



Forts Pond Elementary

7350 Fish Hatchery Road
Pelion, South Carolina

Grades	K-5 Elementary School	
Enrollment	493 Students	
Principal	John W. Young	803-821-2500
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

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	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

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

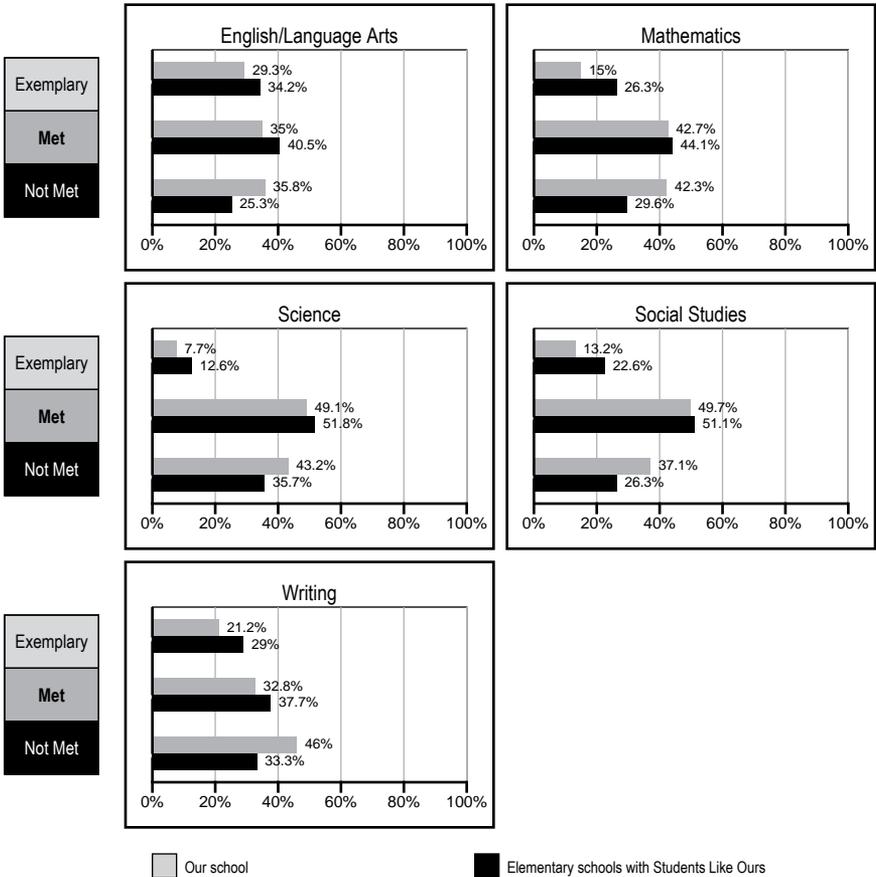
95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	17	86	9	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=493)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.8%	N/A	2.4%	1.9%
Attendance rate	94.8%	N/A	96.2%	96.3%
Eligible for gifted and talented	6.4%	N/A	8.7%	10.0%
With disabilities other than speech	8.4%	N/A	9.2%	7.7%
Older than usual for grade	0.2%	N/A	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	N/R	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	62.9%	N/A	60.5%	59.4%
Continuing contract teachers	88.6%	N/A	82.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.2%	85.9%
Teacher attendance rate	96.1%	N/R	95.0%	95.1%
Average teacher salary*	\$45,957	I/S	\$47,415	\$47,149
Professional development days/teacher	9.4 days	N/R	11.6 days	11.1 days
School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	N/R	19.0 to 1	18.8 to 1
Prime instructional time	89.6%	N/R	90.1%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$7,385	\$7,458
Percent of expenditures for instruction**	N/A	N/A	68.5%	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	61.7%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Forts Pond Elementary School opened its doors in August of 2008 to serve children and families in the Pelion and Edmund communities and surrounding areas of Lexington County. Most of our 515 students came to our school from Pelion Elementary School. Each of our classrooms is fully equipped with state-of-the-art technology, including SMART Board™ interactive whiteboards, audio enhancement, projectors and other appropriate devices. Our two computer labs accommodate up to 30 students each.

Our school's Title I Committee and School Improvement Council reviewed the 2006–2007 summary test results for students entering our school. Together, we began a Response to Intervention program to help address the needs of those students who were not performing on grade level according to their Measures of Academic Progress tests, PACT, VIP, Individual Student Reports and other assessment instruments.

To help address the individual needs of those students, we hired an Interventionist and an Interventionist's Assistant to work directly with them. In addition we used Title I funds to provide staff development for teachers, lower class size in kindergarten, and provide technology programs designed to help improve student performance. We also hired a Literacy Coach to work with our teachers to help them develop additional methods and strategies to work with students and address individual needs.

Our PTO actively supports the school through fundraising efforts. They also help us build a strong community for faculty, staff, parents and other community members. Events, such as our "Trunk or Treat" in October, which brought 300 community members to our school for fun, treats and games, provide us with opportunities to offer assistance to parents and families in need.

During 2008–2009, FPES received several grants designed to help us better serve our students, including a 21st Century After-School Grant of \$200,000-plus that provided after-school academic assistance for more than 85 students throughout the year. FPES was awarded a \$25,000 Planning Grant that enables us to work toward becoming an Inside Out Center for Learning so that we can provide for the medical, dental and emotional health needs of our students and their families. We will also focus on new and innovative ways to help children in all academic aspects, while partnering with local agencies and entities to provide for the additional needs of our families.

