

GOLD HILL MIDDLE

1025 Dave Gibson Blvd.
Tega Cay, SC 29078

Grades	6-8 Middle School	
Enrollment	777 Students	
Principal	Thomas L. Johnston	803-548-8300
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	Good
2008	Good	Average
2007	Good	Below Average
2006	Good	Average

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

GOLD HILL MIDDLE 03/09/11-4604049

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

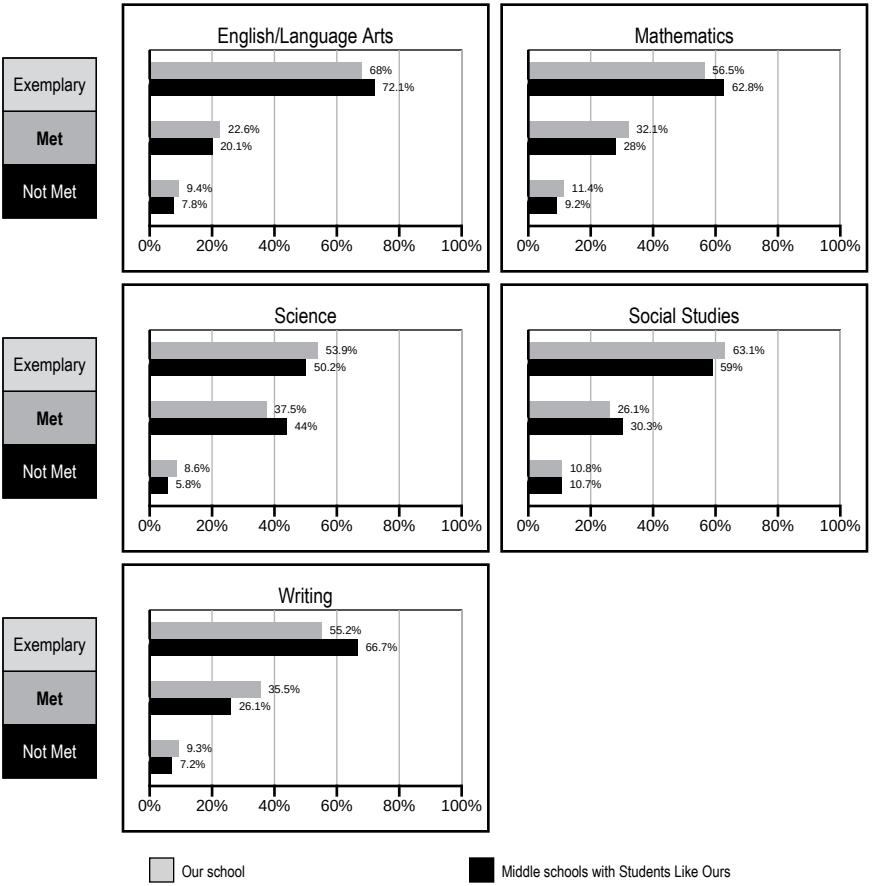
Percent of students tested in 2009-10 whose 2008-09 test scores were located	93.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	0	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	99.2%	98.8%
English 1	100.0%	99.6%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	99.6%	98.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=777)				
Students enrolled in high school credit courses (grades 7 & 8)	23.4%	Down from 24.0%	49.2%	24.2%
Retention rate	0.0%	Down from 0.3%	0.0%	0.7%
Attendance rate	96.0%	Down from 96.8%	96.8%	95.9%
Eligible for gifted and talented	39.8%	Down from 40.8%	63.6%	16.4%
With disabilities other than speech	8.8%	Up from 8.4%	3.9%	12.0%
Older than usual for grade	0.5%	Down from 0.7%	0.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.4%	0.2%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	57.1%	Up from 52.0%	60.5%	58.5%
Continuing contract teachers	95.9%	Up from 84.0%	91.6%	80.0%
Teachers with emergency or provisional certificates	2.1%	Down from 4.0%	3.3%	4.0%
Teachers returning from previous year	91.5%	Up from 78.0%	90.0%	84.6%
Teacher attendance rate	92.5%	Down from 94.2%	94.9%	95.4%
Average teacher salary*	$51,591	Up 0.7%	$50,102	$46,561
Professional development days/teacher	8.4 days	Up from 7.3 days	7.9 days	10.2 days
School				
Principal's years at school	4.5	Up from 3.5	5.3	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.8 to 1	20.2 to 1	21.1 to 1
Prime instructional time	87.6%	Down from 89.5%	91.4%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.5%	99.8%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	$6,765	Down 0.5%	$7,555	$7,802
Percent of expenditures for instruction**	69.1%	Up from 67.3%	65.7%	63.8%
Percent of expenditures for teacher salaries**	65.7%	Up from 63.2%	63.4%	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

Gold Hill Middle School is very proud of its achievements this past year. We received a Palmetto Gold Award and received the Making Middle Grades Work grant for the third year in a row. We continued Drop Everything and Read, homework helpers, and lunch bunch tutoring sessions, and added a recovery period every Wednesday so that students could make up work or get help from their teachers in areas where they might need an extra boost. Also, new this year was the Academic Support period for all of our special needs students, ensuring their success. GHMS continued its Terrific Thursday professional development program where teachers within the building share their skills with their fellow teachers.

