



FORT MILL MIDDLE

200 Springfield Parkway
Fort Mill, SC 29715

Grades	6-8 Middle School	
Enrollment	756 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	Below Average
2007	Good	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 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

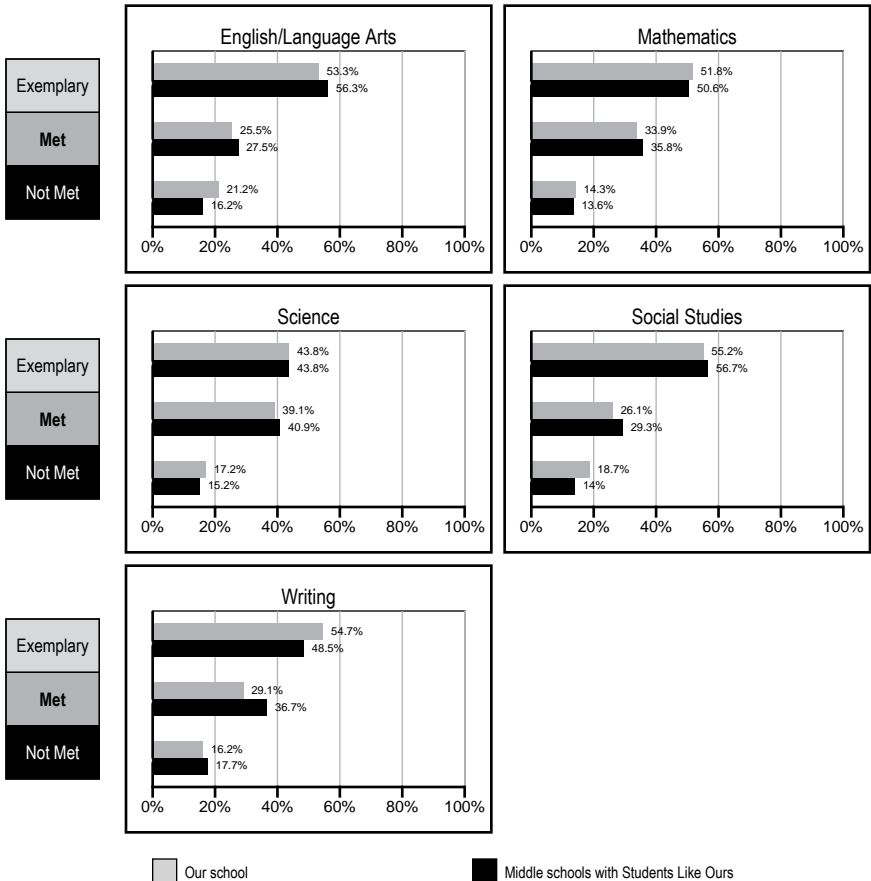
95.5%

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 11/09/2011.

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%	100.0%
English 1	100.0%	99.6%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=756)				
Students enrolled in high school credit courses (grades 7 & 8)	19.6%	Down from 24.5%	43.7%	24.5%
Retention rate	0.3%	Up from 0.2%	0.2%	0.7%
Attendance rate	95.8%	Up from 95.7%	96.3%	95.9%
Served by gifted and talented program	37.7%	Down from 39.8%	36.2%	17.8%
With disabilities other than speech	7.8%	Down from 12.2%	6.4%	9.2%
Older than usual for grade	0.9%	Up from 0.8%	0.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.7%	0.8%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	62.7%	Up from 52.0%	64.7%	60.0%
Continuing contract teachers	90.2%	Up from 90.0%	87.7%	82.6%
Teachers returning from previous year	89.1%	Down from 91.7%	89.1%	85.6%
Teacher attendance rate	93.4%	Down from 95.3%	95.0%	95.3%
Average teacher salary*	\$50,096	Down 0.0%	\$48,462	\$46,300
Professional development days/teacher	5.6 days	Down from 5.8 days	8.6 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 17.9 to 1	23.3 to 1	21.5 to 1
Prime instructional time	88.7%	Down from 90.5%	90.6%	90.1%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.3%	Down from 99.8%	92.9%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$8,100	Up 1.3%	\$6,745	\$7,634
Percent of expenditures for instruction**	69.2%	Down from 70.6%	67.6%	64.0%
Percent of expenditures for teacher salaries**	68.1%	Down from 68.5%	65.6%	61.2%

* 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.

The 2010 school year was a year of challenges, opportunities, and successes. For the second year in a row, Fort Mill Middle School was the proud recipient of the Palmetto Gold Award. Fort Mill Middle received a Technical Review Visit by a three person team from Making Middle Grades Work. The team reported that “The staff and administration are working hard to advance learning and implement changes to provide effective and efficient instruction that ensures student learning.”

The team found that the overriding challenge for FMMS “is to close achievement gaps so all student groups may achieve at high levels.” To answer this challenge, we instituted Academic Plus Time at all three grade levels. This extra period one day per week allows students the opportunity to complete assignments, receive remediation, or take advantage of enrichment activities in an effort to improve academic performance among all groups of students. We also began a comprehensive review and assessment of our school “re-do” policy for student assignments.

