

FORT MILL ELEMENTARY

192 Springfield Parkway
Fort Mill, South Carolina

Grades	K-5 Elementary School	
Enrollment	797 Students	
Principal	Karen H. Helms	803-547-7546
Superintendent	Dr. James N. Epps, Jr.	803-548-2527
Board Chair	Patrick White	803-802-0033

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Excellent**	**Excellent**
2009	Excellent	Good
2008	Good	Average
2007	Good	Below Average
2006	Good	Below Average

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.

http://ed.sc.gov
http://www.eoc.sc.gov

FORT MILL ELEMENTARY	03/09/11-4604043

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

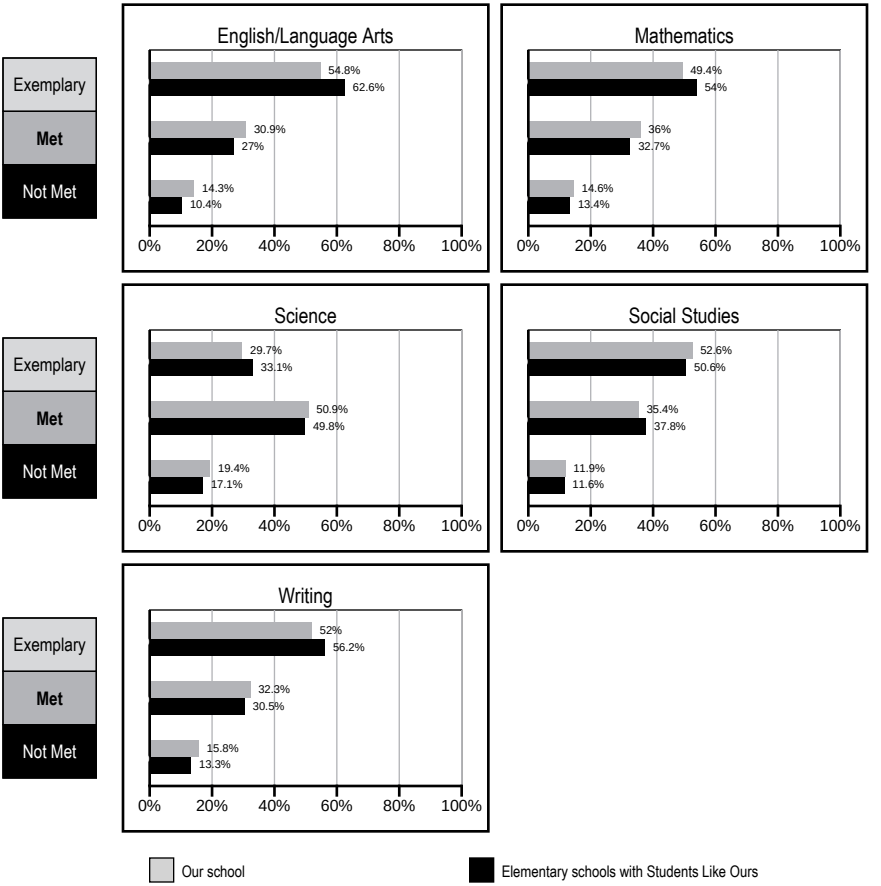
Percent of students tested in 2009-10 whose 2008-09 test scores were located	95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	1	0	0	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=797)				
First graders who attended full-day kindergarten	99.2%	Down from 100.0%	99.6%	100.0%
Retention rate	0.4%	Down from 0.6%	0.5%	1.2%
Attendance rate	96.6%	Down from 97.0%	96.8%	96.1%
Eligible for gifted and talented	23.0%	Up from 20.9%	30.2%	11.7%
With disabilities other than speech	7.6%	Up from 7.5%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	55.4%	Up from 48.5%	67.1%	60.5%
Continuing contract teachers	96.4%	Up from 75.8%	89.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 85.1%	88.9%	87.0%
Teacher attendance rate	93.6%	Down from 94.8%	95.1%	95.4%
Average teacher salary*	$49,289	Up 7.5%	$49,381	$47,288
Professional development days/teacher	11.1 days	Down from 13.7 days	10.1 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	6.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 16.6 to 1	20.7 to 1	19.2 to 1
Prime instructional time	88.8%	Down from 90.2%	91.9%	90.8%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,368	Down 11.1%	$6,864	$7,548
Percent of expenditures for instruction**	75.9%	Up from 74.1%	69.6%	68.7%
Percent of expenditures for teacher salaries**	74.1%	Up from 72.7%	67.0%	65.1%