Twenty-four GHMS students traveled to the regional science fair, and many went on from there to the state level to compete. Our Career Fair and Job Shadow days were great successes, and again we invited the fifth graders from GHES to attend the fair as well. Sixth graders enjoyed their annual Myrtle Beach trip to Ripley's Aquarium and Medieval Times. 7th graders attended Camp Thunderbird and a Knight's Baseball Game. To continue facilitating our ninth graders transistion, our eighth graders visited the future high school they are zoned to attend on a field trip. We were excited to welcome our future sixth graders and their parents for a tour of the school as well. We had many educational assemblies this year, including Veteran's Day & African American History. GHMS students raised enough money to save 12.3 acres of South American rainforest. Monies were also raised for the Fort Mill Care Center, Susan B. Komen Foundation, and the Red Cross Haiti Fund. 120 students were honored by the Duke University TIP program. 70 of those students earned Junior Scholar honors. GHMS students read for over 500,000 minutes during DEAR this year. Our band continues to shine, with 6 students making region and 3 making state band. The band earned a rating of "superior" or "excellent" at every competition it attended. One of our art students placed 1st in the district for the Lion's Club Peace Poster contest. The GHMS step team performed at step shows and pep rallies. The 2nd annual Related Arts Winter Festival was a favorite of parents and students again this year. The festival showcased our dance, FACS, art, band, drama, chorus, and ITE programs. Attendees enjoyed food from the family and consumer sciences classes. Our drama and chorus programs presented "School House Rocks" this spring to sold out crowds. We continued our afterschool athletic conditioning program open to all students and grade levels. Our 7th grade football and girls' soccer teams both won their conference championships. GHMS baseball was conference runners-up, and track placed third in their conference, finishing their best season yet.

Our parent support and communication is phenomenal. We send home weekly emails and voice mails, have a monthly newsletter, and our website is updated daily. We are fortunate to have wonderful parents that truly care about their students' success. Our wonderful PTA collected over $10,000 dollars, bringing us many cross-curriculum and technology programs. As always, failure is not an option at Gold Hill Middle School. Even though we had a wonderful year, we look forward to pushing our Bulldogs to excel even higher next year.

Susan Lewis, School Improvement Council Chair
Thomas L. Johnston, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	246	164
Percent satisfied with learning environment	100.0%	86.2%	92.5%
Percent satisfied with social and physical environment	100.0%	89.8%	92.5%
Percent satisfied with school-home relations	97.8%	89.3%	88.2%

* 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	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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GOLD HILL MIDDLE										03/09/11-4604049
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	772	100	10.7	24	65.3	93.6	93.3	83.5	Yes	Yes
Gender										
Male	409	100	12.5	22.6	64.9	93	91.6	80.1	N/A	N/A
Female	363	100	8.6	25.6	65.8	94.3	95	87	N/A	N/A
Racial/Ethnic Group										
White	632	100	7.5	22.4	70.2	95.6	95	89.6	Yes	Yes
African American	89	100	35.4	35.4	29.3	76.8	83.3	74.6	Yes	Yes
Asian/Pacific Islander	23	100	4.8	19	76.2	95.2	94.3	92.7	I/S	I/S
Hispanic	28	100	14.8	29.6	55.6	96.3	90.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	91.7	85.1	I/S	I/S
Disability Status										
Disabled	74	100	57.7	23.9	18.3	62	64.5	51.7	Yes	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	18.2	18.2	63.6	90.9	81.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	112	100	35.3	33.3	31.4	79.4	82.2	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	772	100	13	36.1	50.9	92.5	92.7	80.4	Yes	Yes
Gender										
Male	409	100	12.5	33.6	53.9	92.5	91.8	78.4	N/A	N/A
Female	363	100	13.5	39.1	47.4	92.5	93.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	632	100	9.2	36.1	54.6	95	94.7	87.8	Yes	Yes
African American	89	100	37.8	40.2	22	70.7	79.6	69.3	Yes	Yes
Asian/Pacific Islander	23	100	19	19	61.9	95.2	96.2	93.5	I/S	I/S
Hispanic	28	100	18.5	37	44.4	100	89.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	83.2	I/S	I/S
Disability Status										
Disabled	74	100	60.6	29.6	9.9	50.7	60.6	46.1	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	18.2	27.3	54.5	100	85.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	112	100	38.2	39.2	22.5	71.6	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	516	100	8.6	37.5	53.9	91.4	86	67.3
Gender								
Male	277	100	10	33.9	56.1	90	85.7	66.9
Female	239	100	7	41.7	51.3	93	86.3	67.7
Racial/Ethnic Group								
White	420	100	4.9	35.9	59.3	95.1	90.3	79.6
African American	63	100	34.5	43.1	22.4	65.5	62.6	49.7
Asian/Pacific Islander	15	100	7.1	50	42.9	92.9	90.6	84.4
Hispanic	18	100	11.8	47.1	41.2	88.2	73.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	51	100	43.8	43.8	12.5	56.3	55.9	33.8
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.3	58.6
Socio-Economic Status								
Subsidized meals	75	100	34.3	41.8	23.9	65.7	65	55.4
Social Studies								
All Students	507	100	10.8	26.1	63.1	89.2	87.7	70.9
Gender								
Male	271	100	12.8	20.7	66.5	87.2	87.2	70.1
Female	236	100	8.4	32.4	59.1	91.6	88.3	71.7
Racial/Ethnic Group								
White	411	100	6.8	25	68.3	93.3	90.8	79.2
African American	61	100	40.4	35.1	24.6	59.6	70.7	58.4
Asian/Pacific Islander	16	100	13.3	6.7	80	86.7	91.2	86.8
Hispanic	19	100	5.3	36.8	57.9	94.7	81.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	53	100	47.2	35.8	17	52.8	59.7	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.5	68
Socio-Economic Status								
Subsidized meals	79	100	34.2	30.1	35.6	65.8	69.7	60.8

