



Fort Mill Elementary

192 Springfield Parkway
Fort Mill, South Carolina

Grades	K-5 Elementary School	
Enrollment	875 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 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	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.

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

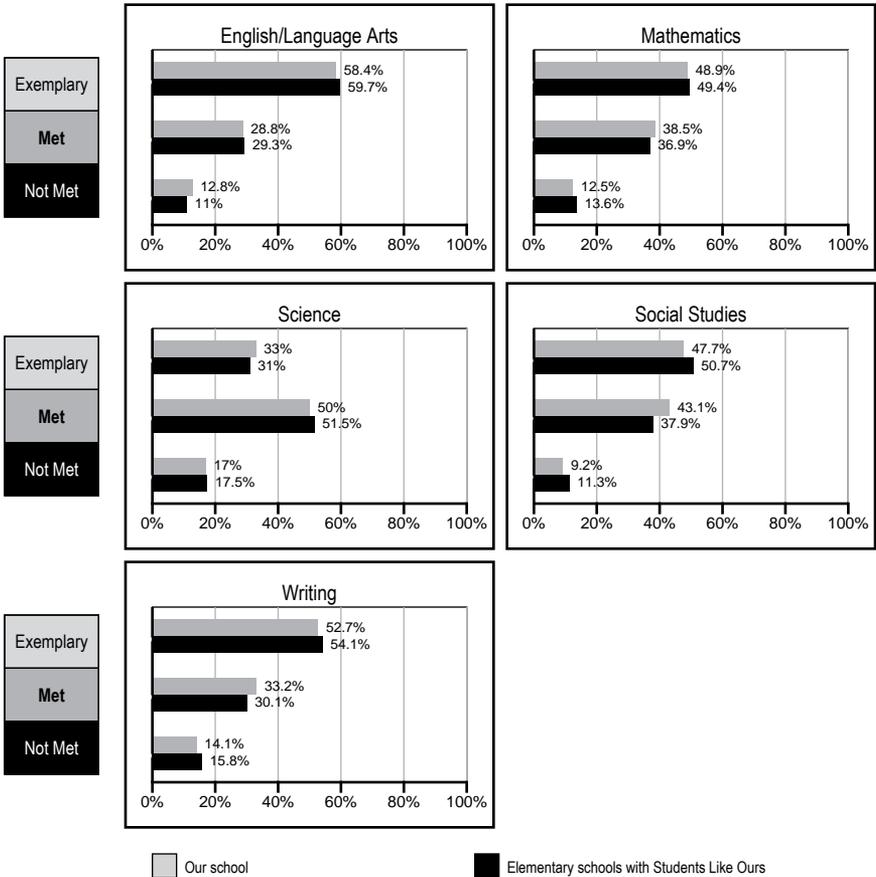
88%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	1	2	0	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=875)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.0%	1.1%	1.9%
Attendance rate	97.0%	No Change	96.8%	96.3%
Eligible for gifted and talented	20.9%	Down from 26.1%	27.3%	10.0%
With disabilities other than speech	7.5%	Down from 8.4%	6.5%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	48.5%	Down from 53.2%	64.3%	59.4%
Continuing contract teachers	75.8%	Up from 69.4%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.3%	0.0%	0.0%
Teachers returning from previous year	85.1%	Down from 85.8%	87.6%	85.9%
Teacher attendance rate	94.8%	Down from 94.9%	94.9%	95.1%
Average teacher salary*	\$45,840	Up 2.4%	\$48,233	\$47,149
Professional development days/teacher	13.7 days	Up from 12.4 days	10.5 days	11.1 days
School				
Principal's years at school	8.0	Up from 0.1	4.3	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 16.2 to 1	20.2 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 89.2%	90.5%	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**	\$7,166	Up 16.8%	\$7,019	\$7,458
Percent of expenditures for instruction**	74.1%	Up from 73.8%	74.1%	68.8%
Percent of expenditures for teacher salaries**	72.7%	Up from 71.9%	68.6%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At FMES, our children continue to excel in academics and personal development. One method for measuring academic progress is through State-directed testing. 2008-09 is the last year for the Palmetto Achievement Challenge Test (PACT) results and the first for Palmetto Assessment of State Standards (PASS). Below are the '08 PACT results, with results from '07 year shown in parentheses. 3rd Grade continues to meet state standards: Math = 89.1% (93.6% in '07), English/Language Arts (ELA) = 94.6% (98%); Science = 87.5% (84.7%); and Social Studies = 91.8% (94.5%). 4th Grade shows significant improvement in science: Math = 98.1% (87.1% in '07); ELA = 97.2% (94.9%); Science = 92.9% (69.4%); and Social Studies = 94.7% (85.1%). 5th Grade has challenges in math and science: Math = 88.5% (94.4% in '07); ELA = 89.2% (93.2%); Science = 75.0% (81.7%); and Social Studies = 86.6% (83.3%).