* 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

At FMES, student performance is at the center of all efforts. Test scores for FMES students from the Spring 2009 PASS (Palmetto Assessment of State Standards) indicate that (1) 82.2% of all third graders met standards in Writing, 85.2% met standards in Reading, 87.2% in math, 78% in science, and 89.9% in social studies; (2) 82.7% of all fourth graders met standards in Writing, 84.4% met standards in Reading, 86.5% in math, 80.8% in science, and 87.8% in social studies; and (3) 92.7% of all fifth graders met standards in Writing, 92.3% met standards in Reading, 88.2% in math, 87.5% in science, and 95.8% in social studies. This resulted in our school meeting 21 of 21 school objectives toward Adequate Yearly Progress. FMES received an "Excellent" Absolute Performance rating for 2009. In grades 3-5, 140 students qualified for the All-Semester Homework Team Celebration, representing 33% of our 3rd-5th grade students completing all of their homework during the year.

The school year saw continued use of successful programs and implementation of some new programs, including Biz Town, Keystone's Drug and Alcohol Abuse Program, History in a Backpack, and others. We also began our self-study toward accreditation with the Southern Association of Colleges and Schools. A five-year school improvement plan was developed to promote the continued improvement of our school and offerings. We maximized the utilization of our lead teacher position, which provided excellent guidance for our teachers and strong implementation of new programs. Teachers were able to use collaborative planning time to improve the content and flow of lessons. New staff members were trained in the use of Thinking Maps. Measure of Academic Progress (MAP) scores were used to effectively guide targeted, individualized instruction for students in grades 3-5.

Our active PTO was instrumental in supporting our school by making donations to teachers, providing shade for the playgrounds, hosting the Boosterthon Fun Run, and hosting the Family Dance. The generous community service of our children was demonstrated through many outreach events and fundraisers, including projects for the Humane Society, Juvenile Diabetes Research Foundation, and Fort Mill Care Center and a toy drive with the Fort Mill Police Department. These activities are critical to ensure our children increase their community awareness and to show them how their efforts at any and every age impact the community.

"The mission of Fort Mill Elementary School and its community is to provide a quality education for our students. This process includes establishing a foundation for lifelong learners who are responsible individuals and confident problem solvers in an ever-changing world." We expect to improve and to grow as we continue the high level of education we have provided in the past. Deepest appreciation is expressed to our district administration, School Board, school faculty and community, incredible parent volunteer force, our fabulous PTO, and you! We cannot do this without each and every one of you.

Lisa Cortez, SIC Chairperson
Karen Helms, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	126	82
Percent satisfied with learning environment	100.0%	92.0%	89.0%
Percent satisfied with social and physical environment	100.0%	87.3%	91.5%
Percent satisfied with school-home relations	96.3%	89.6%	91.5%

* 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 21 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. 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	2.3%	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	96.6%	94.0%*	Yes

* Or greater than last year

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FORT MILL ELEMENTARY										03/09/11-4604043
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	420	100	14.3	30.9	54.8	92.3	93.3	83.5	Yes	Yes
Gender										
Male	216	100	15.5	36.9	47.6	91.3	91.6	80.1	N/A	N/A
Female	204	100	13.1	24.6	62.3	93.5	95	87	N/A	N/A
Racial/Ethnic Group										
White	322	100	9.6	29.5	60.9	93.6	95	89.6	Yes	Yes
African American	73	100	30.9	39.7	29.4	88.2	83.3	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	15	100	26.7	33.3	40	93.3	90.1	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.7	85.1	I/S	I/S
Disability Status										
Disabled	55	100	47.2	34	18.9	64.2	64.5	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	115	100	31.8	36.4	31.8	83.2	82.2	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	420	100	14.6	36	49.4	93.1	92.7	80.4	Yes	Yes
Gender										
Male	216	100	14.6	37.9	47.6	93.7	91.8	78.4	N/A	N/A
Female	204	100	14.6	34.2	51.3	92.5	93.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	322	100	9.6	33.3	57.1	94.9	94.7	87.8	Yes	Yes
African American	73	100	38.2	41.2	20.6	85.3	79.6	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.2	93.5	I/S	I/S
Hispanic	15	100	13.3	66.7	20	86.7	89.7	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	100	83.2	I/S	I/S
Disability Status										
Disabled	55	100	54.7	37.7	7.5	66	60.6	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	85.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	115	100	37.4	41.1	21.5	82.2	80.2	72.8	Yes	Yes