During the coming year, FPES will continue to address problems in the areas of academics, student attendance, and Positive Behavior and Intervention Support. We will add additional support and training for teachers, and work to encourage parent involvement.

We are very proud of our first year and look forward with enthusiasm as we continue to serve our wonderful students and families!

John W. Young, Principal
Stacie Dunn, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	98	46
Percent satisfied with learning environment	100.0%	89.8%	93.2%
Percent satisfied with social and physical environment	97.0%	87.8%	84.8%
Percent satisfied with school-home relations	93.8%	86.7%	80.4%

* 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

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

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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	94.0%*	Yes

* Or greater than last year

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

	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	284	99.7	35.8	35	29.3	75.2	88.8	82.8	Yes	Yes
Gender										
Male	146	100	40.3	34.1	25.6	71.3	86.3	79.3	N/A	N/A
Female	138	99.3	30.8	35.9	33.3	79.5	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	245	99.6	34.4	34.9	30.7	75.8	90.3	89.5	Yes	Yes
African American	21	100	56.3	25	18.8	62.5	77.7	73.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.4	92.3	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	81.9	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	40	100	80.6	13.9	5.6	33.3	54.1	52	I/S	Yes
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	9	I/S	I/S	I/S	I/S	I/S	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	192	99.5	38.1	35	26.9	73.1	79.9	75.5	Yes	Yes

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

All Students	284	99.3	42	42.9	15.1	68.2	85.7	78.9	Yes	Yes
Gender										
Male	146	99.3	39.8	45.3	14.8	71.1	85.1	77	N/A	N/A
Female	138	99.3	44.4	40.2	15.4	65	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	245	99.2	40.2	44.9	15	69.6	87.8	87.2	Yes	Yes
African American	21	100	56.3	31.3	12.5	56.3	69.9	66.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	78.2	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	40	100	N/AV	N/AV	N/AV	36.1	53.2	45.5	I/S	Yes
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	9	I/S	I/S	I/S	I/S	I/S	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	192	99	45.3	41.5	13.2	65.4	74.2	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

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	194	99.5	42.9	49.4	7.7	57.1	80	67.5
Gender								
Male	103	99	37.5	52.3	10.2	62.5	80.3	67
Female	91	100	48.8	46.3	5	51.3	79.7	68
Racial/Ethnic Group								
White	167	99.4	40.8	51	8.2	59.2	82.7	79.5
African American	14	100	N/AV	N/AV	N/AV	36.4	58.8	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	72.4	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	30	96.7	N/AV	N/AV	N/AV	14.8	46.6	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	6	I/S	I/S	I/S	I/S	I/S	73.7	59.6
Socio-Economic Status								
Subsided meals	130	100	50.9	43.6	5.5	49.1	65.2	55.1
Social Studies								
All Students	193	100	37.1	49.7	13.2	62.9	82.4	72.3
Gender								
Male	93	100	41.5	43.9	14.6	58.5	82.3	71.5
Female	100	100	32.9	55.3	11.8	67.1	82.5	73.2
Racial/Ethnic Group								
White	165	100	37.5	51.4	11.1	62.5	83.8	80.7
African American	14	100	I/S	I/S	I/S	I/S	71	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.1	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	25	100	N/AV	N/AV	N/AV	42.9	55.6	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	7	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	129	100	39.6	50	10.4	60.4	70.2	62.1

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

	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	287	99.3	45.6	33.1	21.4	54.4	77.3	70.2	94.8	96.1
Gender										
Male	148	99.3	53.8	33.1	13.1	46.2	71.1	63.2	94.8	96.1
Female	139	99.3	36.4	33.1	30.5	63.6	83.8	77.5	94.8	96.2
Racial/Ethnic Group										
White	246	99.2	43.3	34.6	22.1	56.7	79.7	79.1	94.9	96.1
African American	21	100	68.8	12.5	18.8	31.3	61	57.6	94.9	96.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.6	86.2	95.8	97.4
Hispanic	13	100	I/S	I/S	I/S	I/S	64.5	62.6	94.6	95.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.6	68.7	92.4	95
Disability Status										
Disabled	44	100	87.8	9.8	2.4	12.2	34.3	26.1	93.4	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	64.7	61.2	96.2	96.6
Socio-Economic Status										
Subsided meals	196	99	51.5	29.4	19	48.5	62	58.9	94.3	94.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	84	100	39.2	27	33.8	60.8
	4	104	100	37.8	33.3	28.9	62.2
	5	96	99	30.5	43.9	25.6	69.5
	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
Mathematics							
2009	3	84	98.8	41.1	41.1	17.8	58.9
	4	104	100	40	43.3	16.7	60
	5	96	99	45.1	43.9	11	54.9
	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
Science							
2009	3	41	97.6	47.2	41.7	11.1	52.8
	4	104	100	42.2	51.1	6.7	57.8
	5	49	100	40.5	52.4	7.1	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	43	100	43.2	45.9	10.8	56.8
	4	104	100	27.8	55.6	16.7	72.2
	5	46	100	52.5	40	7.5	47.5
	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
Writing							
2009	3	84	100	44.6	24.3	31.1	55.4
	4	103	99	41.8	41.8	16.5	58.2
	5	100	99	50.6	31.3	18.1	49.4
	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

Abbreviations for Missing Data

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