



GOLD HILL ELEMENTARY

1000 Dave Gibson Blvd.
Tega Cay, South Carolina

Grades	K-5 Elementary School	
Enrollment	832 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	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 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

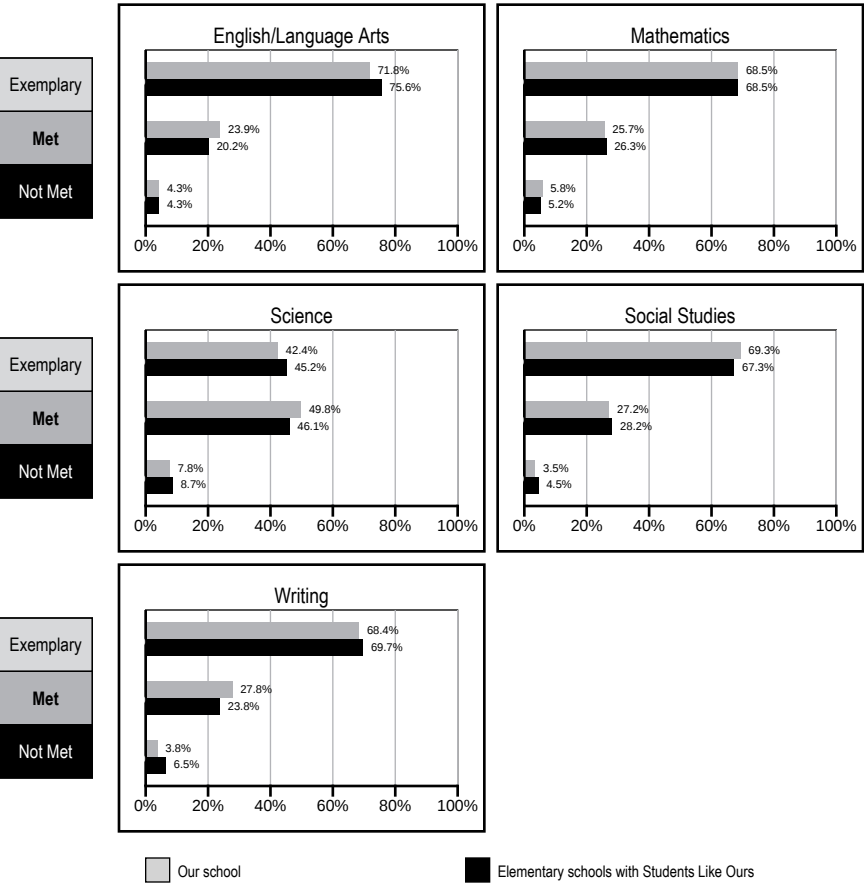
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	0	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
Students (n=832)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Up from 0.1%	0.6%	1.1%
Attendance rate	96.5%	Down from 96.7%	96.9%	96.2%
Served by gifted and talented program	32.8%	Up from 32.1%	40.1%	13.4%
With disabilities other than speech	1.9%	Down from 5.7%	1.9%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	63.5%	Up from 62.5%	62.5%	62.5%
Continuing contract teachers	86.5%	Up from 85.7%	84.9%	88.2%
Teachers returning from previous year	84.5%	Down from 85.9%	85.4%	87.8%
Teacher attendance rate	95.7%	Down from 95.8%	95.7%	95.2%
Average teacher salary*	\$48,207	Down 3.4%	\$48,207	\$46,773
Professional development days/teacher	11.7 days	Up from 7.7 days	7.9 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	7.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.6 to 1	21.4 to 1	19.9 to 1
Prime instructional time	90.9%	Down from 92.0%	92.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	No	Yes
Parents attending conferences	100.0%	Up from 98.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,298	Down 11.3%	\$7,971	\$7,447
Percent of expenditures for instruction**	75.4%	Down from 76.7%	65.7%	68.4%
Percent of expenditures for teacher salaries**	74.0%	Up from 73.3%	64.6%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Gold Hill Elementary School (GHES) is a K- 5 grade school serving about 850 students. Due to the high enrollment that GHES is experiencing, the school has continued to have an enrollment freeze for this school year. Our mission states:

Gold Hill Elementary School, in partnership with its students, parents, community, and the Fort Mill School District, will

- Guide learning opportunities in a safe and nurturing environment
- Have high expectations to encourage one's personal best
- Engage students in progressive and challenging lessons
- Stay student focused by making all decisions based on "what is best for students."

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 Junior Achievement Program to help young people be more successful in a global economy, incorporating the use of engaging curriculum with Engineering Is Elementary, and utilizing data to make instructional decisions were just a few of our goals for the year.

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 tenth year in a row, the school earned the Palmetto Gold Award. GHES was recognized as the 2010-2011 Junior Achievement School of the Year. Students demonstrated service learning through such projects as sponsoring the collection of canned food for the Fort Mill Care Center, collecting pledges for Jump Rope for Heart, raising money for Heifer International Service Learning Project, and collecting materials and supplies for the York County Humane Society. Special programs and initiatives such as the Health and Fitness Club, the Art and Technology Clubs, the Random Acts of Kindness Club, the Storytelling Club, Buzzy Beats, Hornets in Harmony, Accelerated Reader, Math Superstars, and the Academically Gifted Program give students more opportunities 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 PTA raised funds to buy Engineering Is Elementary kits, birthday books for students, books for classroom libraries, student agendas, a climbing wall for the gym, five guitars, and funded numerous teacher requests for supplies and materials.

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 student achievement, 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	37	151	122
Percent satisfied with learning environment	97.3%	90.7%	96.7%
Percent satisfied with social and physical environment	100.0%	92.1%	97.5%
Percent satisfied with school-home relations	100.0%	96.7%	94.2%

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

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 Adequate Yearly Progress

YES

This school met 9 out of 9 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	96.5%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	401	99.8	4	24	72	97.2	92.8	82.4	Yes	Yes
Gender										
Male	206	99.5	3.9	27.6	68.5	97.5	91.1	78.7	N/A	N/A
Female	195	100	4.1	20.2	75.6	96.9	94.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	368	99.7	4.4	24.2	71.4	97	94.6	88.9	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	82.4	72.9	I/S	I/S
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	93.7	93	I/S	I/S
Hispanic	11	100	N/AV	N/AV	N/AV	100	89.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	83	I/S	I/S
Disability Status										
Disabled	29	100	27.6	44.8	27.6	75.9	61.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	82.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	35	100	8.6	37.1	54.3	91.4	79.8	75.4	I/S	I/S

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

All Students	401	99.8	5.6	25.8	68.7	96.5	93	81.9	Yes	Yes
Gender										
Male	206	99.5	4.4	23.6	71.9	96.6	92.5	79.9	N/A	N/A
Female	195	100	6.7	28	65.3	96.4	93.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	368	99.7	5.2	26.9	67.9	96.4	95.1	88.9	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	80.8	71.4	I/S	I/S
Asian/Pacific Islander	14	100	7.7	84.6	100	95.4	94.6	94.6	I/S	I/S
Hispanic	11	100	18.2	9.1	72.7	90.9	88.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	84.4	I/S	I/S
Disability Status										
Disabled	29	100	34.5	31	34.5	75.9	58.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	85.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	35	100	20	45.7	34.3	85.7	80.9	74.9	I/S	I/S

* 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
--	----------------------------------	----------	-----------	-------	-------------	------------------------------	--------------------------------	-----------------------------

Science

All Students	258	100	7.8	49.8	42.4	92.2	87.1	68.6
--------------	-----	-----	-----	------	------	------	------	------

Gender

Male	130	100	6.3	54.7	39.1	93.8	87	68.3
------	-----	-----	-----	------	------	------	----	------

Female	128	100	9.4	44.9	45.7	90.6	87.3	68.9
--------	-----	-----	-----	------	------	------	------	------

