

FORK SHOALS ELEMENTARY

916 Pelzer Rd.
Pelzer, South Carolina

Grades	K-5 Elementary School	
Enrollment	769 Students	
Principal	Christopher Ross	864-355-5000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Average	Good
2009	Average	Average
2008	Average	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

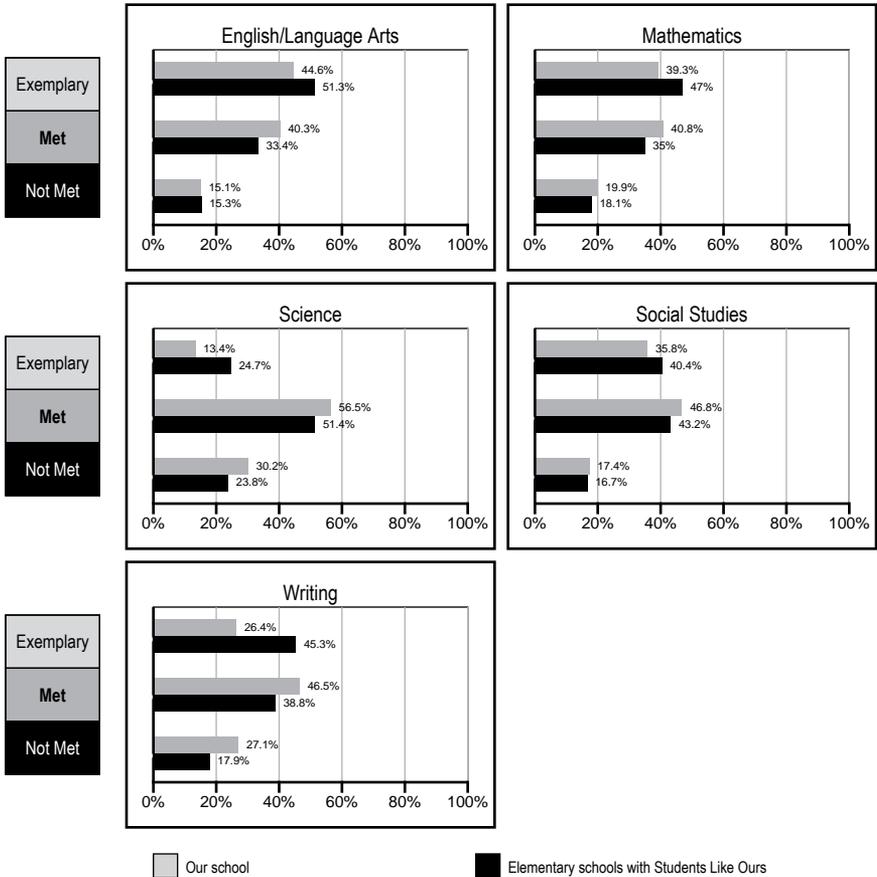
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	21	4	2	0

* Ratings are calculated with data available by 11/09/2011.

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=769)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Up from 0.4%	0.8%	1.1%
Attendance rate	95.9%	Up from 95.7%	96.5%	96.2%
Served by gifted and talented program	19.0%	Up from 15.9%	20.9%	13.4%
With disabilities other than speech	5.3%	Down from 8.9%	3.7%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	52.5%	Up from 50.0%	64.5%	62.5%
Continuing contract teachers	100.0%	Up from 89.1%	89.6%	88.2%
Teachers returning from previous year	90.8%	Up from 89.8%	88.8%	87.8%
Teacher attendance rate	95.1%	Down from 98.9%	95.2%	95.2%
Average teacher salary*	\$46,235	Up 3.9%	\$48,440	\$46,773
Professional development days/teacher	15.3 days	Up from 8.7 days	9.8 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.5	4.0
Student-teacher ratio in core subjects	23.9 to 1	Up from 22.7 to 1	20.6 to 1	19.9 to 1
Prime instructional time	87.7%	Down from 94.8%	91.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Up from 97.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,910	Down 0.2%	\$6,908	\$7,447
Percent of expenditures for instruction**	66.9%	Down from 69.4%	70.5%	68.4%
Percent of expenditures for teacher salaries**	65.9%	Up from 63.9%	68.9%	65.8%

* 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

Fork Shoals School is an International Baccalaureate (IB) School that educates the whole child through a collaborative effort of home, school, and community. Student inquiry is the core of our philosophy where the children take hold of their learning to gain knowledge. Our School Improvement Council, Parent Teacher Association, and Fork Shoals faculty strive to provide academic rigor as well as develop our children in to responsible citizens.

