



Fort Mill Elementary

192 Springfield Parkway
Fort Mill, South Carolina

Grades	K-5 Elementary School	
Enrollment	763 Students	
Principal	Karen H. Helms	803-547-7546
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Jan Smiley	803-548-7258

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

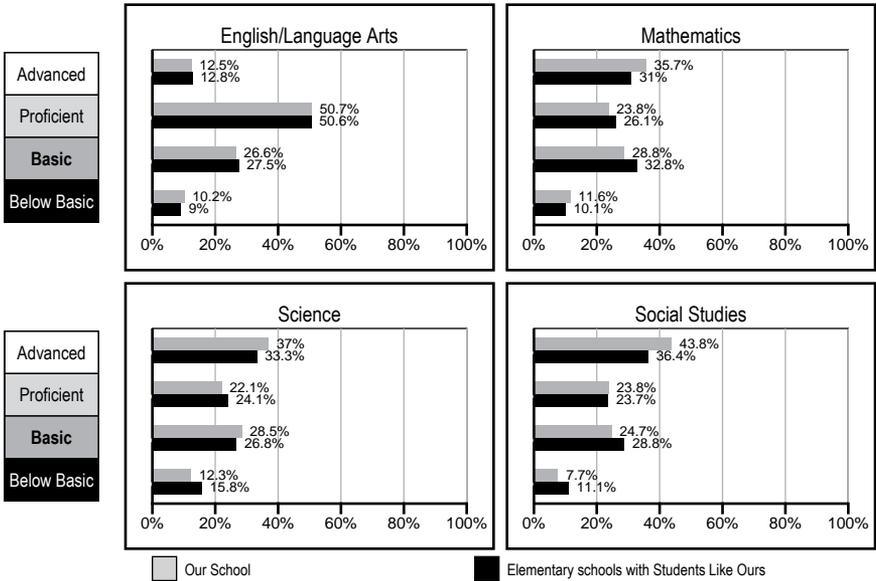
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	21	3	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=763)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.5%	1.0%	2.3%
Attendance rate	97.0%	No Change	97.0%	96.3%
Eligible for gifted and talented	26.1%	Down from 26.9%	27.3%	10.4%
With disabilities other than speech	8.4%	Up from 7.5%	6.4%	7.5%
Older than usual for grade	0.2%	Down from 1.0%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	53.2%	Down from 58.5%	59.2%	56.7%
Continuing contract teachers	69.4%	Up from 64.2%	83.3%	77.3%
Teachers with emergency or provisional certificates	2.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.8%	Up from 84.3%	87.7%	86.4%
Teacher attendance rate	94.9%	Up from 94.7%	95.0%	94.9%
Average teacher salary	\$44,747	Up 0.8%	\$46,660	\$45,345
Professional development days/teacher	12.4 days	Down from 18.4 days	12.3 days	12.6 days
School				
Principal's years at school	0.1	Down from 6.0	5.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 15.3 to 1	19.5 to 1	18.5 to 1
Prime instructional time	89.2%	Up from 88.5%	90.3%	89.8%
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*	\$6,134	Down 0.5%	\$6,685	\$7,052
Percent of expenditures for instruction*	73.8%	Down from 74.5%	72.8%	69.1%
Percent of expenditures for teacher salaries*	71.9%	No Change	62.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

FMES had a very successful year and we continue to excel in academics, community service, and the development of well-rounded children. Academically, we were recognized as one of the top schools in SC for closing the achievement gap—meeting all 21 Adequate Yearly Progress objectives established by the State (one of the highest number of objectives in the district). Scores from the Spring '07 Palmetto Achievement Challenge Test showed: 98% of 3rd graders met English/language arts standards, 93.6% in math, 84.7% in science, and 94.5% in social studies; 94.9% of 4th graders met English/language arts standards, 87.1% in math, 69.4% in science, and 85.1% in social studies; and 93.2% of 5th graders met English / language arts standards, 94.4% in math, 81.7% in science, and 83.3% in social studies.

We added/expanded several enrichment programs such as: “Sunrise Readers,” “Science Night,” “gifted and talented,” “PACT Math Night,” and summer school. We conducted individual counseling for “Measure of Academic Progress” and expanded the RIT Program (tests to make educational decisions at the district, school, and classroom levels). Our students continue to benefit from field trips such as the 3-day trip to Barrier Island to study coastal ecology. These investments have paid dividends in student achievements, and we continue to expand our special programs.

To provide students/teachers with the best possible resources, FMES has added more Smartboards™, science kits, PE supplies, and learning aids such as Versatiles™. Our PTO continues to be very generous and purchased computer software called FASTT™ Math used to advance math skills. Through a donation from a local business, we also added several software programs and teaching aids to enhance science and math development, and we started an annual Science Day to foster excitement in the sciences. In addition, we added key personnel for PE, music, and Reading Recovery. We have provided teachers with more lesson-planning time, and implemented more rigorous tracking of standards-related data. Our school has also been very active in the community. FMES won a recycling contest and a \$500 prize for collecting more than 95,000 plastic bags. Students, teachers, faculty and parents supported several charitable fund drives including the Kidney Foundation and the Humane Society.

The 08/09 school year will be challenging. We have very limited space and expect a significant overflow of students from another district school. We have had to convert storage space into classrooms and many of our teachers are without homerooms. While this might be temporary until new schools are opened, we will have to work hard at sustaining teacher morale, maintaining our current student-to-teacher ratios, and overcoming many hurdles associated with rapid growth and a strained operating budget. After 2 years of superior service by our current PTO leadership, we welcome new officers next year and ask our parents to continue supporting their vital efforts. As always, we look back on our successes as guidance for the future and look forward to another rewarding year of providing the highest quality education for our children. Finally, we thank the administrators, faculty, staff, parents, local businesses and community for your outstanding and tireless service this past year.

