



## FORT MILL ELEMENTARY

192 Springfield Parkway  
Fort Mill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	766 Students	
<b>Principal</b>	Karen H. Helms	803-547-7546
<b>Superintendent</b>	Dr. James N. Epps, Jr	803-548-2527
<b>Board Chair</b>	Patrick White	803-802-0033

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	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 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

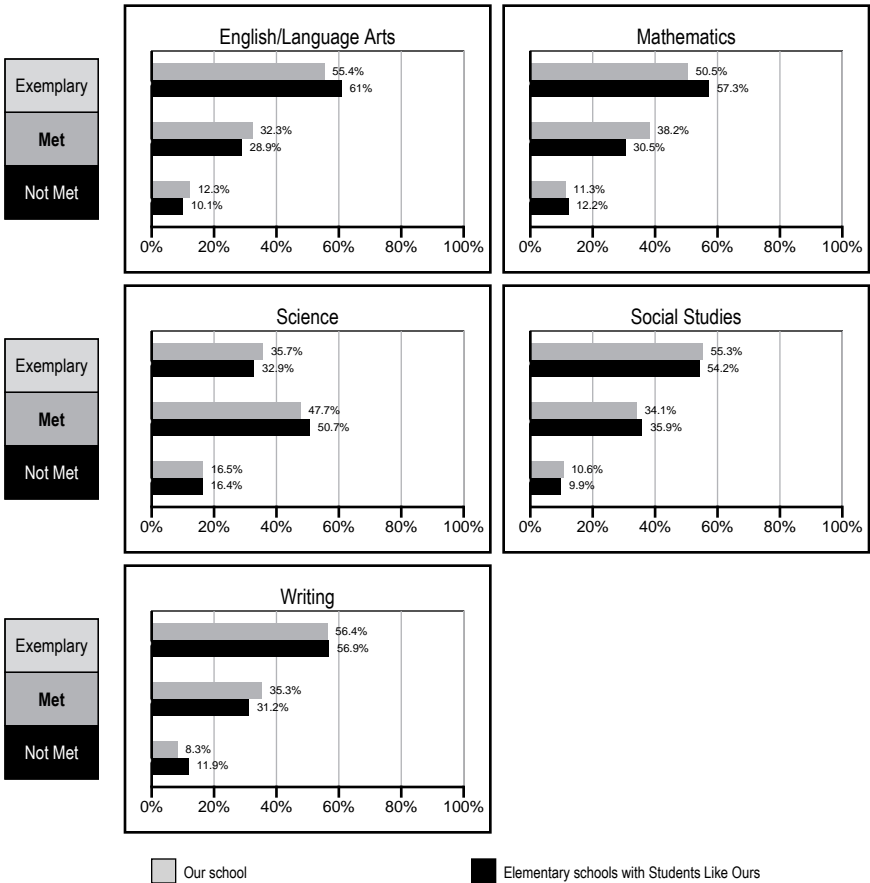
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	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=766)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 99.2%	100.0%	100.0%
Retention rate	1.1%	Up from 0.4%	0.8%	1.1%
Attendance rate	96.6%	No Change	96.7%	96.2%
Served by gifted and talented program	25.8%	Up from 23.0%	31.1%	13.4%
With disabilities other than speech	3.7%	Down from 7.6%	3.0%	4.1%
Older than usual for grade	0.0%	No Change	0.0%	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=53)</b>				
Teachers with advanced degrees	58.5%	Up from 55.4%	68.4%	62.5%
Continuing contract teachers	96.2%	Down from 96.4%	92.3%	88.2%
Teachers returning from previous year	85.1%	Down from 85.7%	90.3%	87.8%
Teacher attendance rate	94.1%	Up from 93.6%	94.8%	95.2%
Average teacher salary*	\$47,461	Down 3.7%	\$48,474	\$46,773
Professional development days/teacher	14.0 days	Up from 11.1 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 17.3 to 1	21.3 to 1	19.9 to 1
Prime instructional time	89.3%	Up from 88.8%	91.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,293	Down 1.2%	\$6,486	\$7,447
Percent of expenditures for instruction**	75.7%	Down from 75.9%	70.2%	68.4%
Percent of expenditures for teacher salaries**	74.5%	Up from 74.1%	69.2%	65.8%

\* 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

At FMES, student performance is at the center of all efforts. Our school met 21 of 21 school objectives toward Adequate Yearly Progress. FMES received an "Excellent" Absolute Performance rating for 2010. In grades 3-5, 242 students qualified for the All-Semester Homework Team Celebration, completing all of their homework during one or both semesters during the year.

The school year saw the implementation of some new programs. We implemented strategies from our new School Improvement Plan. Our School Improvement Council established new goals and sub-committees. "Bee Notes" were instituted to enhance school-home communications. The leveled bookroom materials were inventoried and categorized for efficient teacher usage. Benchmark assessments were created for students in grades 3-5. A book study was conducted regarding the closing of the achievement gap. Leveled Literacy Instruction was expanded. A variety of faculty fitness activities were offered, as well.

Continuing efforts included teachers being able to use collaborative planning time to improve the content and flow of lessons. A Thinking Maps Parent Night was offered. Spring and fall dances, Sunshine Readers, Backpack Readers, History In a Backpack, the Archery Program, book fairs, faculty luncheons, Career Day, Junior Achievement, Peer Buddies for Reading, and Girls on the Run were continued, as well. Hats off, too, to our dedicated Safety Patrol students, who endured extreme weather many days to serve their classmates!

