

FORTS POND ELEMENTARY

7350 Fish Hatchery Road
Pelion, South Carolina

Grades	K-5 Elementary School	
Enrollment	514 Students	
Principal	John W. Young	803-821-2500
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Below Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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

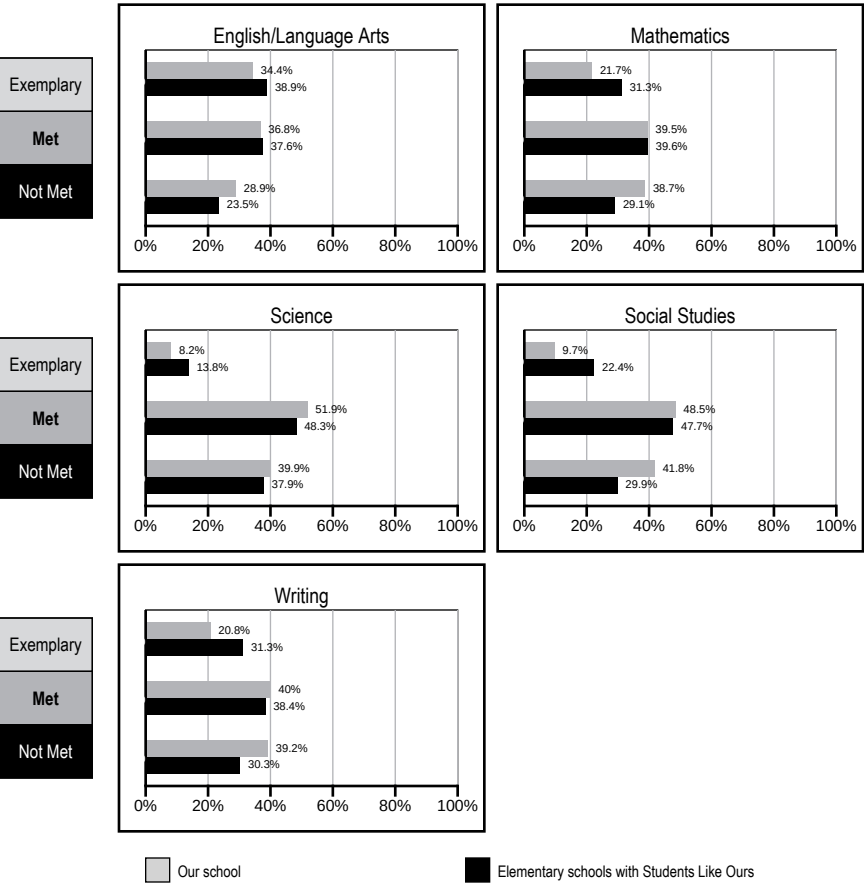
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	23	94	5	0

* Ratings are calculated with data available by 03/09/2011.

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=514)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.8%	1.2%	1.2%
Attendance rate	94.2%	Down from 94.8%	95.9%	96.1%
Eligible for gifted and talented	8.9%	Up from 6.4%	10.9%	11.7%
With disabilities other than speech	6.3%	Down from 8.4%	8.7%	8.0%
Older than usual for grade	0.0%	Down from 0.2%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	62.5%	Down from 62.9%	60.3%	60.5%
Continuing contract teachers	80.0%	Down from 88.6%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.5%	87.0%
Teacher attendance rate	94.4%	Down from 96.1%	95.1%	95.4%
Average teacher salary*	\$46,516	Up 1.2%	\$47,146	\$47,288
Professional development days/teacher	13.2 days	Up from 9.4 days	10.4 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 16.3 to 1	19.1 to 1	19.2 to 1
Prime instructional time	87.3%	Down from 89.6%	90.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,934	N/A	\$7,537	\$7,548
Percent of expenditures for instruction**	59.9%	N/A	68.0%	68.7%
Percent of expenditures for teacher salaries**	54.3%	N/A	64.4%	65.1%

* 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

Forts Pond Elementary School's faculty and staff work diligently to serve the needs of children and their families in the Pelion and Edmund communities and surrounding areas. We are proud to be the Mighty Mallards!

FPES is fortunate to have an outstanding Parent Teacher Organization. Our PTO actively supports the school through fundraising efforts and volunteering. They also help us build a strong community for faculty, staff, parents, and other community members. Events, such as our Literacy and Mathematics Nights, brought about 300 community members to our school for mathematics and literacy fun and games. At these events families learned about ways they could help their children grow in the areas of mathematics and literacy. Our Guidance Department offered monthly meetings for parents, as well as parenting workshops.

Our school's Title I Committee, Data Team and School Improvement Council reviewed the 2008–2009 summary test results for our students. By reviewing student and class Measure of Academic Progress tests, Palmetto Assessment for State Standards, Voyager Intervention Program Reading Individual Student Reports, and other assessment reports, we were able to determine our students' needs in the areas of mathematics, reading and behavior.

Our Title I Committee and Response To Intervention Team designed a plan to address the individual needs of our students. We hired interventionists and intervention assistants to work with small groups of children using math, reading, and behavior interventions.

Title I funds were used to provide staff development for teachers, to lower class size in kindergarten, and to assist with technology programs designed to help improve student performance. A mathematics coach was hired to work with our teachers to help them develop additional methods and strategies to address individual student needs.

During 2009–2010, FPES continued with our 21st Century After-School Program, received a Fresh Fruits and Vegetables Grant from the Department of Agriculture that provided healthy snacks for children, and began a program that provides 100 children with healthy weekend snacks through our Weekend Snack Program. Through the Michelin Challenge, we began a Rolling Readers Program, established a Carolina Fence Garden, provided a "How to Get a Job" workshop for parents, and worked with our fifth graders on career awareness.

Developing true partnerships with community agencies, building parental support through Love and Logic Workshops, and continuing our quest to work with individual student goals in academic and behavioral areas will be a part of our plan for 2010–2011. We look forward to meeting the needs of our wonderful children and their families.

John W. Young, Principal
Stacie Dunn, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	103	76
Percent satisfied with learning environment	97.3%	82.5%	92.0%
Percent satisfied with social and physical environment	94.6%	84.3%	86.7%
Percent satisfied with school-home relations	86.5%	86.3%	90.5%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.2%	94.0%*	Yes

* Or greater than last year

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	275	99.6	28.6	36.9	34.5	82.9	89	83.5	Yes	Yes
Gender										
Male	135	99.3	35.8	33.3	30.9	77.2	86.2	80.1	N/A	N/A
Female	140	100	21.7	40.3	38	88.4	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	240	99.6	27	38.3	34.7	83.3	90.7	89.6	Yes	Yes
African American	15	100	50	14.3	35.7	78.6	76.9	74.6	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.4	92.7	I/S	I/S
Hispanic	14	100	I/S	I/S	I/S	I/S	82.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	33	100	76.7	20	3.3	43.3	53.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	187	100	33.7	34.3	32	79.9	80.1	76.9	Yes	Yes

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

All Students	275	99.6	38.5	39.7	21.8	77.4	86.2	80.4	Yes	Yes
Gender										
Male	135	99.3	39	36.6	24.4	78.9	84.9	78.4	N/A	N/A
Female	140	100	38	42.6	19.4	76	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	240	99.6	38.7	39.2	22.1	76.6	88.2	87.8	Yes	Yes
African American	15	100	42.9	50	7.1	78.6	72	69.3	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.9	93.5	I/S	I/S
Hispanic	14	100	I/S	I/S	I/S	I/S	78.2	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	33	100	86.7	6.7	6.7	36.7	52.7	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	187	100	45	37.3	17.8	71.6	76.1	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	172	99.4	39.5	52.2	8.3	60.5	80.7	67.3
Gender								
Male	90	98.9	37.5	53.8	8.8	62.5	80.2	66.9
Female	82	100	41.6	50.6	7.8	58.4	81.2	67.7
Racial/Ethnic Group								
White	152	99.3	38.8	53.2	7.9	61.2	83.4	79.6
African American	10	I/S	I/S	I/S	I/S	I/S	59.9	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	23	95.7	N/A	N/A	N/A	35	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	69.9	58.6
Socio-Economic Status								
Subsidized meals	116	99.1	47.6	48.6	3.8	52.4	68	55.4