In addition to receiving good PACT results, FMES received the State's "Closing the Gap" Award during the 2007/2008 school year. We continued with enrichment programs—Thinking Maps, Best Practices in Reading, and our Math Lab. We expanded the bank of enrichment lessons for higher performing students in grades K-2. We implemented the FASTT Math program in all grades. Every 2nd Grader now has the opportunity to participate in the "Sunrise Reader Book Club," where they read to an older "buddy." Every 1st Grader now has the opportunity to participate in the "Backpack Readers Club" that encourages students to read the classics. We hosted a 3rd grade "Math Night" so parents could better prepare children for upcoming testing. We conducted our first annual S.P.Y. (Science Promoted for Youth) Day, which included a full day of students and teachers working with engineers from General Dynamics on experiments using lasers, infrared cameras, sensors, and other high-tech devices. Our students also experienced several unique learning experiences outside the classroom during field trips to local places such as Biz Town (sponsored by Junior Achievement), Brattonsville, Daniel Stowe Botanical Gardens, and Patchwork Tales.

As we have for many years, FMES continues to be very active in the community. Our students participated in many charitable events—raising funds for the Fort Mill Care Center, Humane Society, American Heart Association, and others. We funded scholarships for the Barrier Island field trips for 4th and 5th graders that provide critical hands-on education related to our coastal environment. We expanded our "Reading Partner Program" that has community volunteers read to students and help them improve their skills. Our PTO continues to be the cornerstone for our school and their contributions of time and energy seem to be limitless. FMES PTO sponsored 2 book fairs; hosted a family sock-hop dance attended by nearly 500 people; led a very successful Fall Festival; conducted regular social events at local restaurants and book store, and a list far too extensive to list here. A special thank you goes out to our PTO!

In 2008, we were challenged with space limitations, budget cuts, staff reductions, rezoning, and other significant issues. We worked through them with a focus on education and a positive, enthusiastic attitude. We thank the administrators, faculty, staff, parents, and local community for your outstanding and tireless service this past year.

Karen Helms, Principal
Jerry Snyder, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	131	83
Percent satisfied with learning environment	98.5%	91.6%	94.0%
Percent satisfied with social and physical environment	100.0%	91.6%	95.1%
Percent satisfied with school-home relations	98.4%	89.3%	90.2%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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. 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	0.8%	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	1.1%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	457	99.8	12.4	29	58.7	93.8	93.8	82.8	Yes	Yes
Gender										
Male	239	99.6	12.3	31.8	55.9	93.6	92.5	79.3	N/A	N/A
Female	218	100	12.4	25.9	61.7	94	95.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	352	99.7	8.5	27.2	64.4	94.9	95.5	89.5	Yes	Yes
African American	67	100	34.5	29.3	36.2	86.2	83.5	73.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.3	92.3	I/S	I/S
Hispanic	25	100	15	45	40	100	88.3	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	92.3	82.5	I/S	I/S
Disability Status										
Disabled	55	98.2	42.9	40.8	16.3	69.4	69.9	52	Yes	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	16	100	8.3	66.7	25	91.7	82	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	115	100	29.3	30.3	40.4	85.9	81	75.5	Yes	Yes

