



Fork Shoals School

916 McKelvey Road
Pelzer, SC 29669

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 737 Students | |
| Principal | Kimberly Reid | 864-355-5000 |
| Superintendent | Mr. Burke Royster | 864-355-3100 |
| Board Chair | Mr. Roger Meek | 864-233-8587 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2012 | Good | Good |
| 2011 | Good | Average |
| 2010 | Average | Good |
| 2009 | Average | Average |
| 2008 | 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://www.eoc.sc.gov>

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

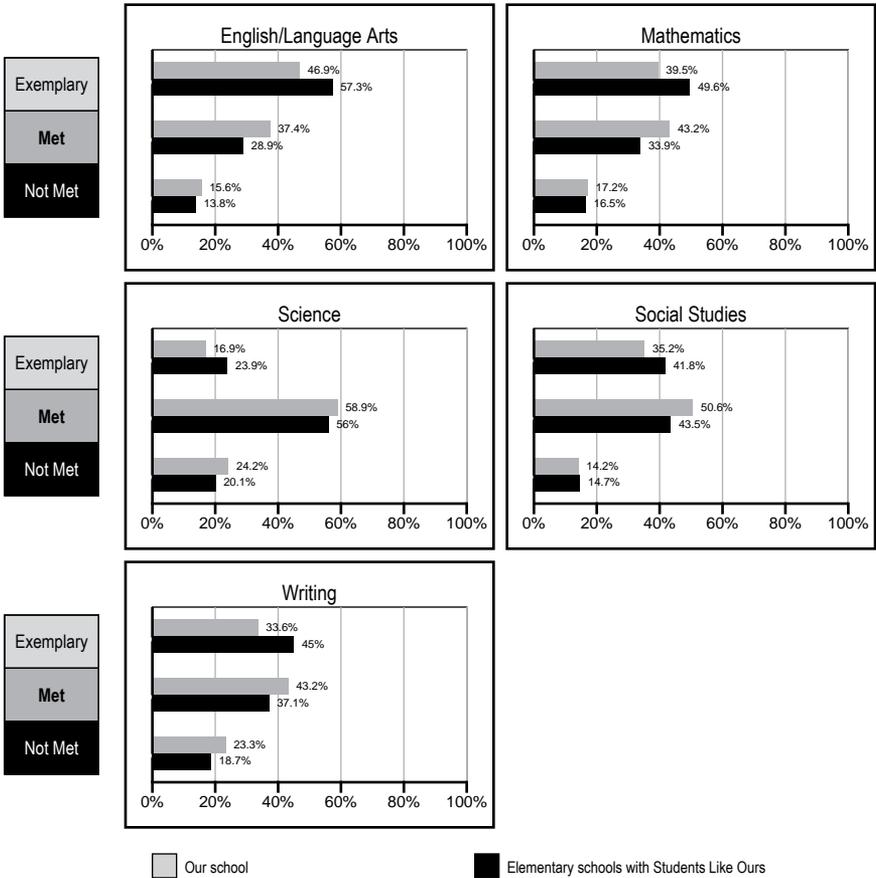
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 40 | 13 | 1 | 1 | 0 |

* Ratings are calculated with data available by 11/07/2012.

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=737) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.2% | Down from 1.3% | 0.9% | 1.0% |
| Attendance rate | 96.4% | Up from 95.9% | 97.0% | 96.6% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=44) | | | | |
| Teachers with advanced degrees | 52.3% | Down from 52.5% | 65.2% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 90.1% | Down from 90.8% | 90.1% | 88.7% |
| Teacher attendance rate | 94.6% | Down from 95.1% | 95.2% | 95.1% |
| Average teacher salary* | \$45,731 | Down 1.1% | \$48,855 | \$47,210 |
| Professional development days/teacher | 18.2 days | Up from 15.3 days | 9.8 days | 10.5 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.6 to 1 | Down from 23.9 to 1 | 20.8 to 1 | 20.0 to 1 |
| Prime instructional time | 90.0% | Up from 87.7% | 91.6% | 90.5% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.3% | Down from 98.7% | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$5,405 | Down 8.5% | \$6,824 | \$7,247 |
| Percent of expenditures for instruction** | 64.7% | Down from 66.9% | 69.5% | 68.2% |
| Percent of expenditures for teacher salaries** | 64.5% | Down from 65.9% | 67.7% | 65.7% |

* 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

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 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 since each child keeps a portfolio, sets a goal and conferences with a guardian 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. In 2008, Fork Shoals School developed three goals to work towards over the proceeding five years. Those goals continue to be raising the academic challenge and performance of each student in English Language Arts and Math as measured by the Palmetto Assessment of State Standards and providing 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 continue to measure these goals by evaluating student work, test scores, and by analyzing parent, student, and teacher surveys. Writing was an emphasis this past school year. Fork Shoals teachers participated in professional development using the Six Plus One Traits of Writing. The Upstate Writing Consortium provided the training. Our school also implemented the Common Core Standards in math in the primary grades. These standards will provide more rigor and depth for mathematical concepts as the nation moves in this direction. Parental involvement was sought out through SIC sponsored parent workshops. These sessions provided parents with information and tools in an effort to build a stronger relationship with the home, school, and community. 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 Chairperson
Christopher Ross, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 45 | 143 | 103 |
| Percent satisfied with learning environment | 97.8% | 93.0% | 91.9% |
| Percent satisfied with social and physical environment | 100.0% | 90.9% | 93.9% |
| Percent satisfied with school-home relations | 100.0% | 88.8% | 89.6% |

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|-------------------------------|------|
| Overall Weighted Points Total | 92.8 |
| Overall Grade Conversion | A |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Fork Shoals School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.1% | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.2% | 5.1% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.4% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 667.1 | 659.2 | 629.9 | 646.1 | 100.0 | 100.0 |
| Male | 659.7 | 657.0 | 628.0 | 646.0 | 100.0 | 100.0 |
| Female | 674.2 | 661.3 | 631.7 | 646.2 | 100.0 | 100.0 |
| White | 670.4 | 664.0 | 634.3 | 651.8 | 100.0 | 100.0 |
| African American | 656.2 | 638.5 | 604.8 | 630.1 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 611.1 | 611.6 | 582.3 | 611.8 | 100.0 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | 100.0 | 100.0 |
| Subsidized meals | 653.7 | 644.8 | 614.0 | 632.7 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |

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| | | | | |
|--------------------|--------------------|-------------------|------------------|-------------------------|
| 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 | | | | | | | |
| 2011 | 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 |
| | 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 |
| 2012 | 3 | 119 | 100 | 15.2 | 19.6 | 65.2 | 84.8 |
| | 4 | 126 | 100 | 15.3 | 39.8 | 44.9 | 84.7 |
| | 5 | 151 | 100 | 16.3 | 49 | 34.7 | 83.7 |
| | 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 | | | | | | | |
| 2011 | 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 |
| | 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 |
| 2012 | 3 | 119 | 100 | 19.6 | 38.4 | 42 | 80.4 |
| | 4 | 126 | 100 | 16.9 | 38.1 | 44.9 | 83.1 |
| | 5 | 151 | 100 | 15.6 | 51 | 33.3 | 84.4 |
| | 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 |
| Science | | | | | | | |
| 2011 | 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 |
| | 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 |
| 2012 | 3 | 59 | 100 | 30.4 | 42.9 | 26.8 | 69.6 |
| | 4 | 126 | 100 | 25.4 | 67.8 | 6.8 | 74.6 |
| | 5 | 76 | 100 | 17.6 | 56.8 | 25.7 | 82.4 |
| | 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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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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 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 |
| 2012 | 3 | 60 | 100 | 5.4 | 55.4 | 39.3 | 94.6 |
| | 4 | 126 | 100 | 14.4 | 53.4 | 32.2 | 85.6 |
| | 5 | 75 | 100 | 21.6 | 41.9 | 36.5 | 78.4 |
| | 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 |
| Writing | | | | | | | |
| 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 |
| 2012 | 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 | 150 | 100 | 23.3 | 43.2 | 33.6 | 76.7 |
| | 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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