Social Studies								
All Students	176	99.4	41.8	48.5	9.7	58.2	81.5	70.9
Gender								
Male	88	100	43.4	44.6	12	56.6	81.5	70.1
Female	88	98.9	40.2	52.4	7.3	59.8	81.4	71.7
Racial/Ethnic Group								
White	149	99.3	40.8	48.6	10.6	59.2	82.9	79.2
African American	12	100	N/A	N/A	N/A	45.5	68.5	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	21	100	N/A	N/A	N/A	19	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	79.2	68
Socio-Economic Status								
Subsidized meals	124	99.2	45.2	48.7	6.1	54.8	69.1	60.8

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	282	99.7	39	40.2	20.8	61	79.4	72.1	94.2	97.1
Gender										
Male	138	99.3	44.4	42.1	13.5	55.6	73.4	65.2	94.5	97.1
Female	144	100	33.8	38.3	27.8	66.2	85.6	79.2	93.8	97.2
Racial/Ethnic Group										
White	246	99.6	36.8	41.7	21.5	63.2	81.6	80.8	94	97.1
African American	16	100	53.3	33.3	13.3	46.7	65.2	59.7	93.9	97.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.7	87	97.8	97.9
Hispanic	14	100	I/S	I/S	I/S	I/S	66.3	64.6	95	97.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.8	73.4	97.1	96.3
Disability Status										
Disabled	32	96.9	N/AV	N/AV	N/AV	13.8	35.6	27.7	94	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	67.1	63.7	96.9	97.8
Socio-Economic Status										
Subsidized meals	194	100	46	36.4	17.6	54	66.5	61.9	93.6	96.3

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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	84	100	39.2	27	33.8	60.8
	4	104	100	37.8	33.3	28.9	62.2
	5	96	99	30.5	43.9	25.6	69.5
	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
2010	3	94	100	17.6	28.2	54.1	82.4
	4	74	100	41.4	31.4	27.1	58.6
	5	107	99.1	28.9	48.5	22.7	71.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	84	98.8	41.1	41.1	17.8	58.9
	4	104	100	40	43.3	16.7	60
	5	96	99	45.1	43.9	11	54.9
	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
2010	3	94	100	37.6	34.1	28.2	62.4
	4	74	100	34.3	41.4	24.3	65.7
	5	107	99.1	42.3	43.3	14.4	57.7
	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
Science							
2009	3	41	97.6	47.2	41.7	11.1	52.8
	4	104	100	42.2	51.1	6.7	57.8
	5	49	100	40.5	52.4	7.1	59.5
	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
2010	3	47	100	47.6	38.1	14.3	52.4
	4	74	100	37.1	57.1	5.7	62.9
	5	51	98	35.6	57.8	6.7	64.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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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							
2009	3	43	100	43.2	45.9	10.8	56.8
	4	104	100	27.8	55.6	16.7	72.2
	5	46	100	52.5	40	7.5	47.5
	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
2010	3	47	100	23.3	55.8	20.9	76.7
	4	74	100	47.1	45.7	7.1	52.9
	5	55	98.2	50	46.2	3.8	50
	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
Writing							
2009	3	84	100	44.6	24.3	31.1	55.4
	4	103	99	41.8	41.8	16.5	58.2
	5	100	99	50.6	31.3	18.1	49.4
	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
2010	3	94	100	30.6	37.6	31.8	69.4
	4	79	98.7	40.5	44.6	14.9	59.5
	5	109	100	45	39	16	55
	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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