



FOUNTAIN INN ELEMENTARY

608 Fairview Street
Fountain Inn, South

Grades	PK-5 Elementary School	
Enrollment	794 Students	
Principal	Glenn R. Wile	864-355-5100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Good
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk

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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

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

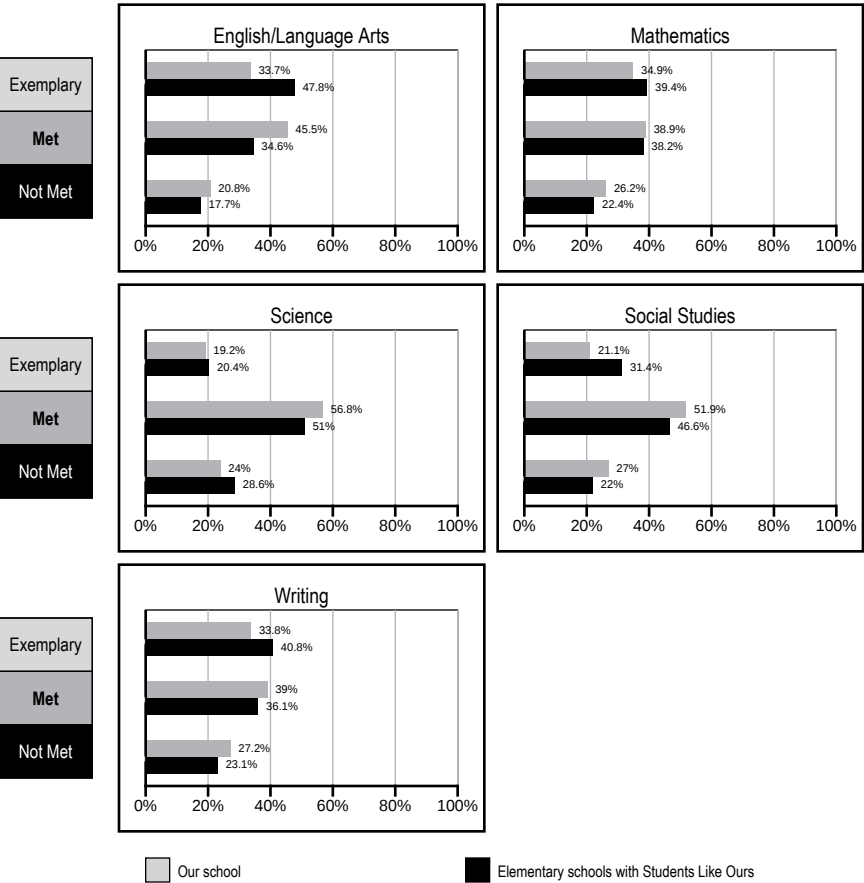
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	37	32	0	0

* Ratings are calculated with data available by 03/09/2011.

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=794)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.5%	1.2%	1.2%
Attendance rate	95.9%	Down from 96.0%	96.2%	96.1%
Eligible for gifted and talented	15.3%	Down from 15.6%	15.9%	11.7%
With disabilities other than speech	8.9%	Up from 8.2%	7.9%	8.0%
Older than usual for grade	0.1%	No Change	0.3%	0.4%
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	53.8%	Up from 47.4%	61.1%	60.5%
Continuing contract teachers	90.4%	Up from 78.9%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.3%	Down from 92.2%	89.0%	87.0%
Teacher attendance rate	99.0%	Up from 94.8%	95.5%	95.4%
Average teacher salary*	\$44,247	Up 0.5%	\$48,007	\$47,288
Professional development days/teacher	5.2 days	Down from 7.7 days	10.9 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.5	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.4 to 1	19.7 to 1	19.2 to 1
Prime instructional time	95.3%	Up from 89.8%	90.6%	90.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,096	Up 3.7%	\$7,049	\$7,548
Percent of expenditures for instruction**	71.1%	Up from 70.2%	68.9%	68.7%
Percent of expenditures for teacher salaries**	67.4%	Up from 66.3%	65.7%	65.1%

* 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

This school year our staff revamped our Mission statement to: Sparking the Spirit of Success, which emphasizes our commitment to increased student achievement no matter what it takes. As a school, we have participated in extensive staff development in becoming a true Professional Learning Community. We emphasize collaborative planning, a commitment to increased student achievement through a sharing of common goals, and have embedded the use of common assessments across core curriculum areas. Our students continue to strive academically, socially, and emotionally. Opportunities such as the National Junior BETA Club and other service projects give our students the opportunity to return to their communities what they have learned.

Our school continues with its commitment to continually enhancing the school environment through the implementation of the PBIS model. With a focus on excellence in the classroom and throughout the school, our number of student referrals continue to decrease and our students are focused and engaged in the learning process.

Our students at Fountain Inn continue to make significant gains academically. Our academic goals for this year were for at least 61% of our students to meet their targeted RIT goal in ELA and for at least 63% of our students in Math. In ELA, 61.5% of our students met their goal and in Math 72% of our students met their goal.

Additionally, this past school year our school was recognized with many distinguished honors including a Palmetto Silver Award for increased student achievement and a Palmetto Silver Award for Closing the Achievement Gap. We also ranked first in the district for our performance on Math MAP and 12th in the district for our performance in MAP ELA. Finally, our school was recognized for its efforts with PBIS with the award of the Ribbon Status.

With a commitment to strong planning and a focus on excellence in the classroom from our teachers and a willingness to learn from our students, together we will reach and exceed the expectations set for success in the 21st century.

