



## FOUNTAIN INN ELEMENTARY

608 Fairview Street  
Fountain Inn, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	785 Students	
<b>Principal</b>	Glenn R. Wile	864-355-5100
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Good
2009	Average	Good
2008	Average	Below Average
2007	Average	At-Risk

## 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 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://eoc.sc.gov>

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

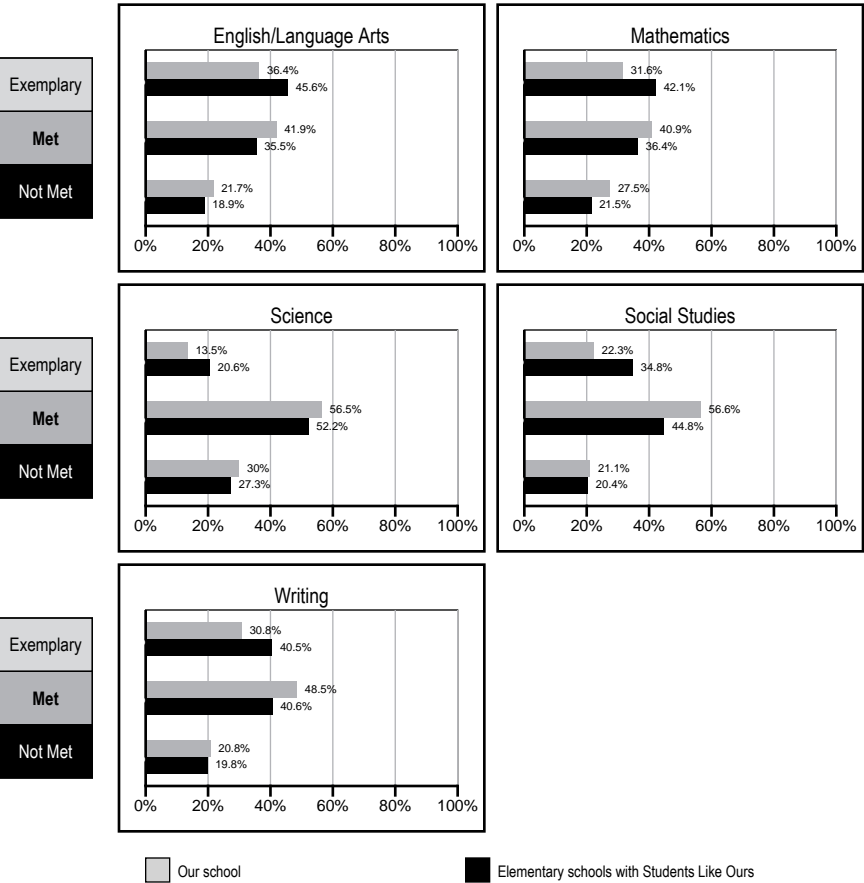
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
32	35	34	0	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=785)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Up from 0.8%	1.2%	1.1%
Attendance rate	96.1%	Up from 95.9%	96.1%	96.2%
Served by gifted and talented program	15.6%	Up from 15.3%	16.7%	13.4%
With disabilities other than speech	5.9%	Down from 8.9%	4.4%	4.1%
Older than usual for grade	0.4%	Up from 0.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	61.7%	Up from 53.8%	62.5%	62.5%
Continuing contract teachers	95.7%	Up from 90.4%	90.3%	88.2%
Teachers returning from previous year	88.4%	Down from 91.3%	89.2%	87.8%
Teacher attendance rate	95.7%	Down from 99.0%	95.4%	95.2%
Average teacher salary*	\$44,689	Up 1.0%	\$47,393	\$46,773
Professional development days/teacher	5.2 days	No Change	11.4 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.4 to 1	20.7 to 1	19.9 to 1
Prime instructional time	91.9%	Down from 95.3%	90.4%	90.4%
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**	\$6,140	Up 0.7%	\$6,987	\$7,447
Percent of expenditures for instruction**	67.0%	Down from 71.1%	68.6%	68.4%
Percent of expenditures for teacher salaries**	66.2%	Down from 67.4%	66.0%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Fountain Inn Elementary School continues to thrive as a Professional Learning community where student success is at the heart of everything we do. Students are empowered to succeed through a process of teach, re-teach, and re-do so that their success can be accurately and mastery is accurately measured. Staff continue to engage in meaningful staff development which is child centered and focused on improving all functions of the school building. Collaborative planning, common grading, and common assessments are embedded in all curriculum areas across all grade levels. Our students continue to strive academically, socially, and emotionally. Opportunities such as National Junior BETA Club and other service projects give our students the opportunity to return to their community what they have learned.

Our excellence continues to advance with its commitment to enhancing the school environment through the implementation of the PBIS model. With a focus on excellence in the classroom and throughout the school, out number of student referrals continue to decrease each year as our students remain focused and engaged in the learning process.

Our students at Fountain Inn continue to make significant academic gains. Our academic goals for this past school were for at least 66% of our students to meat their targeted RIT goal in ELA and for at least 73% of our students in Math. In ELA, 76.4% of our students met their goal and in Math 70.7% of our students met their goal.

For the second year, our school was awarded the Palmetto Silver Award for increased student achievement. As well, we were recognized as a South Carolina Safe Kids School Award and we are a Red Carpet school. With a commitment to strong planning and a focus on excellence in the classroom from our teachers and a willingness to learn from our students, together we will reach and exceed the expectations set for success in the 21st century.

