

FORT MILL MIDDLE

200 Springfield Parkway
Fort Mill, SC 29715

Grades	6-8 Middle School	
Enrollment	601 Students	
Principal	Greg Norton	803-547-5553
Superintendent	Dr. James N. Epps, Jr.	803-548-2527
Board Chair	Patrick White	803-802-0033

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

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

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

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

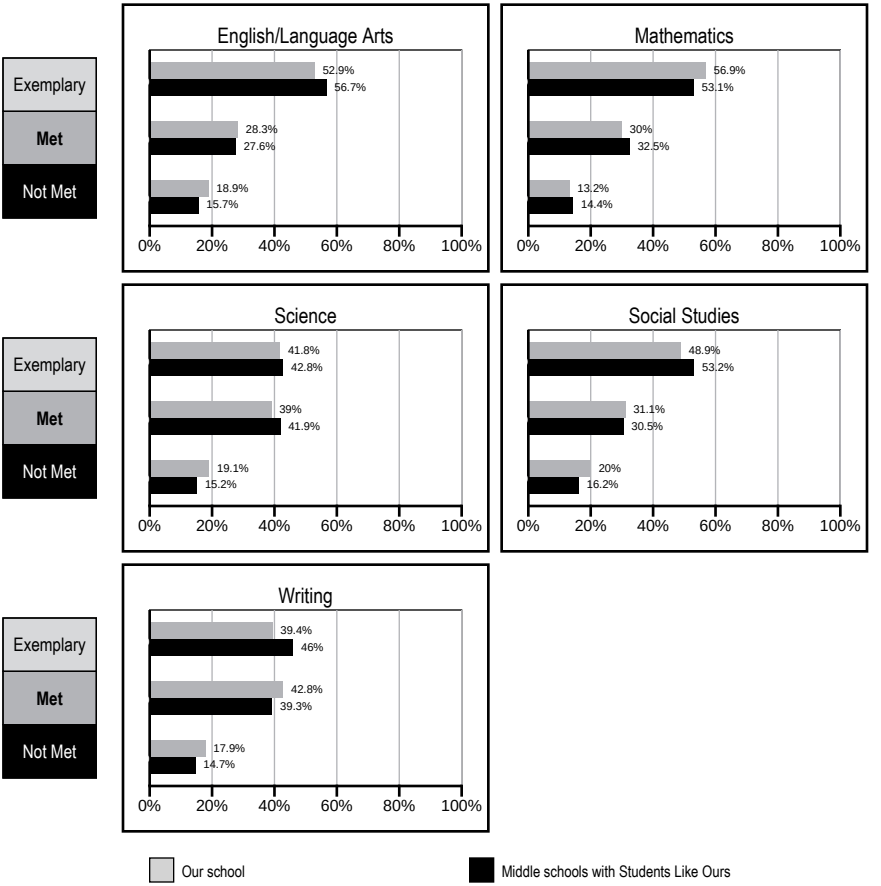
Percent of students tested in 2009-10 whose 2008-09 test scores were located	96.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	1	0	0	0

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

Palmetto Assessment of State Standards (PASS)



* 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

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

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%	99.7%
English 1	99.0%	99.5%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	99.5%	99.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=601)				
Students enrolled in high school credit courses (grades 7 & 8)	24.5%	Down from 25.1%	26.4%	24.2%
Retention rate	0.2%	Up from 0.0%	0.5%	0.7%
Attendance rate	95.7%	Down from 97.0%	96.1%	95.9%
Eligible for gifted and talented	39.8%	Down from 40.8%	39.8%	16.4%
With disabilities other than speech	12.2%	Up from 11.0%	7.9%	12.0%
Older than usual for grade	0.8%	Up from 0.6%	1.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 7.1%	0.8%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	52.0%	Down from 53.7%	62.8%	58.5%
Continuing contract teachers	90.0%	Up from 87.0%	83.6%	80.0%
Teachers with emergency or provisional certificates	2.0%	No Change	1.4%	4.0%
Teachers returning from previous year	91.7%	Up from 85.2%	87.6%	84.6%
Teacher attendance rate	95.3%	Up from 93.6%	95.3%	95.4%
Average teacher salary*	$50,098	Up 0.6%	$49,532	$46,561
Professional development days/teacher	5.8 days	Down from 12.2 days	11.1 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 17.5 to 1	21.2 to 1	21.1 to 1
Prime instructional time	90.5%	Up from 89.2%	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 99.7%	99.8%	98.1%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil**	$7,998	Down 1.6%	$6,968	$7,802
Percent of expenditures for instruction**	70.6%	Up from 69.5%	67.3%	63.8%
Percent of expenditures for teacher salaries**	68.5%	Up from 66.6%	65.0%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Our mission “to nurture and educate our students while providing a successful transition from elementary to secondary education" is the driving force behind all decisions made at Fort Mill Middle School. We believe all students can develop self-discipline and accept responsibility for their learning and behavior. Further, we believe that all students and staff have a right to feel safe, respected, and valued. All students can learn and experience success through the coordinated efforts of school and home.

