



FORTS POND ELEMENTARY

7350 Fish Hatchery Road
Pelion, South Carolina

Grades	K-5 Elementary School	
Enrollment	506 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Below Average	Below Average
2008	N/A	N/A
2007	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 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

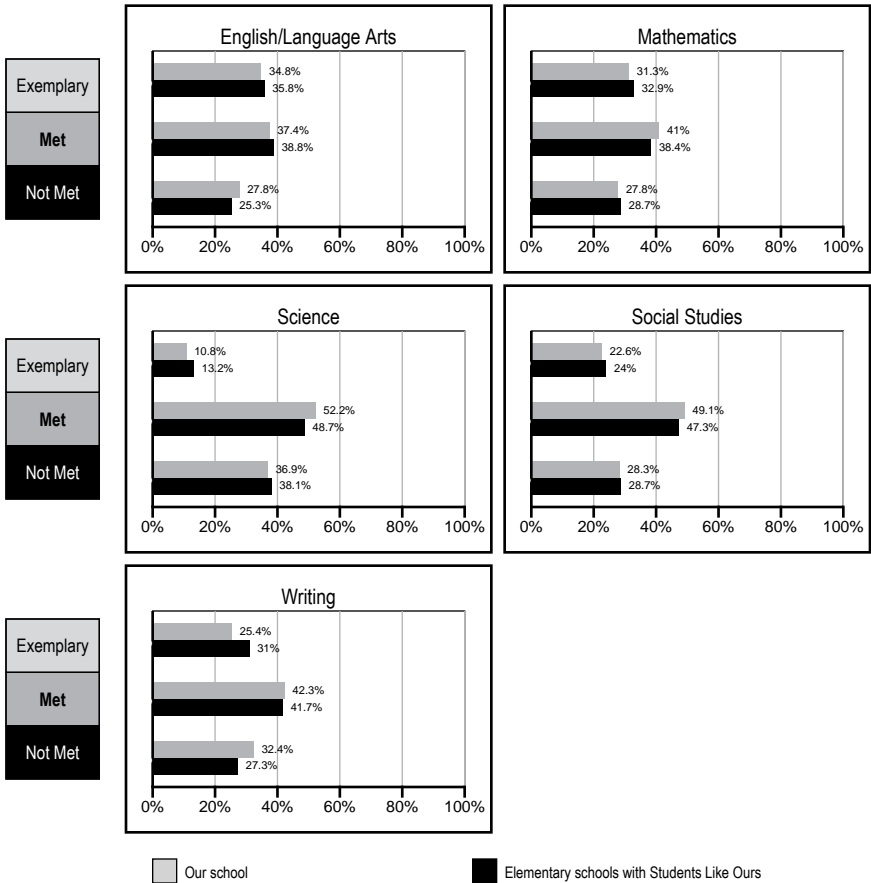
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	19	87	9	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
Students (n=506)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.2%	1.1%
Attendance rate	94.1%	Down from 94.2%	95.9%	96.2%
Served by gifted and talented program	12.7%	Up from 8.9%	11.9%	13.4%
With disabilities other than speech	4.7%	Down from 6.3%	5.1%	4.1%
Older than usual for grade	0.0%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 0.8%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	63.2%	Up from 62.5%	60.0%	62.5%
Continuing contract teachers	81.6%	Up from 80.0%	89.7%	88.2%
Teachers returning from previous year	N/A	N/A	87.5%	87.8%
Teacher attendance rate	92.8%	Down from 94.4%	95.2%	95.2%
Average teacher salary*	\$44,962	Down 3.3%	\$46,609	\$46,773
Professional development days/teacher	14.2 days	Up from 13.2 days	11.3 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.0 to 1	19.6 to 1	19.9 to 1
Prime instructional time	85.7%	Down from 87.3%	90.1%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,776	Down 1.8%	\$7,420	\$7,447
Percent of expenditures for instruction**	63.8%	Up from 59.9%	66.9%	68.4%
Percent of expenditures for teacher salaries**	60.4%	Up from 54.3%	64.6%	65.8%

* 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

In 2010-2011 the Forts Pond Elementary Mighty Mallards made great strides toward achieving success for all of the students we serve in the Pelion and Edmund communities!

Our school's Title I Committee, Data Team and School Improvement Council reviewed the 2009-2010 summary test results for our students. We were able to determine our students' needs in the areas of mathematics, reading, behavior and attendance. FPES used Title I funds and the school budget to provide staff development for teachers and assist with technology programs designed to help improve student performance.

Our mathematics coach and technology integration specialists helped our classroom teachers develop differentiated instruction strategies to address individual student needs. The district also provided a literacy specialist who helped teachers implement the reading and language arts curriculum. A combined school and district effort allowed us to hire seven individuals to work with students who had the greatest needs in reading and mathematics through our Response to Intervention Program.

Our guidance counselors continued to provide a wonderful support system for our children and their families. Their work to establish a data-driven school counseling program earned FPES the Recognized ASCA Model Program (RAMP) designation from the American School Counselor Association. The counselors, administrators, faculty and staff worked together to help children focus on character traits and good habits based on Stephen Covey's "The 7 Habits of Highly Effective People" as part of our efforts to provide Positive Behavior Support and to encourage students to attend school.

