



Fork Shoals Elementary

916 Pelzer Rd.
Pelzer, South Carolina

Grades	K-5 Elementary School	
Enrollment	745 Students	
Principal	Christopher Ross	864-355-5000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

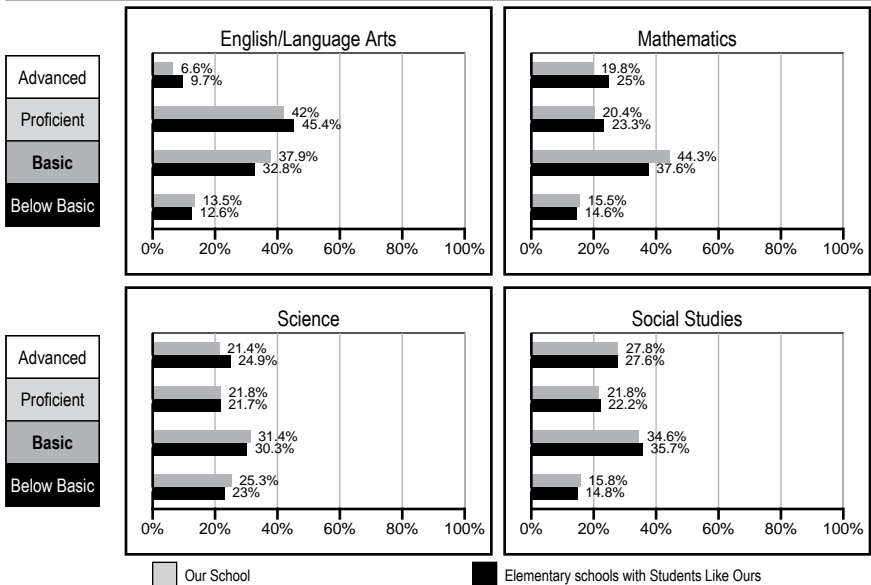
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	21	21	2	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=745)				
First graders who attended full-day kindergarten	100.0%	Up from 99.3%	100.0%	100.0%
Retention rate	3.6%	Up from 2.8%	1.6%	2.3%
Attendance rate	96.1%	Up from 95.9%	96.7%	96.3%
Eligible for gifted and talented	15.9%	Up from 14.9%	17.9%	10.4%
With disabilities other than speech	8.4%	Up from 7.8%	6.5%	7.5%
Older than usual for grade	0.6%	Down from 1.2%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	60.0%	Down from 66.7%	60.8%	56.7%
Continuing contract teachers	80.0%	Up from 64.3%	79.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.4%	Down from 83.2%	87.0%	86.4%
Teacher attendance rate	95.7%	Up from 94.1%	94.9%	94.9%
Average teacher salary	\$42,574	Up 4.0%	\$46,965	\$45,345
Professional development days/teacher	14.0 days	Down from 15.3 days	12.3 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	No Change	19.8 to 1	18.5 to 1
Prime instructional time	90.1%	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%	Up from 99.7%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,834	Up 13.8%	\$6,643	\$7,052
Percent of expenditures for instruction*	71.4%	Up from 69.5%	70.5%	69.1%
Percent of expenditures for teacher salaries*	69.2%	Down from 69.5%	66.8%	64.2%

* 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

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, in which 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 three goals to work towards in the upcoming years. We will raise the academic challenge and performance of each student as measured by the Palmetto Achievement Challenge Test. We will ensure quality personnel in all positions with highly qualified teachers in every classroom, 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. This year, our students conducted student-led conferences. The conferences empower students to communicate to their parents their growth over the course of the school year. The students use their portfolios, a collection of their work, as the basis for their conference. All our students receive Spanish instruction with 3rd-5th graders having daily lessons. Our goal for next year is to focus on international mindedness and for our students to make connections to the world around them.

Our school continues to focus on technology as a part of the students' education. Fork Shoals School has three rolling laptop labs used for research in the classroom. A full computer lab is equipped with 28 student computers, LCD projector, interactive board, and a computer lab manager. Classes receive weekly or bi weekly instruction, correlated to their studies in the lab. Interactive whiteboards are found in all 2nd through 5th grade classrooms. The interactive boards are used daily as part of classroom instruction. The school also has Reading and Math software to support learning. This software is used for whole group instruction, as well as individualized support.

Fork Shoals School has maintained steady growth. The school went through IB reauthorization this past year and will receive results this school year. The reauthorization will provide feedback to our staff and community on where we stand with inquiry-based instruction. IB is very unique, combining high academic expectations with problem-solving skills while also developing more culturally aware, educationally empowered students. Clearly, we are progressing toward providing our students with a world-class education.