Fork Shoals Schools has developed three goals to work towards over the next five years. We will raise the academic challenge and performance of each student in math and reading as measured by the Palmetto Assessment of State Standards, and we will provide a school environment supportive of learning as rated by parents, teachers, and students on the state report card survey. Our goals are directly related to the district wide emphasis of raising the academic challenge and performance for each student. We will measure these goals by evaluating student work, test scores, and analyzing parent, student, and teacher surveys.

Fork Shoals School has been an authorized International Baccalaureate School since 2005. We implement the Primary Years Programme (PYP) through inquiry-based instruction. Our mission is to provide a world-class culture of inquiry and to nurture each student’s desire to be a continuous learner and a responsible citizen. The school strives towards this goal by developing integrated units of study throughout the year using a project-based approach. Students are the center of the instruction as each child keeps a portfolio, sets a goal and conferences with their parent yearly. Every student receives Spanish Instruction with 3rd-5th graders having daily immersed lessons. The school believes this approach will develop well-rounded, internationally-minded, knowledgeable children.

Technology is an integral part of Fork Shoals School. Interactive whiteboards are in every classroom. Five rolling laptop labs along with two full computer labs are used for students to research and pursue their inquiries. Students take virtual field trips using Distance Education equipment throughout the year to places like Ellis Island, NASA, and the Botanical Gardens in Nova Scotia. The children interact with immigrants, astronauts, and botanists. The school uses Compass Learning reading and math software to meet individual needs of students based on their instructional level. Students access an on-line reading comprehension program called accelerated reader. The teachers and students use handheld devices called ActivExpressions and ActivVotes in the classroom to enhance their learning experiences. Technology will continue to be a focus at Fork Shoals School.

Fork Shoals School is unique, combining high academic expectations with problem solving skills while also developing more culturally aware, educationally empowered students. The school is progressing and will continue to progress toward providing our students with a world-class education.

Chantal Masterson, SIC Chair
 Christopher Ross, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	137	91
Percent satisfied with learning environment	97.5%	86.0%	91.1%
Percent satisfied with social and physical environment	97.5%	83.9%	96.7%
Percent satisfied with school-home relations	100.0%	85.3%	88.9%

* 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

NO

This school met 18 out of 19 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	95.9%	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 = 79.4% (Met or Exemplary)

All Students	408	100	15.1	40.3	44.6	91.3	84.1	82.4	Yes	Yes
Gender										
Male	190	100	19.1	42.6	38.3	88.5	80.8	78.7	N/A	N/A
Female	218	100	11.5	38.3	50.2	93.8	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	340	100	13.4	38.6	48	91.8	89.7	88.9	Yes	Yes
African American	41	100	31.6	42.1	26.3	84.2	72.2	72.9	I/S	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	22	100	15	65	20	95	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	41	100	55	37.5	7.5	60	48.6	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	23.8	42.9	33.3	90.5	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	180	100	21.2	46.5	32.4	87.1	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	408	100	19.9	40.8	39.3	86.2	84.4	81.9	Yes	Yes
Gender										
Male	190	100	25.7	39.3	35	83.1	82.9	79.9	N/A	N/A
Female	218	100	14.8	42.1	43.1	89	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	340	100	17	40.4	42.6	88.4	89.4	88.9	Yes	Yes
African American	41	100	42.1	44.7	13.2	71.1	72	71.4	I/S	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	22	100	30	35	35	75	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	41	100	70	22.5	7.5	45	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	28.6	52.4	19	76.2	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	180	100	28.2	47.6	24.1	81.2	76.5	74.9	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
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Science

