



## Fountain Inn Elementary

608 Fairview Street  
Fountain Inn, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	896 Students	
<b>Principal</b>	Glenn R. Wile	864-355-5100
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	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
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	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**

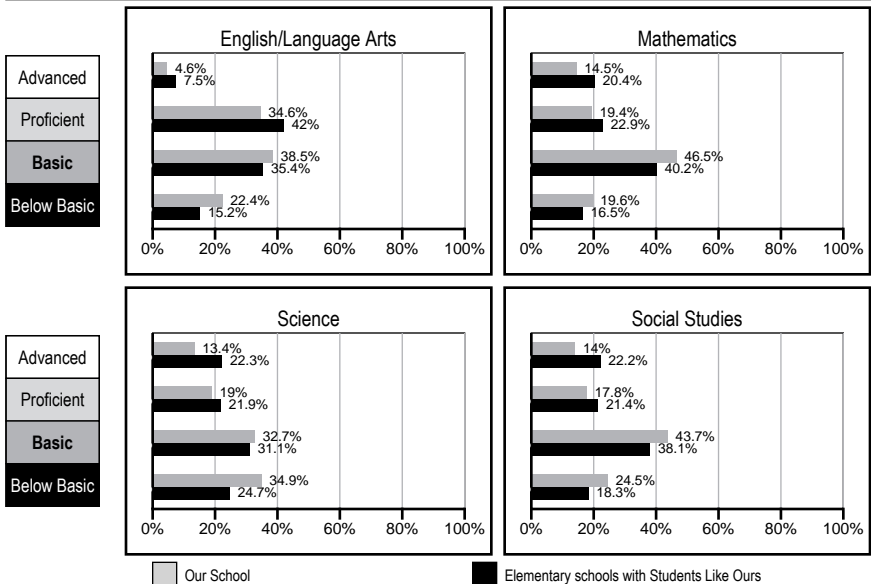
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	28	56	4	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
<b>Students (n=896)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 1.0%	2.1%	2.3%
Attendance rate	96.2%	Up from 96.1%	96.4%	96.3%
Eligible for gifted and talented	12.0%	Up from 10.8%	14.6%	10.4%
With disabilities other than speech	9.2%	Down from 10.7%	7.0%	7.5%
Older than usual for grade	0.5%	Down from 1.2%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=58)</b>				
Teachers with advanced degrees	39.7%	Down from 45.7%	57.1%	56.7%
Continuing contract teachers	79.3%	Down from 83.0%	79.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.6%	Up from 87.6%	89.2%	86.4%
Teacher attendance rate	94.5%	Down from 95.3%	94.9%	94.9%
Average teacher salary	\$42,110	Down 2.3%	\$46,138	\$45,345
Professional development days/teacher	10.4 days	Down from 13.1 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 0.0	5.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 21.2 to 1	19.3 to 1	18.5 to 1
Prime instructional time	88.7%	Down from 89.7%	90.2%	89.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,546	Up 1.5%	\$6,412	\$7,052
Percent of expenditures for instruction*	68.6%	Down from 70.6%	69.6%	69.1%
Percent of expenditures for teacher salaries*	63.9%	Down from 70.6%	65.7%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

This past year, our school grew by more than 100 students, and, additionally, we opened a new wing with 12 new classrooms. With this growth came a focus on increasing our level of accountability and security within our campus. With the support of the district, we added security doors, which have redirected all visitor traffic through our main office. This has increased our level of accountability to our students, staff, and the community.

Our students have participated in several community service projects. Over 50 students became members of the BETA Club and participated in activities for improving our community and supporting our school. In the summer of 2007, our school was adopted by TreesGreenville to be a "model elementary school" to have a tree garden. Through many hours, grants, and donations, a living tree garden/courtyard has been added to our campus. Students and community members together planted the plants and trees, which has created a wonderful learning environment outside of the classroom for our students and community at large to enjoy. Through collaboration with the Greenville County Planning Commission, our students have worked to educate themselves and our community about air quality. Our school has adopted an air quality policy for lowering the number of idling cars and improving the air around our campus.

Our students continue to make academic gains as measured by the 2007 PACT Assessment. In Math, 78.2% of all third graders, 82.2% of all fourth graders, and 74.4% of all fifth graders performed at Basic and above. In ELA, 82% of all third graders, 76.3% of all fourth graders, and 72.7% of all fifth graders performed at Basic and above.

Fountain Inn Elementary School, in partnership with the Carolina Center for Excellence, completed its third year as a Baldrige/Total Quality Learning School. All of our staff have been extensively trained in the implementation and the use of quality tools and best practices within the classroom. All classrooms begin the year together creating a Mission Statement. The students identify academic areas where they wish to increase their performance. They increase their level of responsibility and accountability for their learning successes by monitoring, tracking, and graphing their academic progress in their individual Data Notebooks.

The Mission of Fountain Inn Elementary School is to work with home and community to provide educational experiences which will create lifelong learners and responsible contributors to society. By working together, we will continue to create opportunities for success for all students, which will impact them academically, socially, and emotionally.

Glenn R. Wile, Principal  
Kathy Woods, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	106	87
Percent satisfied with learning environment	89.5%	84.9%	90.7%
Percent satisfied with social and physical environment	96.5%	80.8%	88.5%
Percent satisfied with school-home relations	78.9%	86.5%	83.5%

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

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School Adequate Yearly Progress

NO

This school met 16 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	<b>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."</b>
HOLD	<b>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."</b>

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	1.0%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

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**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
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	456	99.8	22.4	38.5	34.6	4.6	51.8	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	239	100	28.3	36.1	30.9	4.7	45.9	46.1	41.7	N/A	N/A
Female	217	99.5	15.4	41.3	38.8	4.5	58.7	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	306	99.7	17.5	38.7	37.7	6.2	59.6	62.3	60	Yes	Yes
African American	119	100	31.6	44.7	23.7	0	30.7	31.7	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	21	100	33.3	11.1	50	5.6	61.1	36.7	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	66	100	64.6	24.6	7.7	3.1	15.4	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	18	100	33.3	13.3	46.7	6.7	60	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	211	99.5	31.5	40.1	26.4	2	37.1	34.3	34	Yes	Yes

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

All Students	455	100	19.6	46.5	19.4	14.5	48.6	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	239	100	21.5	44.2	18	16.3	47.6	49.9	45.6	N/A	N/A
Female	216	100	17.4	49.3	20.9	12.4	49.8	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	305	100	14	43.2	24	18.8	55.5	59.4	59	Yes	Yes
African American	119	100	32.5	59.6	5.3	2.6	28.1	27.2	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	21	100	16.7	33.3	27.8	22.2	66.7	37.4	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	66	100	58.5	32.3	4.6	4.6	13.8	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	18	100	13.3	40	20	26.7	66.7	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	210	100	27.4	49.2	14.2	9.1	34.5	32.2	31.4	No	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
<b>Science</b>											
All Students	300	100	34.9	32.7	19	13.4	32.4	39.3	35.7	96.2	96.5
<b>Gender</b>											
Male	160	100	33.1	33.8	19.5	13.6	33.1	41.6	37.4	96.3	96.4
Female	140	100	36.9	31.5	18.5	13.1	31.5	36.9	33.8	96.2	96.6
<b>Racial/Ethnic Group</b>											
White	196	100	26.3	32.8	22.6	18.3	40.9	49.7	49.2	96.2	96.4
African American	81	100	55.1	32.1	9	3.8	12.8	18.2	17	96.4	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.2	97.7
Hispanic	17	100	28.6	35.7	28.6	7.1	35.7	23.7	24.9	95.6	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	96.1	95.3
<b>Disability Status</b>											
Disabled	46	100	75.6	17.8	4.4	2.2	6.7	16.3	14	95.3	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	14	100	27.3	36.4	27.3	9.1	36.4	22.6	24.4	95.8	97.2
<b>Socio-Economic Status</b>											
Subsided meals	144	100	45.9	34.1	14.8	5.2	20	21.3	21.1	95.6	95.8
<b>Social Studies</b>											
All Students	300	100	24.5	43.7	17.8	14	31.8	38.1	34	96.2	96.5
<b>Gender</b>											
Male	159	100	25.6	39.7	17.3	17.3	34.6	41	36.6	96.3	96.4
Female	141	100	23.1	48.5	18.5	10	28.5	35	31.3	96.2	96.6
<b>Racial/Ethnic Group</b>											
White	203	100	18.6	43.8	21.1	16.5	37.6	46.1	44.5	96.2	96.4
African American	78	100	38.4	42.5	13.7	5.5	19.2	20.5	19.1	96.4	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.2	97.7
Hispanic	11	100	27.3	45.5	0	27.3	27.3	27.7	27.5	95.6	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	96.1	95.3
<b>Disability Status</b>											
Disabled	39	100	76.3	21.1	0	2.6	2.6	17.1	14.4	95.3	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	95.8	97.2
<b>Socio-Economic Status</b>											
Subsided meals	130	100	34.7	41.3	15.7	8.3	24	22.8	21	95.6	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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	133	100	17.9	34.1	39.8	8.1	48	
	4	152	100	23.2	52.8	22.5	1.4	23.9	
	5	121	99.2	27	53.2	18.9	0.9	19.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	147	100	16.2	31	45.1	7.7	52.8	
	4	146	99.3	25	34.6	34.6	5.9	40.4	
	5	163	100	25.6	48.7	25	0.6	25.6	
	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	
<b>Mathematics</b>									
<b>2007</b>	3	133	100	20.3	40.7	22	17.1	39	
	4	152	100	16.9	49.3	23.9	9.9	33.8	
	5	121	99.2	25.2	51.4	11.7	11.7	23.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	147	100	21.1	46.5	19	13.4	32.4	
	4	145	100	23.5	37.5	17.6	21.3	39	
	5	163	100	14.7	54.5	21.2	9.6	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	
<b>Science</b>									
<b>2007</b>	3	66	100	39.3	31.1	13.1	16.4	29.5	
	4	152	100	42.3	39.4	16.2	2.1	18.3	
	5	62	100	58.9	23.2	10.7	7.1	17.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	73	100	34.3	35.7	25.7	4.3	30	
	4	145	100	29.4	30.1	20.6	19.9	40.4	
	5	82	100	44.9	34.6	10.3	10.3	20.5	
	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	
<b>Social Studies</b>									
<b>2007</b>	3	67	100	17.7	37.1	27.4	17.7	45.2	
	4	152	100	30.3	54.2	11.3	4.2	15.5	
	5	59	98.3	32.7	41.8	10.9	14.5	25.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	74	100	16.7	45.8	20.8	16.7	37.5	
	4	145	100	27.9	41.2	15.4	15.4	30.9	
	5	81	100	25.6	46.2	19.2	9	28.2	
	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	

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