

GOLD HILL ELEMENTARY

1000 Dave Gibson Blvd.
Tega Cay, South Carolina

Grades	K-5 Elementary School	
Enrollment	848 Students	
Principal	Mrs. Terry Brewer	803-548-8250
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	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	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.

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

GOLD HILL ELEMENTARY 03/09/11-4604048

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

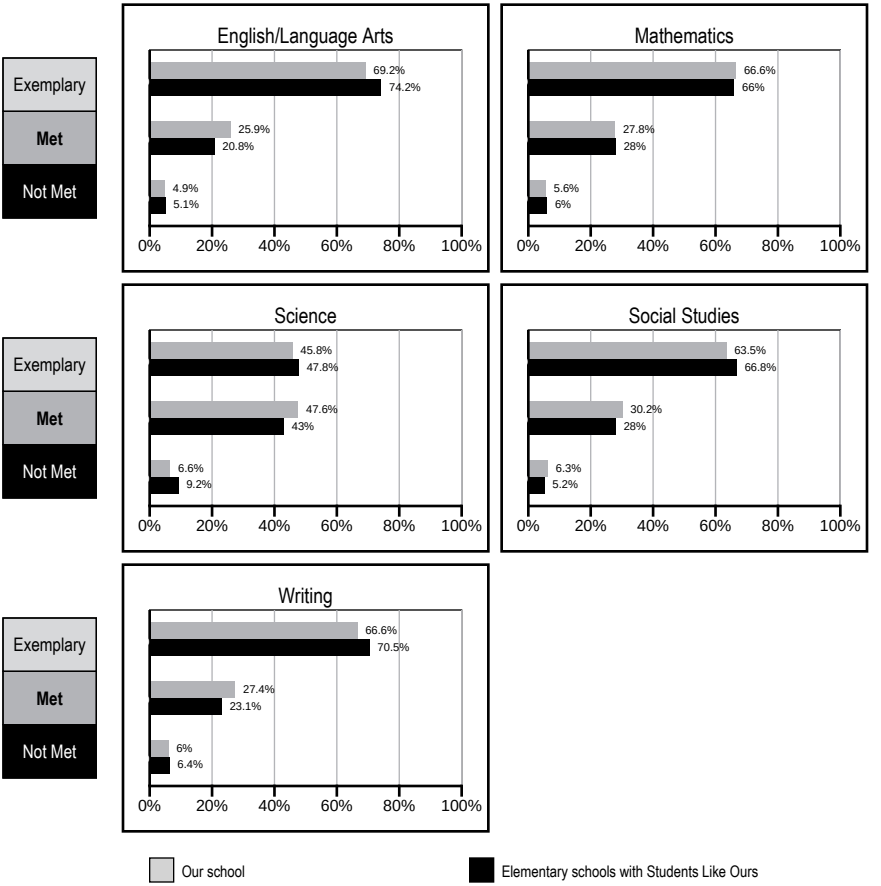
Percent of students tested in 2009-10 whose 2008-09 test scores were located	97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	0	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=848)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.1%	Down from 0.9%	0.2%	1.2%
Attendance rate	96.7%	Down from 97.2%	96.8%	96.1%
Eligible for gifted and talented	32.1%	Up from 27.4%	42.4%	11.7%
With disabilities other than speech	5.7%	Down from 7.9%	4.6%	8.0%
Older than usual for grade	0.3%	Down from 1.1%	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	62.5%	Down from 67.2%	71.3%	60.5%
Continuing contract teachers	85.7%	Down from 86.9%	91.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.9%	Down from 90.8%	85.9%	87.0%
Teacher attendance rate	95.8%	Up from 95.3%	95.4%	95.4%
Average teacher salary*	$49,905	Down 4.5%	$50,081	$47,288
Professional development days/teacher	7.7 days	Down from 9.2 days	8.7 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	7.5	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 16.9 to 1	20.3 to 1	19.2 to 1
Prime instructional time	92.0%	Up from 91.2%	91.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,104	Up 3.3%	$8,201	$7,548
Percent of expenditures for instruction**	76.7%	Up from 74.5%	67.9%	68.7%
Percent of expenditures for teacher salaries**	73.3%	Up from 71.6%	65.8%	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

Gold Hill Elementary School (GHES) is a K-5 school serving about 850 students. Due to the rapid growth we are experiencing, GHES has continued to have 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 2009-2010:

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, incorporating the use of Thinking Maps, and utilizing data to make instructional decisions were just a few of our goals for the year.

Accomplishments for 2009-2010:

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 ninth 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 the collection of canned food for the Fort Mill Care Center, sending postcards to soldiers, helping with relief for Haiti, and collecting materials and supplies for the York County Humane Society. Special programs and initiatives such as the Health and Fitness Club, the Hands to Haiti Club, the Random Acts of Kindness Club, the Storytelling Club, Accelerated Reader, Math Superstars, 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. Compass Odyssey, a curriculum support and enrichment program which utilizes computers, helps to differentiate instruction and provide intervention, extension, and support for our students. Our tireless PTA raised funds to purchase a new sound system for our gym and cafeteria, purchased birthday books for students as well as books for classroom libraries; bought student agendas; helped purchase Math Out of the Box, Leveled Literacy Intervention materials; 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 our self-study for school improvement and 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, health and wellness, and character education. We look forward to many successes as we continue to fulfill the mission of GHES.