***** 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	282	100	19.4	50.9	29.7	80.6	86	67.3
Gender								
Male	147	100	20.7	47.1	32.1	79.3	85.7	66.9
Female	135	100	18	54.9	27.1	82	86.3	67.7
Racial/Ethnic Group								
White	225	100	14.6	51.1	34.2	85.4	90.3	79.6
African American	42	100	N/A	N/A	N/A	53.8	62.6	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.6	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	73.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	35	100	55.9	35.3	8.8	44.1	55.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.3	58.6
Socio-Economic Status								
Subsidized meals	76	100	42.3	46.5	11.3	57.7	65	55.4
Social Studies								
All Students	278	100	11.9	35.4	52.6	88.1	87.7	70.9
Gender								
Male	144	100	13.8	34.1	52.2	86.2	87.2	70.1
Female	134	100	10	36.9	53.1	90	88.3	71.7
Racial/Ethnic Group								
White	208	100	8	32.3	59.7	92	90.8	79.2
African American	53	100	26	44	30	74	70.7	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.2	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81.6	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	30	100	48.3	34.5	17.2	51.7	59.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.5	68
Socio-Economic Status								
Subsidized meals	76	100	25.7	44.3	30	74.3	69.7	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	418	99.8	15.6	32.3	52.1	84.4	87.9	72.1	96.6	96.5
Gender										
Male	216	100	19.8	37.2	43	80.2	83.8	65.2	96.6	96.5
Female	202	99.5	11.1	27.3	61.6	88.9	92.3	79.2	96.7	96.5
Racial/Ethnic Group										
White	320	99.7	10.2	30.4	59.4	89.8	91	80.8	96.7	96.5
African American	74	100	32.4	42.6	25	67.6	72.1	59.7	96.6	96.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.1	87	98	97.3
Hispanic	15	100	46.7	33.3	20	53.3	75.4	64.6	95.5	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.7	73.4	97.4	95.7
Disability Status										
Disabled	55	98.2	54.9	35.3	9.8	45.1	47.1	27.7	95.9	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.3
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	68.2	63.7	98	97.2
Socio-Economic Status										
Subsidized meals	114	99.1	34.6	42.1	23.4	65.4	70.2	61.9	95.9	95.8

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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	14.4	22.6	63	85.6
	4	157	99.4	14.9	36.2	48.9	85.1
	5	144	100	7.5	28.4	64.2	92.5
	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	145	100	9.6	20.6	69.9	90.4
	4	140	100	15.4	41.2	43.4	84.6
	5	135	100	18	30.8	51.1	82
	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	156	100	11.6	41.8	46.6	88.4
	4	157	99.4	13.5	35.5	51.1	86.5
	5	144	100	11.2	38.8	50	88.8
	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
2010	3	145	100	15.4	36.8	47.8	84.6
	4	140	100	9.6	39.7	50.7	90.4
	5	135	100	18.8	31.6	49.6	81.2
	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	77	100	20.5	49.3	30.1	79.5
	4	157	99.4	17.7	49.6	32.6	82.3
	5	73	98.6	10.4	52.2	37.3	89.6
	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
2010	3	74	100	33.8	29.6	36.6	66.2
	4	140	100	12.5	62.5	25	87.5
	5	68	100	18.2	50	31.8	81.8
	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

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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	79	100	8.2	39.7	52.1	91.8
	4	157	99.4	11.3	48.2	40.4	88.7
	5	71	100	4.4	36.8	58.8	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
2010	3	71	100	9.2	29.2	61.5	90.8
	4	140	100	11.8	36.8	51.5	88.2
	5	67	100	14.9	38.8	46.3	85.1
	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
Writing							
2009	3	157	99.4	16.9	28.4	54.7	83.1
	4	157	99.4	16.9	34.5	48.6	83.1
	5	139	99.3	6.8	37.6	55.6	93.2
	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	144	100	18.4	27.2	54.4	81.6
	4	139	100	15.3	35.8	48.9	84.7
	5	135	99.3	12.9	34.1	53	87.1
	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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