Our active PTO was instrumental in supporting our school by providing shade for the playgrounds, hosting the Boosterthon Fun Run, and hosting the family dances. We are especially excited about the funding provided for the CompassLearning Odyssey Program! 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, Fort Mill Care Center, Jump Rope for Heart, and a toy drive with the Fort Mill Police Department at Christmas. These activities are critical to ensure that 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 life-long 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, despite funding and staffing challenges. 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.

Damon Cortez, SIC Chairperson      Karen Helms, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	131	98
Percent satisfied with learning environment	98.0%	90.8%	94.8%
Percent satisfied with social and physical environment	100.0%	93.1%	93.9%
Percent satisfied with school-home relations	98.1%	91.6%	91.8%

\* 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

YES

This school met 17 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	96.6%	94.0%**	Yes

\* Or greater than last year

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

All Students	396	100	12.3	32.3	55.4	92.6	92.8	82.4	Yes	Yes
<b>Gender</b>										
Male	190	100	12.4	33.9	53.8	93	91.1	78.7	N/A	N/A
Female	206	100	12.3	30.9	56.9	92.2	94.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	307	100	7.9	32.1	59.9	95	94.6	88.9	Yes	Yes
African American	71	100	25.7	32.9	41.4	85.7	82.4	72.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.7	93	I/S	I/S
Hispanic	12	100	33.3	33.3	33.3	83.3	89.1	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	83	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	48.7	35.9	15.4	64.1	61.1	48.1	I/S	I/S
<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	4	I/S	I/S	I/S	I/S	I/S	82.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	108	100	27.1	34.6	38.3	81.3	79.8	75.4	Yes	Yes

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

All Students	396	100	11.3	38.2	50.5	93.1	93	81.9	Yes	Yes
<b>Gender</b>										
Male	190	100	9.7	38.2	52.2	93.5	92.5	79.9	N/A	N/A
Female	206	100	12.7	38.2	49	92.6	93.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	307	100	7.9	36.4	55.6	94.4	95.1	88.9	Yes	Yes
African American	71	100	25.7	42.9	31.4	85.7	80.8	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	12	100	16.7	50	33.3	100	88.3	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	48.7	35.9	15.4	61.5	58.8	47.3	I/S	I/S
<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	4	I/S	I/S	I/S	I/S	I/S	85.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	108	100	25.2	43.9	30.8	85	80.9	74.9	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**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	271	100	16.5	47.7	35.7	83.5	87.1	68.6
<b>Gender</b>								
Male	128	100	16.1	41.9	41.9	83.9	87	68.3
Female	143	100	16.9	52.8	30.3	83.1	87.3	68.9
<b>Racial/Ethnic Group</b>								
White	207	100	10.3	48.3	41.4	89.7	90.9	80.7
African American	51	100	34	46	20	66	69.6	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.4	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71.4	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	35	100	45.7	40	14.3	54.3	53.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.1	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	72	100	33.8	49.3	16.9	66.2	67.4	57.3
<b>Social Studies</b>								
All Students	267	100	10.6	34.1	55.3	89.4	89.5	72.5
<b>Gender</b>								
Male	126	100	11.2	27.2	61.6	88.8	89.1	72
Female	141	100	10.1	40.3	49.6	89.9	89.8	73.1
<b>Racial/Ethnic Group</b>								
White	208	100	8.3	31.2	60.5	91.7	91.5	81
African American	48	100	16.7	45.8	37.5	83.3	78.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.8	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	25	100	40	44	16	60	57	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.9	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	78	100	23.1	39.7	37.2	76.9	74.4	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
<b>Writing</b>										
All Students	135	100	8.3	35.3	56.4	91.7	89.3	73.2	96.6	96.3
<b>Gender</b>										
Male	70	100	10.1	36.2	53.6	89.9	85.5	67.2	96.6	96.4
Female	65	100	6.3	34.4	59.4	93.8	93.6	79.4	96.6	96.2
<b>Racial/Ethnic Group</b>										
White	106	100	4.8	34.3	61	95.2	91.9	81.5	96.6	96.2
African American	22	100	23.8	42.9	33.3	76.2	74.7	61.3	96.8	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.2	87	97.9	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	86.3	66.7	95.9	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	97.4	96.2
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	45	26	96.3	95.8
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.4	65.7	97.9	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	33	100	15.6	46.9	37.5	84.4	73.9	63.2	96.2	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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	119	100	11.1	18.8	70.1	88.9
	4	142	100	12.1	37.1	50.7	87.9
	5	135	100	13.5	39.1	47.4	86.5
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	119	100	15.4	28.2	56.4	84.6
	4	142	100	10	38.6	51.4	90
	5	135	100	9	46.6	44.4	91
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	60	100	17.2	34.5	48.3	82.8
	4	142	100	13.6	55	31.4	86.4
	5	69	100	22.1	44.1	33.8	77.9
	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

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
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	59	100	11.9	32.2	55.9	88.1
	4	142	100	11.4	33.6	55	88.6
	5	66	100	7.7	36.9	55.4	92.3
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	135	100	8.3	35.3	56.4	91.7
	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

Abbreviations for Missing Data

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