Jerry Snyder, School Improvement Council Chair

Karen H. Helms, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	126	79
Percent satisfied with learning environment	98.3%	78.6%	96.1%
Percent satisfied with social and physical environment	100.0%	73.6%	88.5%
Percent satisfied with school-home relations	100.0%	83.9%	89.6%

* 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 19 out of 21 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

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. Sanction: Implement the restructuring plan.
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	3.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	374	100	10.2	26.6	50.7	12.5	73.7	71.7	48.2	Yes	Yes
Gender											
Male	198	100	13	26	52.1	8.9	70.3	65.7	41.7	N/A	N/A
Female	176	100	7.1	27.2	49.1	16.6	77.5	78.3	55	N/A	N/A
Racial/Ethnic Group											
White	295	100	7.7	23.1	53.5	15.7	79	75.2	60	Yes	Yes
African American	54	100	21.6	45.1	33.3	0	49	48.2	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	78.1	70.4	I/S	I/S
Hispanic	14	100	14.3	35.7	50	0	57.1	62	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	63.6	47	I/S	I/S
Disability Status											
Disabled	50	100	34.7	46.9	18.4	0	28.6	27.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	54.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	93	100	23.5	43.5	31.8	1.2	49.4	45.3	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	374	100	11.6	28.8	23.8	35.7	71.7	71	45.8	Yes	Yes
Gender											
Male	198	100	11.5	29.2	23.4	35.9	71.9	71.2	45.6	N/A	N/A
Female	176	100	11.8	28.4	24.3	35.5	71.6	70.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	295	100	10.1	25.2	24.1	40.6	76.9	75	59	Yes	Yes
African American	54	100	15.7	47.1	23.5	13.7	47.1	44.3	26.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	78.1	71.3	I/S	I/S
Hispanic	14	100	21.4	42.9	14.3	21.4	57.1	58.9	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	72.7	46.2	I/S	I/S
Disability Status											
Disabled	50	100	51	40.8	8.2	0	26.5	32.5	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	53.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	93	100	25.9	42.4	20	11.8	44.7	43.9	31.4	Yes	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	246	100	12.3	28.5	22.1	37	59.1	61.8	35.7	97	96.9
Gender											
Male	130	100	10.4	22.4	27.2	40	67.2	65	37.4	97	96.9
Female	116	100	14.5	35.5	16.4	33.6	50	58.3	33.8	96.9	97
Racial/Ethnic Group											
White	195	100	8	27.1	22.9	42	64.9	66.2	49.2	97	96.9
African American	35	100	25	43.8	18.8	12.5	31.3	34.7	17	96.8	97.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	77.8	58	98.1	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	37	24.9	97.1	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.7	96.4
Disability Status											
Disabled	27	100	46.2	34.6	19.2	0	19.2	27.3	14	95.8	96.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	34.5	24.4	97.7	97.4
Socio-Economic Status											
Subsided meals	70	100	24.2	45.2	12.9	17.7	30.6	29.5	21.1	96.3	96.2
Social Studies											
All Students	242	100	7.7	24.7	23.8	43.8	67.7	59.1	34	97	96.9
Gender											
Male	124	100	7.5	22.5	26.7	43.3	70	63.3	36.6	97	96.9
Female	118	100	7.8	27	20.9	44.3	65.2	54.7	31.3	96.9	97
Racial/Ethnic Group											
White	191	100	5.9	21.5	24.7	47.8	72.6	62.3	44.5	97	96.9
African American	34	100	15.6	40.6	21.9	21.9	43.8	38.5	19.1	96.8	97.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	68.3	58.9	98.1	97.5
Hispanic	11	100	18.2	36.4	18.2	27.3	45.5	44.6	27.5	97.1	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.7	96.4
Disability Status											
Disabled	34	100	36.4	36.4	12.1	15.2	27.3	32.6	14.4	95.8	96.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	29.8	27.3	97.7	97.4
Socio-Economic Status											
Subsided meals	51	100	16.3	46.9	16.3	20.4	36.7	31.1	21	96.3	96.2

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	113	100	3.8	20.8	59.4	16	75.5	
	4	137	97.8	9.4	36.7	47.7	6.3	53.9	
	5	143	100	9.7	41	44.8	4.5	49.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	125	100	11	18.6	50.8	19.5	70.3	
	4	114	100	1.8	25.7	63.3	9.2	72.5	
	5	135	100	16.4	34.3	40.3	9	49.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	113	100	9.4	48.1	24.5	17.9	42.5	
	4	137	100	13.8	28.5	22.3	35.4	57.7	
	5	143	100	5.2	35.1	25.4	34.3	59.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	125	100	15.3	34.7	19.5	30.5	50	
	4	114	100	3.7	22.9	26.6	46.8	73.4	
	5	135	100	14.9	28.4	25.4	31.3	56.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	58	100	14.3	37.5	21.4	26.8	48.2	
	4	137	97.8	28.1	22.7	21.9	27.3	49.2	
	5	71	100	16.9	26.2	20	36.9	56.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	64	100	11.9	22	33.9	32.2	66.1	
	4	114	100	5.5	31.2	21.1	42.2	63.3	
	5	68	100	23.9	29.9	13.4	32.8	46.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	55	100	6	24	32	38	70	
	4	137	97.8	13.3	37.5	24.2	25	49.2	
	5	72	100	15.9	34.8	11.6	37.7	49.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	61	100	8.5	27.1	27.1	37.3	64.4	
	4	114	100	3.7	22.9	22.9	50.5	73.4	
	5	67	100	13.4	25.4	22.4	38.8	61.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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