Glenn R. Wile, Principal
Rene McDannald, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	135	88
Percent satisfied with learning environment	94.2%	96.3%	92.9%
Percent satisfied with social and physical environment	98.1%	84.1%	88.4%
Percent satisfied with school-home relations	94.2%	85.8%	86.2%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 21 out of 21 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	425	99.1	20.6	45.7	33.7	88.6	84.7	83.5	Yes	Yes
Gender										
Male	222	98.7	23.9	42.3	33.8	88.3	81.3	80.1	N/A	N/A
Female	203	99.5	16.8	49.5	33.7	88.9	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	287	99.3	16.9	46	37.1	90.1	90	89.6	Yes	Yes
African American	109	99.1	32	43.7	24.3	83.5	73.4	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	19	100	15.8	52.6	31.6	89.5	78.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	61	95.1	57.9	35.1	7	64.9	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	94.1	25	56.3	18.8	81.3	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	98.2	30	44.3	25.6	79.8	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	425	100	26.2	38.9	34.9	84.7	82	80.4	Yes	Yes
Gender										
Male	222	100	24.4	37.6	38	84.5	80.5	78.4	N/A	N/A
Female	203	100	28.3	40.3	31.4	84.8	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	287	100	23.5	37.9	38.6	86.8	87.7	87.8	Yes	Yes
African American	109	100	35.9	43.7	20.4	76.7	68.4	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	19	100	26.3	26.3	47.4	89.5	78.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	61	100	73.7	19.3	7	49.1	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	23.5	35.3	41.2	88.2	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	100	36.3	39.2	24.5	76.5	72.9	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	284	100	24	56.8	19.2	76	70.6	67.3
Gender								
Male	142	100	24.1	51.8	24.1	75.9	70.1	66.9
Female	142	100	23.9	61.9	14.2	76.1	71.1	67.7
Racial/Ethnic Group								
White	189	100	22.8	53.9	23.3	77.2	80.2	79.6
African American	74	100	30	62.9	7.1	70	50.4	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	14	100	14.3	64.3	21.4	85.7	60.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	41	100	60.5	34.2	5.3	39.5	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	13	100	15.4	61.5	23.1	84.6	60.6	58.6
Socio-Economic Status								
Subsidized meals	148	100	34.3	54	11.7	65.7	57.1	55.4

Social Studies								
All Students	284	100	27	51.9	21.1	73	73.2	70.9
Gender								
Male	155	100	28.6	51	20.4	71.4	72.8	70.1
Female	129	100	25.2	52.8	22	74.8	73.7	71.7
Racial/Ethnic Group								
White	196	100	21.9	52.9	25.1	78.1	79.8	79.2
African American	72	100	37.3	55.2	7.5	62.7	57.9	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	11	100	54.5	18.2	27.3	45.5	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	42	100	N/A	N/A	N/A	37.5	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69	68
Socio-Economic Status								
Subsidized meals	143	100	40.5	45	14.5	59.5	61.6	60.8

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 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	426	99.8	27	39.1	33.9	73	74	72.1	95.9	96.2
Gender										
Male	223	100	33.6	41.1	25.2	66.4	67.2	65.2	95.8	96.2
Female	203	99.5	19.7	36.8	43.5	80.3	81.1	79.2	96	96.3
Racial/Ethnic Group										
White	288	100	24.1	38.7	37.2	75.9	81.6	80.8	95.8	96.1
African American	109	100	37.1	41	21.9	62.9	58.6	59.7	96.3	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.8	87	95.2	97.5
Hispanic	19	100	21.1	36.8	42.1	78.9	63.1	64.6	95.4	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	96.4	94.8
Disability Status										
Disabled	62	100	74.1	22.4	3.4	25.9	29.5	27.7	95.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	17	94.1	18.8	50	31.3	81.3	62.9	63.7	95.5	97
Socio-Economic Status										
Subsidized meals	221	99.6	35.9	41.3	22.8	64.1	61.1	61.9	95.1	95.6

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							
2009	3	144	100	25.4	32.6	42	74.6
	4	151	100	25.4	45.8	28.9	74.6
	5	145	100	22.6	38	39.4	77.4
	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
2010	3	137	98.5	23.1	35.4	41.5	76.9
	4	143	99.3	19.7	51.8	28.5	80.3
	5	145	99.3	19.1	49.3	31.6	80.9
	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
Mathematics							
2009	3	144	100	37	34.1	29	63
	4	151	100	21.1	54.9	23.9	78.9
	5	145	100	19.7	48.9	31.4	80.3
	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
2010	3	137	100	33.1	36.2	30.8	66.9
	4	143	100	27	47.4	25.5	73
	5	145	100	19	32.8	48.2	81
	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
Science							
2009	3	71	100	34.8	55.1	10.1	65.2
	4	151	100	31.7	57	11.3	68.3
	5	72	100	19.4	59.7	20.9	80.6
	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
2010	3	68	100	43.1	40	16.9	56.9
	4	143	100	16.8	63.5	19.7	83.2
	5	73	100	20.3	59.4	20.3	79.7
	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

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							
2009	3	73	98.6	31.9	49.3	18.8	68.1
	4	151	100	21.8	55.6	22.5	78.2
	5	73	100	22.9	37.1	40	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
2010	3	69	100	32.3	49.2	18.5	67.7
	4	143	100	24.1	56.2	19.7	75.9
	5	72	100	27.9	45.6	26.5	72.1
	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
Writing							
2009	3	143	98.6	26.1	31.9	42	73.9
	4	150	98.7	34.3	40	25.7	65.7
	5	142	100	23.2	41.3	35.5	76.8
	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
2010	3	138	100	24.2	40.2	35.6	75.8
	4	143	100	29	39.1	31.9	71
	5	145	99.3	27.7	38	34.3	72.3
	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

Abbreviations for Missing Data

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