Racial/Ethnic Group

White	237	100	7.2	50.6	42.1	92.8	90.9	80.7
-------	-----	-----	-----	------	------	------	------	------

African American	3	I/S	I/S	I/S	I/S	I/S	69.6	51.4
------------------	---	-----	-----	-----	-----	-----	------	------

Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.4	85.3
------------------------	---	-----	-----	-----	-----	-----	------	------

Hispanic	10	I/S	I/S	I/S	I/S	I/S	71.4	61.6
----------	----	-----	-----	-----	-----	-----	------	------

American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
-------------------------	-----	------	-----	-----	-----	-----	-----	------

Disability Status

Disabled	18	100	27.8	50	22.2	72.2	53.6	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	3	I/S	I/S	I/S	I/S	I/S	58.1	60.7
----------------------------	---	-----	-----	-----	-----	-----	------	------

Socio-Economic Status

Subsidized meals	19	100	26.3	42.1	31.6	73.7	67.4	57.3
------------------	----	-----	------	------	------	------	------	------

Social Studies

All Students	260	99.6	3.1	27.3	69.5	96.9	89.5	72.5
--------------	-----	------	-----	------	------	------	------	------

Gender

Male	132	99.2	2.3	21.5	76.2	97.7	89.1	72
------	-----	------	-----	------	------	------	------	----

Female	128	100	4	33.3	62.7	96	89.8	73.1
--------	-----	-----	---	------	------	----	------	------

Racial/Ethnic Group

White	241	99.6	3.4	28.2	68.5	96.6	91.5	81
-------	-----	------	-----	------	------	------	------	----

African American	6	I/S	I/S	I/S	I/S	I/S	78.1	60
------------------	---	-----	-----	-----	-----	-----	------	----

Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.8	89
------------------------	---	-----	-----	-----	-----	-----	------	----

Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.6	69.6
----------	---	-----	-----	-----	-----	-----	------	------

American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
-------------------------	-----	------	-----	-----	-----	-----	-----	------

Disability Status

Disabled	16	100	31.3	37.5	31.3	68.8	57	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	2	I/S	I/S	I/S	I/S	I/S	77.9	69.7
----------------------------	---	-----	-----	-----	-----	-----	------	------

Socio-Economic Status

Subsidized meals	24	100	8.3	50	41.7	91.7	74.4	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	159	99.4	3.2	28	68.8	96.8	89.3	73.2	96.5	96.3
Gender										
Male	79	98.7	1.3	33.3	65.4	98.7	85.5	67.2	96.6	96.4
Female	80	100	5.1	22.8	72.2	94.9	93.6	79.4	96.2	96.2
Racial/Ethnic Group										
White	143	99.3	3.5	27	69.5	96.5	91.9	81.5	96.4	96.2
African American	3	I/S	I/S	I/S	I/S	I/S	74.7	61.3	97	96.6
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85.2	87	97.8	96.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	86.3	66.7	95.6	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.3	96.2
Disability Status										
Disabled	15	100	20	46.7	33.3	80	45	26	96.1	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80.4	65.7	97.4	97.1
Socio-Economic Status										
Subsidized meals	14	100	7.1	50	42.9	92.9	73.9	63.2	95.7	95.8

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	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
2011	3	125	100	4.8	12.1	83.1	95.2
	4	117	100	0.9	23.5	75.7	99.1
	5	159	99.4	5.7	33.8	60.5	94.3
	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
Mathematics							
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
2011	3	125	100	7.3	16.9	75.8	92.7
	4	117	100	0.9	25.2	73.9	99.1
	5	159	99.4	7.6	33.1	59.2	92.4
	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
Science							
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
2011	3	63	100	11.3	38.7	50	88.7
	4	117	100	0.9	54.8	44.3	99.1
	5	78	100	15.4	51.3	33.3	84.6
	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

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	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	62	100	3.2	27.4	69.4	96.8
	4	117	100	2.6	21.7	75.7	97.4
	5	81	98.8	3.8	35.4	60.8	96.2
	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
Writing							
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
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	159	99.4	3.2	28	68.8	96.8
	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