During the 2009-2010 school year, Fort Mill Middle School was the proud recipient of the Palmetto Gold Award for high levels of performance and improvement on statewide testing. We continued to offer choice to our parents through our single-gender classes in the 6th and 7th grade. In a continuing effort to increase the rigor of our instruction and curriculum, Fort Mill Middle began administering nine-weeks tests at the end of each grading period. Through this process, we are improving teacher collaboration as it relates to instruction and assessment.

Seventy-two percent of our eighth graders who were enrolled in Algebra I and English I scored A’s or B’s on the End of Course exam. Our students continue to excel at high levels, with forty-four percent enrolled in our Gifted and Talented Program and thirty-eight students being recognized as Junior Scholars. Notable student accomplishments included the district spelling bee champion and another student participating in the National Geographic Geography Bee at the state level.

Participation in band, athletics, chorus, and clubs offers students a wide variety of extracurricular opportunities. Our eighth grade robotics team was region champion, and our band won numerous honors and awards in county and state competitions. A welcome addition this year was the formation of the Link Crew. This is a character education and mentoring program for seventh graders that allows them to make positive connections with sixth graders as they transition from elementary to middle school.

We successfully completed our third annual Job Shadow Day, with ninety-five percent of our students participating in real-world job experiences outside of school. This career education program is so successful that staff members have made presentations on implementation of middle school job shadow programs at three state-wide conferences.

In addition, we held our third annual summer Team Leadership Camp. This week long camp for selected rising sixth graders acclimates them to the middle school setting and promotes and fosters character education and leadership skills.

With successes to build upon and many challenges before us, we continue to strive to provide the best education possible for our students.

Greg Norton, Principal, and Lisa Lundy, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	196	111
Percent satisfied with learning environment	97.6%	80.1%	92.7%
Percent satisfied with social and physical environment	97.6%	88.3%	90.1%
Percent satisfied with school-home relations	95.1%	86.2%	83.5%

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

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School Adequate Yearly Progress	NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

School Improvement Status	

School Improvement Key

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

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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FORT MILL MIDDLE										03/09/11-4604037
PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	611	100	20	27.7	52.3	86.4	93.3	83.5	Yes	Yes
Gender										
Male	324	100	24.1	26.7	49.2	82.6	91.6	80.1	N/A	N/A
Female	287	100	15.5	28.8	55.8	90.6	95	87	N/A	N/A
Racial/Ethnic Group										
White	493	100	15.9	26.8	57.3	89.7	95	89.6	Yes	Yes
African American	93	100	41.4	34.5	24.1	70.1	83.3	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	19	100	31.6	21.1	47.4	73.7	90.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	85.1	I/S	I/S
Disability Status										
Disabled	74	100	60.6	26.8	12.7	50.7	64.5	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	81.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	38.6	35.5	25.9	71.1	82.2	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	611	100	15.3	33.8	50.9	90.2	92.7	80.4	Yes	Yes
Gender										
Male	324	100	17.4	32.5	50.2	88.7	91.8	78.4	N/A	N/A
Female	287	100	12.9	35.3	51.8	91.7	93.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	493	100	11.7	32	56.3	93.3	94.7	87.8	Yes	Yes
African American	93	100	34.5	43.7	21.8	74.7	79.6	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.2	93.5	I/S	I/S
Hispanic	19	100	21.1	36.8	42.1	78.9	89.7	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	83.2	I/S	I/S
Disability Status										
Disabled	74	100	63.4	26.8	9.9	56.3	60.6	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	85.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	32.5	45.8	21.7	77.7	80.2	72.8	Yes	Yes