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

All Students	457	99.8	12.1	38.7	49.2	92.6	91.6	78.9	Yes	Yes
Gender										
Male	239	99.6	10.9	38.2	50.9	92.7	90.5	77	N/A	N/A
Female	218	100	13.4	39.3	47.3	92.5	92.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	352	99.7	7.9	36.6	55.6	94.9	94	87.2	Yes	Yes
African American	67	100	32.8	46.6	20.7	81	75.6	66.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.3	93	I/S	I/S
Hispanic	25	100	25	55	20	90	86.3	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.6	79.5	I/S	I/S
Disability Status										
Disabled	55	98.2	46.9	40.8	12.2	67.3	60.4	45.5	Yes	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	16	100	16.7	41.7	41.7	83.3	80.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	115	100	29.3	50.5	20.2	83.8	75.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	307	99.4	16.7	50.2	33.1	83.3	87.6	67.5
Gender								
Male	166	98.8	15.1	51.3	33.6	84.9	87.1	67
Female	141	100	18.6	48.8	32.6	81.4	88.1	68
Racial/Ethnic Group								
White	238	99.2	10.9	49.8	39.4	89.1	90.7	79.5
African American	44	100	45.9	45.9	8.1	54.1	66.1	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.8	84.3
Hispanic	15	100	N/AV	N/AV	N/AV	76.9	82.1	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	37	97.3	59.4	34.4	6.3	40.6	55.1	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	10	I/S	I/S	I/S	I/S	I/S	70.1	59.6
Socio-Economic Status								
Subsided meals	77	98.7	38.5	47.7	13.8	61.5	66.6	55.1
Social Studies								
All Students	307	99.7	8.9	43.3	47.9	91.1	89.7	72.3
Gender								
Male	157	99.4	5.6	43.4	51	94.4	90.4	71.5
Female	150	100	12.2	43.2	44.6	87.8	88.9	73.2
Racial/Ethnic Group								
White	235	99.6	6.3	40.1	53.6	93.7	92.1	80.7
African American	48	100	20	62.5	17.5	80	76.6	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.6	88.5
Hispanic	14	100	18.2	36.4	45.5	81.8	76.5	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	43	97.7	36.8	42.1	21.1	63.2	64.1	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	11	100	I/S	I/S	I/S	I/S	70.8	67.9
Socio-Economic Status								
Subsided meals	77	100	19.7	57.6	22.7	80.3	70.8	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	453	99.3	13.7	33.3	53	86.3	87.7	70.2	97	97
Gender										
Male	235	99.2	17.2	39.8	43	82.8	83.5	63.2	97	97
Female	218	99.5	9.9	26.2	63.9	90.1	92.2	77.5	97.1	97
Racial/Ethnic Group										
White	350	99.1	11.8	29.9	58.3	88.2	90.1	79.1	97	97
African American	67	100	26.7	51.7	21.7	73.3	73.2	57.6	97.2	97.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91.3	86.2	97.8	97.6
Hispanic	24	100	10	35	55	90	79.4	62.6	97.2	97.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	68.7	98.3	96.8
Disability Status										
Disabled	52	100	44	40	16	56	47.8	26.1	96.2	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	15	100	8.3	41.7	50	91.7	71.1	61.2	97.7	97.5
Socio-Economic Status										
Subsided meals	116	99.1	27.5	48	24.5	72.5	68.2	58.9	96.2	96.4

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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	156	100	14.4	22.6	63	85.6
	4	157	99.4	14.9	36.2	48.9	85.1
	5	144	100	7.5	28.4	64.2	92.5
	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	156	100	11.6	41.8	46.6	88.4
	4	157	99.4	13.5	35.5	51.1	86.5
	5	144	100	11.2	38.8	50	88.8
	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	77	100	20.5	49.3	30.1	79.5
	4	157	99.4	17.7	49.6	32.6	82.3
	5	73	98.6	10.4	52.2	37.3	89.6
	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
Social Studies							
2009	3	79	100	8.2	39.7	52.1	91.8
	4	157	99.4	11.3	48.2	40.4	88.7
	5	71	100	4.4	36.8	58.8	95.6
	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	157	99.4	16.9	28.4	54.7	83.1
	4	157	99.4	16.9	34.5	48.6	83.1
	5	139	99.3	6.8	37.6	55.6	93.2
	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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