Mark Palmquist, SIC Chair
Christopher Ross, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	102	81
Percent satisfied with learning environment	100.0%	86.0%	95.1%
Percent satisfied with social and physical environment	100.0%	87.3%	90.1%
Percent satisfied with school-home relations	100.0%	83.3%	92.6%

* 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

NO

This school met 18 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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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

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	379	99.7	13.3	38	42.1	6.6	60.5	52.4	48.2	Yes	Yes
Gender											
Male	193	100	18	39.3	41	1.7	52.2	46.1	41.7	N/A	N/A
Female	186	99.5	8.3	36.7	43.2	11.8	69.2	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	301	99.7	12.2	37.1	43.5	7.2	62.2	62.3	60	Yes	Yes
African American	55	100	19.1	40.4	36.2	4.3	51.1	31.7	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	14	100	7.7	61.5	30.8	0	53.8	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	64	98.4	39.3	42.6	18	0	23	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	23.5	35.3	41.2	0	58.8	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	141	99.3	20	44.2	32.5	3.3	43.3	34.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	379	100	15.5	44.3	20.4	19.8	54	49.5	45.8	Yes	Yes
Gender											
Male	193	100	16.3	40.4	23	20.2	54.5	49.9	45.6	N/A	N/A
Female	186	100	14.7	48.2	17.6	19.4	53.5	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	301	100	14.3	42.7	21.1	21.9	57.7	59.4	59	Yes	Yes
African American	55	100	25.5	46.8	14.9	12.8	34	27.2	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	14	100	0	69.2	23.1	7.7	53.8	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	64	100	35.5	50	12.9	1.6	22.6	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	11.8	76.5	0	11.8	23.5	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	141	100	19	54.5	16.5	9.9	41.3	32.2	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	250	100	25.3	31.4	21.8	21.4	43.2	39.3	35.7	96.1	96.5
Gender											
Male	130	100	29.4	24.4	27.7	18.5	46.2	41.6	37.4	96.4	96.4
Female	120	100	20.9	39.1	15.5	24.5	40	36.9	33.8	95.8	96.6
Racial/Ethnic Group											
White	195	100	21.1	28.3	26.1	24.4	50.6	49.7	49.2	96	96.4
African American	43	100	43.2	40.5	5.4	10.8	16.2	18.2	17	97.3	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	94.2	97.7
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	23.7	24.9	96	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	94.1	95.3
Disability Status											
Disabled	48	100	58.7	26.1	15.2	0	15.2	16.3	14	95.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	96.4	97.2
Socio-Economic Status											
Subsidized meals	91	100	44.2	33.8	10.4	11.7	22.1	21.3	21.1	95.3	95.8
Social Studies											
All Students	254	100	15.8	34.6	21.8	27.8	49.6	38.1	34	96.1	96.5
Gender											
Male	131	100	15	31.7	21.7	31.7	53.3	41	36.6	96.4	96.4
Female	123	100	16.7	37.7	21.9	23.7	45.6	35	31.3	95.8	96.6
Racial/Ethnic Group											
White	204	100	14.6	34.4	21.9	29.2	51	46.1	44.5	96	96.4
African American	32	100	20	36	16	28	44	20.5	19.1	97.3	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	94.2	97.7
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	27.7	27.5	96	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	94.1	95.3
Disability Status											
Disabled	37	100	31.4	40	14.3	14.3	28.6	17.1	14.4	95.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	13	100	33.3	50	8.3	8.3	16.7	27.6	27.3	96.4	97.2
Socio-Economic Status											
Subsidized meals	94	100	19	45.6	20.3	15.2	35.4	22.8	21	95.3	95.8

* 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	6.6	22.6	64.2	6.6	70.8
	4	109	100	15.8	43.6	37.6	3	40.6
	5	105	99.1	16.3	58.7	23.9	1.1	25
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	136	100	6.3	27.8	53.2	12.7	65.9
	4	125	100	14.8	36.5	43.5	5.2	48.7
	5	118	99.2	19.8	51.9	27.4	0.9	28.3
	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	13.2	31.1	30.2	25.5	55.7
	4	109	100	21.8	39.6	16.8	21.8	38.6
	5	105	100	17.2	45.2	19.4	18.3	37.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	136	100	10.3	45.2	20.6	23.8	44.4
	4	125	100	13	41.7	19.1	26.1	45.2
	5	118	100	24.3	45.8	21.5	8.4	29.9
	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	57	100	11.3	45.3	32.1	11.3	43.4
	4	109	100	30.7	32.7	23.8	12.9	36.6
	5	52	98.1	40.9	27.3	22.7	9.1	31.8
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	67	100	21	37.1	17.7	24.2	41.9
	4	125	100	18.3	32.2	29.6	20	49.6
	5	58	100	46.2	23.1	9.6	21.2	30.8
	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	56	100	3.8	32.1	34	30.2	64.2
	4	109	100	19.8	51.5	17.8	10.9	28.7
	5	53	100	14.6	47.9	20.8	16.7	37.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	100	7.8	32.8	23.4	35.9	59.4
	4	125	100	10.4	39.1	22.6	27.8	50.4
	5	60	100	36.4	27.3	18.2	18.2	36.4
	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

Abbreviations for Missing Data

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