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

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	413	99.8	19	38.8	42.1	81	86	67.3
Gender								
Male	221	100	22.6	33.5	43.9	77.4	85.7	66.9
Female	192	99.5	15	44.9	40.1	85	86.3	67.7
Racial/Ethnic Group								
White	330	99.7	14.1	38.4	47.5	85.9	90.3	79.6
African American	66	100	45.2	38.7	16.1	54.8	62.6	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.6	84.4
Hispanic	13	100	23.1	38.5	38.5	76.9	73.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	52	98.1	63.3	24.5	12.2	36.7	55.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.3	58.6
Socio-Economic Status								
Subsidized meals	121	100	34.5	44	21.6	65.5	65	55.4
Social Studies								
All Students	413	100	19.9	31.3	48.7	80.1	87.7	70.9
Gender								
Male	223	100	20.5	28.8	50.7	79.5	87.2	70.1
Female	190	100	19.3	34.3	46.4	80.7	88.3	71.7
Racial/Ethnic Group								
White	329	100	16.1	30	53.9	83.9	90.8	79.2
African American	68	100	39.1	34.4	26.6	60.9	70.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.2	86.8
Hispanic	13	100	23.1	53.8	23.1	76.9	81.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	52	100	48	32	20	52	59.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	75.5	68
Socio-Economic Status								
Subsidized meals	118	100	38.7	29.7	31.5	61.3	69.7	60.8

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FORT MILL MIDDLE										03/09/11-4604037
PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	609	99.2	17.7	42.9	39.4	82.3	87.9	72.1	95.7	96.5
Gender										
Male	324	99.1	22.6	47.7	29.7	77.4	83.8	65.2	95.8	96.5
Female	285	99.3	12.3	37.5	50.2	87.7	92.3	79.2	95.7	96.5
Racial/Ethnic Group										
White	491	99.4	13	43.6	43.4	87	91	80.8	95.7	96.5
African American	93	98.9	43	39.5	17.4	57	72.1	59.7	96	96.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.1	87	98.5	97.3
Hispanic	19	100	26.3	42.1	31.6	73.7	75.4	64.6	95.8	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	73.4	95.6	95.7
Disability Status										
Disabled	74	94.6	64.7	29.4	5.9	35.3	47.1	27.7	94.2	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.3
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	68.2	63.7	97.4	97.2
Socio-Economic Status										
Subsidized meals	174	98.9	39.4	40.6	20	60.6	70.2	61.9	94.6	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	218	100	20	40	40	80
	7	219	100	20.2	44.1	35.7	79.8
	8	201	100	18.1	34.7	47.2	81.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	169	100	12.7	24.1	63.3	87.3
	7	217	100	21.6	27.9	50.5	78.4
	8	225	100	24.2	30.2	45.6	75.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	218	100	23.3	36.2	40.5	76.7
	7	219	100	9.9	36.2	54	90.1
	8	201	100	24.4	34.7	40.9	75.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	169	100	11.4	25.9	62.7	88.6
	7	217	100	12	31.3	56.7	88
	8	225	100	21.4	42.3	36.3	78.6
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	109	100	26.7	53.3	20	73.3
	7	218	100	15.1	45.3	39.6	84.9
	8	101	100	21.6	48.5	29.9	78.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	85	98.8	15.9	53.7	30.5	84.1
	7	216	100	17.3	34.6	48.1	82.7
	8	112	100	24.8	35.8	39.4	75.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	110	100	6.6	36.8	56.6	93.4
	7	218	100	23.6	31.6	44.8	76.4
	8	100	100	18.8	36.5	44.8	81.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	84	100	4.8	43.4	51.8	95.2
	7	216	100	28	29	43	72
	8	113	100	16	26.4	57.5	84
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	218	98.6	20.1	39.7	40.2	79.9
	7	219	99.1	19.7	42.3	38	80.3
	8	202	99.5	17.4	40	42.6	82.6
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	167	99.4	7.9	43.9	48.2	92.1
	7	216	98.6	28.5	50.7	20.8	71.5
	8	226	99.6	14.8	34.7	50.5	85.2

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