

Springfield Middle

1711 Springfield Parkway
Fort Mill, SC 29715

Grades	6-8 Middle School	
Enrollment	727 Students	
Principal	Keith Griffin	803-548-8199
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Jan Smiley	803-548-7258

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Good*
2007	Good	Average
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

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

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

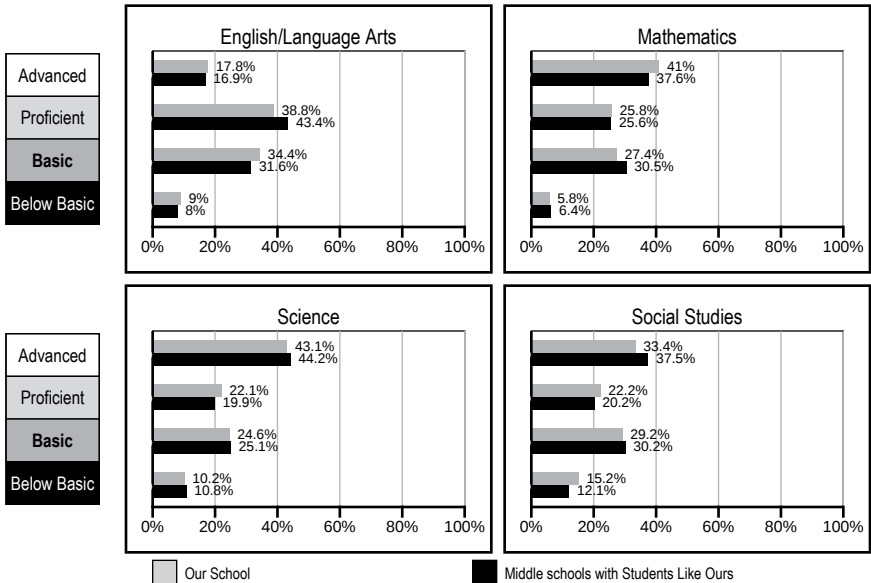
87.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	5	0	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	100.0
English 1	100.0	100.0
Physical Science	0	100.0
All Subjects	100.0	100.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=727)				
Students enrolled in high school credit courses (grades 7 & 8)	22.1%	Up from 18.0%	43.3%	19.4%
Retention rate	0.1%	Down from 1.4%	0.3%	1.8%
Attendance rate	96.9%	Up from 96.8%	97.0%	95.8%
Eligible for gifted and talented	39.0%	Down from 42.5%	41.4%	15.3%
With disabilities other than speech	7.9%	Up from 4.8%	6.5%	12.9%
Older than usual for grade	0.1%	Down from 0.5%	0.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.2%	0.2%	0.7%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	61.2%	Up from 58.7%	57.9%	55.0%
Continuing contract teachers	87.8%	Up from 78.3%	78.1%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.9%	5.4%
Teachers returning from previous year	N/A	N/A	84.5%	83.4%
Teacher attendance rate	93.1%	Down from 94.9%	94.8%	94.9%
Average teacher salary	\$48,082	Up 2.2%	\$47,413	\$44,706
Professional development days/teacher	14.2 days	Down from 15.1 days	11.2 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.5 to 1	21.7 to 1	20.1 to 1
Prime instructional time	88.5%	Down from 89.9%	90.5%	89.3%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Up from 96.6%	100.0%	98.0%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil*	\$6,588	N/A	\$6,884	\$7,097
Percent of expenditures for instruction*	62.1%	N/A	64.2%	64.4%
Percent of expenditures for teacher salaries*	60.0%	N/A	59.9%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Excellence is the word that comes to mind when describing the atmosphere at Springfield Middle School. All our stakeholders worked very hard to ensure another successful year filled with excellence for our school and students. During the school year, we achieved several key goals. We had a successful Making Middle Grades Work (MMGW) site visit and were affirmed as a MMGW school. We finalized our plan and began the implementation for year one of a three year plan.

Springfield Middle was recognized by the South Carolina Education Oversight Committee for closing the achievement gap for historically underachieving students. We were awarded the Palmetto Silver Award based on PACT scores and were selected to be a SMART showcase school based on the usage of SMART products.

