



Gold Hill Elementary

1000 Dave Gibson Blvd.
Tega Cay, South Carolina

Grades	K-5 Elementary School	
Enrollment	864 Students	
Principal	Mrs. Terry Brewer	803-548-8250
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	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good

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

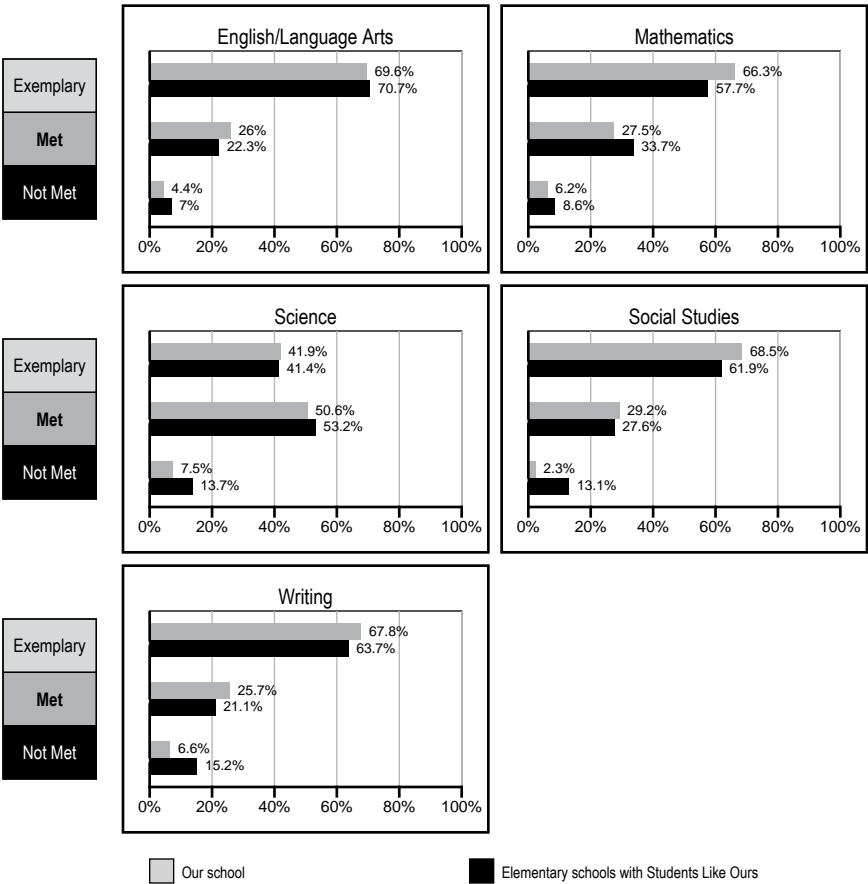
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	1	0	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=864)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.0%	0.8%	1.9%
Attendance rate	97.2%	Up from 97.1%	97.2%	96.3%
Eligible for gifted and talented	27.4%	Down from 31.8%	42.1%	10.0%
With disabilities other than speech	7.9%	Up from 7.1%	3.7%	7.7%
Older than usual for grade	1.1%	Up from 0.7%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	67.2%	Down from 69.5%	67.2%	59.4%
Continuing contract teachers	86.9%	Up from 81.4%	86.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.8%	Up from 88.3%	90.8%	85.9%
Teacher attendance rate	95.3%	Up from 93.3%	95.5%	95.1%
Average teacher salary*	\$52,242	Up 6.1%	\$49,349	\$47,149
Professional development days/teacher	9.2 days	Down from 10.6 days	9.2 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	8.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 17.5 to 1	18.6 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 87.9%	92.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,880	Up 12.1%	\$6,880	\$7,458
Percent of expenditures for instruction**	74.5%	Down from 76.1%	74.1%	68.8%
Percent of expenditures for teacher salaries**	71.6%	Down from 73.1%	67.0%	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

Gold Hill Elementary School (GHES) is a K-5 school serving about 850 students. Due to the rapid growth we are experiencing, GHES has had an enrollment freeze for this school year. The mission of GHES is to be a learning-centered school committed to academic success for all students, maximizing their potential as lifelong learners, and enabling them to become contributing members of society.

- Goals and Objectives for 2008-2009

Using the Fort Mill School District Strategic Plan and the GHES School Improvement Plan, our School Improvement Council, PTA, faculty, and staff worked together to establish goals for improvement for this school year. Helping every student achieve the level of "proficient" on our state's Palmetto Assessment of State Standards (PASS), expanding the use of technology, and utilizing data to make instructional decisions were just a few of our goals for the year.

- Accomplishments for 2008-2009

GHES is fully accredited by the Southern Association of Colleges and Schools (SACS) and maintains an "All Clear" status from the State Department of Education. For the eighth year in a row, the school earned the Palmetto Gold Award. This award program recognizes schools with the highest levels of student academic achievement and the fastest rates of improvement. GHES continued its status as a Red Carpet School recognized by the S.C. State Department of Education. Students demonstrated service learning through such projects as sponsoring Jump Rope for Heart, collecting canned food for the Fort Mill Care Center, sending postcards to soldiers, and collecting Pennies for Patients for the Leukemia/Lymphoma Society. Special programs and initiatives such as the Health and Fitness Club, the Green Club, the Random Acts of Kindness Club, the Storytelling Club, Accelerated Reader, Math Superstars, Reading Recovery, Literacy Groups, Brain Boosters, and the Academically Gifted Program give students academic support in advancing their skills. The Measures of Academic Progress (MAP) testing program is providing valuable information about the learning strengths and needs of our students. Our tireless PTA raised funds to purchase the Compass Odyssey computer learning program for grades K-5, purchased birthday books for students as well as books for classroom libraries, bought student agendas, and funded numerous teacher requests for supplies and materials.

- Plans for the Future

We will continue to assess our strengths and weaknesses as part of a five-year self-study for SACS accreditation. The school will continue to set new goals for improved student performance and will continue to focus attention on teacher quality, parent involvement, safety, technology advancements, and character education. We look forward to many successes as we continue to fulfill the mission of GHES.

Terry Brewer, Principal
Laura Lewis, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	137	103
Percent satisfied with learning environment	96.4%	88.1%	93.2%
Percent satisfied with social and physical environment	100.0%	87.5%	94.2%
Percent satisfied with school-home relations	100.0%	88.1%	92.2%

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

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School Adequate Yearly Progress

YES

This school met 13 out of 13 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	0.0%	0.0%	Yes
Student attendance rate	97.2%	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	458	100	4.4	25.9	69.7	98	93.8	82.8	Yes	Yes
Gender										
Male	229	100	6.1	25.8	68.1	96.5	92.5	79.3	N/A	N/A
Female	229	100	2.7	26.1	71.2	99.6	95.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	404	100	3.5	26.1	70.4	98.8	95.5	89.5	Yes	Yes
African American	22	100	23.8	28.6	47.6	81	83.5	73.7	I/S	I/S
Asian/Pacific Islander	20	100	N/AV	N/AV	N/AV	100	95.3	92.3	I/S	I/S
Hispanic	12	100	8.3	25	66.7	100	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	82.5	I/S	I/S
Disability Status										
Disabled	55	100	25.9	50	24.1	83.3	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	7	I/S	I/S	I/S	I/S	I/S	82	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	31	100	22.6	45.2	32.3	80.6	81	75.5	I/S	I/S