All Students	271	100	30.2	56.5	13.4	69.8	71.6	68.6
Gender								
Male	128	100	27.2	58.4	14.4	72.8	71.4	68.3
Female	143	100	32.8	54.7	12.4	67.2	71.9	68.9
Racial/Ethnic Group								
White	229	100	29.1	56.5	14.3	70.9	81	80.7
African American	23	100	36.4	59.1	4.5	63.6	52.3	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	15	100	N/AV	N/AV	N/AV	53.8	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	25	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	16	100	N/AV	N/AV	N/AV	42.9	61.8	60.7
Socio-Economic Status								
Subsidized meals	117	100	40.5	51.4	8.1	59.5	58.4	57.3

Social Studies

All Students	278	100	17.4	46.8	35.8	82.6	76.1	72.5
Gender								
Male	128	100	24.6	41.8	33.6	75.4	75.9	72
Female	150	100	11.2	51	37.8	88.8	76.2	73.1
Racial/Ethnic Group								
White	229	100	13.2	48.4	38.4	86.8	82.8	81
African American	31	100	41.4	41.4	17.2	58.6	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	15	100	35.7	35.7	28.6	64.3	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	27	100	53.8	38.5	7.7	46.2	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	14	100	38.5	38.5	23.1	61.5	70.5	69.7
Socio-Economic Status								
Subsidized meals	123	100	27.8	54.8	17.4	72.2	65.2	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	147	99.3	26.6	46.9	26.6	73.4	76	73.2	95.9	96.4
Gender										
Male	72	98.6	39.1	42	18.8	60.9	70.2	67.2	95.9	96.3
Female	75	100	14.9	51.4	33.8	85.1	82.1	79.4	96	96.4
Racial/Ethnic Group										
White	124	99.2	25.6	43.8	30.6	74.4	83.1	81.5	95.9	96.2
African American	13	100	N/AV	N/AV	N/AV	69.2	62.2	61.3	97	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	96.1	97.6
Hispanic	9	I/S	I/S	I/S	I/S	I/S	64.3	66.7	94.9	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	96.8	95.8
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	7.1	26.5	26	95.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	65.3	65.7	96.2	97.2
Socio-Economic Status										
Subsidized meals	66	98.5	39.7	42.9	17.5	60.3	63.7	63.2	95.4	95.9

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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							
2010	3	143	99.3	15.9	25	59.1	84.1
	4	146	99.3	24.3	39.3	36.4	75.7
	5	141	100	20.6	49.6	29.8	79.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	119	100	9.7	21.2	69	90.3
	4	141	100	17	43.7	39.3	83
	5	148	100	17.4	52.1	30.6	82.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	143	100	23.3	33.1	43.6	76.7
	4	146	100	20	45	35	80
	5	141	100	27.5	45.8	26.7	72.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	119	100	22.1	32.7	45.1	77.9
	4	141	100	12.6	40	47.4	87.4
	5	148	100	25	47.9	27.1	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	71	100	26.9	40.3	32.8	73.1
	4	146	100	27.9	62.1	10	72.1
	5	72	100	37.9	48.5	13.6	62.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	57	100	37.5	41.1	21.4	62.5
	4	141	100	23	63	14.1	77
	5	73	100	38	56.3	5.6	62
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	72	100	21.2	43.9	34.8	78.8
	4	146	99.3	25.7	51.4	22.9	74.3
	5	69	100	18.5	50.8	30.8	81.5
	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
2011	3	62	100	15.8	42.1	42.1	84.2
	4	141	100	13.3	50.4	36.3	86.7
	5	75	100	26	43.8	30.1	74
	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							
2010	3	141	100	29.3	36.8	33.8	70.7
	4	144	100	37.6	33.3	29.1	62.4
	5	138	100	29	40.5	30.5	71
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	147	99.3	26.6	46.9	26.6	73.4
	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

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