Glenn R. Wile, Principal  
Walt Tanner, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	132	68
Percent satisfied with learning environment	91.5%	89.4%	87.9%
Percent satisfied with social and physical environment	91.5%	87.7%	86.6%
Percent satisfied with school-home relations	93.6%	90.9%	83.8%

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

No Child Left Behind

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. 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.7%	0.0%	No
Student attendance rate	96.1%	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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	412	97.8	19.9	42.9	37.2	90.4	84.1	82.4	Yes	Yes
<b>Gender</b>										
Male	220	97.3	22.7	42.5	34.8	89.4	80.8	78.7	N/A	N/A
Female	192	98.4	16.7	43.3	40	91.7	87.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	278	97.8	15.4	41	43.6	91.7	89.7	88.9	Yes	Yes
African American	110	98.2	33.7	46.5	19.8	85.1	72.2	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	18	94.4	14.3	50	35.7	100	79.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	56	85.7	65.1	27.9	7	58.1	48.6	48.1	No	No
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	93.8	15.4	53.8	30.8	100	79.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	227	96.5	26.9	43.3	29.8	87	75.7	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	412	99.8	27.3	41	31.6	83.5	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	220	100	27.2	41.3	31.5	82.6	82.9	79.9	N/A	N/A
Female	192	99.5	27.5	40.7	31.9	84.6	86.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	278	99.6	22.9	40.6	36.5	87.5	89.4	88.9	Yes	Yes
African American	110	100	37.9	45.6	16.5	75.7	72	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	18	100	40	26.7	33.3	66.7	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	72.5	23.5	3.9	43.1	47.1	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	42.9	35.7	21.4	64.3	83.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	227	99.6	35.8	41.9	22.3	77.7	76.5	74.9	No	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	274	99.6	30	56.5	13.5	70	71.6	68.6
Gender								
Male	149	99.3	28.2	55.6	16.2	71.8	71.4	68.3
Female	125	100	32.2	57.6	10.2	67.8	71.9	68.9
Racial/Ethnic Group								
White	184	99.5	27.7	54.8	17.5	72.3	81	80.7
African American	72	100	37.3	58.2	4.5	62.7	52.3	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	14	100	16.7	75	8.3	83.3	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	41	97.6	54.3	42.9	2.9	45.7	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	61.8	60.7
Socio-Economic Status								
Subsidized meals	157	99.4	33.6	58.2	8.2	66.4	58.4	57.3

Social Studies

All Students	276	99.6	20.5	57	22.4	79.5	76.1	72.5
Gender								
Male	146	100	21.4	55	23.6	78.6	75.9	72
Female	130	99.2	19.5	59.3	21.1	80.5	76.2	73.1
Racial/Ethnic Group								
White	184	99.5	18.9	56.7	24.4	81.1	82.8	81
African American	77	100	23.9	60.6	15.5	76.1	61.5	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	11	100	I/S	I/S	I/S	I/S	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	42	100	56.8	37.8	5.4	43.2	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	159	99.4	26.8	53.7	19.5	73.2	65.2	62.9

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

	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	133	100	20.8	48.5	30.8	79.2	76	73.2	96.1	96.4
Gender										
Male	66	100	23.1	50.8	26.2	76.9	70.2	67.2	95.9	96.3
Female	67	100	18.5	46.2	35.4	81.5	82.1	79.4	96.2	96.4
Racial/Ethnic Group										
White	95	100	17.2	47.3	35.5	82.8	83.1	81.5	95.7	96.2
African American	30	100	36.7	53.3	10	63.3	62.2	61.3	97	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.3	87	96.7	97.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.3	66.7	95.3	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	98.5	95.8
Disability Status										
Disabled	14	100	71.4	21.4	7.1	28.6	26.5	26	94.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	65.3	65.7	95.2	97.2
Socio-Economic Status										
Subsidized meals	59	100	28.1	52.6	19.3	71.9	63.7	63.2	95.4	95.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	137	98.5	23.1	35.4	41.5	76.9
	4	143	99.3	19.7	51.8	28.5	80.3
	5	145	99.3	19.1	49.3	31.6	80.9
	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
2011	3	143	95.1	18.9	28.8	52.3	81.1
	4	138	98.6	20.5	60.6	18.9	79.5
	5	131	100	20.3	39.8	39.8	79.7
	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
Mathematics							
2010	3	137	100	33.1	36.2	30.8	66.9
	4	143	100	27	47.4	25.5	73
	5	145	100	19	32.8	48.2	81
	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
2011	3	143	99.3	34.8	31.2	34.1	65.2
	4	138	100	24.8	50.4	24.8	75.2
	5	131	100	21.9	42.2	35.9	78.1
	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
Science							
2010	3	68	100	43.1	40	16.9	56.9
	4	143	100	16.8	63.5	19.7	83.2
	5	73	100	20.3	59.4	20.3	79.7
	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
2011	3	70	100	42.6	42.6	14.7	57.4
	4	138	100	20.9	69	10.1	79.1
	5	66	98.5	34.9	46	19	65.1
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	69	100	32.3	49.2	18.5	67.7
	4	143	100	24.1	56.2	19.7	75.9
	5	72	100	27.9	45.6	26.5	72.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	73	98.6	25.7	51.4	22.9	74.3
	4	138	100	17.1	63.6	19.4	82.9
	5	65	100	21.9	50	28.1	78.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
2010	3	138	100	24.2	40.2	35.6	75.8
	4	143	100	29	39.1	31.9	71
	5	145	99.3	27.7	38	34.3	72.3
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	133	100	20.8	48.5	30.8	79.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample