

# FOUNTAIN INN ELEMENTARY

**GLENN WILE, PRINCIPAL**

**608 Fairview Street**

**Fountain Inn, SC 29644**

**(864) 355-5100**

**[www.greenville.k12.sc.us/ftinn](http://www.greenville.k12.sc.us/ftinn)**

## GREENVILLE COUNTY SCHOOLS

**MR. BURKE ROYSTER, SUPERINTENDENT**

**Grades Served 3 - Year Kindergarten-Fifth**



# SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL:** Fountain Inn Elementary

**SCHOOL DISTRICT:** Greenville County Schools

**SCHOOL RENEWAL PLAN FOR YEARS:** 2013-14 through 2017-18 (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2014-15 (*one year*)

## Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

## CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

## SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

## CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Phil Vokey		
PRINTED NAME	SIGNATURE	DATE

## PRINCIPAL

Glenn Wile		
PRINTED NAME	SIGNATURE	DATE

**SCHOOL ADDRESS:** 608 Fairview Street, Fountain Inn, SC 29644

**SCHOOL'S TELEPHONE:** (864) 355-5100

PRINCIPAL'S E-MAIL ADDRESS: gwile@greenville.k12.sc.us

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Glenn Wile
2. TEACHER:	Cindy Owens
3. PARENT/GUARDIAN:	Renee McDannald
4. COMMUNITY MEMBER:	Walt Tanner
5. SCHOOL IMPROVEMENT COUNCIL:	
Glenn Wile	Vanessa Brown
Brooke Key	Renee McDannald
Walt Tanner	Johnny Dyer
Nancy Ann Morton	Cindy Owens
Susan Pritchett	Phil Vokey
Eric Ledford	Andria Kinninger
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

Fountain Inn Elementary Staff

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**\*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

# ASSURANCES FOR SCHOOL PLAN

## Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

- X**    **Academic Assistance, PreK–3**  
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X**    **Academic Assistance, Grades 4–12**  
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X**    **Parent Involvement**  
The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- X**    **Staff Development**  
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- X**    **Technology**  
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- X**    **Recruitment**  
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
- X**    **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

**X**    **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

**Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

**X**    **Developmentally Appropriate Curriculum for PreK–3**

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

**Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

**X**    **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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# **INTRODUCTION**

## **To Fountain Inn Elementary's Strategic Plan**

Fountain Inn Elementary's Strategic Plan was developed to document the changes and progress our school has made while working to continuously increase student achievement, strengthen community relations, and offer purposeful staff development. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this strategic plan are based upon the Education for the Future Initiative Continuous Improvement Continuums, adapted from business' Malcolm Baldrige Award Program for quality business management and achievement. The staff's commitment to the components of the Baldrige Model is the motivation which is guiding us in becoming a quality school. Within each category is a description of the intent of the category, a brief summary of our current status, and our next steps for continual improvement.

The four categories utilized in this school strategic plan are—

- Information and Analysis
- Student Achievement
- Quality Planning
- Professional Development

This school strategic plan is a working document that describes Fountain Inn Elementary and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. The final section outlines an overview of the progress and changes we have accomplished and how they all contribute to creating a positive school environment for all of our stakeholders.

All staff was involved in developing the narrative for our strategic plan. Much of the narrative content came from discussions of the staff in the process of evaluating our work using the AdvancED Standards Assessment. During this process, staff was asked to contribute “evidence” of our progress—actual documents that show the changes in our practices. The final draft of our Strategic Plan was presented to our staff and SICS, School Improvement Council, for their final approval.

This portfolio is a reflection of who we are and how we work collaboratively for continuous improvement in how we strive to prepare our students to become successful citizens and productive participants in the future world!

*The Staff of*

*Fountain Inn Elementary*





# **Fountain Inn Elementary School**

## **EXECUTIVE SUMMARY**

### **Summary of School Profile**

Fountain Inn Elementary is a pre-Kindergarten through grade five public school. It is one of 51 elementary schools in the School District of Greenville County. Fountain Inn Elementary serves a community of urban, rural, and agricultural areas in Fountain Inn, South Carolina. It has been fully accredited by the regional association and is a deregulated school. Originally built in 1939, the new facility was completed in 1998. There are 45 classrooms, a science lab, gymnasium, library, and a computer lab. Twelve additional classrooms and a multi-purpose room were added during the spring of 2007. Fountain Inn is now home to 741 students and fifty four instructional staff members.

### **Summary of Instructional and Organizational Priorities**

Fountain Inn Elementary School offers a variety of academic programs and accommodations to meet student needs. Data is strongly utilized to determine needs of students and appropriateness of instructional plans. Individual student's needs and learning styles are addressed through the implementation of Baldrige instructional tools, MAP assessment data, Fountas and Pinnell Balanced Literacy program, and strategies of differentiated instruction. Teachers are provided with ongoing staff development in support of best practices.

Each year the Strategic Action Plan of Fountain Inn Elementary is reviewed and evaluated for program effectiveness. The staff, Faculty Council, and SIC update the goals and objectives determined by the strengths and limitations of current data. Data is disaggregated and discussed, and priorities are established for the upcoming school year.

### **Mission**

*Sparking the Spirit of Success*

### **Vision**

*Building a Successful Community of Learners*

### **Beliefs**

*We believe...*

- Students are the center of the learning process.
- Students will have caring and competent teachers, administrators, and support personnel.
- The home, community and school share the responsibility in the education of students.

## **Summary of Student Learning Needs and Desired Results**

Academic goals are the foundation for the delivery of instruction within the classroom, making the necessary steps to assure that all students are learning to their potential. After careful review of demographic data, survey questionnaire results, and student achievement data, an effective strategic plan for student achievement, complete with goals and objectives, was created. Benchmarks were identified for gains in both reading and math. Staff development activities, which include Baldrige quality tools, MAP assessment data, implementation of Fountas and Pinnell Balanced Literacy, our continual development as a PLC, focused on meeting students' various learning needs. There is continued support in the areas of reading and math for low-achieving students with increased hands-on experiences in the classrooms, reading interventionists in grades K-2, before school tutorials, a school wide mentoring program, and partnerships with local agencies to support student and family needs.

Fountain Inn Elementary has established itself as a Professional Learning Community where teachers are committed to a collaborative process for teaching and planning. Students are empowered to succeed through a process of teach, re-teach, and re-do so that their success can be accurately measured. Our staff is engaged in on-going staff development for increasing their level of effectiveness in the classroom. Staff is participating in workshops pertaining to the Common Core and Fountas and Pinnell Balanced Literacy in preparation for a full implementation of the Common Core standards. Collaborative planning and the use of common assessments are in place across all grade levels and curriculum areas.

Our students continue to excel academically across all areas. Monthly reviews of student data and test scores shows our students performing above our expectation of at least 80% mastery in all areas. Data analysis assists our teachers in developing rigorous lessons that will support our high expectations for student growth.

Our students are positively impacting our community. Opportunities such as the National Junior BETA Club offer our students the ability to serve others inside and outside of our school. We maintain ourselves as a PBIS school, along with our strong guidance department we are building students of character with high academic standards.

# Goals

We are at the point where our work is quite focused and there is broad buy-in to our vision. Our goal is to implement the vision throughout the school and in every classroom. As stakeholders in the education of students at Fountain Inn Elementary School, parents, faculty, staff, and community members share a vision for student achievement. This vision closely aligns with the beliefs, purpose, and mission of the school and The School District of Greenville's Guide to Educational Excellence: Priorities for Performance Goals, reflects the high educational ideals of the school community, the intellectual potential of the students, and the desire to develop responsible and productive citizens. These citizens will cope with and adapt to the ever-changing technologically advanced and globally oriented future. In addition, the vision of learner standards reflects the desire of all stakeholders that students exhibit the characteristics that will allow them to contribute to a democratic society. It is our intent that the students will have the skills and confidence to experiment, take risks, and try new approaches to the obstacles that face them. It is crucial to the vision that the goals are accomplished while at the same time instilling a sense of justice, equality, cultural awareness, sense of community and an obligation to the common good.

In order to accomplish these goals, standards for results must be set. The School District of Greenville County has developed an Operational Companion to the Education Plan that focuses on the first three goals of the Education Plan.

## *The School District of Greenville Education Plan – Priorities for Performance Goals*

- ❖ **Goal 1: Raise the Academic Challenge and Performance of Each Student**
- ❖ **Goal 2: Ensure Quality Personnel In All Positions**
- ❖ **Goal 3: Provide a School Environment Supportive of Learning**
- ❖ **Goal 4: Effectively Manage and Further Develop Necessary Financial Resources**
- ❖ **Goal 5: Improve Public Understanding and Support of Public Schools**

These goals are broad based and encompass kindergarten through twelfth grade. Using these standards as a framework for our school directives, our staff, administrators, parents, and community representatives worked together to develop goals with a shared vision for student learning incorporated.

## **Fountain Inn Elementary School Performance Goal Areas, Goals, & Objectives**

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

- **PASS ENGLISH LANGUAGE ARTS:**

- **PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.
- **PASS WRITING:**
- **FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 79% in 2012 to 82% in 2018.
- **ANNUAL OBJECTIVE:** Annually increase by at least 0.5 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).
- **PASS ELA:**
- **FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 77.5% in 2012 to 83.5% in 2018.
- **ANNUAL OBJECTIVE:** Increase by at least 1 percentage point annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).
- **PASS AVG. ELA:**
- **FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).
- **ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).
- **PASS MATH:**
- **PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

- **FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 71.9% in 2012 to 80.9% in 2018.
- **ANNUAL OBJECTIVE:** Increase by at least 2 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).
- **PASS AVG. MATH:**
- **FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).
- **ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

#### **PASS % TESTED:**

- **FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2012 through 2018.
- **ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.
- **PASS % SCIENCE:**
- **PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in science each year.
- **FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 67% in 2012 to 79% in 2018.

- **ANNUAL OBJECTIVE:** Increase by at least 2 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).
- **PASS AVG. SCIENCE:**
- **FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).
- **ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).
- **PASS % SOCIAL STUDIES:**
- **PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in social studies each year.
- **FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 69.5% in 2012 to 81.5% in 2018.
- **PASS AVG. SOCIAL STUDIES:**
- **FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).
- **ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

#### **ITBS:**

- **PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).
- **FIVE YEAR PERFORMANCE GOAL:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

- **ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

### **PROFESSIONAL DEVELOPMENT:**

- **GOAL AREA 2:** Ensure quality personnel in all positions.
- **FIVE YEAR PERFORMANCE GOAL:** 100% of our instructional staff will be trained in the theory and implementation of the Balanced Literacy Model using Fountas & Pinnell from 2013-2018.
- **ANNUAL OBJECTIVE:** 100% of our instructional staff will complete Cycle 1 of the Balanced Literacy Model Training in 2013-2014.

### **STUDENT ATTENDANCE:**

- **GOAL AREA 3:** Provide a school environment supportive of learning.
- **FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.
- **ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

### **PARENT SATISFACTION – LEARNING ENV.**

- **FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of parents who are satisfied with the learning environment at 93% or higher through 2018.
- **ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain at least 93% of parents who are satisfied with the learning environment

### **STUDENT SATISFACTION – LEARNING ENV.:**

- **FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of students who are satisfied with the learning environment at 96.4% through 2018.
- **ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain at least 96.4% of students who are satisfied with the learning environment.

### **TEACHER SATISFACTION – LEARNING ENV.:**

- **FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 91.7 % in 2012 to 94.7 % by 2018.
- **ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by at least 0.5% points annually teachers who are satisfied with the learning environment.

### **PARENT SATISFACTION - SAFETY**

- **FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of parents who are satisfied with the learning environment at 93% or higher through 2018.
- **ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain at least 93% of parents who are satisfied with the learning environment

### **STUDENT SATISFACTION - SAFETY**

- **FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of students who feel safe at school during the school day from 97.1% in 2012 to 97.1% by 2018.
- **ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain at least 97.1 percentage points annually students who feel safe at school during the school day.

### **TEACHER SATISFACTION – SAFETY**

- **FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.
- **ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain at least 100 percentage point(s) annually teachers who feel safe at school during the school day.

Our focus for the next five years is for all students to score Met and above in all areas as measured by PASS. Our focus will continue to be moving students in target groups to higher achievement.



## **Accomplishments/Results of Past Performances**

For the past 5 years, Fountain Inn Elementary School had consistently performed “Average” for our Absolute Rating on the State Report Card and “Good” for our Growth Rating. For the 08-09 school year our Growth Rating improved from Below Average to Good, earning us both the Palmetto Silver Award and the Palmetto Silver Award for Closing the Achievement Gap. Over the four years, we have continued to earn the Palmetto Silver Award for increasing student achievement. Our school has also been recognized with the SC Safe Routes to School award as well as the South Carolina Safe Kids School award. All of our stakeholders have an investment in our success. With a continued focus on strong collaborative planning and excellence within the classroom, together teachers, students, and the community as a whole will continue to exceed our levels of expectation for excellence in the 21<sup>st</sup> century.

The following outline gives a brief sketch of the programs we are implementing, strides we are attempting to make in the delivery of instruction, and initiatives we are involved in for making academic gains with all of our students.

### **Programs and Initiatives:**

- ❖ Selected by the Carolina First Center for Excellence as a Baldrige School beginning in 2005. We are in the eighth year of staff development focused on instruction strategies and best practices to implement within the classroom. As a school we are tracking student’s participation in setting goals for reading, participating in the First in Math program as well as goals on MAP testing.
- ❖ Continue Implementation of MAP Testing. We meet with grade levels to review MAP test scores, training in the use of DesCartes for seeking strategies, and using RIT scores to differentiate instruction. We use RIT scores for developing specific skill-based lessons and activities to meet the needs of all learners.
- ❖ Use of MAP data at the beginning of the year for identifying and establishing student goals and teaching goals. Students all graphed their MAP scores from last year, set goals for this year and identified strategies to assist in achieving their goals.
- ❖ Continuation of the RTI intervention for reading in grades K-2. An Interventionist and all classroom teachers in grades K-2 have been trained and work with small groups of lower achieving students for developing skills early on and assisting to build a stronger academic foundation.
- ❖ School-wide implementation of Everyday Calendar Math and First in Math.
- ❖ Strong commitment to students reading. A school wide goal has been set for all students.
- ❖ All teachers’ goals are aligned with the school goals in PASS Reading & Math.

- ❖ Ongoing staff development for establishing ourselves as a strong Professional Learning Community. We have completed our fourth year as a PLC and have participated in ongoing book studies and addressed issues pertaining to professionalism, development of common assessments, and have developed a consistent grading system for our school.
- ❖ Beginning in August, 2010, all staff was trained in the writing process using Project Read, Write through Southern Wesleyan University. We were selected as one of their schools to receive a full grant for staff development. All staff is involved in ongoing staff development as we work collaboratively with the team from Southern Wesleyan University for developing and implementing a school-wide writing program.
- ❖ Beginning in June, 2013, all staff was trained in the implementation of Fountas and Pinnell Balanced Literacy. All staff has successfully implemented the Fountas and Pinnell leveled reading groups in to their classrooms. Teachers are successfully meeting with multiple leveled reading groups in their classrooms, meeting individual student needs in reading.

#### **Continual Steps Taken to Continually Improve:**

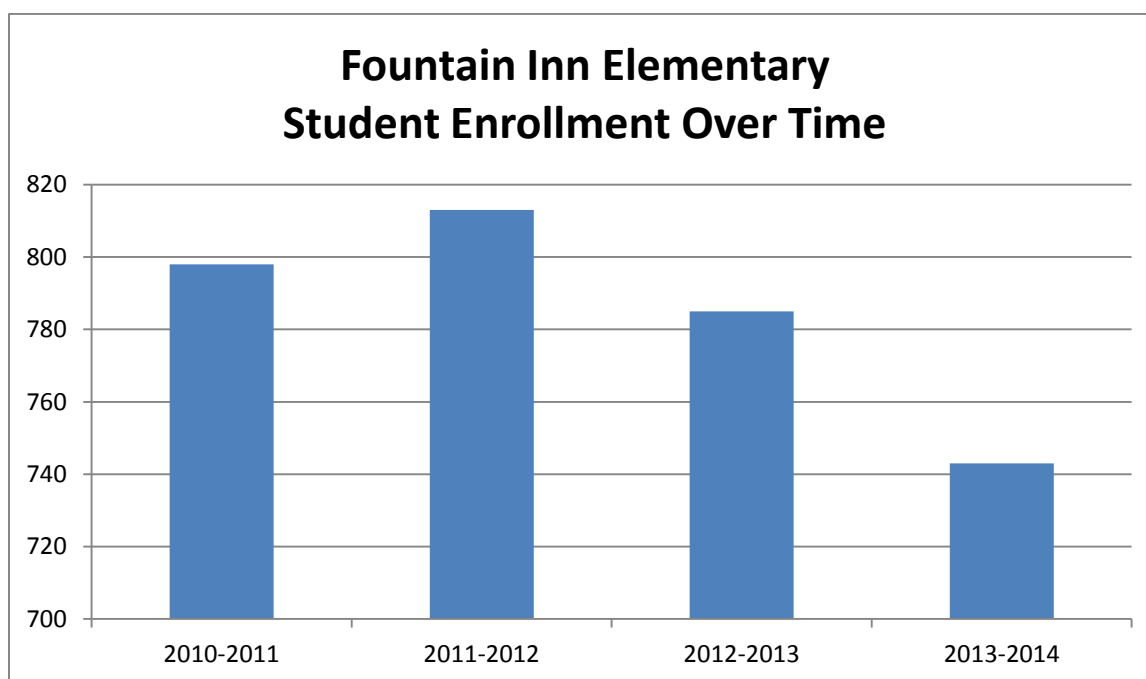
- ❖ Have worked extensively with our Special Education team to create a stronger model for delivery of services including “inclusion” services at grade 4 and 5. We are working closely with the district to implement a program that will meet the needs of our special education students including ability grouping, direct teaching, and using a modified curriculum.
- ❖ A stronger infusion of the general ed. curriculum, especially the Fountas and Pinnell Balanced Literacy program with our self-contained special education classes.
- ❖ Continue to evaluate and upgrade technology. Promethean boards have been added to every instructional classroom. All teachers have iPads with access for our students.
- ❖ Continue to develop ourselves as an effective PLC, including the use of common assessments, common grading practices, and the use of best practices in the classroom.
- ❖ Continue to provide purposeful and meaningful staff development.
- ❖ Training and Implementation of Fountas & Pinnell Balanced Literacy Program
- ❖ Re-evaluated and created our new 5 year plan. All shareholders reviewed our current plan and made strong recommendations for improvement with our next 5 year plan.

# Fountain Inn Elementary School

## School Profile

### OVERVIEW OF Fountain Inn Elementary

Fountain Inn Elementary is a kindergarten through grade five public school built in 1998 that currently houses 743 students and 50 instructional staff members. It is one of 50 elementary schools in the School District of Greenville County. Fountain Inn Elementary is located in Fountain Inn, South Carolina. Fountain Inn Elementary serves a community of urban, rural, and agricultural areas. It has been fully accredited by the regional association and is a deregulated school. The facilities at Fountain Inn Elementary consist of 45 classrooms, a music room, art room, a science lab, gymnasium, library, and a computer lab.



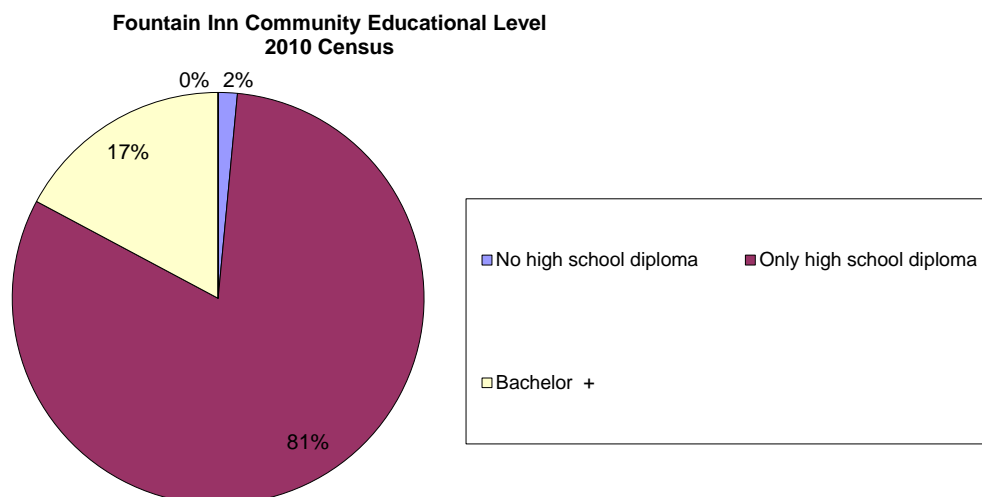
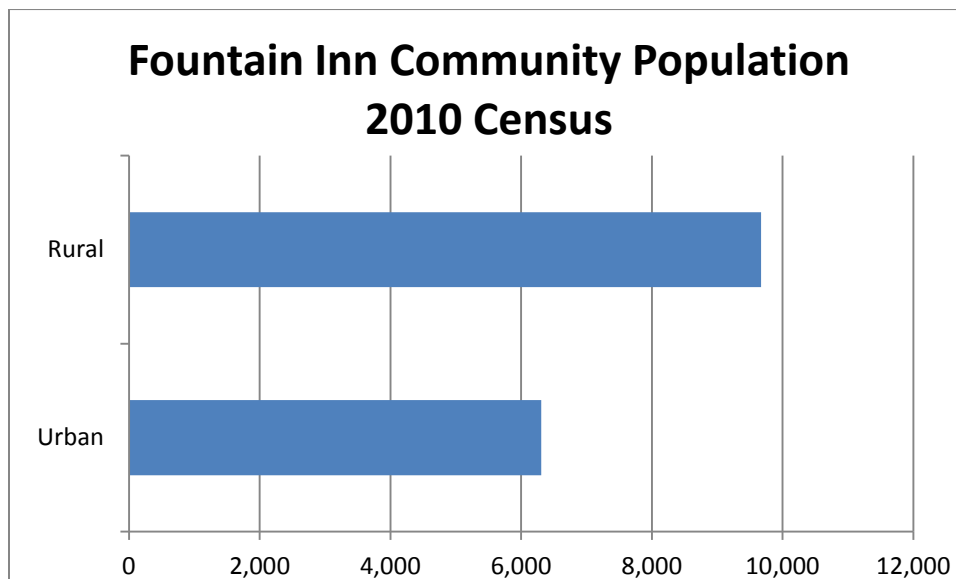
Fountain Inn Elementary has the following current enrollment configuration by grade level:

Grade K3 & K4 = 28  
Grade K5 = 105  
Grade 1 = 123  
Grade 2 = 140  
Grade 3 = 107  
Grade 4 = 126  
Grade 5 = 114

Total Students: 743

## Fountain Inn Community

The Fountain Inn Community reflects the growing national trend toward an increase in the number of single-parent families, families where both parents are working, or families where neither parent is working. This has been further compounded by the current economic conditions. According to the 2010 census for the Fountain Inn zip code of 29644, the population of 15,980 people is divided into two areas: 6,308 from urban areas and 9,672 live in rural areas. The educational level of our community is quite diverse. Approximately 1.5% of the population does not have a high school diploma; 81.3% of the population has only a high school diploma; and only 17.2% of the population has a Bachelor's degree or higher. Approximately 25% of the population consists of single parent households. According to the 2010 Census, 13.5% of the households reported are living below the poverty level in Fountain Inn as shown in the graphs below. This affects the quality of educational resources available to students in their homes.



## **School Leadership**

Our principal, Mr. Glenn R. Wile, is in his tenth year at Fountain Inn Elementary. Prior to becoming a principal at Fountain Inn, he was an assistant principal for four years, a guidance counselor for five years, and he taught in the special education field for three years. Mr. Wile graduated from Framingham State College with a Bachelor of Arts in Psychology, from Assumption College with a Master of Arts in Counseling and Psychology and Certification in Educational Leadership from the University of South Florida. In reference to his philosophy of leadership, Mr. Wile states, "I believe that a leader leads by example. It is important to develop within the organization a strong sense of collegiality, respect, and an ownership for our success. Together we will continue to lead Fountain Inn Elementary to being a school of excellence."

Our assistant principal, Vanessa Brown, has been at Fountain Inn Elementary for fourteen years. Dr. Brown has been in an administrative position for 23 years and spent 10 years prior teaching English. She graduated from S.C. State University with a Bachelor of Arts in English, from Furman University with a Master of Arts in Administration and Supervision, and from S.C. State University with an Ed.D in Education Administration. When asked to share her philosophy of leadership, Dr. Brown responded, "To embrace the school and community with which you work and provide a safe climate to excel and grow."

## **School Administrative Structure**

Administrative teams are included in decision-making at Fountain Inn Elementary. Leadership team meets to plan, organize and update school events. The team also ensures the implementation of standards and the vision within and across grade levels.

Leadership team –      Principal  
                                 Assistant Principal  
                                 Instructional Coach

Faculty Council members bring decisions and concerns from each team to the leadership meetings for discussion. Members also relay information back to their team.

Faculty Council –      One grade level representative from each team  
                                 One representative from Related Arts and Special Education  
                                 Guidance Counselors  
                                 Principal  
                                 Assistant Principal  
                                 Instructional Coach

School Improvement Council (SIC) meets monthly to review school decisions and policies and offer advice towards meeting our school goals.

SIC -      Two administrators  
                 Three Teachers  
                 PTA President  
                 Six parents  
                 Three community/ business members

PTA Board meets monthly to discuss school improvement and projects for the school.

PTA Board -      President & Vice-President  
                         Treasurer & Secretary  
                         Teacher Liaison & Ways and Means Chair

## Staffing Model 2013-2014

**Glenn R. Wile, Principal**  
**Dr. Vanessa Brown, Assistant Principal**  
**Cindy Owens, Instructional Coach**

### **PreK**

Jan Catlin 3/4K  
Marie Mahon 4K

### **K5**

Martha Clark  
Susannah Gable  
Traci Richardson  
**Sarah Vaughan**  
Celia Wrice

### **Assistants**

Stacy Adams – Neuro  
Allison Bass - RTI  
Amy Cox – 5K  
Yolanda Crouch 4K  
Traci Danley - Media Clerk  
Christa Davis – 3/4K  
Rene Davis 3/4K  
Mary Edwards – 5K  
Michelle Garrett – 5K  
Tanya Humphrey -5K  
Emily McCanless - SSA  
Pam O’Bleness – 5K  
Stacey Tench – Neuro  
Lindsey Vanhook – Tech

### **First Grade**

Becky Asberry  
Lila Balentine  
Shamel Burns  
Michelle Ford  
**Jamie Hazel**  
Lisa Maddox  
Bonnie Pearson

### **Second Grade**

Brooke Beam  
Jodi Fletcher  
Ashley Gore  
Jessica Hampey  
Anna Maria Land  
Melanie McKinney  
**Amanda Reininger**

### **Third Grade**

Heather Bolt  
Josh Bryant  
Anreale Pickens  
Christa Morrison  
**Magee Morrison**

### **Fourth Grade**

**Katie Hester**  
Valerie Meadows Math/Sci  
Jessica Porter Math/Sci  
Debbie Searcy Read/SS  
Angela Shaw Read/SS

### **Fifth Grade**

LuAnn Bartell Read/SS  
Jonathan Cvammen Math/Sci  
Kristen Jones Read/SS  
**Elizabeth Woods** Math/Sci

### **Special Ed.**

Stuart Howlett - ED/Neuro Self  
contained  
Paula Hodnett – ED/Neuro Self  
Contained  
Raigenn Rivers – SC/LD  
Ann Green – Resource  
**Jill Walls** – Resource  
Carol Timanus – Challenge .5  
Leah Lancaster – Speech  
Ann Hardigree – ESOL .2

### **Related Arts**

Adam Ezell – PE  
Jon Placko- PE  
**Anna Hood** – Media  
Ruth Montero - Art  
Jimmy Williams- Art  
Gary Sutton – Music  
Emily Howerton- Music

### **Guidance**

Susan Pritchett K - 2  
Julie Bridges (.5) 3 - 5  
Brenda Lipe

### **Office Staff**

Susie Humphrey, Bookkeeper  
Lynn Lambrecht, Attendance  
Leigh Owens, Clerk  
Lisa Wagner – Nurse  
Tracy Schillinger - Nurse

### **Custodial Staff**

**Galo Franco**  
Diego Alvarez  
Rhonda Aylesworth  
Joshua Haslam  
Tomas Quiros  
Cynthia Sanders

### **Cafeteria Staff**

**Pam Turner**, Manager  
Beth Mendoza, Asst. Mgr.  
Doreen Cicalo  
Bridgette King  
Connie Martinez  
Karen McLeskey  
Brenda Walker

## Fountain Inn Elementary Staff

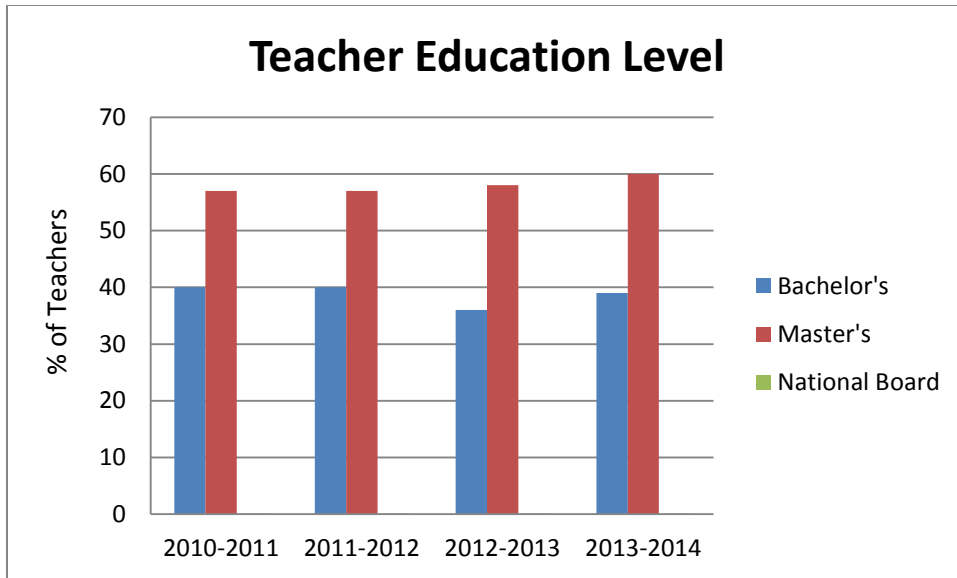
The staff at Fountain Inn Elementary School includes: 1 principal, 1 assistant principal, 1 instructional coach, 1.5 guidance counselors, 1 mental health counselor, 33 regular teachers, 4 self-contained special education teachers, 2 special education teachers, 1 speech teacher, 1 media specialist, .5 challenge teacher, 5 kindergarten aides, 1 K-4 aide, 3.5 special education resource self-contained aides, 1.4 music teachers, 1.4 physical education teachers, 1 A-Team interventionist aide, and 1.4 art teachers. The number of years teaching experience, by grade level, is shown below for Instructional Teaching Staff:

### Years of Teaching Experience by Grade Level

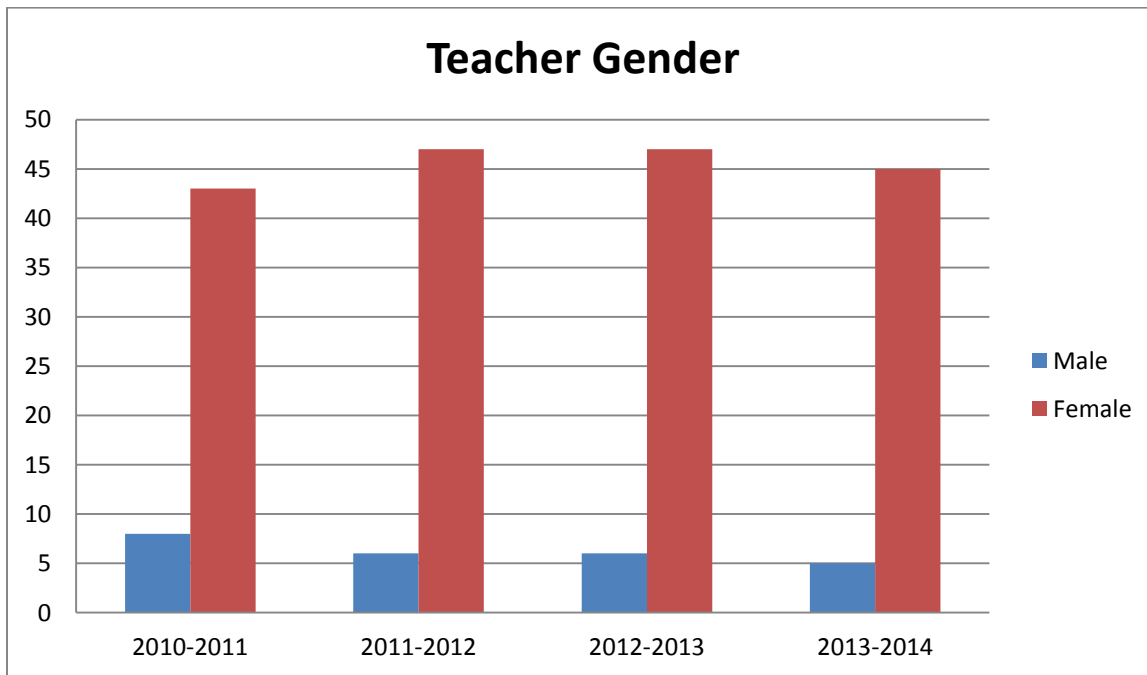
#### 2013-2014 School Year

Grade Level	0-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K	1				1		1	3
1			1	2	3	1		
2	2		1		2	1	1	
3	2		1		1	1		
4			1	1		1		2
5				1	3			
Special Ed.	1	1			1	1	1	
Related Arts	1		1	1				1
Support Services					1			2

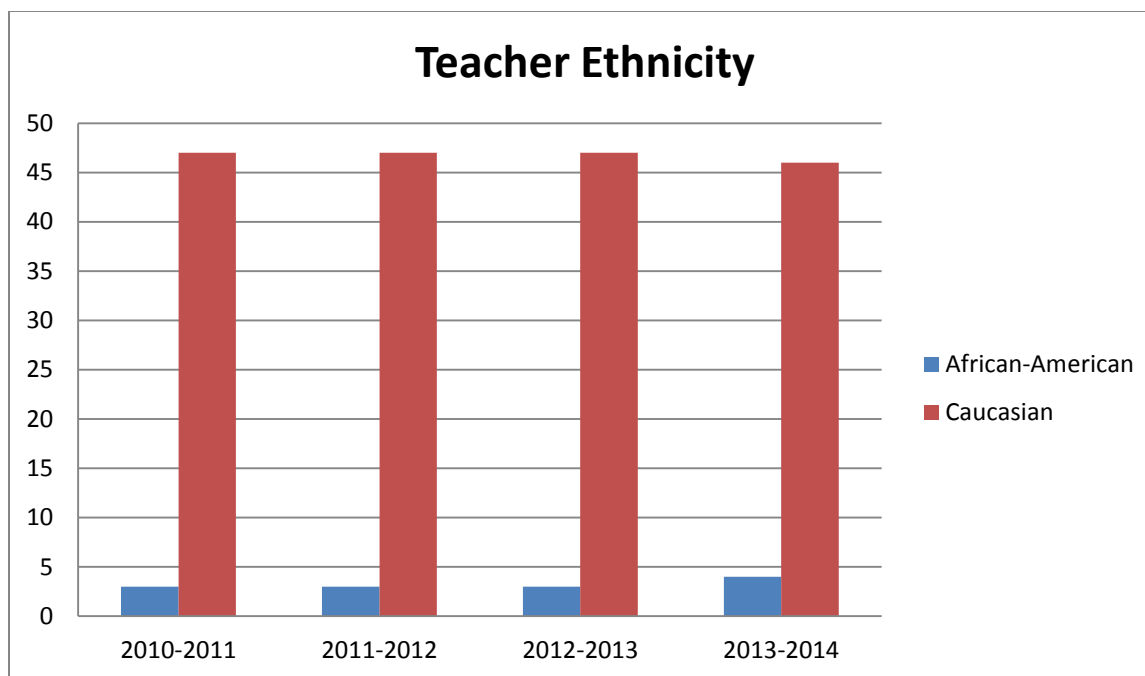
Fountain Inn Elementary is centrally located near numerous colleges and universities where continual educational programs are available and accessible. This accessibility provides teachers with the resources to enhance their professional knowledge, and continually upgrade their teaching throughout the year. Staff development programs are based on a review of data to determine the areas of instructional needs for our staff. The graph below indicates the education level of teachers from 2011 -2014.



There are currently 45 female and 5 male teachers: 46 Caucasian and 4 African-American







Additional personnel include the secretary, 1.5 attendance clerk, 6 custodians, and 7 food services workers. Five bus drivers also provide services to students.

Other support personnel available to assist in meeting the needs of Fountain Inn Elementary students include the district psychologist and 2 contract school nurses. Our classroom student/teacher ratio is 19.55 to 1.

## Counseling and Other Student Support Services

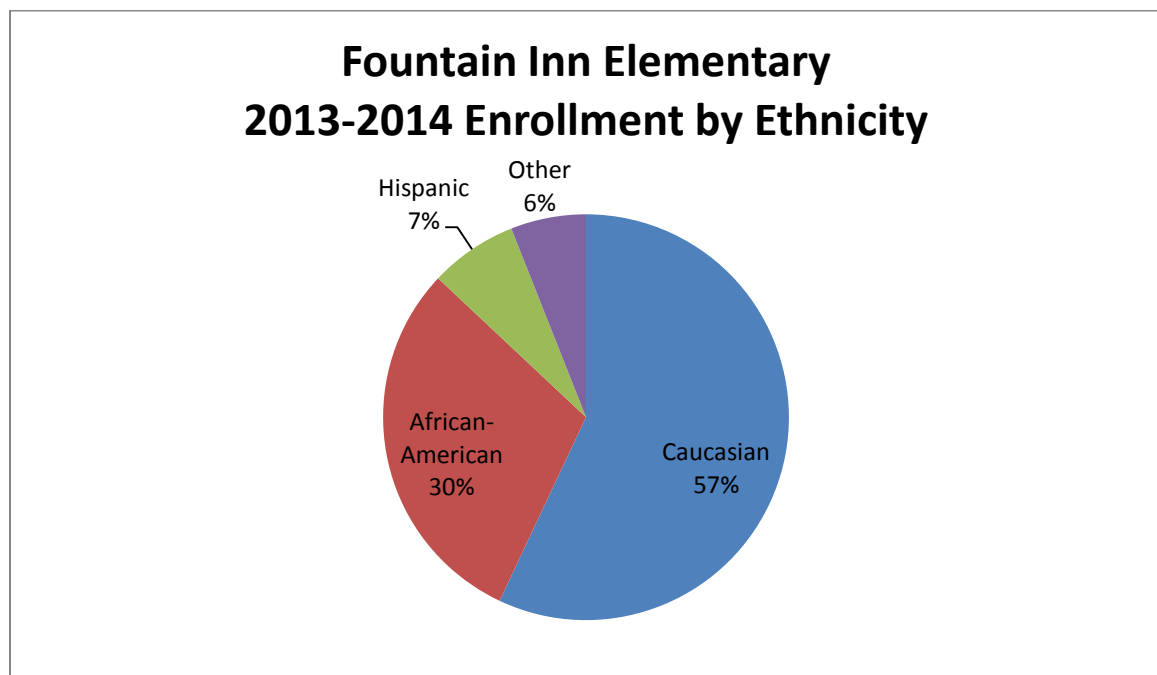
Students at Fountain Inn Elementary receive a high level of support services from an outstanding staff.

Brenda Lipe, our school's site-based Mental Health Counselor, works daily with our school to increase partnerships within our school and community that promote emotional health. It is funded by the S.C. Department of Mental Health and has a mission of identifying and intervening at early points in emotional disturbances and assisting parents, teachers, and counselors in developing comprehensive strategies for resolving these disturbances. School based services include individual, family, and group counseling as well as crises intervention and psychiatric consultation as needed. These programs are non-stigmatizing and easily accessible to children and their families in the Fountain Inn Community.

Susan Pritchett and Julie Bridges, our school counselors, provide a comprehensive, developmental guidance program for all students. Direct services include classroom guidance lessons, small group sessions, and individual counseling. As needed, the counselor provides crisis intervention for members of the school community. Indirect services include consultation with parents, teachers, and administrators. The program assists students' growth in three major areas as defined by the state. They are: 1) Learning to learn (academic development), 2) Learning to work (career development), and 3) Learning to live (personal/social development).

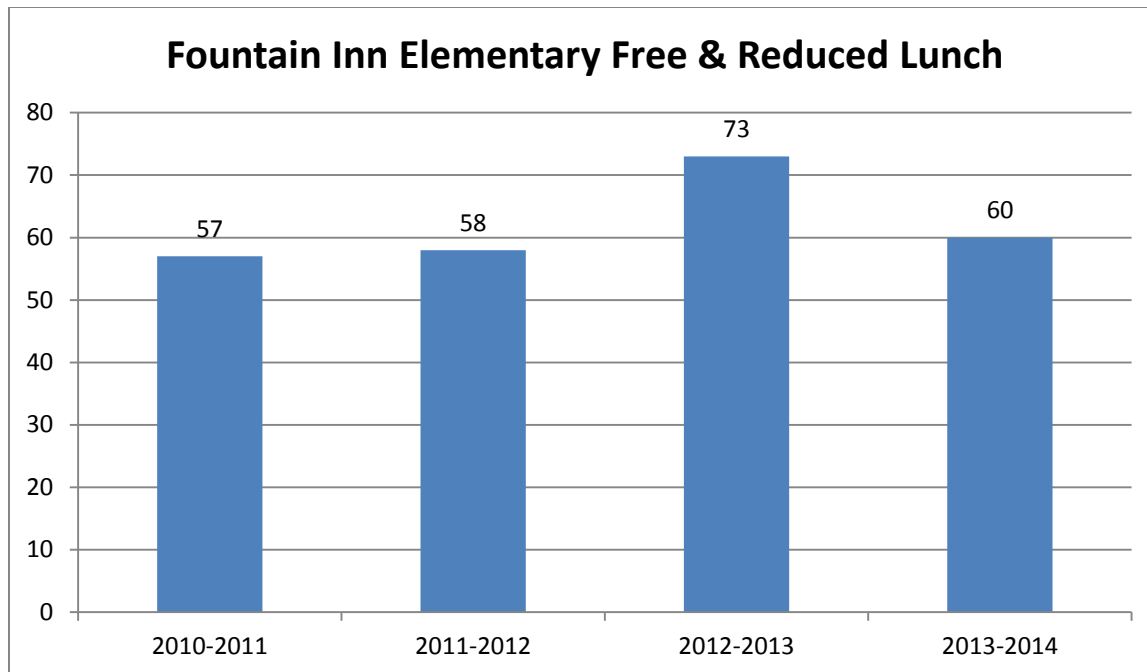
## **Fountain Inn Elementary Students**

The total enrollment of Fountain Inn Elementary School is 743. Enrollment has fluctuated over the past few years. At the present time, the student enrollment at Fountain Inn Elementary is made up of 7 percent Hispanic, 57 percent Caucasian, 30 percent African-American, and 6 percent "Other", as shown in the pie chart below.



The population served by Fountain Inn Elementary has remained consistent with no significant shifts in demographics of ethnic groups over the past years.

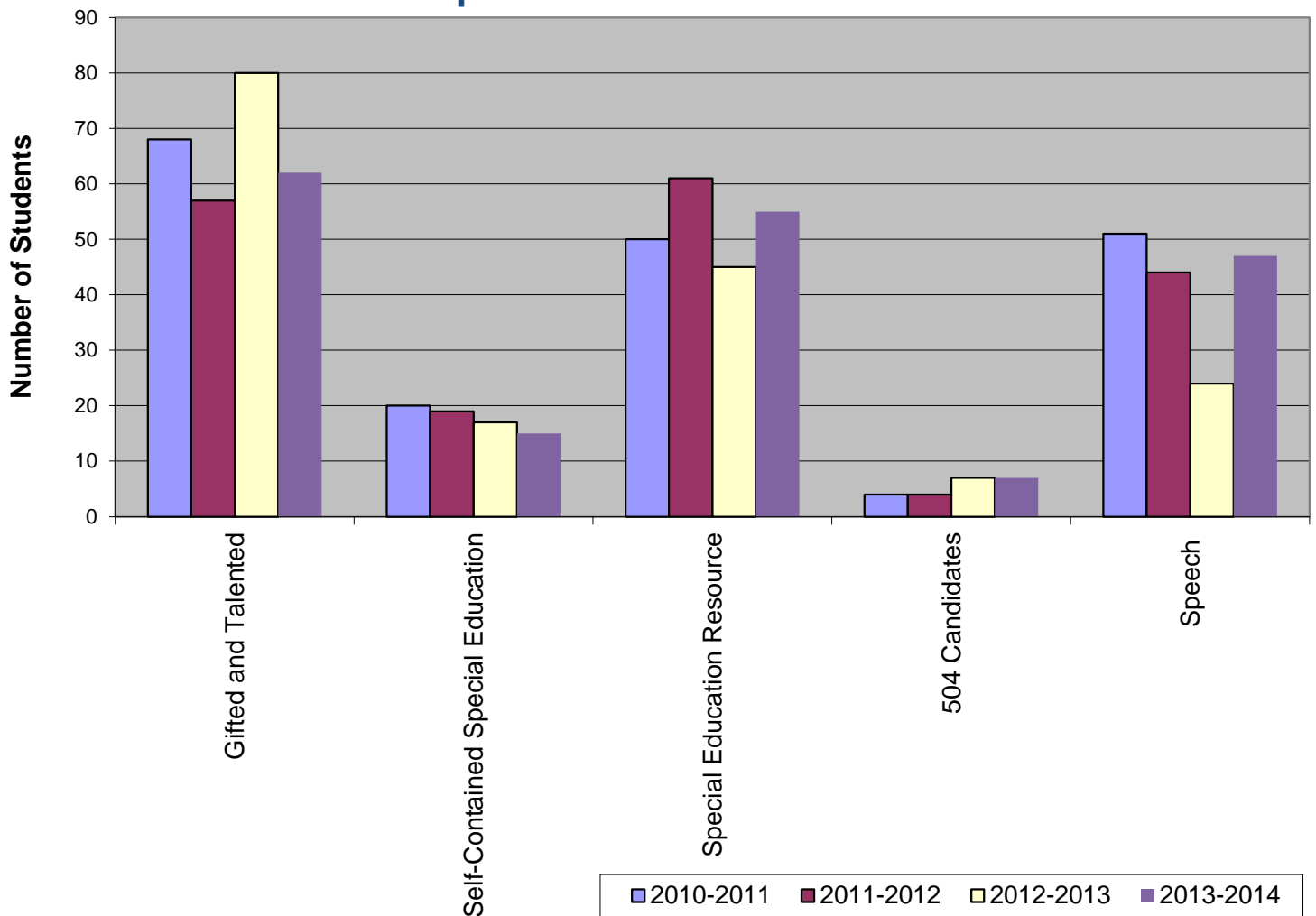
Fountain Inn Elementary currently has 60% percent of its students qualify for free and reduced priced meals. As shown in the graph below, the percentage of free and reduced lunch students remained consistent from 2010-2011 and has taken an increase from 58% in 2011 to 60% in 2013.



The student population is comprised of students with 4 home languages. These languages, in order of student enrollment are English, Spanish, Micronesia, and Hmong. Fountain Inn Elementary has several funded programs which focus on helping “at risk” students and the special needs of all students. This assistance is provided by having specialized instruction during the school day.

Fountain Inn Elementary has identified 24% of its population this year as special needs students. There are 62 students in the gifted and talented program, 16 students assigned to self-contained special education classes, 55 students in special education resource classes, and 42 speech students. There are 7 students on a 504 plan.

## Fountain Inn Elementary Special Needs Students



## EDUCATIONAL MODELS

Fountain Inn Elementary School offers a variety of academic programs and accommodations to meet student needs. Data is utilized to determine needs of students and effectiveness of models. The Strategic Action Plan is evaluated as well as surveys being administered at the end of the year for feedback on each model.

### **Measures of Academic Progress (MAP)**

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. This computerized system of testing is administered two to three times a year in every elementary and middle school and in certain high schools in reading and mathematics, and two optional subjects, language usage and science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences, but not for district level accountability. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

**Assistance Team (A-Team)** – The A-Team, chaired by the Guidance Counselor, meets monthly to address learning problems not resolved by classroom accommodations. Members may refer students for possible psychological evaluations. If students qualify based on the district psychological testing provided by our district, students will then enter into the pullout resource program or self-contained resource program.

**A-Team Interventionist** – Kindergarten, first and second grade students are screened using AIMSweb. The students who score below benchmark are targeted and given additional instruction, 30-minutes daily, using the Houghton Mifflin program. Students' progress is monitored every two weeks using AIMSweb.

**School Counselors** – A mental health counselor and a full and part-time school guidance counselor are available to help meet the growing demands of our school community.

**Screenings** – Two full time nurses monitor student health needs. They screen all kindergarten, first graders, third graders, fifth graders, new students, and referred students for vision. Screenings for hearing are provided for students in Kindergarten, first grade, second grade and third grade.

**Speech** – Speech services are offered to students in grades K-5. Speech pathologists screen students for speech and language difficulties through teacher referrals.

**Free and Reduced Lunch** – All students in K-5 grades receive applications for free and reduced lunch at the beginning of the year. New enrollees are given forms as they enter Fountain Inn Elementary School.

**Reading Intervention** – We have one full time Interventionist who supports students in grades K – 2 for support in reading and literacy. Additionally all teachers in grades K – 2 are trained and offer support to their students. We currently run 27 groups daily. Students are identified needing additional support through AIMSweb. Kindergarten receives early reading intervention through a program by Scott Foresman. First and second grade teachers implement Soar to Success by Houghton Mifflin.

**Kindergarten Tutoring** – The Good News Club Tutorial Program is a team of community volunteers from First Baptist Church of Fountain Inn. This team provides phonics instruction to selected kindergarten students twice a week.

**Breakfast Club** – A morning Breakfast Club is offered 4 days a week to students identified as Below based upon performance on PASS last year and current class performance. Students work daily to increase their fluency in math and reading skills.

**Gifted and Talented** – Academically gifted students in grades 3-5 may participate in the Challenge Program. Student participation is based on state and district criteria.

**Resource** – Students who are referred by the A-Team for psychological testing and are identified through this district provided testing service as learning disabled are staffed into the Resource Program at Fountain Inn Elementary School. We use both pullout and inclusion resource model programs along with three self-contained programs. Students are placed in the proper program based on their individual needs that are written in an Individual Educational Plan, IEP, for each student. The resource teacher, classroom teacher, parent, and district psychologist evaluate this plan each year.

**Curriculum Offerings** – Curriculum offerings at our school include the basic academic subjects as well as classes in Art, Music, Computer, CATCH Program, and Physical Education. The media center is available for scheduled classes as well as support of the instructional program through research instruction for 4<sup>th</sup> and 5<sup>th</sup> grade students.

**Fountas & Pinnell** – All teachers have been trained to implement the Balanced Literacy Language Arts model in the classroom. This program measures proficiency in reading.

**First in Math** – Students independently are participating in First in Math. This is a computer base math program. Our students have completed over One Million math problems. Daily and weekly, students and classes are celebrated for their success.

**Fountas & Pinnell Benchmark Assessment System** – This program evaluates reading by measuring levels as independent, instructional, or frustration. A measurement is taken twice a year.

**Everyday Counts Calendar Math** – Houghton Mifflin provides a calendar based math program to increase math skills of students. Each grade level builds upon the previous years' skills.

**CODE** – Fountain Inn Police Department provides us with an officer to teach fifth grade students drug awareness and character lessons. The program encourages self-esteem, responsible decision making and positive relationships with community officers.

**Character Education** – The character education program is designed to increase positive behavior in the school. Included in Character Education is Terrific Kids (each nine weeks). Our program also includes the PBIS intervention program. This program teaches our children to follow the PATH to Success. Whole classes are rewarded with footprints for following the PATH to Success while individual students are rewarded tickets to spend at the Fun Mart.

**Science** – Hands on lab experiences and process skills are explored according to the Greenville County Science Curriculum and Science Kit Schedule.

**Project Read Writing** – Kindergarten through fifth grade teachers are fully trained and implement the Project Read Writing curriculum, which is grammar based, for the writing program at Fountain Inn Elementary. Teachers follow the provided pacing guide to strengthen students writing skills throughout the year.

**Compass Learning** – All students work on a computer based program to enhance learning. Assignments are aligned to RIT strands from the students' MAP scores along with teacher assignments.

**Technology Integration**- All instructional staff (Kindergarten through fifth grade) are fully trained to implement the use of Promethean Boards, ActiveExpressions, ActiveVotes, Ipads, ActiveSlates, and Hues to incorporate technology into daily instructional delivery and student engagement.

Each year staff, Faculty Council, and SIC evaluate and revise the Goals and Objectives in the Action Plan of Fountain Inn Elementary. Data is updated and strengths and limitations of effectiveness of educational models are addressed. After data is disaggregated and discussed, priorities are established for the school. Baselines are set according to the results of all data.

Our focus for the next five years is for all students to score "Met" or "Exemplary" in all areas as measured by PASS. Our focus will continue to be moving students to better achievement through MAP testing, First in Math, Compass, AIMSweb, and quality instruction by highly qualified teachers.

## **After-School Activities**

Fountain Inn Elementary is a definite support base in the housing of active after-school programs that service many of the students attending the school. There are activities such as: Good News Club, Junior Beta Club, Safety Patrol, Chorus, and the After-Care Program.

## **Safety, Cleanliness, and Adequacy of School Facilities**

Fountain Inn Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates.

In cooperation with the Fountain Inn Police Department and the city, Fountain Inn Elementary was provided with one community officer who has an office at FIE and works with the staff to provide a safe environment for our students. This officer provides support for students through the CODE Program. CODE instruction is given to fifth grade students during regular school hours. Safety Patrol, originally sponsored by the police department, is now coordinated through a teacher and guidance counselor team.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff includes 1 plant engineer and 5 custodians who perform basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Electronic scans to enter exterior doors
- Fire safety inspections
- Visitor Check in policy
- Electronic badges for all staff members
- Classroom doors locked at all times
- Campus supervision

## **Classroom Discipline/Learning**

Fountain Inn Elementary provides a disciplined, but stimulating, learning climate for students. The climate for learning at Fountain Inn Elementary is enhanced by involved parents. Parents are encouraged to become involved in school communities and councils, to help with homework, and to encourage and honor their child's successes.

Student discipline is the responsibility of all Fountain Inn Elementary staff members. A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Fountain Inn Elementary offers many opportunities for student participation and recognition. Positive Behavior Intervention Support strategies (PBIS) have been put into place to promote a school wide positive behavioral management system.



Our school's Positive Behavior Intervention Support strategies (PBIS) allow us to promote positive behaviors and minimize negative outcomes. At Fountain Inn Elementary we have used PBIS to develop our "PATH" to Success Program. The "PATH" to Success program stands for **P**Practice Safety, **A**ct Responsibly, **T**reat Others with Respect, and **H**ave a Willingness to Learn. Expectations are clear throughout the school and home. School rules and consequences are posted in every room and additional areas throughout the school. Students are rewarded for following the "PATH."

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been developed in alignment with Common Core Standards and local needs. Parents are encouraged and welcome to be active participants in the process.

## **Reference to Research Studies**

Fountain Inn Elementary's instruction is designed to support achievement of clearly defined desired results for student learning, and is integrated with assessment to provide data-driven, research-based instructional decision-making. Instructional strategies and learning activities are aligned with the goals and expectations for student learning. A variety of instructional resources, including technology, are used to assist students in achieving the essential knowledge and skills. Written curriculum guides and support materials serve as a basis for implementing the instructional strategies within each curriculum area. The instructional strategies shall be updated and modified as needed based on the evaluation of the curriculum and developments in academic disciplines, instructional goals, and findings of research. Our staff collaborates and conducts self-assessments to continuously improve performance and find the instructional strategies that are necessary to ensure success in every student.

References to research studies in support of the instructional strategies used at Fountain Inn Elementary are sited below.

## **Math Research**

**The elementary Houghton Mifflin Go Math, Every Day Counts Kits, the Math Steps Program, and the AfterSchool Math Achievers Kits are all based on the research and recommendations summarized in the following references.**

Kilpatrick, J., et al, eds. *Adding It Up: Helping Children Learn Mathematics*. Washington, DC: National Academy Press, 2001.

National Council of Teachers of Mathematics (NCTM). *Principles and Standards for School Mathematics*. Reston, VA: NCTM, 2000.

Ma, Liping and Cathy Kessel. *Knowing Mathematics*. Boston: Houghton Mifflin, 2001.

Education Trust. *Dispelling the Myth: High Poverty Schools Exceeding Expectations*. Washington, DC: Education Trust, 1999.

U.S. Department of Education. *Before It's Too Late: A Report to the Nation from the Commission on Mathematics and Science Teaching for the 21<sup>st</sup> Century*. Washington, DC: Education Publication Center, 2000.

Bransford, J., et al, eds. *How People Learn*. Washington, DC: National Academy Press, 2001.

In addition, I have in my office copies of independent studies done on the effectiveness of Houghton Mifflin Mathematics, Every Day Counts, and Math Steps that show significant gains in student achievement as a result of implementing these programs.

Rita Bixler

K-12 Mathematics Consultant, School District of Greenville County

## **Science Research**

The Einstein Project. *Cornerstone Study*. 2002.

(<http://www.einsteinproject.org/studies/Cornerstone%20Study%20Report.pdf>)

Century, J. and Levy, A. *Sustaining Change: A study of nine school districts with enduring programs*. Paper presented at the Annual Meeting of the American Educational Research Association. 2003.

(<http://www2.edc.org/cse/work/rsr/default.asp>)

National Science Resources Center. *Science for All Children: A guide to improving elementary science education in your school district*. Washington, D.C.: National Academy Press. 1977.

## **Language Arts**

The following sources will provide evidence for Balanced Literacy, Soar to Success/Reading Intervention, Early Success, and Curriculum Integration. Contact me if questions. Sources are in my office.

Paula Burgess

K-12 Language Arts Consultant  
The School District of Greenville County  
301 Camperdown Way, Box 2848  
Greenville, SC 29602-2848

864-241-3207  
864-241-3200 (fax)

## **Fountas and Pinnell Balanced Literacy**

Allington, Richard L. What Really Matters for Struggling Readers. New York: Longman, 2001.

Cunningham, Patricia and Richard L. Allington. Classrooms That Work They Can All Read and Write. 3rd ed. New York: Allyn and Bacon, 2003.

Snow, Catherine E. et al., eds. Preventing Reading Difficulties in Young Children. Washington: National Academy Press, 1998.

The School District of Greenville County. Anderson Research Group. Implementation of the 4-Block Literacy Model in the School District of Greenville County. Columbia: Anderson Research Group, 2002.

## **Soar to Success/Reading Intervention**

Henriksen, Larry. Project Success: A Study of the Effectiveness of an Intervention Program Designed to Accelerate Reading for Struggling Readers in the Upper Grades. Boston: Houghton Mifflin, 1999.

## **Early Success**

Taylor, Barbara M. The Early Intervention in Reading Program (EIR: Research and Development Spanning Twelve Years-A Technical Report) Boston: Houghton Mifflin, 1991. ([www.eireading.com](http://www.eireading.com))

## **Curriculum Integration (These are just a few citations.)**

Drake, Susan M. Planning Integrated Curriculum: The Call To Adventure. Virginia: ASCD, 1993.

Fogarty, Robin. How To Integrate The Curricula. Illinois: Skylight Training and Publishing, 1991.

Jacobs, Heidi Hayes, ed. Interdisciplinary Curriculum: Design and Implementation. Virginia: ASCD, 1989.

Marzano, Robert J. et al. Dimensions of Learning. 2nd edition. Virginia: ASCD, 1997.

## **Character Education**

The following sources will provide evidence for the positive affects character education has on student academic achievement and school climate. Contact me if questions. Sources are in my office.

1) Posey, Julea, Davidson, Matthew, and Meg Korpi. Character Education Evaluation Toolkit XI. Washington, DC: Character Education Partnership, 2002.

2) Blume, Cathy, and Kathy Paget. Partnerships in Character Education: Survey of School Administrators Preliminary Results. Center for Child and Family Studies, College of Social Work, University of South Carolina, 2003. (This source represents data from an annual survey that the SC State Department of Education contracts with University of South Carolina, Columbia, to conduct.

3) Hoffman, Judith, and Anne Lee. Character Education Workbook: for School Boards, Administrators & Community Leaders. Chapel Hill, NC: Character Development Group, 1997.

# **FOUNTAIN INN ELEMENTARY SCHOOL**

## **MISSION, VISION AND BELIEFS**

Early in the 2002-2003 school year, Fountain Inn Elementary School community determined that we needed to create a vision that was truly shared by the school community. Feedback from our community indicated that we already share common values and beliefs for our school. Our mission, values, and beliefs are communicated to our community and the public at large, through our website and are available in our school office for all to see. During the 2009-2010 school year, the mission, vision, and beliefs were reviewed and revised by staff team leaders and presented to the stakeholders. Each classroom created and posted a mission statement.

### ***The Mission of Fountain Inn Elementary***

*The mission of Fountain Inn Elementary School is to spark the spirit of success.*

### ***The Vision of Fountain Inn Elementary***

*Building a Successful Community of Learners*

### ***The Beliefs of Fountain Inn Elementary***

*We believe...*

- Students are the center of the learning process.
- Students will have caring and competent teachers, administrators, and support personnel.
- The home, community, and school share the responsibility in the education of students.

The beliefs of Fountain Inn Elementary that support effective learning are evident throughout the school in the following manner:

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Fountain Inn Elementary students:

### *Curriculum*

Students and teachers are actively engaged in standards-based learning activities.

### *Instruction*

Teachers work collaboratively together in their professional learning communities to plan and implement meaningful learning activities that include all modalities of learning. Students are given opportunities to work independently and collectively with a variety of materials.

### *Assessment*

Students are assessed through standards-based activities such as, teacher observation, class participation, discussions, class work, projects, tests, and portfolios.

### *Environment*

Children look forward to coming to school because they are actively engaged in enjoyable learning activities and feel secure and cared for. Visitors are valued and add to the learning community of our red-carpet school.

# FOUNTAIN INN ELEMENTARY SCHOOL

## DATA ANALYSIS AND NEEDS ASSESSMENT

### *Student Achievement Needs Assessment*

#### **NO CHILD LEFT BEHIND (NCLB) RESEARCH**

Fountain Inn Elementary is complying with NCLB Act enacted in 2002 by ensuring that all instructional staff will be “highly qualified” by 2009-2010. Teachers’ professional qualifications can be accessed on their websites and through the school administration.

Current local and state expectations are based on South Carolina state learning standards, which are assessed through PASS testing. National expectations are based on NCLB, which requires all children to score MET or above on the South Carolina assessment by 2014. The adequate yearly progress (AYP) standards are incremental steps to reach that goal. Fountain Inn is striving to meet AYP with its students.

#### **Data Sources:**

SDE School Report Card Website = <https://ed.sc.gov/data/report-cards/>

<b>PERFORMANCE</b>						
Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on <a href="http://www.ed.sc.gov">www.ed.sc.gov</a> and <a href="http://www.eoc.sc.gov">www.eoc.sc.gov</a> 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	Average	Good	TBD	TBD	B	N/A
2012	Average	Good	Silver	N/A	B	N/A
2011	Average	Good	Silver	N/A	Not Met	N/A

<b>ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*</b>				
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
36	37	30	0	1

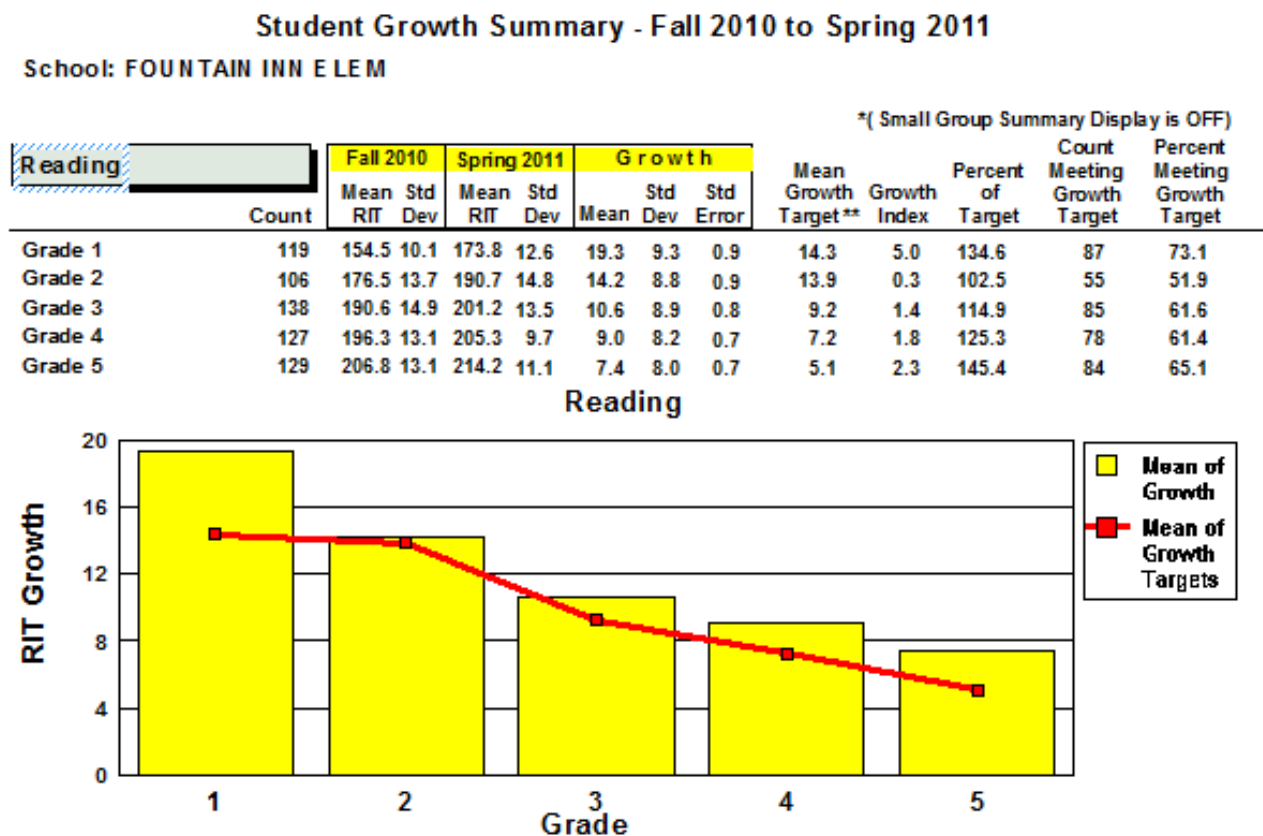
**ESEA Federal Accountability Rating** – website = <https://ed.sc.gov/data/esea/>  
**2013 - ESEA / Federal Accountability System for Fountain Inn**

<b>Overall Weighted Points Total</b>		<b>80.9</b>				
<b>Overall Grade Conversion</b>		<b>B</b>				
<b>Points Total - Elementary Grades</b>		<b>80.9</b>				
<b>Fountain Inn Elementary</b>	<b>ELA Proficiency Met/Improved</b>	<b>Math Proficiency Met/Improved</b>	<b>Science Proficiency Met/Improved</b>	<b>Social Studies Proficiency Met/Improved</b>	<b>ELA Percent Tested</b>	<b>Math Percent Tested</b>
ALL STUDENTS	1	1	0.3	1	1	1
Male	1	1	0.3	1	1	1
Female	1	1	0.3	1	1	1
White	1	1	0.6	1	1	1
African-American	1	0	0	0.8	1	1
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled	0.9	0	0.9	0.6	1	1
LEP						
Subsidized Meals	1	0	0.3	0.9	1	1
<b>Total Number of Points</b>	<b>6.9</b>	<b>4</b>	<b>2.7</b>	<b>6.3</b>	<b>7</b>	<b>7</b>
<b>Total Number of Objectives</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>Percent of Objectives Met</b>	<b>98.57</b>	<b>57.14</b>	<b>38.57</b>	<b>90</b>	<b>100</b>	<b>100</b>
<b>Weight</b>	<b>0.35</b>	<b>0.35</b>	<b>0.05</b>	<b>0.05</b>	<b>0.1</b>	<b>0.1</b>
<b>Weighted Points Subtotal</b>	<b>34.5</b>	<b>20</b>	<b>1.93</b>	<b>4.5</b>	<b>10</b>	<b>10</b>
<b>Points Total</b>	<b>80.9</b>					



## MAP and PASS TEST ANALYSIS

**MAP:** Second through fifth graders are assessed in our district using MAP (Measures of Academic Progress). Greenville County Schools first administered MAP in the fall of 2005 to second through fifth grade at the elementary level. Below are the graphs to reflect the Student Growth Summary results from Fall 2010 to Spring 2013.



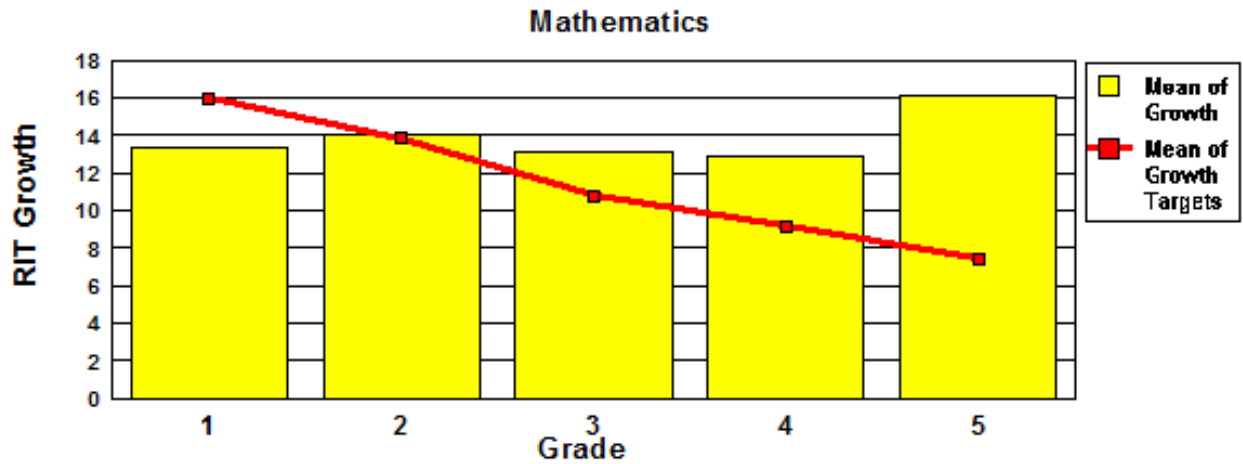
The above graph presents data from the 2010-2011 school year. As of spring 2011, 62.7% of our 3 – 5 students met their target growth goal, 61.6% of our third graders, 61.4% of our fourth graders, and 65.1% of our fifth graders in the spring of 2011.

## Student Growth Summary - Fall 2010 to Spring 2011

School: FOUNTAIN INN ELEM

\*( Small Group Summary Display is OFF)

Mathematics		Fall 2010		Spring 2011		Growth			Mean Growth Target**	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 1	119	160.9	8.4	174.3	10.2	13.4	6.7	0.6	16.0	-2.6	83.6	40	33.6
Grade 2	106	176.4	10.0	190.5	10.2	14.1	7.5	0.7	13.8	0.2	101.8	54	50.9
Grade 3	139	191.1	12.6	204.3	14.4	13.2	7.4	0.6	10.8	2.4	121.9	95	68.3
Grade 4	128	199.8	11.3	212.6	12.5	12.8	8.8	0.8	9.2	3.7	140.0	84	65.6
Grade 5	129	211.7	12.3	227.9	14.9	16.2	9.1	0.8	7.4	8.7	217.1	105	81.4



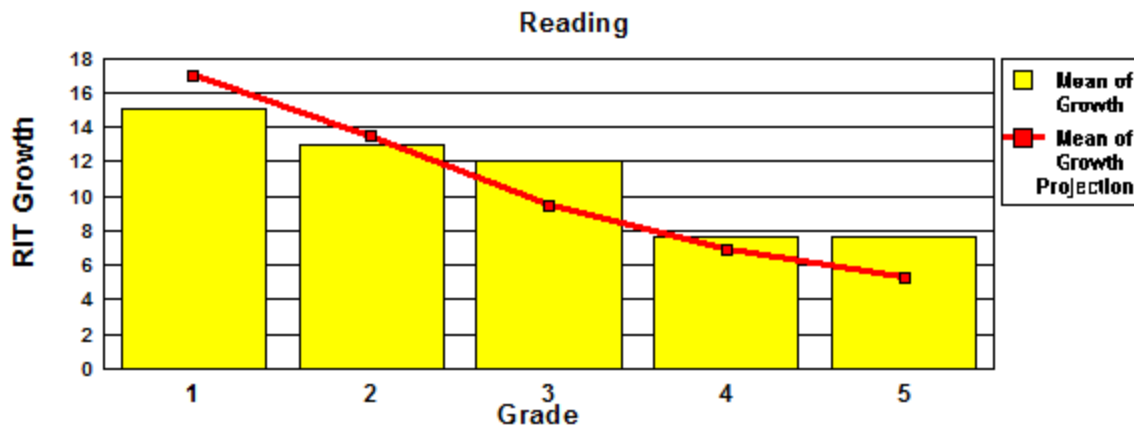
The above graph presents data from the 2010-2011 school year. As of spring 2011, 71.8% of our 3-5 students met their expected growth targets, 68.3% of our third graders, 65.6% of our fourth graders, and 81.4% of our fifth graders in the spring of 2011.

## Student Growth Summary - Fall 2011 to Spring 2012

School: FOUNTAIN INN ELEM

\*( Small Group Summary Display is OFF)

Reading		Fall 2011		Spring 2012		Growth			Mean **			Count	Percent
Grade (Spring 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projection
Grade 1	1	-	-	-	-	-	-	-	-	-	-	-	-
Grade 2	124	177.8	14.3	190.8	14.5	13.0	9.2	0.8	13.5	-0.5	96.0	59	47.6
Grade 3	111	188.4	14.6	200.4	12.7	12.0	8.8	0.8	9.5	2.5	127.0	68	61.3
Grade 4	138	198.6	16.1	206.3	15.1	7.7	8.5	0.7	6.9	0.7	110.3	73	52.9
Grade 5	137	204.9	12.4	212.6	11.8	7.7	7.8	0.7	5.3	2.4	145.0	96	70.1



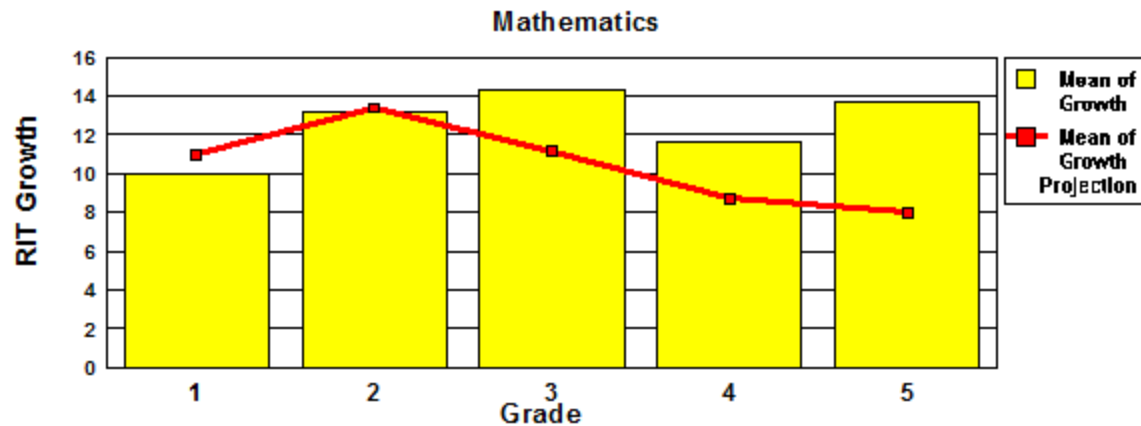
The above graph presents data from the 2011-2012 school year. As of spring 2012, 62.7 61.4% of our 3 – 5 students met their target growth goal. This is a slight decrease, 1.3%, in our percentage from the 2010-2011 school year, with a significant decrease in the 4<sup>th</sup> grade number of students who met target RIT growth, 8.5%, and an increase of 5% in our 5<sup>th</sup> graders' growth. Data shows that 61.3% of our third graders, 52.9% of our fourth graders, and 70.1% of our fifth graders in the spring of 2012.

## Student Growth Summary - Fall 2011 to Spring 2012

School: FOUNTAIN INN ELEM

\*( Small Group Summary Display is OFF)

Mathematics		Fall 2011		Spring 2012		Growth			Mean **			Count	Percent
Grade (Spring 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projector
Grade 1	1	-	-	-	-	-	-	-	-	-	-	-	-
Grade 2	124	176.7	9.4	189.9	11.4	13.2	7.0	0.6	13.4	-0.2	98.7	71	57.3
Grade 3	111	189.2	10.9	203.5	11.3	14.3	6.8	0.6	11.1	3.2	128.5	85	76.6
Grade 4	138	200.9	12.8	212.5	13.8	11.6	7.4	0.6	8.7	2.9	133.3	97	70.3
Grade 5	137	209.9	12.2	223.6	15.1	13.7	8.0	0.7	8.0	5.7	170.8	105	76.6



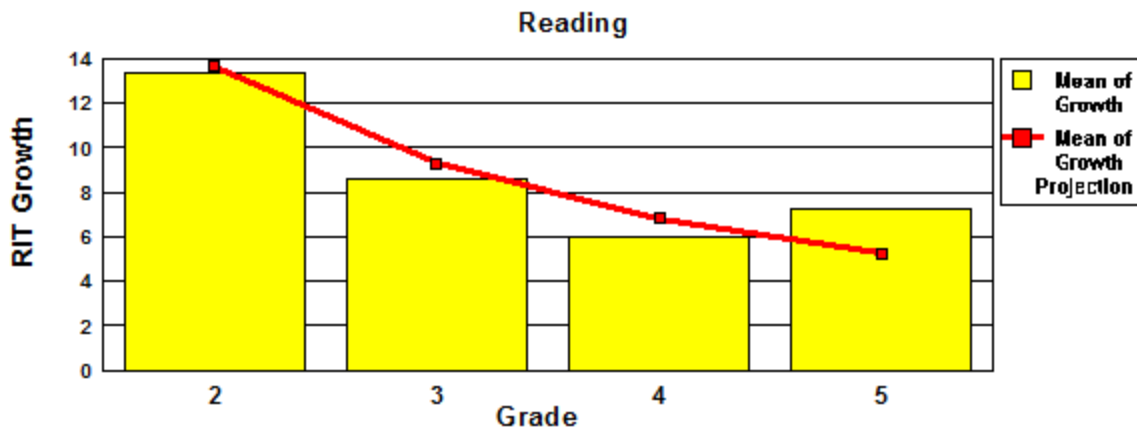
The above graph presents data from the 2011-2012 school year. As of spring 2012, 74.5% of our 3-5 students met their expected growth targets, 76.6% of our third graders, 70.3% of our fourth graders, and 76.6% of our fifth graders. This data shows increases in our 3<sup>rd</sup> and 4<sup>th</sup> grade overall growth targets and a decrease of 4.8% in our 5<sup>th</sup> graders meeting target RIT growth.

## Student Growth Summary - Fall 2012 to Spring 2013

School: FOUNTAIN INN ELEM

\*( Small Group Summary Display is OFF)

Reading		Fall 2012		Spring 2013		Growth			Mean **			Count	Percent
Grade (Spring 2013)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projection
Grade 2	97	176.0	15.7	189.4	13.5	13.4	8.1	0.8	13.6	-0.3	98.1	53	54.6
Grade 3	117	190.7	15.7	199.2	14.2	8.5	8.1	0.8	9.3	-0.7	92.3	60	51.3
Grade 4	107	201.2	14.0	207.2	11.8	6.0	7.6	0.7	6.8	-0.8	88.0	46	43.0
Grade 5	137	206.5	14.0	213.8	12.9	7.3	7.7	0.7	5.2	2.0	138.7	94	68.6



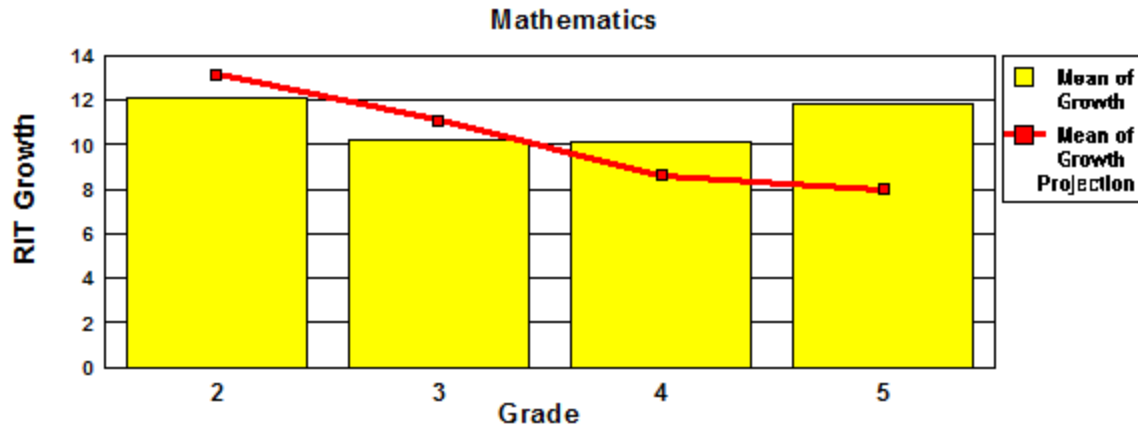
The above graph presents data from the 2012-2013 school year. This reading data will be used as our baseline data for identifying our goals in reading for the 2013-2014 school year. As of spring 2013, 54.3% of our 3 – 5 students met their target growth goal which is a decrease of 8.4% from the 2012-2013 school year. Data shows 51.3% of our third graders, 43.0% of our fourth graders, and 68.6% of our fifth graders in the spring of 2013. Our 3<sup>rd</sup> and 4<sup>th</sup> grade students meeting target RIT growth goals decreased approximately 10 percentage points each with only a slight decrease, 1.5% in 5<sup>th</sup> grade target RIT growth goals.

## Student Growth Summary - Fall 2012 to Spring 2013

School: FOUNTAIN INN ELEM

\*( Small Group Summary Display is OFF)

Mathematics		Fall 2012		Spring 2013		Growth			Mean **			Count	Percent
Grade (Spring 2013)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projection
Grade 2	98	178.3	10.4	190.4	10.8	12.1	8.4	0.8	13.1	-1.1	92.0	47	48.0
Grade 3	117	190.1	12.0	200.3	11.6	10.2	7.0	0.6	11.1	-0.9	92.3	54	46.2
Grade 4	107	201.8	10.9	211.9	11.1	10.1	6.4	0.6	8.6	1.5	117.0	70	65.4
Grade 5	137	211.0	13.8	222.8	15.2	11.8	7.6	0.6	8.0	3.8	147.5	101	73.7



The above graph presents data from the 2012-2013 school year. As of spring 2013, 61.8% of our 3-5 students met their expected growth targets, a decrease of 12.7 percentage points of students meeting target RIT growth goal from 2011-2012 school year. Data shows 46.2% of our third graders, 65.4% of our fourth graders, and 73.7% of our fifth graders. This data shows a significant decrease of 30.4 percentage points in our 3<sup>rd</sup> graders meeting target RIT growth an average of 3.9% decrease in our 4<sup>th</sup> and 5<sup>th</sup> grade overall growth targets.

English Language Arts (Reading and Research)							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	137	19.0	29.2	51.8	81.0	646.4	51.9
4	138	23.2	58.7	18.1	76.8	619.9	37.2
5	131	19.8	41.2	38.9	80.2	639.6	47.0

The above graph represents English Language Arts data from the 2010-2011 school year for the PASS test. This ELA data shows 81% of our third graders, 76.8% of our fourth graders, and 80.2% of our fifth graders scored at Met or Exemplary on the PASS ELA assessment.

Mathematics							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	143	35.7	31.5	32.9	64.3	621.3	50.3
4	140	28.6	47.1	24.3	71.4	626.4	42.5
5	131	23.7	41.2	35.1	76.3	634.6	48.9

The above graph represents MATH data from the 2010-2011 school year for the PASS test. This Math data shows 64.3% of our third graders, 71.4% of our fourth graders, and 76.3% of our fifth graders scored at Met or Exemplary on the PASS MATH assessment.

Science							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	71	43.7	42.3	14.1	56.3	602.5	41.6
4	140	23.6	67.1	9.3	76.4	624.2	43.3
5	65	35.4	46.2	18.5	64.6	628.5	54.8

The above graph represents Science data from the 2010-2011 school year for the PASS test. This Science data shows 56.3% of our third graders, 76.4% of our fourth graders, and 64.6% of our fifth graders scored at Met or Exemplary on the PASS Science assessment.

Social Studies							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	73	26.0	52.1	21.9	74.0	622.4	49.1
4	140	19.3	62.9	17.9	80.7	635.6	42.4
5	66	24.2	48.5	27.3	75.8	629.4	42.3

The above graph represents Social Studies data from the 2010-2011 school year for the PASS test. This Social Studies data shows 74% of our third graders, 80.7% of our fourth graders, and 75.8% of our fifth graders scored at Met or Exemplary on the PASS Social Studies assessment.

English Language Arts (Reading and Research)							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	117	23.1	25.6	51.3	76.9	647.0	56.7
4	145	22.8	40.7	36.6	77.2	634.2	48.5
5	140	22.9	56.4	20.7	77.1	631.4	46.1

The above graph represents English Language Arts data from the 2011-2012 school year for the PASS test. This ELA data shows 76.9% of our third graders, 77.2% of our fourth graders, and 77.1% of our fifth graders scored at Met or Exemplary on the PASS ELA assessment.



Mathematics							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	118	39.0	30.5	30.5	61.0	619.8	43.4
4	146	27.4	47.9	24.7	72.6	627.3	44.1
5	140	20.7	50.0	29.3	79.3	635.2	43.2

The above graph represents MATH data from the 2011-2012 school year for the PASS test. This Math data shows 61% of our third graders, 72.6% of our fourth graders, and 79.3% of our fifth graders scored at Met or Exemplary on the PASS MATH assessment.

Science							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	59	47.5	32.2	20.3	52.5	611.6	41.9
4	145	26.9	65.5	7.6	73.1	621.9	40.4
5	70	27.1	54.3	18.6	72.9	627.5	48.6

The above graph represents Science data from the 2011-2012 school year for the PASS test. This Science data shows 52.5% of our third graders, 73.1% of our fourth graders, and 72.9% of our fifth graders scored at Met or Exemplary on the PASS Science assessment.

Social Studies							
Grade	A	B	C	D	E	F	G
3	60	35.0	38.3	26.7	65.0	620.1	51.6
4	146	20.5	54.8	24.7	79.5	639.6	47.7
5	70	38.6	55.7	5.7	61.4	610.1	35.0

The above graph represents Social Studies data from the 2011-2012 school year for the PASS test. This Social Studies data shows 65% of our third graders, 79.5% of our fourth graders, and 61.4% of our fifth graders scored at Met or Exemplary on the PASS Social Studies assessment.

English Language Arts (Reading and Research)							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	130	18.5	28.5	53.1	81.5	647.3	50.7
4	110	16.4	46.4	37.3	83.6	638.6	39.7
5	143	20.3	45.5	34.3	79.7	643.4	53.0

The above graph represents English Language Arts data from the 2012-2013 school year for the PASS test. This ELA data shows 81.5% of our third graders, 83.6% of our fourth graders, and 79.7% of our fifth graders scored at Met or Exemplary on the PASS ELA assessment.

Mathematics							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	130	35.4	29.2	35.4	64.6	618.1	56.9
4	110	37.3	41.8	20.9	62.7	623.3	42.6
5	143	18.9	42.7	38.5	81.1	641.7	51.5

The above graph represents MATH data from the 2012-2013 school year for the PASS test. This Math data shows 64.6% of our third graders, 62.7% of our fourth graders, and 81.1% of our fifth graders scored at Met or Exemplary on the PASS MATH assessment.

Science							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	67	29.9	46.3	23.9	70.1	619.5	47.4
4	110	21.8	66.4	11.8	78.2	625.9	41.5
5	71	23.9	62.0	14.1	76.1	626.2	47.1

The above graph represents Science data from the 2012-2013 school year for the PASS test. This Science data shows 70.1 % of our third graders, 78.2% of our fourth graders, and 76.1% of our fifth graders scored at Met or Exemplary on the PASS Science assessment.

Social Studies							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	63	23.8	46.0	30.2	76.2	631.9	45.1
4	110	16.4	48.2	35.5	83.6	652.4	49.9
5	73	27.4	42.5	30.1	72.6	630.8	51.3

The above graph represents Social Studies data from the 2012-2013 school year for the PASS test. This Social Studies data shows 76.2% of our third graders, 83.6% of our fourth graders, and 72.6% of our fifth graders scored at Met or Exemplary on the PASS Social Studies assessment.

2010-2011 Scores by Grade Level and Demographic Category	
Column Legend	
<b>A)</b> Number of Students tested	<b>E)</b> Percentage of Students Scoring “Met” and “Exemplary”
<b>B)</b> Percentage of Students Scoring “Not Met”	<b>F)</b> Mean (Scale Score) for the total group of students
<b>C)</b> Percentage of Students Scoring “Met”	<b>G)</b> Standard Deviation (Scale Score) for the group of students
<b>D)</b> Percentage of Students Scoring “Exemplary”	

## Grade 3

### English Language Arts (Reading and Research)

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	137	19.0	29.2	51.8	81.0	646.4	51.9
Male	75	24.0	29.3	46.7	76.0	638.8	53.3
Female	62	12.9	29.0	58.1	87.1	655.6	48.5
Hispanic or Latino	5						
American Indian or Alaska Native	0						
Asian	1						
Black or African American	39	38.5	28.2	33.3	61.5	623.7	47.8
Native Hawaiian or Other Pacific Islander	0						
White	91	11.0	26.4	62.6	89.0	657.7	51.0
Two or more races	1						
Disabled	10	50.0	30.0	20.0	50.0	608.7	52.0
Not Disabled	127	16.5	29.1	54.3	83.5	649.3	50.7
Migrant	0						
Non-migrant	137	19.0	29.2	51.8	81.0	646.4	51.9
Limited English Proficient	5						
Non-LEP	132	18.9	27.3	53.8	81.1	647.5	52.4
Subsidized Meals	73	26.0	32.9	41.1	74.0	633.7	46.7
Full-Pay Meals	64	10.9	25.0	64.1	89.1	660.8	53.7

### Mathematics

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	143	35.7	31.5	32.9	64.3	621.3	50.3
Male	80	37.5	33.8	28.8	62.5	617.4	50.0

Female	63	33.3	28.6	38.1	66.7	626.2	50.4
Hispanic or Latino	6						
American Indian or Alaska Native	0						
Asian	1						
Black or African American	41	51.2	24.4	24.4	48.8	609.6	48.2
Native Hawaiian or Other Pacific Islander	0						
White	94	25.5	36.2	38.3	74.5	629.4	49.7
Two or more races	1						
Disabled	16	62.5	25.0	12.5	37.5	579.7	49.0
Not Disabled	127	32.3	32.3	35.4	67.7	626.5	48.0
Migrant	0						
Non-migrant	143	35.7	31.5	32.9	64.3	621.3	50.3
Limited English Proficient	6						
Non-LEP	137	33.6	32.1	34.3	66.4	623.3	50.1
Subsidized Meals	78	46.2	29.5	24.4	53.8	608.1	45.5
Full-Pay Meals	65	23.1	33.8	43.1	76.9	637.2	51.2

## Science

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	71	43.7	42.3	14.1	56.3	602.5	41.6
Male	42	47.6	35.7	16.7	52.4	600.9	47.1
Female	29	37.9	51.7	10.3	62.1	604.9	31.8
Hispanic or Latino	3						
American Indian or Alaska Native	0						
Asian	1						
Black or African American	18	72.2	16.7	11.1	27.8	587.4	38.2
Native Hawaiian or Other Pacific Islander	0						

White	49	30.6	53.1	16.3	69.4	611.3	37.7
Two or more races	0						
Disabled	6						
Not Disabled	65	43.1	43.1	13.8	56.9	603.7	36.6
Migrant	0						
Non-migrant	71	43.7	42.3	14.1	56.3	602.5	41.6
Limited English Proficient	4						
Non-LEP	67	43.3	41.8	14.9	56.7	604.2	39.5
Subsidized Meals	39	48.7	41.0	10.3	51.3	597.2	44.5
Full-Pay Meals	32	37.5	43.8	18.8	62.5	609.0	36.6

## Social Studies

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	73	26.0	52.1	21.9	74.0	622.4	49.1
Male	39	33.3	48.7	17.9	66.7	614.6	56.0
Female	34	17.6	55.9	26.5	82.4	631.4	37.8
Hispanic or Latino	3						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	23	34.8	56.5	8.7	65.2	608.8	37.1
Native Hawaiian or Other Pacific Islander	0						
White	46	19.6	50.0	30.4	80.4	630.8	53.8
Two or more races	1						
Disabled	10	60.0	30.0	10.0	40.0	598.2	47.2
Not Disabled	63	20.6	55.6	23.8	79.4	626.3	48.3
Migrant	0						
Non-migrant	73	26.0	52.1	21.9	74.0	622.4	49.1

Limited English Proficient	2							
Non-LEP	71	23.9	53.5	22.5	76.1	623.5	49.3	
Subsidized Meals	40	40.0	45.0	15.0	60.0	607.7	54.5	
Full-Pay Meals	33	9.1	60.6	30.3	90.9	640.3	33.9	

## Grade 4

English Language Arts (Reading and Research)								
	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.	
All Students	138	23.2	58.7	18.1	76.8	619.9	37.2	
Male	76	27.6	55.3	17.1	72.4	617.5	38.4	
Female	62	17.7	62.9	19.4	82.3	622.8	35.3	
Hispanic or Latino	7							
American Indian or Alaska Native	0							
Asian	0							
Black or African American	36	25.0	66.7	8.3	75.0	612.6	30.1	
Native Hawaiian or Other Pacific Islander	1							
White	90	23.3	55.6	21.1	76.7	622.3	39.7	
Two or more races	4							
Disabled	26	69.2	30.8		30.8	579.3	28.5	
Not Disabled	112	12.5	65.2	22.3	87.5	629.3	32.3	
Migrant	0							
Non-migrant	138	23.2	58.7	18.1	76.8	619.9	37.2	
Limited English Proficient	3							
Non-LEP	135	23.0	59.3	17.8	77.0	620.0	37.1	
Subsidized Meals	86	27.9	52.3	19.8	72.1	615.3	36.1	
Full-Pay Meals	52	15.4	69.2	15.4	84.6	627.4	37.7	



Mathematics							
	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	140	28.6	47.1	24.3	71.4	626.4	42.5
Male	77	31.2	40.3	28.6	68.8	629.1	45.7
Female	63	25.4	55.6	19.0	74.6	623.1	37.8
Hispanic or Latino	7						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	36	27.8	66.7	5.6	72.2	618.9	29.1
Native Hawaiian or Other Pacific Islander	1						
White	92	28.3	42.4	29.3	71.7	627.8	46.0
Two or more races	4						
Disabled	28	71.4	28.6		28.6	580.9	28.6
Not Disabled	112	17.9	51.8	30.4	82.1	637.8	37.5
Migrant	0						
Non-migrant	140	28.6	47.1	24.3	71.4	626.4	42.5
Limited English Proficient	3						
Non-LEP	137	28.5	46.7	24.8	71.5	626.6	42.8
Subsidized Meals	88	34.1	48.9	17.0	65.9	619.3	39.7
Full-Pay Meals	52	19.2	44.2	36.5	80.8	638.4	44.3

Science							
	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	140	23.6	67.1	9.3	76.4	624.2	43.3
Male	77	20.8	66.2	13.0	79.2	628.9	45.2

Female	63	27.0	68.3	4.8	73.0	618.5	40.1
Hispanic or Latino	7						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	36	16.7	80.6	2.8	83.3	618.5	34.0
Native Hawaiian or Other Pacific Islander	1						
White	92	26.1	60.9	13.0	73.9	625.7	46.9
Two or more races	4						
Disabled	28	60.7	39.3		39.3	576.4	44.5
Not Disabled	112	14.3	74.1	11.6	85.7	636.2	33.7
Migrant	0						
Non-migrant	140	23.6	67.1	9.3	76.4	624.2	43.3
Limited English Proficient	3						
Non-LEP	137	23.4	67.2	9.5	76.6	624.6	43.0
Subsidized Meals	88	23.9	69.3	6.8	76.1	618.6	43.0
Full-Pay Meals	52	23.1	63.5	13.5	76.9	633.8	42.2

## Social Studies

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	140	19.3	62.9	17.9	80.7	635.6	42.4
Male	77	19.5	57.1	23.4	80.5	640.7	48.1
Female	63	19.0	69.8	11.1	81.0	629.4	33.0
Hispanic or Latino	7						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	36	19.4	61.1	19.4	80.6	635.1	42.0
Native Hawaiian or Other Pacific Islander	1						

White	92	20.7	64.1	15.2	79.3	634.0	43.2
Two or more races	4						
Disabled	28	53.6	42.9	3.6	46.4	599.6	33.7
Not Disabled	112	10.7	67.9	21.4	89.3	644.6	39.4
Migrant	0						
Non-migrant	140	19.3	62.9	17.9	80.7	635.6	42.4
Limited English Proficient	3						
Non-LEP	137	19.7	63.5	16.8	80.3	635.3	42.5
Subsidized Meals	88	25.0	56.8	18.2	75.0	631.0	41.4
Full-Pay Meals	52	9.6	73.1	17.3	90.4	643.5	42.9

## Grade 5

Writing							
	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	133	21.1	48.1	30.8	78.9	634.8	50.8
Male	66	22.7	51.5	25.8	77.3	629.0	53.2
Female	67	19.4	44.8	35.8	80.6	640.5	47.7
Hispanic or Latino	5						
American Indian or Alaska Native	0						
Asian	3						
Black or African American	28	39.3	50.0	10.7	60.7	609.4	35.8
Native Hawaiian or Other Pacific Islander	0						
White	95	16.8	47.4	35.8	83.2	641.5	53.0
Two or more races	2						
Disabled	14	71.4	21.4	7.1	28.6	587.7	44.1

Not Disabled	119	15.1	51.3	33.6	84.9	640.3	48.6
Migrant	0						
Non-migrant	133	21.1	48.1	30.8	78.9	634.8	50.8
Limited English Proficient	7						
Non-LEP	126	21.4	48.4	30.2	78.6	634.4	50.9
Subsidized Meals	58	27.6	53.4	19.0	72.4	620.0	40.8
Full-Pay Meals	75	16.0	44.0	40.0	84.0	646.3	54.7

### English Language Arts (Reading and Research)

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	131	19.8	41.2	38.9	80.2	639.6	47.0
Male	65	18.5	43.1	38.5	81.5	638.8	45.1
Female	66	21.2	39.4	39.4	78.8	640.4	48.8
Hispanic or Latino	5						
American Indian or Alaska Native	0						
Asian	3						
Black or African American	27	37.0	44.4	18.5	63.0	609.0	44.3
Native Hawaiian or Other Pacific Islander	0						
White	94	14.9	41.5	43.6	85.1	647.2	45.0
Two or more races	2						
Disabled	14	57.1	35.7	7.1	42.9	596.1	51.9
Not Disabled	117	15.4	41.9	42.7	84.6	644.8	43.5
Migrant	0						
Non-migrant	131	19.8	41.2	38.9	80.2	639.6	47.0
Limited English Proficient	7						
Non-LEP	124	20.2	41.1	38.7	79.8	639.5	47.6
Subsidized Meals	56	32.1	41.1	26.8	67.9	624.3	51.4

Full-Pay Meals	75	10.7	41.3	48.0	89.3	651.1	39.7
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Mathematics							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	131	23.7	41.2	35.1	76.3	634.6	48.9
Male	65	16.9	47.7	35.4	83.1	638.3	46.0
Female	66	30.3	34.8	34.8	69.7	631.0	51.2
Hispanic or Latino	5						
American Indian or Alaska Native	0						
Asian	3						
Black or African American	27	37.0	48.1	14.8	63.0	606.3	41.7
Native Hawaiian or Other Pacific Islander	0						
White	94	20.2	40.4	39.4	79.8	642.6	48.6
Two or more races	2						
Disabled	14	71.4	21.4	7.1	28.6	582.7	41.6
Not Disabled	117	17.9	43.6	38.5	82.1	640.9	45.9
Migrant	0						
Non-migrant	131	23.7	41.2	35.1	76.3	634.6	48.9
Limited English Proficient	7						
Non-LEP	124	23.4	41.9	34.7	76.6	634.5	49.1
Subsidized Meals	56	30.4	44.6	25.0	69.6	623.4	46.1
Full-Pay Meals	75	18.7	38.7	42.7	81.3	643.1	49.2

Science							
	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	65	35.4	46.2	18.5	64.6	628.5	54.8

Male	31	25.8	54.8	19.4	74.2	637.1	54.8
Female	34	44.1	38.2	17.6	55.9	620.7	53.7
Hispanic or Latino	4						
American Indian or Alaska Native	0						
Asian	1						
Black or African American	13	53.8	46.2		46.2	598.7	31.1
Native Hawaiian or Other Pacific Islander	0						
White	45	33.3	42.2	24.4	66.7	636.3	59.2
Two or more races	2						
Disabled	6						
Not Disabled	59	32.2	47.5	20.3	67.8	631.4	55.7
Migrant	0						
Non-migrant	65	35.4	46.2	18.5	64.6	628.5	54.8
Limited English Proficient	4						
Non-LEP	61	37.7	44.3	18.0	62.3	627.7	55.3
Subsidized Meals	27	40.7	51.9	7.4	59.3	612.1	47.7
Full-Pay Meals	38	31.6	42.1	26.3	68.4	640.2	56.5

## Social Studies

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	66	24.2	48.5	27.3	75.8	629.4	42.3
Male	34	23.5	52.9	23.5	76.5	628.9	42.6
Female	32	25.0	43.8	31.3	75.0	629.9	42.0
Hispanic or Latino	1						
American Indian or Alaska Native	0						
Asian	2						
Black or African American	14	35.7	57.1	7.1	64.3	611.2	33.1

Native Hawaiian or Other Pacific Islander	0						
White	49	20.4	46.9	32.7	79.6	635.2	42.2
Two or more races	0						
Disabled	8						
Not Disabled	58	17.2	51.7	31.0	82.8	636.7	38.5
Migrant	0						
Non-migrant	66	24.2	48.5	27.3	75.8	629.4	42.3
Limited English Proficient	3						
Non-LEP	63	22.2	49.2	28.6	77.8	632.0	39.7
Subsidized Meals	29	27.6	51.7	20.7	72.4	620.7	39.4
Full-Pay Meals	37	21.6	45.9	32.4	78.4	636.2	43.2

## 2011-2012 Scores by Grade Level and Demographic Category

### Column Legend

<b>A)</b> Number of Students tested	<b>E)</b> Percentage of Students Scoring “Met” and “Exemplary”
<b>B)</b> Percentage of Students Scoring “Not Met”	<b>F)</b> Mean (Scale Score) for the total group of students
<b>C)</b> Percentage of Students Scoring “Met”	<b>G)</b> Standard Deviation (Scale Score) for the group of students
<b>D)</b> Percentage of Students Scoring “Exemplary”	

## Grade 3

### English Language Arts (Reading and Research)

	Number	%	%	%	%	Scale Score	Scale
	Tested	Not Met	Met	Exemplary	Pass	Mean	Score
							Std. Dev.
All Students	117	23.1	25.6	51.3	76.9	647.0	56.7
Male	53	30.2	26.4	43.4	69.8	638.4	56.0

Female	64	17.2	25.0	57.8	82.8	654.1	56.2
Hispanic or Latino	6						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	41	31.7	24.4	43.9	68.3	635.0	51.2
Native Hawaiian or Other Pacific Islander	2						
White	60	20.0	25.0	55.0	80.0	655.4	62.6
Two or more races	8						
Disabled	14	57.1	28.6	14.3	42.9	597.0	38.8
Not Disabled	103	18.4	25.2	56.3	81.6	653.8	55.3
Migrant	0						
Non-migrant	117	23.1	25.6	51.3	76.9	647.0	56.7
Limited English Proficient	5						
Non-LEP	112	22.3	25.9	51.8	77.7	647.6	57.2
Subsidized Meals	71	28.2	26.8	45.1	71.8	634.6	49.4
Full-Pay Meals	46	15.2	23.9	60.9	84.8	666.1	61.6

## Mathematics

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	118	39.0	30.5	30.5	61.0	619.8	43.4
Male	54	40.7	25.9	33.3	59.3	620.5	48.9
Female	64	37.5	34.4	28.1	62.5	619.2	38.1
Hispanic or Latino	6						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	42	54.8	26.2	19.0	45.2	607.9	41.8
Native Hawaiian or Other Pacific Islander	2						



White	60	26.7	38.3	35.0	73.3	627.3	42.4
Two or more races	8						
Disabled	15	66.7	20.0	13.3	33.3	596.9	36.0
Not Disabled	103	35.0	32.0	33.0	65.0	623.1	43.4
Migrant	0						
Non-migrant	118	39.0	30.5	30.5	61.0	619.8	43.4
Limited English Proficient	5						
Non-LEP	113	38.1	31.0	31.0	61.9	620.7	42.9
Subsidized Meals	72	50.0	27.8	22.2	50.0	611.1	42.7
Full-Pay Meals	46	21.7	34.8	43.5	78.3	633.3	40.9

Science							
	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	59	47.5	32.2	20.3	52.5	611.6	41.9
Male	27	29.6	48.1	22.2	70.4	621.9	41.2
Female	32	62.5	18.8	18.8	37.5	603.0	40.6
Hispanic or Latino	2						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	16	68.8	25.0	6.3	31.3	592.8	31.3
Native Hawaiian or Other Pacific Islander	1						
White	36	41.7	33.3	25.0	58.3	617.7	42.4
Two or more races	4						
Disabled	6						
Not Disabled	53	47.2	32.1	20.8	52.8	612.8	42.6
Migrant	0						
Non-migrant	59	47.5	32.2	20.3	52.5	611.6	41.9

Limited English Proficient	1						
Non-LEP	58	48.3	31.0	20.7	51.7	611.3	42.2
Subsidized Meals	38	57.9	28.9	13.2	42.1	603.2	39.3
Full-Pay Meals	21	28.6	38.1	33.3	71.4	626.9	42.2

## Social Studies

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	60	35.0	38.3	26.7	65.0	620.1	51.6
Male	28	42.9	39.3	17.9	57.1	607.0	56.8
Female	32	28.1	37.5	34.4	71.9	631.5	43.4
Hispanic or Latino	4						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	26	38.5	42.3	19.2	61.5	619.4	41.7
Native Hawaiian or Other Pacific Islander	1						
White	25	36.0	32.0	32.0	64.0	618.8	64.8
Two or more races	4						
Disabled	9						
Not Disabled	51	31.4	37.3	31.4	68.6	625.5	52.9
Migrant	0						
Non-migrant	60	35.0	38.3	26.7	65.0	620.1	51.6
Limited English Proficient	4						
Non-LEP	56	35.7	35.7	28.6	64.3	621.1	53.0
Subsidized Meals	35	37.1	42.9	20.0	62.9	611.2	50.4
Full-Pay Meals	25	32.0	32.0	36.0	68.0	632.4	50.7

## Grade 4

### English Language Arts (Reading and Research)

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	145	22.8	40.7	36.6	77.2	634.2	48.5
Male	79	27.8	39.2	32.9	72.2	626.7	50.4
Female	66	16.7	42.4	40.9	83.3	643.2	44.5
Hispanic or Latino	6						
American Indian or Alaska Native	0						
Asian	1						
Black or African American	41	31.7	48.8	19.5	68.3	618.8	39.8
Native Hawaiian or Other Pacific Islander	0						
White	96	16.7	37.5	45.8	83.3	643.8	49.3
Two or more races	1						
Disabled	17	76.5	23.5		23.5	573.2	35.6
Not Disabled	128	15.6	43.0	41.4	84.4	642.3	44.0
Migrant	0						
Non-migrant	145	22.8	40.7	36.6	77.2	634.2	48.5
Limited English Proficient	5						
Non-LEP	140	20.7	41.4	37.9	79.3	636.4	47.8
Subsidized Meals	84	32.1	41.7	26.2	67.9	620.2	43.9
Full-Pay Meals	61	9.8	39.3	50.8	90.2	653.6	47.9

### Mathematics

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	146	27.4	47.9	24.7	72.6	627.3	44.1
Male	79	31.6	43.0	25.3	68.4	624.6	46.1

Female	67	22.4	53.7	23.9	77.6	630.5	41.4
Hispanic or Latino	6						
American Indian or Alaska Native	0						
Asian	1						
Black or African American	42	47.6	38.1	14.3	52.4	610.6	38.4
Native Hawaiian or Other Pacific Islander	0						
White	96	17.7	51.0	31.3	82.3	636.4	44.4
Two or more races	1						
Disabled	18	94.4	5.6		5.6	569.2	27.9
Not Disabled	128	18.0	53.9	28.1	82.0	635.5	39.5
Migrant	0						
Non-migrant	146	27.4	47.9	24.7	72.6	627.3	44.1
Limited English Proficient	5						
Non-LEP	141	26.2	48.2	25.5	73.8	628.7	43.9
Subsidized Meals	85	37.6	47.1	15.3	62.4	613.9	40.6
Full-Pay Meals	61	13.1	49.2	37.7	86.9	646.1	41.9

## Science

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	145	26.9	65.5	7.6	73.1	621.9	40.4
Male	78	26.9	67.9	5.1	73.1	619.3	38.8
Female	67	26.9	62.7	10.4	73.1	624.9	42.0
Hispanic or Latino	6						
American Indian or Alaska Native	0						
Asian	1						
Black or African American	42	40.5	57.1	2.4	59.5	603.2	36.3
Native Hawaiian or Other Pacific Islander	0						

White	95	17.9	71.6	10.5	82.1	632.5	37.8
Two or more races	1						
Disabled	17	88.2	11.8		11.8	569.8	37.3
Not Disabled	128	18.8	72.7	8.6	81.3	628.8	35.4
Migrant	0						
Non-migrant	145	26.9	65.5	7.6	73.1	621.9	40.4
Limited English Proficient	5						
Non-LEP	140	25.7	66.4	7.9	74.3	623.4	39.6
Subsidized Meals	84	31.0	65.5	3.6	69.0	612.0	38.4
Full-Pay Meals	61	21.3	65.6	13.1	78.7	635.5	39.1

## Social Studies

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	146	20.5	54.8	24.7	79.5	639.6	47.7
Male	79	20.3	51.9	27.8	79.7	641.8	51.5
Female	67	20.9	58.2	20.9	79.1	637.1	42.7
Hispanic or Latino	6						
American Indian or Alaska Native	0						
Asian	1						
Black or African American	42	23.8	61.9	14.3	76.2	628.1	44.2
Native Hawaiian or Other Pacific Islander	0						
White	96	16.7	52.1	31.3	83.3	647.8	47.2
Two or more races	1						
Disabled	18	61.1	33.3	5.6	38.9	598.4	38.0
Not Disabled	128	14.8	57.8	27.3	85.2	645.4	46.1
Migrant	0						
Non-migrant	146	20.5	54.8	24.7	79.5	639.6	47.7

Limited English Proficient	5						
Non-LEP	141	19.1	55.3	25.5	80.9	641.5	46.8
Subsidized Meals	85	29.4	52.9	17.6	70.6	630.7	47.4
Full-Pay Meals	61	8.2	57.4	34.4	91.8	652.0	45.4

## Grade 5

Writing							
	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	140	20.7	53.6	25.7	79.3	631.0	43.0
Male	75	18.7	65.3	16.0	81.3	625.3	38.7
Female	65	23.1	40.0	36.9	76.9	637.4	46.5
Hispanic or Latino	10	20.0	60.0	20.0	80.0	632.2	48.1
American Indian or Alaska Native	0						
Asian	0						
Black or African American	37	16.2	64.9	18.9	83.8	630.6	35.2
Native Hawaiian or Other Pacific Islander	1						
White	89	22.5	49.4	28.1	77.5	630.5	44.0
Two or more races	3						
Disabled	23	73.9	26.1		26.1	581.2	36.5
Not Disabled	117	10.3	59.0	30.8	89.7	640.7	36.9
Migrant	0						
Non-migrant	140	20.7	53.6	25.7	79.3	631.0	43.0
Limited English Proficient	6						
Non-LEP	134	20.1	53.0	26.9	79.9	632.1	43.5
Subsidized Meals	86	24.4	58.1	17.4	75.6	622.3	38.7

Full-Pay Meals	54	14.8	46.3	38.9	85.2	644.7	45.8
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English Language Arts (Reading and Research)							
	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	140	22.9	56.4	20.7	77.1	631.4	46.1
Male	75	21.3	56.0	22.7	78.7	635.5	48.3
Female	65	24.6	56.9	18.5	75.4	626.7	43.1
Hispanic or Latino	10	20.0	50.0	30.0	80.0	644.1	42.9
American Indian or Alaska Native	0						
Asian	0						
Black or African American	37	24.3	51.4	24.3	75.7	630.2	44.2
Native Hawaiian or Other Pacific Islander	1						
White	89	21.3	59.6	19.1	78.7	632.1	46.3
Two or more races	3						
Disabled	23	73.9	26.1		26.1	579.6	30.6
Not Disabled	117	12.8	62.4	24.8	87.2	641.6	41.6
Migrant	0						
Non-migrant	140	22.9	56.4	20.7	77.1	631.4	46.1
Limited English Proficient	6						
Non-LEP	134	22.4	56.7	20.9	77.6	631.8	46.6
Subsidized Meals	86	27.9	55.8	16.3	72.1	622.8	43.3
Full-Pay Meals	54	14.8	57.4	27.8	85.2	645.1	47.2

Mathematics							
	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	140	20.7	50.0	29.3	79.3	635.2	43.2

Male	75	18.7	45.3	36.0	81.3	641.1	46.3
Female	65	23.1	55.4	21.5	76.9	628.4	38.2
Hispanic or Latino	10	20.0	50.0	30.0	80.0	639.4	45.3
American Indian or Alaska Native	0						
Asian	0						
Black or African American	37	10.8	64.9	24.3	89.2	633.8	26.7
Native Hawaiian or Other Pacific Islander	1						
White	89	24.7	44.9	30.3	75.3	635.2	46.6
Two or more races	3						
Disabled	23	78.3	21.7		21.7	578.8	27.0
Not Disabled	117	9.4	55.6	35.0	90.6	646.3	36.6
Migrant	0						
Non-migrant	140	20.7	50.0	29.3	79.3	635.2	43.2
Limited English Proficient	6						
Non-LEP	134	20.1	50.0	29.9	79.9	635.9	43.3
Subsidized Meals	86	23.3	55.8	20.9	76.7	625.9	39.5
Full-Pay Meals	54	16.7	40.7	42.6	83.3	650.1	44.7

Science							
	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	70	27.1	54.3	18.6	72.9	627.5	48.6
Male	43	27.9	53.5	18.6	72.1	628.7	49.1
Female	27	25.9	55.6	18.5	74.1	625.6	47.6
Hispanic or Latino	6						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	17	17.6	76.5	5.9	82.4	629.0	34.0



Native Hawaiian or Other Pacific Islander	0						
White	44	31.8	45.5	22.7	68.2	626.6	52.2
Two or more races	3						
Disabled	13	92.3	7.7		7.7	563.3	24.8
Not Disabled	57	12.3	64.9	22.8	87.7	642.1	40.0
Migrant	0						
Non-migrant	70	27.1	54.3	18.6	72.9	627.5	48.6
Limited English Proficient	3						
Non-LEP	67	28.4	53.7	17.9	71.6	626.9	49.1
Subsidized Meals	39	30.8	53.8	15.4	69.2	616.8	45.5
Full-Pay Meals	31	22.6	54.8	22.6	77.4	641.0	48.9

## Social Studies

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	70	38.6	55.7	5.7	61.4	610.1	35.0
Male	32	31.3	56.3	12.5	68.8	621.0	37.3
Female	38	44.7	55.3		55.3	600.8	30.1
Hispanic or Latino	4						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	20	35.0	60.0	5.0	65.0	613.9	33.1
Native Hawaiian or Other Pacific Islander	1						
White	45	37.8	55.6	6.7	62.2	610.7	34.7
Two or more races	0						
Disabled	10	60.0	40.0		40.0	586.2	26.5
Not Disabled	60	35.0	58.3	6.7	65.0	614.0	34.7
Migrant	0						

Non-migrant	70	38.6	55.7	5.7	61.4	610.1	35.0
Limited English Proficient	3						
Non-LEP	67	35.8	58.2	6.0	64.2	612.2	34.1
Subsidized Meals	47	44.7	51.1	4.3	55.3	604.3	33.1
Full-Pay Meals	23	26.1	65.2	8.7	73.9	621.8	35.9

## 2012-2013 Scores by Grade Level and Demographic Category

### Column Legend

<b>A)</b> Number of Students tested	<b>E)</b> Percentage of Students Scoring “Met” and “Exemplary”
<b>B)</b> Percentage of Students Scoring “Not Met”	<b>F)</b> Mean (Scale Score) for the total group of students
<b>C)</b> Percentage of Students Scoring “Met”	<b>G)</b> Standard Deviation (Scale Score) for the group of students
<b>D)</b> Percentage of Students Scoring “Exemplary”	

## Grade 3

### English Language Arts (Reading and Research)

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	130	18.5	28.5	53.1	81.5	647.3	50.7
Male	64	21.9	35.9	42.2	78.1	637.0	48.1
Female	65	13.8	21.5	64.6	86.2	658.8	49.8
Hispanic or Latino	8						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	30	16.7	56.7	26.7	83.3	628.6	36.5
Native Hawaiian or Other Pacific Islander	1						

White	83	18.1	19.3	62.7	81.9	656.1	54.7
Two or more races	7						
Disabled	18	72.2	16.7	11.1	27.8	597.6	47.1
Not Disabled	112	9.8	30.4	59.8	90.2	655.3	46.5
Migrant	1						
Non-migrant	129	18.6	27.9	53.5	81.4	647.5	50.8
Limited English Proficient	8						
Non-LEP	122	18.9	27.9	53.3	81.1	648.0	51.8
Subsidized Meals	71	18.3	38.0	43.7	81.7	639.0	41.1
Full-Pay Meals	59	18.6	16.9	64.4	81.4	657.2	58.7

## Mathematics

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	130	35.4	29.2	35.4	64.6	618.1	56.9
Male	64	43.8	26.6	29.7	56.3	608.3	63.1
Female	65	26.2	32.3	41.5	73.8	628.3	48.3
Hispanic or Latino	8						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	30	53.3	30.0	16.7	46.7	596.9	40.0
Native Hawaiian or Other Pacific Islander	1						
White	83	28.9	27.7	43.4	71.1	627.8	62.8
Two or more races	7						
Disabled	18	88.9	5.6	5.6	11.1	556.3	37.9
Not Disabled	112	26.8	33.0	40.2	73.2	628.1	53.0
Migrant	1						
Non-migrant	129	34.9	29.5	35.7	65.1	618.5	57.0

Limited English Proficient	8						
Non-LEP	122	36.1	27.9	36.1	63.9	618.5	58.4
Subsidized Meals	71	45.1	32.4	22.5	54.9	602.9	52.2
Full-Pay Meals	59	23.7	25.4	50.8	76.3	636.5	56.9

## Science

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	67	29.9	46.3	23.9	70.1	619.5	47.4
Male	30	30.0	40.0	30.0	70.0	620.7	52.4
Female	36	27.8	52.8	19.4	72.2	619.7	42.8
Hispanic or Latino	5						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	16	50.0	50.0		50.0	593.4	44.3
Native Hawaiian or Other Pacific Islander	0						
White	41	19.5	43.9	36.6	80.5	633.4	46.5
Two or more races	4						
Disabled	6						
Not Disabled	61	24.6	49.2	26.2	75.4	626.2	42.2
Migrant	1						
Non-migrant	66	28.8	47.0	24.2	71.2	620.5	47.1
Limited English Proficient	5						
Non-LEP	62	29.0	45.2	25.8	71.0	621.6	48.1
Subsidized Meals	36	38.9	38.9	22.2	61.1	612.0	41.5
Full-Pay Meals	31	19.4	54.8	25.8	80.6	628.1	52.0

## Social Studies

	Number	%	%	%	%	Scale Score	Scale
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	Tested	Not Met	Met	Exemplary	Pass	Mean	Score Std. Dev.
All Students	63	23.8	46.0	30.2	76.2	631.9	45.1
Male	34	35.3	41.2	23.5	64.7	622.9	47.3
Female	29	10.3	51.7	37.9	89.7	642.4	39.9
Hispanic or Latino	3						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	14	28.6	57.1	14.3	71.4	626.3	37.4
Native Hawaiian or Other Pacific Islander	1						
White	42	23.8	40.5	35.7	76.2	633.6	49.1
Two or more races	3						
Disabled	12	66.7	25.0	8.3	33.3	597.8	36.7
Not Disabled	51	13.7	51.0	35.3	86.3	639.9	43.1
Migrant	0						
Non-migrant	63	23.8	46.0	30.2	76.2	631.9	45.1
Limited English Proficient	3						
Non-LEP	60	25.0	45.0	30.0	75.0	631.1	45.6
Subsidized Meals	35	25.7	51.4	22.9	74.3	627.6	47.1
Full-Pay Meals	28	21.4	39.3	39.3	78.6	637.3	41.9

## Grade 4

### English Language Arts (Reading and Research)

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	110	16.4	46.4	37.3	83.6	638.6	39.7
Male	51	23.5	41.2	35.3	76.5	633.4	44.0

Female	59	10.2	50.8	39.0	89.8	643.2	35.0
Hispanic or Latino	5						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	37	21.6	51.4	27.0	78.4	628.5	42.5
Native Hawaiian or Other Pacific Islander	2						
White	57	14.0	40.4	45.6	86.0	644.9	40.2
Two or more races	9						
Disabled	13	46.2	46.2	7.7	53.8	608.2	40.8
Not Disabled	97	12.4	46.4	41.2	87.6	642.7	37.8
Migrant	0						
Non-migrant	110	16.4	46.4	37.3	83.6	638.6	39.7
Limited English Proficient	4						
Non-LEP	106	16.0	46.2	37.7	84.0	638.8	40.2
Subsidized Meals	63	20.6	54.0	25.4	79.4	628.7	39.5
Full-Pay Meals	47	10.6	36.2	53.2	89.4	651.9	36.0

## Mathematics

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	110	37.3	41.8	20.9	62.7	623.3	42.6
Male	51	41.2	37.3	21.6	58.8	620.6	46.5
Female	59	33.9	45.8	20.3	66.1	625.6	38.8
Hispanic or Latino	5						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	37	48.6	43.2	8.1	51.4	607.2	34.4
Native Hawaiian or Other Pacific Islander	2						

White	57	31.6	35.1	33.3	68.4	633.5	46.9
Two or more races	9						
Disabled	13	69.2	30.8		30.8	587.8	25.6
Not Disabled	97	33.0	43.3	23.7	67.0	628.1	42.2
Migrant	0						
Non-migrant	110	37.3	41.8	20.9	62.7	623.3	42.6
Limited English Proficient	4						
Non-LEP	106	37.7	41.5	20.8	62.3	622.9	42.7
Subsidized Meals	63	44.4	46.0	9.5	55.6	611.3	36.3
Full-Pay Meals	47	27.7	36.2	36.2	72.3	639.4	45.1

## Science

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	110	21.8	66.4	11.8	78.2	625.9	41.5
Male	51	25.5	60.8	13.7	74.5	628.3	44.7
Female	59	18.6	71.2	10.2	81.4	623.8	38.5
Hispanic or Latino	5						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	37	37.8	59.5	2.7	62.2	608.9	43.3
Native Hawaiian or Other Pacific Islander	2						
White	57	14.0	68.4	17.5	86.0	634.1	39.0
Two or more races	9						
Disabled	13	30.8	69.2		69.2	604.4	32.7
Not Disabled	97	20.6	66.0	13.4	79.4	628.8	41.7
Migrant	0						
Non-migrant	110	21.8	66.4	11.8	78.2	625.9	41.5

Limited English Proficient	4						
Non-LEP	106	21.7	67.0	11.3	78.3	625.5	41.2
Subsidized Meals	63	25.4	68.3	6.3	74.6	617.4	40.2
Full-Pay Meals	47	17.0	63.8	19.1	83.0	637.3	40.6

## Social Studies

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	110	16.4	48.2	35.5	83.6	652.4	49.9
Male	51	17.6	43.1	39.2	82.4	653.9	52.7
Female	59	15.3	52.5	32.2	84.7	651.0	47.2
Hispanic or Latino	5						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	37	18.9	51.4	29.7	81.1	644.8	48.6
Native Hawaiian or Other Pacific Islander	2						
White	57	15.8	45.6	38.6	84.2	658.5	53.3
Two or more races	9						
Disabled	13	38.5	61.5		61.5	605.8	16.9
Not Disabled	97	13.4	46.4	40.2	86.6	658.6	49.6
Migrant	0						
Non-migrant	110	16.4	48.2	35.5	83.6	652.4	49.9
Limited English Proficient	4						
Non-LEP	106	16.0	49.1	34.9	84.0	652.4	50.0
Subsidized Meals	63	15.9	60.3	23.8	84.1	640.8	44.2
Full-Pay Meals	47	17.0	31.9	51.1	83.0	667.9	52.8

## Grade 5



### English Language Arts (Reading and Research)

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	143	20.3	45.5	34.3	79.7	643.4	53.0
Male	81	27.2	45.7	27.2	72.8	631.5	54.5
Female	62	11.3	45.2	43.5	88.7	658.9	46.6
Hispanic or Latino	7						
American Indian or Alaska Native	0						
Asian	1						
Black or African American	40	32.5	45.0	22.5	67.5	625.0	44.6
Native Hawaiian or Other Pacific Islander	0						
White	94	13.8	45.7	40.4	86.2	653.2	54.2
Two or more races	1						
Disabled	20	75.0	25.0		25.0	574.9	37.3
Not Disabled	123	11.4	48.8	39.8	88.6	654.5	46.4
Migrant	0						
Non-migrant	143	20.3	45.5	34.3	79.7	643.4	53.0
Limited English Proficient	5						
Non-LEP	138	18.8	45.7	35.5	81.2	645.2	52.6
Subsidized Meals	85	29.4	42.4	28.2	70.6	633.1	55.2
Full-Pay Meals	58	6.9	50.0	43.1	93.1	658.5	45.5

### Mathematics

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	143	18.9	42.7	38.5	81.1	641.7	51.5
Male	81	25.9	43.2	30.9	74.1	632.6	51.6

Female	62	9.7	41.9	48.4	90.3	653.7	48.9
Hispanic or Latino	7						
American Indian or Alaska Native	0						
Asian	1						
Black or African American	40	27.5	42.5	30.0	72.5	623.4	48.2
Native Hawaiian or Other Pacific Islander	0						
White	94	16.0	41.5	42.6	84.0	650.1	50.7
Two or more races	1						
Disabled	20	70.0	30.0		30.0	577.6	31.9
Not Disabled	123	10.6	44.7	44.7	89.4	652.1	46.3
Migrant	0						
Non-migrant	143	18.9	42.7	38.5	81.1	641.7	51.5
Limited English Proficient	5						
Non-LEP	138	18.8	42.0	39.1	81.2	642.6	51.6
Subsidized Meals	85	25.9	40.0	34.1	74.1	631.8	51.5
Full-Pay Meals	58	8.6	46.6	44.8	91.4	656.3	48.0

## Science

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	71	23.9	62.0	14.1	76.1	626.2	47.1
Male	39	28.2	59.0	12.8	71.8	619.4	49.7
Female	32	18.8	65.6	15.6	81.3	634.6	42.2
Hispanic or Latino	2						
American Indian or Alaska Native	0						
Asian	0						
Black or African American	19	42.1	57.9		57.9	601.9	34.3
Native Hawaiian or Other Pacific Islander	0						

White	50	18.0	62.0	20.0	82.0	635.1	48.9
Two or more races	0						
Disabled	10	70.0	30.0		30.0	571.0	52.8
Not Disabled	61	16.4	67.2	16.4	83.6	635.3	39.2
Migrant	0						
Non-migrant	71	23.9	62.0	14.1	76.1	626.2	47.1
Limited English Proficient	1						
Non-LEP	70	24.3	61.4	14.3	75.7	626.2	47.4
Subsidized Meals	41	36.6	51.2	12.2	63.4	613.6	52.4
Full-Pay Meals	30	6.7	76.7	16.7	93.3	643.5	31.2

## Social Studies

	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
All Students	73	27.4	42.5	30.1	72.6	630.8	51.3
Male	43	32.6	39.5	27.9	67.4	623.0	54.9
Female	30	20.0	46.7	33.3	80.0	642.0	43.3
Hispanic or Latino	5						
American Indian or Alaska Native	0						
Asian	1						
Black or African American	22	40.9	45.5	13.6	59.1	605.5	52.9
Native Hawaiian or Other Pacific Islander	0						
White	44	15.9	43.2	40.9	84.1	647.4	44.9
Two or more races	1						
Disabled	10	70.0	30.0		30.0	579.2	25.3
Not Disabled	63	20.6	44.4	34.9	79.4	639.0	49.6
Migrant	0						
Non-migrant	73	27.4	42.5	30.1	72.6	630.8	51.3

Limited English Proficient	4						
Non-LEP	69	26.1	42.0	31.9	73.9	632.7	51.5
Subsidized Meals	45	37.8	35.6	26.7	62.2	621.2	55.5
Full-Pay Meals	28	10.7	53.6	35.7	89.3	646.2	39.0

## STUDENT ACHIEVEMENT SUMMARY

### *Overall Progress:*

Review of our PASS data shows consistent scores over time in all areas except with our students identified as disabled and African American in both ELA and Math. There was also a noted decrease in the area of Math for all student subgroups, with exception of special education that had a slight increase of those meeting Met or above from 2012. Even with the slight increase, the percentage of students scoring Met and above in SPED is significantly lower than other subgroups. This has generated much discussion for planning and resources to be implemented. Careful attention has been given to priority scheduling, implementation of a rigorous curriculum, implementation of a before school program to address deficit areas, and ongoing additional support of small group to enhance their opportunities for growth and success.

With the continued implementation of MAP testing, Measurements of Academic Progress, we have been able to disaggregate and identify specific weaknesses in student's learning and develop strategies for enhancing instructional practices. MAP Testing is implemented fall, winter, and spring for grades 2-5, offering us immediate feedback on student gains and areas where the need for differentiated instruction is necessary. Additionally, Fountain Inn Elementary is in its eighth year as a Baldrige School. Our staff is involved in ongoing staff development focusing on becoming a professional learning community, collaboratively planning, creating common assessments and best practices within the classroom.

We have continued to support our students struggling in the areas of Math and Reading by providing assistance within our extended day care program, computer tutorials within the classrooms, and a second lab focused on remediation with the use of the Compass Learning. A computer lab manager was added this year and has implemented the use of First in Math with all students.

In order to accomplish our goals, we have and will plan to-----

- continue to examine and monitor student progress as identified through MAP and PASS Testing
- continue to implement quality tools and best practices such as the use of DesCartes learning strands associated with MAP Testing
- provide ongoing staff development in the area of common assessments, collaborative planning, and grading
- Implement Project Read - Writing, our school-wide writing program and offer additional support to all instructional staff in the process of writing
- align our yearly goals to reflect an increase of students scoring Met or Above on PASS
- continue supporting all teachers in the use of Compass Learning & First in Math

- maintain a second computer lab to be used for Compass Learning & First in Math
- priority scheduling for Special Ed students will dictate our master schedule
- continue to offer intervention support in reading in grades K-2
- utilize a district supported curriculum with our Special Ed. students for both reading and math
- train teachers and implement Fountas & Pinnell Balanced Literacy Program
- continue to support teachers in the use of Common Core Standards

### ***What the Data Tells Us...***

Our school population continues to fluctuate. Our numbers have gone up as high as 900 and as low as 785 over the past five years. This change has also brought a significant increase in the percentage of students on free and reduced lunch. Our current poverty index is at 74%. It is imperative that we remain aware of the ongoing changes throughout Fountain Inn as the town begins a five year revitalization process and how this will impact our students and community.

As of this current school year, our goals have been aligned with those measured by the state on the State Report Card, our gains will be determined in all areas for students mastering a Not Met, Met, or Exemplary score as measured by PASS.

In English Language Arts, our goal is to increase the percentage of students who score in the Met and Exemplary category on the ELA PASS Test. Results for 2012-2013 show that an average of 81.6% of our students in grades 3 – 5 have scored at Met or Exemplary on PASS ELA. These results show an increase in performance, up 4.5% from the previous year. We were excited to see that all subgroups increased the percentage of students scoring Met or above in ELA. Students in grade 3 showed a 4.6% increase. Students in grade 4 showed a 6.4% increase as well as students in grade 5 who showed an increase of 2.6%. Even though the overall percentage increased, the number of students in the disabled population scoring Met or above, 35.5%, is still drastically lower than the other subgroups.

In Math, our goal is to increase the percentage of students who score in the Met and Exemplary categories on the Math PASS Assessment. Results for 2012-2013 show that an average of 69.5% of our students in grades 3 – 5 have scored at Met or Exemplary on PASS Math. This is a slight decrease from the previous year when we had an average of 71% of our students in grades 3-5 scoring at Met or Exemplary. We observed a slight decrease of students scoring Met or above in all subgroups with the exception of the disabled group, with an increase from 20.2% to 23.9%.

In Social Studies, our goal is to increase the percentage of students who score in the Met or Exemplary categories on the Social Studies PASS Test. Comparing PASS data from 2011-2012 to 2012-2013, showed a significant increase from 68.6% up to 77.4% of our overall students scoring at Met or Exemplary.

In Science, our goal is to increase the percentage of students who score in the Met or Exemplary categories on the Science PASS Test. Comparing PASS data from 2011-2012 to 2012-2013 showed an increase of students scoring at Met or Exemplary from 66.1% up to 74.8%

### *Next Steps*

- ❖ We must continue to gather and analyze our student achievement data, along with our questionnaire results and demographic data. In addition, our district implemented MAP testing in the 2005-2006 school year. Students test three times a year, fall, winter, and spring. Teachers will continue to be provided with a very accurate measurement of student achievement and growth across time. Teachers use the normative achievement data to compare individual, class, and grade-level performance to the performance of students in the same grade from a variety of schools across the nation. This data analysis allows teachers to determine a student's instructional level and by referencing a student's RIT score in DesCartes, they gain an indication of what skills and concepts a student understands, what skills he or she is developing, and what will be academically challenging. This information allows for ease in differentiating the instruction in the classroom. Students all graphed their MAP scores from fall, set goals for the year and identified strategies to assist in achieving their goals. After MAP Spring Testing in March, goals are reviewed and strategies set in place to focus on for PASS testing in March and May.
- ❖ Winter MAP testing- Testing in winter is solely for the purpose of gauging where our students are and where our students need to go. Student achievement is our #1 priority and winter MAP testing allows us to really motivate and assess our students. We see weaknesses and attack them head on. We collect and analyze data in order to differentiate the learning needs.
- ❖ Selected by the Carolina First Center for Excellence as a Baldrige School beginning in 2005. We are currently using some of the quality tools to support the Baldrige model. All students are tracking their academic progress. Additionally, all classrooms have created a class mission statement and all teachers track student progress within their classrooms.
- ❖ Continuation of an A-Team Interventionist positions funded through general fund allocation dollars. Additionally, all teachers in grades K-2 are trained and currently implement RTI in their classrooms. These teachers work with small groups of lower achieving kindergarten, first and second grade students for developing skills early on and assisting to build a stronger academic foundation.
- ❖ School-wide Everyday Calendar Math daily.
- ❖ School-wide implementation of First in Math.
- ❖ Emphasis will be given to the implementation of our special ed. program. Priority will be given to scheduling, the curriculum used, and additional supports needed for success.

- ❖ Beginning in 2010-2011, a morning “Breakfast Club” was offered 4 days a week to any student who did not meet PASS in either ELA or Math. The key focus is on bridging the gaps in their learning through specialized Compass activities.
- ❖ A school wide instructional schedule has been created and implemented during the 2013-2014 increasing all instructional blocks and minimizing disruptions to the academic process.

## **AYP Status for Fountain Inn Elementary**

- |             |     |
|-------------|-----|
| • 2009-2010 | Yes |
| • 2010-2011 | No  |
| • 2011-2012 | No  |
| • 2012-2013 | No  |

In 2009-2010 we made AYP for the first time due to an increase in the percentage of special education students making gains. With the significant increase in the expectation for NCLB in 2010, we did not make the gains required to maintain our AYP status once again. We did not make AYP for the 2012-2013 school year with our disabled population, subsidized lunch, African Americans in ELA and Math, and white students in Math.

## **South Carolina Report Card Ratings for Ft. Inn Elementary**

<b>School Year</b>	<b>Absolute Rating</b>	<b>Growth Rating</b>
2009-2010	Average	Good
2010-2011	Average	Good
2011-2012	Average	Good
2012-2013	Average	Good

Even with the significant increase required through NCLB, Fountain Inn Elementary maintained its Absolute Rating and Growth Rating for the 2012-2013 school year. Overall, we are maintaining, but not making the significant gains required to adjust our growth level. Emphasis will continue to focus on strategies for moving our students forward.

Review of the data clearly shows that our emphasis must focus on an increase in the performance of our special education students in both ELA and Math. Key elements to success include examining the instructional levels of our students, the instructional materials utilized, and the format for implementation.

**Teacher and Administrator Quality**

**Professional Development Calendar 2012-2013 and 2013-2014**

**See Calendar of Events below...**



**Fountain Inn Elementary School**  
**SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR**  
**Glenn Wile, Principal**  
**For School Year 2013-2014**

<b>Title</b>	<b>Presenter</b>	<b>Description</b>	<b>Date</b>	<b>Time</b>	<b>Number Attended</b>	<b>Targeted Group</b>	<b>Correlation to School Goals</b>
<i>The Last Lecture Faculty Council Retreat</i>	<i>Faculty Council Members</i>	Evaluation of PLC's and Next Steps	<i>August 2, 2013</i>			Administration & Faculty Council	Goal Area 1, 2, and 3
<i>New Teacher Orientation</i>	<i>Glenn Wile Vanessa Brown</i>	Orientation for new teachers to FIE	<i>08/16/2013</i>	<i>9:00-10:00</i>		New Teachers to FIE	Goal Area 1, 2 & 3
<i>First In Math Training</i>	<i>District Staff</i>	<b>Fall Cycle Dates</b> <ul style="list-style-type: none"> <li>■ Three Guided Reading Training Days</li> <li>■ District-funded subs</li> </ul>	September 11, 2013 October 2, 2013 October 30, 2013	<ul style="list-style-type: none"> <li>■ Primary Session - 8:00-11:00</li> <li>Intermediate Session - 11:45-2:45</li> </ul>		FIE Staff	Goal Area 1, 2 & 3
<i>Implementing Balanced Literacy</i>	<i>District Staff</i>	<b>Winter Cycle Dates</b> <ul style="list-style-type: none"> <li>■ Jan. - Classroom Observations</li> <li>■ Feb. - School Option: Team Meetings or Classroom Observations</li> </ul>	January 8, 2014 February 5, 2014	<ul style="list-style-type: none"> <li>■ Jan. - Classroom Observations</li> <li>■ Feb. - School Option: Team Meetings or Classroom Observations</li> </ul>		FIE Staff	Goal Area 1, 2 & 3
<i>Implementing Balanced Literacy</i>	<i>District Staff</i>					FIE Staff	Goal Area 1, 2 & 3
<i>Implementing CCSS</i>							

**Fountain Inn Elementary School**  
**SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR**  
**Glenn Wile, Principal**  
**For School Year 2014-2015**

<b>Title</b>	<b>Presenter</b>	<b>Description</b>	<b>Date</b>	<b>Time</b>	<b>Number Attended</b>	<b>Targeted Group</b>	<b>Correlation to School Goals</b>
<i>Book Study : To Be Determined</i>	<i>Glenn Wile Vanessa Brown</i>		<i>August 2014</i>			All staff members	Goal 1, 2, and 3
<i>Team Building</i>	<i>Glenn Wile Vanessa Brown</i>		<i>August 2014</i>			All staff members	Goal 1, 2, and 3
<i>New Teacher Orientation</i>	<i>Glenn Wile Vanessa Brown</i>	Orientation for new teachers to FIE	<i>August 2014</i>			New Teachers to FIE	Goal Area 1, 2 & 3
<i>Implementing Balanced Literacy</i>	<i>District Staff</i>	<b>Fall Cycle Dates</b> ■ Guided Reading	<i>October 2014</i>			FIE Staff	Goal Area 1, 2 & 3
<i>Implementing Balanced Literacy</i>	<i>District Staff</i>	<b>Winter Cycle Dates</b> Dec - Writing or Literature Study  Feb. - School Option: Reading Framework, co-Teaching or Classroom Observations	<i>December 2014  February 2015</i>			FIE Staff	Goal Area 1, 2 & 3
<i>Implementing CCSS Content Meetings</i>	<i>District Staff</i>		<i>2014-2015 school year</i>			FIE Staff	Goal Area 1, 2 & 3

## School Climate Needs Assessment

### Data Sources:

- SDE School Report Card – Website = <https://ed.sc.gov/data/report-cards/>
- Survey Results see below...

## SCHOOL PERCEPTIONS

The survey data below is recorded from the Annual School Report Card from the State of South Carolina. Evaluations are presented from teachers, fourth and fifth grade students, and parents of fourth and fifth grade students.

Survey Data from the Annual Report Card Survey – Teachers				
	2010	2011	2012	2013
Satisfied with learning environment	94.2	91.5	91.7	91.9
Satisfied with social and physical environment	98.1	91.5	95.8	96
Satisfied with home-school relations	94.2	93.6	93.8	96
I feel safe at my school during the school day.	100	100	100	98
Survey Data from the Annual Report Card Survey – Students				
	2010	2011	2012	2013
Satisfied with learning environment	96.3	89.4	96.4	84.6
Satisfied with social and physical environment	84.1	87.7	95.6	81.6
Satisfied with home-school relations	85.8	90.9	96.4	89.7
I feel safe at school during the school day.	91.8	90.9	97.1	88.2
Survey Data from the Annual Report Card Survey – Parents				
	2010	2011	2012	2013
Satisfied with learning environment	92.9	87.9	93.0	91.6
Satisfied with social and physical environment	88.4	86.6	86.1	85.7
Satisfied with home-school relations	85.8	83.8	87.1	86.9
My child feels safe at school.	96.6	94.1	93.1	95.3

**FOUNTAIN INN  
ELEMENTARY SCHOOL  
ACTION PLAN**

## SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 79% in 2012 to 82% in 2018.

**ANNUAL OBJECTIVE:** Annually increase by at least 0.5 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	80.0	80.5	81	81.5	82
School Actual	79	81.3					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

Baseline data from 2011-12 is based upon 5<sup>th</sup> and 8<sup>th</sup> grade scores only. Projected performance is based upon 3<sup>rd</sup> through 8<sup>th</sup> grade scores.

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS % ELA**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 77.5% in 2012 to 83.5% in 2018.

**ANNUAL OBJECTIVE:** Increase by at least 1 percentage point annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	79.5	80.5	81.5	82.5	83.5
School Actual	77.5	80.4					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

ELA - School	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	655.5	662.3					
Male	650.3	652.9					
Female	661.2	671.9					
White	661.1	671.8					
African-American	645.4	646.1					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	599.1	610.2					
Limited English Proficient	N/A	N/A					
Subsidized Meals	645	652.1					

<b>ELA - District - Grades 3-5</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*



## PASS % MATH

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 71.9% in 2012 to 80.9% in 2018.

**ANNUAL OBJECTIVE:** Increase by at least 1.5 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	74.9	76.4	77.9	79.4	80.9
School Actual	71.9	81.2					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS AVG. MATH

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

Math - School	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	644.2	644.2					
Male	645	638.4					
Female	643.2	650.0					
White	649.9	654.1					
African-American	633.8	626.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	596.9	589.2					
Limited English Proficient	N/A	N/A					
Subsidized Meals	634.1	632.3					

<b>Math - District – Grades 3-5</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664.0					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % TESTED

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.5	100					
Male	99.5	100					
Female	99.5	100					
White	100	100					
African-American	98.5	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	96.4	100					
Limited English Proficient	N/A	N/A					
Subsidized Meals	99.2	100					

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100					
White	99.9	100					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

<b>% Tested Math – School</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American	N/A	N/A					

Indian/Alaskan							
Disabled	100	100					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100	100					

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100					
Male	99.9	99.9					
Female	100.0	100					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100					
Hispanic	99.9	100					
American Indian/Alaskan	100.0	100					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100					
Subsidized Meals	99.9	100					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % SCIENCE

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in science each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 67% in 2012 to 79% in 2018.

**ANNUAL OBJECTIVE:** Increase by at least 2 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	71	73	75	77	79
School Actual	67	77.3					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS AVG. SCIENCE

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	621.8	624.3					
Male	622	624.3					
Female	621.5	624.4					
White	628.3	634.2					
African-American	608.1	607.4					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	571.4	581.7					
Limited English Proficient	N/A	N/A					
Subsidized Meals	612.1	615.1					



<b>Science - District – Grades 3-5</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633.0					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644.0					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % SOCIAL STUDIES

☒ Student Achievement    ☐ Teacher/Administrator Quality    ☐ School Climate    ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 69.5% in 2012 to 81.5% in 2018.

**ANNUAL OBJECTIVE:** Increase by at least 2 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	73.5	75.5	77.5	79.5	81.5
School Actual	69.5	73.6					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS AVG. SOCIAL STUDIES

☒ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☐ School Climate  
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

Social Studies - School	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	628.7	641.9					
Male	630.5	637.0					
Female	626.9	647.0					
White	634.7	648.9					
African-American	623.1	630.9					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	590.5	595.7					
Limited English Proficient	N/A	N/A					
Subsidized Meals	621.1	632.8					

<b>Social Studies - District Grades 3-5</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

**FIVE YEAR PERFORMANCE GOAL:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	68%tile	66%tile					
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	38%tile	44%tile					
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	44%tile	48%tile					

<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	67 <sup>th</sup> %tile	66 <sup>th</sup> %tile	67 <sup>th</sup> %tile				
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	52 <sup>nd</sup> %tile	50 <sup>th</sup> %tile	49 <sup>th</sup> %tile				
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58 <sup>th</sup> %tile	55 <sup>th</sup> %tile	57 <sup>th</sup> %tile				

<b><u>Academic Achievement STRATEGY</u></b> <b><u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
We will provide additional support for students having weaknesses in Language arts with Leveled Readers and with Compass Odyssey	Ongoing 2013-2018	Teachers, IC, Computer Lab Manager Parents & Volunteers	NA	NA	Reports from Compass Odyssey and Leveled Readers
1. Maintain consistent, effective language arts program school-wide					
a) Implement Fountas and Pinnell Balanced Literacy Program	Ongoing August – June 2013-2018	Principal, Assistant Principal, IC, and Teachers	n/a	n/a	Lesson Plans Classroom Evidence Leveled Readers Room Leveled Readers Teacher Certificates
b) Continue to implement School-Wide Writing Program. (Project Read)	Ongoing August – June 2013-2018	Principal, Assistant Principal, Instructional Coach, Teachers	n/a	n/a	Lesson Plans Staff Development Plan Classroom Evidence Editor's Checklist Instructional Posters for Project Read
c) Align units of instruction with state and district Common Core	Ongoing August – June 2013-2018	Principal, Assistant Principal, Teachers,	n/a	n/a	Lesson Plans, Web Page, Grade Level Syllabus Book located in office

Standards in the form of a syllabus		Instructional Coach			Rubicon Atlas
d) Administer Fountas & Pinnell Benchmark Assessment System	Ongoing August – June 2013-2018	Teachers, Instructional Coach	n/a	n/a	Running Records Reports
e) Implement district writing prompts in Grades 1-5	Ongoing August – June 2013-2018	Teachers, Instructional Coach	n/a	n/a	Student Samples
f) Integrate technology into academic routine of students through the use of software that promotes connections between classroom instruction and district/state standards	Ongoing August – June 2013-2018	Principal, Assistant Principal, Instructional Coach, Teachers	Software Costs	EAA Comprehensive Remediation, PTA, Technology	Laptop Carts Laptop Cart Lab Media Center Computer Lab Classroom Stations Discus Promethean Board Hue WebCam Smart Board Think Central Resources Compass BrainPop Jr. iPad, Activotes & ActivExpressions
g) Continue differentiated instruction practices	Ongoing August – June 2013-2018	Principal, Assistant Principal, Instructional Coach, Teachers	n/a	n/a	Lesson Plans, PAS-T Goals, Instructional Walk-throughs Fountas and Pinnell Leveled Readers and Anecdotal Record-Keeping and progress



					Monitoring for documentation
h) Continue to Administer Common Core MAP Testing Grade 2-5 and utilize data to drive instruction. AimsWeb testing for K-2	Ongoing August – June 2013-2018	Principal, Assistant Principal, Instructional Coach, Teachers	n/a	n/a	Reports from Grades K-5 tested
i) Maintain RTI Interventionist Positions	Ongoing August – June 2013-2018	Principal, Assistant Principal, Instructional Coach, K-1 <sup>st</sup> -2 <sup>nd</sup> Teachers RTI Interventionist	Teacher Salaries	District	AIMS WEB, DIBELS Screening, Serve K, 1 <sup>s</sup> & 2 <sup>nd</sup> Students scoring below 25%
j) Maintain and implement Learning Focused Strategies	Ongoing August – June 2013-2018.	All Staff	n/a	District	Lesson Plans, Essential Questions posted in classroom Rubicon Atlas
k) Integrate technology into academic routine of students enrolled in the Ft. Inn After-Care Program through the use of software that promotes connections between classroom instruction and district/state standards	Ongoing August – June 2013-2018	Principal, Assistant Principal, Instructional Coach, After-school Care Coordinator	n/a	n/a	Reports from Compass Odyssey
l) Continue the use of	Ongoing	All Staff	n/a	District	Lesson Plans, student

Compass Learning Software	August – June 2013-2018				reports from Compass Learning
m) Implement before school Breakfast Club Tutoring for Students at risk	Ongoing August – June 2013-2018	Principal, Instructional Coach, Tutorial Teachers	n/a	n/a	Compass Learning Reports
n) Implement School Wide Staff Development Plan for Fountas & Pinnell Balanced Literacy Program with all in attendance	Ongoing August – June 2013-2018	Principal, Assistant Principal Instructional Coach, Teachers, Fountas & Pinnell Kathy Nortcutt, Paula Burgess and Kristy Jennings, ELA Consultants	n/a	n/a	Training agenda, Sign-in Sheets Observations School Logs

## PROFESSIONAL DEVELOPMENT

☐ Student Achievement   ☒ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** 100% of our instructional staff will be trained in the theory and implementation of the Balanced Literacy Model using Fountas & Pinnell from 2013-2018.

**ANNUAL OBJECTIVE:** 100% of our instructional staff will complete Cycle 1 of the Balanced Literacy Model Training in 2013-2014.

**DATA SOURCE(S):** Professional Development Portal Log

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected	x	x	100	100	100	100	100
Actual	100	100	100				

<b><u>Professional Development STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Instructional staff will participate in site visits to observe Fountas & Pinnell Implementation	2013-2014	Instructional Staff	NA	NA	Log of school visits
Instructional staff will participate in Cycle 1 training to implement Fountas & Pinnell Balanced Literacy	2013-2014	Instructional Staff	NA	NA	Professional Development Portal Log
Instructional staff will participate in Cycle 2 training to implement Fountas & Pinnell Balanced Literacy	2014-2015	Instructional Staff	NA	NA	Professional Development Portal Log
Instructional staff will participate in Cycle 3 training to implement Fountas & Pinnell Balanced Literacy	2015-2016	Instructional Staff	NA	NA	Professional Development Portal Log
Maintain School Wide Staff Development Plan in technology integration as additional technology resources are added	Ongoing August – June 2013-2018	Principal, Media Specialist, IC, Instructional Tech.	n/a	Local Funds, District Funds, PTA, Grants, K5 Enhancement	Training agenda, Sign-In Sheets
Instructional staff will participate in schoolwide training for new resource, First in Math	2013-2014	Principal, Assistant Principal, Instructional Coach, Teachers, and Computer Lab	n/a	n/a	Training agenda, Sign-in Sheets

		Manager			
Continue interpreting and Using MAP & PASS Data	Ongoing August – June 2013-2018	Principal, Assistant Principal Instructional Coach, Teachers	n/a	n/a	Training Agenda, Sign-in Sheets
Attend training for Compass Learning Software	Ongoing 2013-2018	New Staff	District Funded	District Funded	Training Agenda, Sign-in Sheets

**STUDENT ATTENDANCE**

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**GOAL AREA 3:** Provide a school environment supportive of learning.

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.4	96.1					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

## PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☒ School Climate  
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of parents who are satisfied with the learning environment at 93% or higher through 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain at least 93% of parents who are satisfied with the learning environment

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	93	93	93	93	93
School Actual	93	91.6					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of students who are satisfied with the learning environment at 96.4% through 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain at least 96.4% of students who are satisfied with the learning environment

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	96.4	96.4	96.4	96.4	96.4
School Actual	96.4	84.6					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7					



## TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 91.7 % in 2012 to 94.7 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by at least 0.5% points annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	92.7	93.2	93.7	94.2	94.7
School Actual	91.7	91.9					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

## PARENT SATISFACTION – SAFETY

☐ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☒ School Climate  
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 93.1% in 2012 to 95.6% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage points annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	93.6	94.1	94.6	95.1	95.6
School Actual	93.1	95.3					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8					

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of students who feel safe at school during the school day from 97.1% in 2012 to 97.1% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain at least 97.1 percentage points annually students who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	97.1	97.1	97.1	97.1	97.1
School Actual	97.1	88.2					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

## TEACHER SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain at least 100 percentage point(s) annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100	100	100	100	100
School Actual	100	98					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

<b><u>STRATEGY</u></b> <b><u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Sources</u></b>	<b><u>Indicators of</u></b> <b><u>Implementation</u></b>
1. Maintain positive contact with families and community					
a) Classrooms provide weekly newsletters to parents and PTA and principal provides quarterly newsletter to parents.	Ongoing August – June 2013-2018	Principal PTA Teacher	Copying	Local Funds, PTA	Published Newsletters, Web Page
b) Provide <u>Tribune Times</u> with weekly updates of school activities and needs	Ongoing August – June 2013-2018	Faculty and Staff, Tribune Times Contact	n/a	n/a	Tribune Times Newsletter
c) Maintain and Update School and Teacher Web Pages or blogs at least weekly, and school marquee	Ongoing August – June 2013-2018	Principal, Instructional Coach, Teachers, Office Clerk	n/a	n/a	Web Pages or Blogs And Marquee
2. Continue to make school available for Community group meetings, and invite business leaders to the school.	Ongoing August – June 2013-2018	Principal	n/a	n/a	Log of Meetings
3. Continue to utilize surveys	Ongoing	Principal, PTA	n/a	n/a	Log of Volunteer Hours

done by PTA to place volunteers in appropriate roles.	August – June 2013-2018	Board			
4. Continue Family Learning Nights.	Ongoing August – June 2013-2018	Faculty and Staff	n/a	n/a	Agenda of Family Nights
5. Continue with site-based model, and involve SIC in safety & learning environment decision-making.	Ongoing August – June 2013-2018	Principal, Assistant Principal, SIC Members	n/a	n/a	Agenda of Meetings
6. Continue to offer incentives for business partnerships	Ongoing August – June 2013-2018	Principal, Assistant Principal, Character Committee	n/a	n/a	Log of Business Partnerships, T-Shirts
7. Provide mentors for at risk students (FIKE)	Ongoing August – June 2013-2018	Assistant Principal, SIC Members, FIKE	n/a	n/a	Log of Mentors
8. Continue to utilize SEEDS Program Grades K-2	Ongoing August – June 2013-2018	PTA Volunteers, Teachers	n/a	PTA	Log of SEEDS Lessons
9. Continue to participate in community-wide activities	Ongoing August-June 2013-2018	Principal, Assistant Principal, Teachers, Strong Communities Representative	n/a	n/a	Aunt Het Day, Christmas Parade, Lighting of the Fountain Inn Christmas Tree, Breakfast with Santa,

		Clemson Univ. Representative			etc.
10. Update risers to new flip forms in the music room	2013-2018	Principal		Local funds	Risers installed
11. Continue to offer In-services for Parents	Ongoing 2013-2018	Guidance Counselors, Parents, Teachers		Local Funds	Parent Rosters
12. Install new doors with windows in the Music, PE and Art room	2013-2018	District Maintenance			Doors installed
13. Continue to implement FIE Safety Procedures & Guidelines.	2013-2018	FIE Administration & Staff	n/a	n/a	Safety Guidelines followed and monitored
14. CODE implemented in 5 <sup>th</sup> Grade	2013-2018	5 <sup>th</sup> Grade Teachers, Students, and FIPD Community Resource Officer	n/a	n/a	CODE instructed for 1 <sup>st</sup> semester
15. Continue to implement Safety Patrols	2013-2018	Safety Patrol Leader & Patrols	n/a	n/a	Schedule of Safety Patrol Posts
16. Safety Tip of the Day on the Morning News	2013-2018	Guidance Counselor & News Crew	n/a	n/a	List of Safety Tips
17. Attend Homerun for Healthy Kids Program at Fluor Field	2013-2018	Guidance Counselor, 4 <sup>th</sup> & 5 <sup>th</sup> Grade Teachers and Students	n/a	n/a	Healthy Kids Program Agenda
18. 1 <sup>st</sup> Grade Fire	2013-2018	Guidance	n/a	n/a	Buddy Fire Safety

Department "Buddy Fire Safety House"		Counselor and 1 <sup>st</sup> grade teachers and students			Program Agenda
19. Participate in National Walk to School Day	2013-2018	FIE Administration, Staff and Students	n/a	n/a	National Walk to School Calendar
20. On site Fountain Inn Police Officer Office	2013-2018	FIPD & FIE Administration	n/a	n/a	Officer office & log of visits
21. Required Safety Video Presentations	2013-2018	FIE Administration and Staff	n/a	n/a	Log of Safety Video viewing Certificates of Completion





# **Appendix A**

Fountain Inn Elementary School Profile 2013-2014

2013-2014 School Report Card

2012-2013 ESEA (Federal Accountability Rating System)

## **Fountain Inn Elementary School Profile – 2013 - 2014**

**Visit the following Link**

<http://www.greenville.k12.sc.us/Schools/docs/profiles/ftinn.pdf>

## **SC Annual School Report Card 2013 Fountain Inn Elementary**

**Visit the following links...**

**Full Version:**

<https://ed.sc.gov/data/report-cards/2013/elem/c/e2301058.pdf>

**Summary:**

<https://ed.sc.gov/data/report-cards/2013/elem/s/e2301058.pdf>

2012-2013 ESEA (Federal Accountability Rating System)

<https://ed.sc.gov/data/esea/2013/school.cfm?SID=2301058>