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

All Students	458	100	6.2	27.7	66.2	96.3	91.6	78.9	Yes	Yes
Gender										
Male	229	100	6.1	24	69.9	95.2	90.5	77	N/A	N/A
Female	229	100	6.2	31.4	62.4	97.3	92.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	404	100	5	28.6	66.4	97	94	87.2	Yes	Yes
African American	22	100	33.3	19	47.6	76.2	75.6	66.7	I/S	I/S
Asian/Pacific Islander	20	100	N/AV	N/AV	N/AV	100	95.3	93	I/S	I/S
Hispanic	12	100	8.3	33.3	58.3	100	86.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	79.5	I/S	I/S
Disability Status										
Disabled	55	100	33.3	37	29.6	75.9	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	7	I/S	I/S	I/S	I/S	I/S	80.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	31	100	35.5	35.5	29	71	75.9	70.2	I/S	I/S

* 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	310	100	7.4	50.5	42.1	92.6	87.6	67.5
Gender								
Male	153	100	10.5	48.4	41.2	89.5	87.1	67
Female	157	100	4.5	52.6	42.9	95.5	88.1	68
Racial/Ethnic Group								
White	272	100	6.3	51.1	42.6	93.8	90.7	79.5
African American	16	100	40	33.3	26.7	60	66.1	50.3
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	90.8	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	40	100	37.5	45	17.5	62.5	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	2	I/S	I/S	I/S	I/S	I/S	70.1	59.6
Socio-Economic Status								
Subsided meals	22	100	36.4	45.5	18.2	63.6	66.6	55.1
Social Studies								
All Students	312	100	2.3	29.4	68.3	97.7	89.7	72.3
Gender								
Male	159	100	3.8	23.9	72.3	96.2	90.4	71.5
Female	153	100	0.7	35.3	64	99.3	88.9	73.2
Racial/Ethnic Group								
White	281	100	1.8	28.7	69.5	98.2	92.1	80.7
African American	12	100	18.2	27.3	54.5	81.8	76.6	60
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	92.6	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	36	100	11.4	57.1	31.4	88.6	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	6	I/S	I/S	I/S	I/S	I/S	70.8	67.9
Socio-Economic Status								
Subsided meals	21	100	9.5	52.4	38.1	90.5	70.8	62.1

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	460	99.6	6.4	25.7	67.9	93.6	87.7	70.2	97.2	97
Gender										
Male	229	99.1	9.3	30	60.8	90.7	83.5	63.2	97.2	97
Female	231	100	3.5	21.5	75	96.5	92.2	77.5	97.2	97
Racial/Ethnic Group										
White	406	99.5	5.5	26.1	68.4	94.5	90.1	79.1	97.2	97
African American	22	100	28.6	19	52.4	71.4	73.2	57.6	97.8	97.1
Asian/Pacific Islander	20	100	5	20	75	95	91.3	86.2	97.1	97.6
Hispanic	12	100	N/AV	N/AV	N/AV	100	79.4	62.6	96.8	97.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	68.7	97.8	96.8
Disability Status										
Disabled	55	98.2	39.6	30.2	30.2	60.4	47.8	26.1	96.8	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	7	I/S	I/S	I/S	I/S	I/S	71.1	61.2	97.7	97.5
Socio-Economic Status										
Subsided meals	30	100	30	33.3	36.7	70	68.2	58.9	96.6	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	3.8	19.9	76.3	96.2
	4	163	100	4.3	26.5	69.1	95.7
	5	139	100	5.1	32.1	62.8	94.9
	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	7.7	24.4	67.9	92.3
	4	163	100	3.7	29	67.3	96.3
	5	139	100	7.3	29.9	62.8	92.7
	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
Science							
2009	3	78	100	11.5	37.2	51.3	88.5
	4	163	100	5.6	56.2	38.3	94.4
	5	69	100	7.2	52.2	40.6	92.8
	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
Social Studies							
2009	3	79	100	1.3	19	79.7	98.7
	4	163	100	1.9	32.7	65.4	98.1
	5	70	100	4.4	33.8	61.8	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	98.7	7.1	21.3	71.6	92.9
	4	164	100	5.5	31.3	63.2	94.5
	5	139	100	6.6	24.1	69.3	93.4
	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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