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GOLD HILL MIDDLE										03/09/11-4604049
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	777	99.9	9.3	35.5	55.2	90.7	87.9	72.1	96	96.5
Gender										
Male	414	100	11.9	40.1	48	88.1	83.8	65.2	96.2	96.5
Female	363	99.7	6.3	30.2	63.5	93.7	92.3	79.2	95.9	96.5
Racial/Ethnic Group										
White	635	100	6.7	34.7	58.6	93.3	91	80.8	96	96.5
African American	91	100	28.6	41.7	29.8	71.4	72.1	59.7	96.1	96.5
Asian/Pacific Islander	23	95.7	4.8	28.6	66.7	95.2	93.1	87	97.9	97.3
Hispanic	28	100	11.1	40.7	48.1	88.9	75.4	64.6	94.5	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	73.4	N/A	95.7
Disability Status										
Disabled	69	100	53	40.9	6.1	47	47.1	27.7	95.7	95.8
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	63.5	91.1	95.3
English Proficiency										
Limited English Proficient	8	I/S	18.2	36.4	45.5	81.8	68.2	63.7	97.1	97.2
Socio-Economic Status										
Subsidized meals	113	100	29.8	46.2	24	70.2	70.2	61.9	94.9	95.8

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GOLD HILL MIDDLE 03/09/11-4604049

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	245	100	10.9	32.8	56.3	89.1
	7	254	100	8.2	29.5	62.3	91.8
	8	229	99.6	10.5	30.1	59.4	89.5
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	256	100	8.5	26.4	65	91.5
	7	251	100	11.5	25.9	62.6	88.5
	8	265	100	12	19.8	68.2	88
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	245	100	14.7	40.3	45	85.3
	7	254	100	7.4	37.3	55.3	92.6
	8	229	99.6	13.7	40.6	45.7	86.3
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	256	100	8.1	28.9	63	91.9
	7	251	100	16.5	39.9	43.6	83.5
	8	265	100	14.3	39.5	46.1	85.7
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	123	100	10.8	57.5	31.7	89.2
	7	254	100	4.9	48.4	46.7	95.1
	8	114	99.1	9.3	49.5	41.1	90.7
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	130	100	11.1	57.1	31.7	88.9
	7	251	100	9.9	34.2	56	90.1
	8	135	100	3.8	24.6	71.5	96.2

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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	122	100	10.2	57.6	32.2	89.8
	7	254	100	11.1	32.4	56.6	88.9
	8	114	100	7.2	33.3	59.5	92.8
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	126	100	4.2	33.3	62.5	95.8
	7	251	100	16.9	24.7	58.4	83.1
	8	130	100	5.5	21.9	72.7	94.5
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	246	99.2	15.5	36.1	48.3	84.5
	7	258	99.6	5.7	28	66.3	94.3
	8	226	99.1	7.4	39.2	53.5	92.6
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	260	99.6	8.4	30.9	60.6	91.6
	7	253	100	13.8	45.3	40.9	86.2
	8	264	100	5.8	30.5	63.7	94.2

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