Terry Brewer, Principal, and Laura Lewis, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	159	135
Percent satisfied with learning environment	100.0%	92.4%	96.2%
Percent satisfied with social and physical environment	98.1%	91.2%	96.3%
Percent satisfied with school-home relations	100.0%	91.2%	96.3%

* 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	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	96.7%	94.0%*	Yes

* Or greater than last year

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GOLD HILL ELEMENTARY 03/09/11-4604048

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	430	100	4.9	25.9	69.2	98.4	93.3	83.5	Yes	Yes
Gender										
Male	214	100	5.1	30.4	64.5	98.1	91.6	80.1	N/A	N/A
Female	216	100	4.7	21.4	74	98.6	95	87	N/A	N/A
Racial/Ethnic Group										
White	376	100	4.3	26.1	69.6	98.7	95	89.6	Yes	Yes
African American	20	100	15	25	60	90	83.3	74.6	I/S	I/S
Asian/Pacific Islander	22	100	4.5	18.2	77.3	100	94.3	92.7	I/S	I/S
Hispanic	11	100	9.1	36.4	54.5	100	90.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	85.1	I/S	I/S
Disability Status										
Disabled	44	100	36.4	40.9	22.7	84.1	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	34	100	23.5	35.3	41.2	85.3	82.2	76.9	I/S	I/S
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	430	100	5.6	27.7	66.7	96.5	92.7	80.4	Yes	Yes
Gender										
Male	214	100	6.1	26.2	67.8	96.3	91.8	78.4	N/A	N/A
Female	216	100	5.1	29.3	65.6	96.7	93.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	376	100	5.6	27.5	66.9	96.5	94.7	87.8	Yes	Yes
African American	20	100	15	30	55	90	79.6	69.3	I/S	I/S
Asian/Pacific Islander	22	100	N/A	N/A	N/A	100	96.2	93.5	I/S	I/S
Hispanic	11	100	N/A	N/A	N/A	100	89.7	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	83.2	I/S	I/S
Disability Status										
Disabled	44	100	31.8	38.6	29.5	75	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	34	100	23.5	41.2	35.3	76.5	80.2	72.8	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	289	99.7	6.6	47.6	45.8	93.4	86	67.3
Gender								
Male	139	99.3	7.2	42.8	50	92.8	85.7	66.9
Female	150	100	6	52	42	94	86.3	67.7
Racial/Ethnic Group								
White	251	99.6	6.4	47.2	46.4	93.6	90.3	79.6
African American	17	100	17.6	52.9	29.4	82.4	62.6	49.7
Asian/Pacific Islander	11	100	N/A	N/A	N/A	100	90.6	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	73.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	30	96.7	17.2	58.6	24.1	82.8	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	23	100	21.7	56.5	21.7	78.3	65	55.4
Social Studies								
All Students	289	100	6.3	30.2	63.5	93.8	87.7	70.9
Gender								
Male	151	100	6.6	23.8	69.5	93.4	87.2	70.1
Female	138	100	5.8	37.2	56.9	94.2	88.3	71.7
Racial/Ethnic Group								
White	251	100	6	30.4	63.6	94	90.8	79.2
African American	9	I/S	I/S	I/S	I/S	I/S	70.7	58.4
Asian/Pacific Islander	21	100	9.5	19	71.4	90.5	91.2	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	81.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	31	100	29	35.5	35.5	71	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	22	100	22.7	40.9	36.4	77.3	69.7	60.8

Abbreviations for Missing Data

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GOLD HILL ELEMENTARY										03/09/11-4604048
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	433	99.5	6	27.4	66.6	94	87.9	72.1	96.7	96.5
Gender										
Male	216	99.5	9.3	32.6	58.1	90.7	83.8	65.2	96.8	96.5
Female	217	99.5	2.8	22.2	75	97.2	92.3	79.2	96.6	96.5
Racial/Ethnic Group										
White	379	99.5	5.8	25.7	68.4	94.2	91	80.8	96.8	96.5
African American	20	100	15	35	50	85	72.1	59.7	96.5	96.5
Asian/Pacific Islander	22	100	N/AV	N/AV	N/AV	100	93.1	87	97.3	97.3
Hispanic	11	100	9.1	54.5	36.4	90.9	75.4	64.6	95.7	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	73.4	94.6	95.7
Disability Status										
Disabled	46	97.8	35.6	37.8	26.7	64.4	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	3	I/S	I/S	I/S	I/S	I/S	68.2	63.7	95.7	97.2
Socio-Economic Status										
Subsidized meals	35	100	25.7	34.3	40	74.3	70.2	61.9	95.5	95.8

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GOLD HILL ELEMENTARY 03/09/11-4604048

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
2010	3	117	100	1.7	11.1	87.2	98.3
	4	149	100	6	28.9	65.1	94
	5	164	100	6.1	33.7	60.1	93.9
	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	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
2010	3	117	100	1.7	17.1	81.2	98.3
	4	149	100	5.4	22.8	71.8	94.6
	5	164	100	8.6	39.9	51.5	91.4
	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
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
2010	3	58	100	6.9	27.6	65.5	93.1
	4	149	99.3	5.4	52	42.6	94.6
	5	82	100	8.5	53.7	37.8	91.5
	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	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
2010	3	59	100	3.4	13.6	83.1	96.6
	4	148	100	5.4	34.5	60.1	94.6
	5	82	100	9.9	34.6	55.6	90.1
	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	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
2010	3	118	100	1.7	20.3	78	98.3
	4	151	99.3	6.7	29.3	64	93.3
	5	164	99.4	8.6	30.7	60.7	91.4
	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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