The major school-wide initiatives implemented were Redo Café, Nine Weeks Tests, an Ambassador Program, a mentoring program for at risk students, and the increased use of available data to improve instructional strategies and learning in the classroom.

We had many honors, awards, and major events during the 2007-2008 school year. Our staff includes the Middle School State Law Related Educator of the Year, a Foundation for Fort Mill Schools Grant winner, and 18 National Board Certified Teachers. Several important groups and activities were continued and some were started. These groups include our recycling program, PTA, Athletic Booster Club, Student Council, Beta Club, Academic Teams, Warm Up America, Book Club, and Photography Club. Our students were involved in many school related activities such as athletics, band, chorus, dance, and drama. Student awards and recognitions included numerous individual awards as well as 44 eighth graders designated as Junior Scholars, 17 Duke TIP winners, five All-State band performers, 33 Region band performers, and state and regional Science Fair winners. We added three additional sports and our Boys soccer team was undefeated conference champions. Many of our programs and activities are supported by our great parent groups, especially the PTA and Athletic Booster Club. These organizations provide us with such activities as Artist in Residence, book fairs, parent book club, market day, sports awards program, and parent education programs.

We have several challenges that we are looking at as opportunities. Our biggest challenge continues to be growth complicated by new legislation that impacted the funding of schools. We grew by over 30 students during the school year and expect to have over 800 students when the 2008-09 school year begins. We will strive to use our space efficiently and keep our class sizes at the appropriate level as we move to a 900 student middle school. We will continue to use the MAP data to acquire diagnostic information which will help students improve.

This year was packed with successes and challenges. We will strive to maintain excellence and improve upon our success while meeting the needs of all stakeholders.

Keith Griffin, Principal
David Vawter, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	246	98
Percent satisfied with learning environment	98.0%	83.7%	94.8%
Percent satisfied with social and physical environment	100.0%	83.7%	93.8%
Percent satisfied with school-home relations	98.0%	89.8%	91.7%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 21 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	96.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	757	99.7	9.8	37.1	39.1	13.9	65.3	71.7	48.2	Yes	Yes
Gender											
Male	394	99.5	13.7	40.9	35.7	9.6	57.1	65.7	41.7	N/A	N/A
Female	363	100	5.6	33	42.8	18.6	74	78.3	55	N/A	N/A
Racial/Ethnic Group											
White	618	99.7	8.8	37.2	40.2	13.8	66.6	75.2	60	Yes	Yes
African American	66	100	13.1	44.3	34.4	8.2	57.4	48.2	31.7	Yes	Yes
Asian/Pacific Islander	28	100	8	20	44	28	84	78.1	70.4	I/S	I/S
Hispanic	43	100	22.2	33.3	27.8	16.7	47.2	62	38.4	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	63.6	47	I/S	I/S
Disability Status											
Disabled	65	100	55.9	42.4	1.7	0	6.8	27.3	16	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	22.2	44.4	33.3	0	44.4	54.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	97	100	25.8	49.4	22.5	2.2	36	45.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	757	99.9	6.5	31.6	28.4	33.4	74.8	71	45.8	Yes	Yes
Gender											
Male	394	99.8	8.8	27.2	28.6	35.4	74.7	71.2	45.6	N/A	N/A
Female	363	100	4.1	36.3	28.3	31.3	74.9	70.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	618	99.8	5.9	29.7	30	34.5	77.2	75	59	Yes	Yes
African American	66	100	11.5	45.9	26.2	16.4	57.4	44.3	26.9	Yes	Yes
Asian/Pacific Islander	28	100	0	16	12	72	92	78.1	71.3	I/S	I/S
Hispanic	43	100	13.9	47.2	19.4	19.4	55.6	58.9	38.1	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.7	46.2	I/S	I/S
Disability Status											
Disabled	65	100	45.8	33.9	16.9	3.4	33.9	32.5	17.1	Yes	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	16.7	44.4	27.8	11.1	55.6	53.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	97	100	22.5	47.2	22.5	7.9	47.2	43.9	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	503	100	10.2	24.6	22.1	43.1	65.2	61.8	35.7	96.9	96.9
Gender											
Male	266	100	11.3	22.3	16.2	50.2	66.4	65	37.4	96.7	96.9
Female	237	100	8.9	27.2	28.6	35.3	63.8	58.3	33.8	97.2	97
Racial/Ethnic Group											
White	412	100	8.2	24	23.3	44.5	67.8	66.2	49.2	96.8	96.9
African American	47	100	25	27.3	20.5	27.3	47.7	34.7	17	97.6	97.1
Asian/Pacific Islander	19	100	0	11.1	16.7	72.2	88.9	77.8	58	98.1	97.5
Hispanic	23	100	29.4	41.2	5.9	23.5	29.4	37	24.9	96.5	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96	96.4
Disability Status											
Disabled	49	100	45.7	30.4	8.7	15.2	23.9	27.3	14	96.2	96.2
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	95.6	95.6
English Proficiency											
Limited English Proficient	14	100	30	30	20	20	40	34.5	24.4	96.7	97.4
Socio-Economic Status											
Subsided meals	64	100	34.4	34.4	21.3	9.8	31.1	29.5	21.1	95.9	96.2

