



# SC Annual School Report Card Summary

Gold Hill Elementary School  
 York 4  
 Grades: K-5 Enrollment: 853  
 Principal: Mrs. Terry Brewer  
 Superintendent: Dr. James N. Epps, Jr.  
 Board Chair: Patrick White

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Good	TBD	TBD	A	N/A
2012	Excellent	Excellent	Gold	Silver	A	N/A
2011	Excellent	Excellent	Gold	N/A	Met	N/A

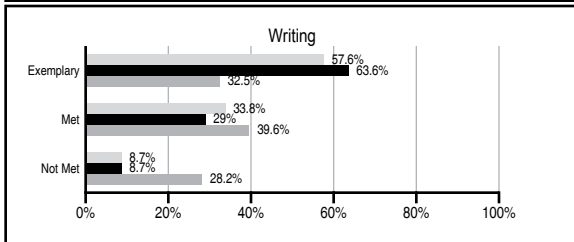
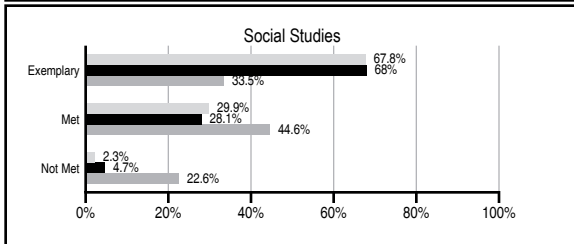
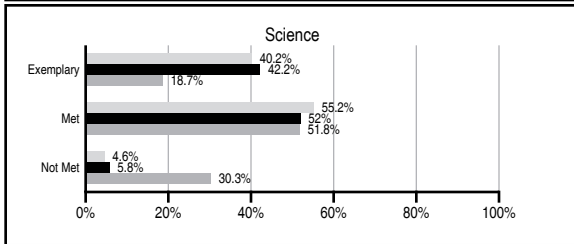
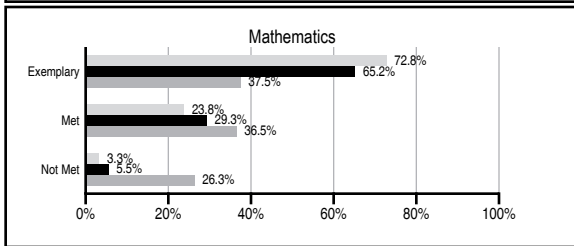
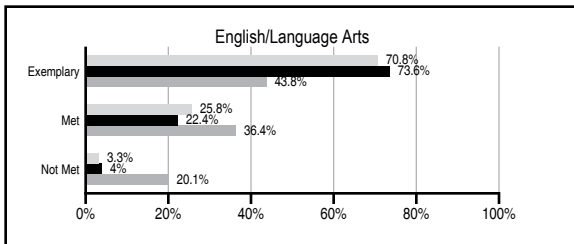
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
7	0	0	0	0

\* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE

Our School
  Elementary Schools with Students Like Ours
  Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC 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.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

# Gold Hill Elementary School [York 4]

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=853)</b>				
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%
<b>Teachers (n=54)</b>				
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
Classes not taught by highly qualified teachers	2.9%	Up from 0.0%	2.9%	0.0%
Professional development days/teacher	13.3 days	Up from 7.9 days	11.6 days	11.0 days
<b>School</b>				
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%
ESEA composite index score	99.2	Down from 100.0	99.2	88.0

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	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%	95.1%	97.1%

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

## 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 JumpStart 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

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### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined  
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status