3	75	100	23.2	42	34.8	76.8
	4	99	100	26.3	31.6	42.1	73.7
	5	76	100	24	28	48	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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