Through community partnerships and special funding, we continued our Rolling Readers Program. This program provided each child with eight books for their personal reading collection, more than 100 families with snack bags for weekends, several class sets of iPod Touches, books for classroom libraries, GeoMotion Materials, and CDs and players for parents' use in our Parenting Library.

Our Family Involvement Committee worked diligently to plan activities to support the needs of students and their families. The committee hosted Math Night, Literacy Night, Gang Awareness Sessions, Technology Training Evenings, Healthy Choice Presentations, and Love and Logic Training for parents. School-sponsored community events, such as Trunk or Treat and the Family Involvement Celebration, attracted more than 600 participants!

During the 2011–2012 school year we plan to continue our goal of "Fulfilling the Potential of Every Student" at FPES!

John W. Young, Principal
 Stacie Dunn, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	68	50
Percent satisfied with learning environment	97.4%	94.1%	91.8%
Percent satisfied with social and physical environment	97.4%	98.5%	85.4%
Percent satisfied with school-home relations	84.6%	95.6%	89.4%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 11 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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.1%	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 = 79.4% (Met or Exemplary)

All Students	247	100	27.8	37.4	34.8	81.5	88	82.4	Yes	Yes
Gender										
Male	124	100	34.5	35.5	30	76.4	84.9	78.7	N/A	N/A
Female	123	100	21.4	39.3	39.3	86.3	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	211	100	25.9	39.6	34.5	83.8	90	88.9	Yes	Yes
African American	20	100	41.2	23.5	35.3	58.8	74.6	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	15	100	41.7	25	33.3	75	81.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	83	I/S	I/S
Disability Status										
Disabled	33	100	74.2	9.7	16.1	35.5	51.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	34.2	37.9	28	77	78.6	75.4	No	Yes

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

All Students	247	99.6	27.4	41.2	31.4	81	88	81.9	Yes	Yes
Gender										
Male	124	99.2	29.4	35.8	34.9	75.2	86.5	79.9	N/A	N/A
Female	123	100	25.6	46.2	28.2	86.3	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	211	99.5	27	41.3	31.6	81.6	89.8	88.9	Yes	Yes
African American	20	100	41.2	35.3	23.5	70.6	75.3	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	15	100	16.7	41.7	41.7	83.3	82	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	84.4	I/S	I/S
Disability Status										
Disabled	33	97	63.3	20	16.7	46.7	52.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	99.5	32.5	45.6	21.9	77.5	78.1	74.9	No	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	171	100	36.9	52.2	10.8	63.1	80.1	68.6
Gender								
Male	79	100	34.3	57.1	8.6	65.7	79.7	68.3
Female	92	100	39.1	48.3	12.6	60.9	80.5	68.9
Racial/Ethnic Group								
White	144	100	36.3	52.6	11.1	63.7	82.8	80.7
African American	16	100	N/AV	N/AV	N/AV	53.8	60.6	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	70.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	70.8
Disability Status								
Disabled	20	100	63.2	31.6	5.3	36.8	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.6	60.7
Socio-Economic Status								
Subsidized meals	129	100	40	51.3	8.7	60	66.5	57.3
Social Studies								
All Students	172	98.8	27.8	49.4	22.8	72.2	82.8	72.5
Gender								
Male	86	97.7	28.9	47.4	23.7	71.1	82.5	72
Female	86	100	26.8	51.2	22	73.2	83	73.1
Racial/Ethnic Group								
White	155	98.7	28	49	23.1	72	84.7	81
African American	9	I/S	I/S	I/S	I/S	I/S	69.4	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	92.1	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	74.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.9	73.5
Disability Status								
Disabled	22	95.5	50	35	15	50	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76	69.7
Socio-Economic Status								
Subsidized meals	122	98.4	37	49.1	13.9	63	70.3	62.9

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	76	100	32.4	42.3	25.4	67.6	79.6	73.2	94.1	95.7
Gender										
Male	43	100	41	38.5	20.5	59	74.1	67.2	94.3	95.7
Female	33	100	21.9	46.9	31.3	78.1	85.3	79.4	93.8	95.8
Racial/Ethnic Group										
White	63	100	30	45	25	70	81.6	81.5	93.9	95.7
African American	8	I/S	I/S	I/S	I/S	I/S	65.3	61.3	95.7	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	87	98.1	96.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.2	66.7	94.1	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	72.2	94.8	94.9
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	30.7	26	93.1	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.7	65.7	95.7	96.3
Socio-Economic Status										
Subsidized meals	57	100	36.5	44.2	19.2	63.5	67.4	63.2	93.5	94.8

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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							
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
2011	3	75	100	26.5	25	48.5	73.5
	4	96	100	21.3	50.6	28.1	78.7
	5	76	100	37.1	32.9	30	62.9
	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							
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
2011	3	75	98.7	43.3	31.3	25.4	56.7
	4	96	100	19.1	41.6	39.3	80.9
	5	76	100	22.9	50	27.1	77.1
	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	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
2011	3	37	100	57.6	30.3	12.1	42.4
	4	96	100	30.3	60.7	9	69.7
	5	38	100	34.3	51.4	14.3	65.7
	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

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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							
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
2011	3	38	97.4	29.4	35.3	35.3	70.6
	4	96	100	25.8	55.1	19.1	74.2
	5	38	97.4	31.4	48.6	20	68.6
	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							
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
2011	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	76	100	32.4	42.3	25.4	67.6
	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

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