Social Studies

All Students	506	99.8	15	29.2	22.2	33.5	55.7	59.1	34	96.9	96.9
Gender											
Male	262	100	14.8	25.8	18.9	40.6	59.4	63.3	36.6	96.7	96.9
Female	244	99.6	15.4	32.9	25.9	25.9	51.8	54.7	31.3	97.2	97
Racial/Ethnic Group											
White	416	99.8	14.1	30.1	21.1	34.7	55.8	62.3	44.5	96.8	96.9
African American	39	100	36.1	13.9	30.6	19.4	50	38.5	19.1	97.6	97.1
Asian/Pacific Islander	20	100	0	44.4	22.2	33.3	55.6	68.3	58.9	98.1	97.5
Hispanic	31	100	10.3	27.6	27.6	34.5	62.1	44.6	27.5	96.5	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96	96.4
Disability Status											
Disabled	35	100	60	20	6.7	13.3	20	32.6	14.4	96.2	96.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	95.6	95.6
English Proficiency											
Limited English Proficient	12	100	0	63.6	9.1	27.3	36.4	29.8	27.3	96.7	97.4
Socio-Economic Status											
Subsided meals	65	98.5	42.1	28.1	12.3	17.5	29.8	31.1	21	95.9	96.2

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	219	100	10.1	30.8	43.9	15.2	59.1
	7	230	100	10.7	37.7	46.5	5.1	51.6
	8	215	100	8.5	45.2	39.7	6.5	46.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	234	100	11.7	33.2	38.3	16.8	55.1
	7	253	100	9.1	38.2	43.6	9.1	52.7
	8	270	99.3	8.9	39.5	35.5	16.1	51.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	219	100	9.6	25.8	24.7	39.9	64.6
	7	230	100	6	31.6	26.5	35.8	62.3
	8	215	100	6	44.2	26.1	23.6	49.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	234	100	6.5	28.5	29	36	65
	7	253	100	7.5	29	22	41.5	63.5
	8	270	99.6	5.6	36.7	34.3	23.4	57.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	110	100	10	19	22	49	71
	7	230	100	11.1	30.9	22.1	35.9	58.1
	8	109	100	10.8	25.5	23.5	40.2	63.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	116	100	15	19.6	24.3	41.1	65.4
	7	253	100	10.4	26.1	18.7	44.8	63.5
	8	134	100	5.7	26	26.8	41.5	68.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	109	100	9.2	33.7	32.7	24.5	57.1
	7	230	100	20.7	32.3	16.6	30.4	47
	8	106	100	5.1	36.7	30.6	27.6	58.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	118	100	3.7	20.6	22.4	53.3	75.7
	7	253	99.6	24.2	31.3	15	29.6	44.6
	8	135	100	7.2	32.8	36	24	60

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample