



Gold Hill Elementary School

1000 Dave Gibson Blvd.
Tega Cay, SC 29708

Grades	K-5 Elementary School	
Enrollment	853 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 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent

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://www.eoc.sc.gov>

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

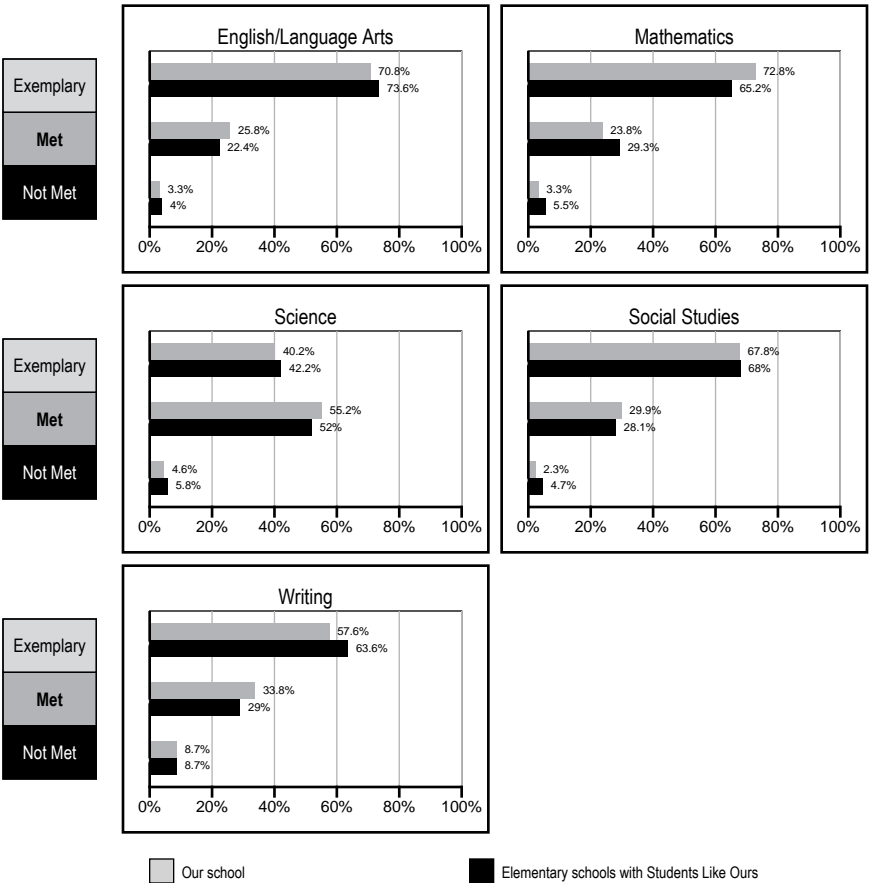
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.6%

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 12/14/2013.

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=853)				
First graders who attended full-day kindergarten	99.2%	Down from 100.0%	98.5%	100.0%
Retention rate	0.6%	Up from 0.4%	0.4%	0.9%
Attendance rate	97.1%	No Change	97.1%	96.3%
Served by gifted and talented program	17.4%	N/A	26.8%	7.2%
With disabilities	7.3%	N/A	7.3%	12.4%
Older than usual for grade	0.2%	N/A	0.1%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	79.6%	Up from 69.2%	67.7%	62.5%
Continuing contract teachers	87.0%	Down from 90.4%	83.9%	83.3%
Teachers returning from previous year	86.9%	Up from 83.1%	92.5%	88.3%
Teacher attendance rate	96.5%	Up from 95.2%	95.0%	95.0%
Average teacher salary*	\$50,754	Up 0.4%	\$49,329	\$48,193
Professional development days/teacher	13.3 days	Up from 7.9 days	11.6 days	11.0 days
School				
Principal's years at school	12.0	Up from 11.0	10.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.6 to 1	22.1 to 1	20.1 to 1
Prime instructional time	91.8%	Up from 91.4%	91.7%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	No	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,043	Up 7.0%	\$7,122	\$7,364
Percent of expenditures for instruction**	75.0%	Down from 75.3%	69.0%	68.0%
Percent of expenditures for teacher salaries**	74.0%	Down from 74.3%	67.0%	66.0%

* 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 grade school serving about 855 students. Due to continued high enrollment at GHES, the school has an enrollment freeze in grades 1-5 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 year. Helping every student achieve the level of proficient on our state's Palmetto Assessment of State Standards (PASS), providing Financial Fitness for Life training for all teachers using a Jump\$tart grant, maintaining the Junior Achievement Program to help young people be more successful in a global economy, expanding our engineering curriculum in our STEM initiatives, adding LEGO kits for Simple Machines and Robotics for all students, incorporating Common Core Math Standards and related professional development, 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 twelfth year in a row, the school earned the Palmetto Gold Award. Students demonstrated service learning through such projects as the Fort Mill Student Hunger Drive to collect food, Jump Rope for Heart, raising money for the Heifer International Service Learning Project, and donating Caps for Kids. GHES collected over 100 boxes of food for the Hunger Drive totaling over 4,038 pounds. Special programs and initiatives such as the Health and Nutrition Club, Art Club, 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 LEGO kits, to provide garden supplies for our school garden, to purchase student agendas, new gym mats, 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 Barbara Little, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	123	106
Percent satisfied with learning environment	95.8%	90.3%	95.3%
Percent satisfied with social and physical environment	97.9%	88.5%	95.2%
Percent satisfied with school-home relations	95.9%	91.8%	97.1%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	99.2
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Gold Hill Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	97.1%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	693.9	691.2	659.8	686.6	99.6	99.8
Male	687.9	696.4	663.4	688.3	99.1	99.6
Female	700.3	685.7	656.3	684.7	100.0	100.0
White	694.8	692.3	659.9	687.9	99.5	99.8
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	645.0	639.8	623.5	640.6	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	672.5	667.5	650.6	654.8	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	154	100	3.9	5.9	90.2	96.1
	4	127	100	5.6	29.4	65.1	94.4
	5	120	100	1.7	29.2	69.2	98.3
	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
2013	3	158	99.4	1.9	12.2	85.9	98.1
	4	161	100	3.7	29.8	66.5	96.3
	5	132	99.2	3.1	37.7	59.2	96.9
	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							
2012	3	154	100	5.9	20.9	73.2	94.1
	4	127	100	2.4	26.2	71.4	97.6
	5	120	100	1.7	26.7	71.7	98.3
	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
2013	3	158	100	3.2	22.9	73.9	96.8
	4	161	100	2.5	28	69.6	97.5
	5	132	99.2	3.8	20	76.2	96.2
	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							
2012	3	78	100	9.1	40.3	50.6	90.9
	4	127	100	6.3	62.2	31.5	93.7
	5	59	100	N/AV	N/AV	N/AV	100
	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
2013	3	79	100	5.1	53.2	41.8	94.9
	4	161	100	3.1	54.7	42.2	96.9
	5	66	100	7.6	59.1	33.3	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

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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							
2012	3	76	100	1.3	28.9	69.7	98.7
	4	127	100	5.5	37.8	56.7	94.5
	5	61	100	6.6	18	75.4	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
2013	3	79	100	N/AV	N/AV	N/AV	100
	4	161	100	1.9	34.2	64	98.1
	5	66	98.5	4.6	30.8	64.6	95.4
	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
Writing							
2012	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	121	100	1.7	22.3	76	98.3
	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
2013	3	158	99.4	10.3	23.7	66	89.7
	4	161	99.4	5	43.1	51.9	95
	5	133	99.3	9.2	35.1	55.7	90.8
	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

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