One hundred percent of our eighth graders who were enrolled in Algebra I scored A’s and B’s on the End of Course Exam and eighty percent scored A’s and B’s on the English I exam. Our students continue to excel at high levels with thirty-six percent of our student enrolled in our Gifted and Talented Program. Notable student accomplishments included the district spelling bee champion, and another student fourth in the National Geographic Geography Bee at the state level.

In spite of budget cutback, we were able to offer a wide array of extra-curricular opportunities. We were able to continue to offer middle school sports due the formation of a district wide middle level booster club that raised the money to fund middle school athletics. In addition, our Link Crew completed its second year. This character education and mentoring program for seventh graders 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 over ninety percent of our students participating in real world job experiences outside of school. Also, we held our third annual summer Bridges Camp for rising sixth graders. This week long camp for selected rising sixth graders introduces them to the middle school setting and promotes and fosters character education and academic skills.

With many successes and challenges we continue to strive to provide the best education possible for our students.

Greg Norton, Principal, and Kellie McCorvey, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	245	142
Percent satisfied with learning environment	97.2%	86.0%	90.7%
Percent satisfied with social and physical environment	97.2%	87.0%	88.0%
Percent satisfied with school-home relations	88.6%	89.9%	90.7%

* 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 17 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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	757	99.9	21.2	25.6	53.2	86	92.8	82.4	Yes	Yes
Gender										
Male	395	99.8	24.5	27.6	47.9	82.9	91.1	78.7	N/A	N/A
Female	362	100	17.7	23.4	58.9	89.3	94.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	590	99.8	16.9	23	60	89	94.6	88.9	Yes	Yes
African American	117	100	40.9	34.8	24.3	70.4	82.4	72.9	No	Yes
Asian/Pacific Islander	14	100	16.7	16.7	66.7	91.7	93.7	93	I/S	I/S
Hispanic	32	100	25.8	41.9	32.3	83.9	89.1	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.3	83	I/S	I/S
Disability Status										
Disabled	90	100	71.3	19.5	9.2	43.7	61.1	48.1	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	38.5	30.8	30.8	69.2	82.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	214	99.5	44.4	29.5	26.1	67.1	79.8	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	757	99.9	14.4	33.9	51.7	91.4	93	81.9	Yes	Yes
Gender										
Male	395	99.8	15	35.3	49.7	90.3	92.5	79.9	N/A	N/A
Female	362	100	13.8	32.4	53.8	92.7	93.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	590	99.8	11.3	30.7	57.9	93.4	95.1	88.9	Yes	Yes
African American	117	100	31.3	44.3	24.3	80.9	80.8	71.4	Yes	Yes
Asian/Pacific Islander	14	100	8.3	25	66.7	91.7	95.4	94.6	I/S	I/S
Hispanic	32	100	12.9	54.8	32.3	93.5	88.3	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	91.7	84.4	I/S	I/S
Disability Status										
Disabled	90	100	69	25.3	5.7	50.6	58.8	47.3	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	23.1	38.5	38.5	84.6	85.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	214	99.5	32.9	43.5	23.7	80.2	80.9	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	487	99.6	17.1	39	43.9	82.9	87.1	68.6
Gender								
Male	254	99.6	17.8	37.6	44.6	82.2	87	68.3
Female	233	99.6	16.3	40.5	43.2	83.7	87.3	68.9
Racial/Ethnic Group								
White	385	99.5	12.2	36.6	51.2	87.8	90.9	80.7
African American	72	100	38	47.9	14.1	62	69.6	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.4	85.3
Hispanic	21	100	35	50	15	65	71.4	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	51	100	57.1	28.6	14.3	42.9	53.6	35.7
Migrant Status								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	58.1	60.7
Socio-Economic Status								
Subsidized meals	137	99.3	44.4	41.4	14.3	55.6	67.4	57.3
Social Studies								
All Students	488	99.8	19.2	25.9	54.9	80.8	89.5	72.5
Gender								
Male	242	99.6	19.7	22.2	58.1	80.3	89.1	72
Female	246	100	18.7	29.5	51.9	81.3	89.8	73.1
Racial/Ethnic Group								
White	381	99.7	17.2	22	60.8	82.8	91.5	81
African American	72	100	30	44.3	25.7	70	78.1	60
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	93.8	89
Hispanic	21	100	23.8	28.6	47.6	76.2	82.6	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	62	100	65	25	10	35	57	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.9	69.7
Socio-Economic Status								
Subsidized meals	132	99.2	35.7	38.1	26.2	64.3	74.4	62.9

Abbreviations for Missing Data

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	274	99.3	15.9	29.2	54.9	84.1	89.3	73.2	95.8	96.3
Gender										
Male	155	98.7	21.1	32	46.9	78.9	85.5	67.2	95.7	96.4
Female	119	100	9.4	25.6	65	90.6	93.6	79.4	95.9	96.2
Racial/Ethnic Group										
White	210	99.1	10.8	28.9	60.3	89.2	91.9	81.5	95.7	96.2
African American	46	100	37	32.6	30.4	63	74.7	61.3	96.2	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.2	87	96.7	96.9
Hispanic	11	100	I/S	I/S	I/S	I/S	86.3	66.7	96.8	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2	94.8	96.2
Disability Status										
Disabled	34	97.1	62.5	25	12.5	37.5	45	26	95.1	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	99.9	99.9
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	80.4	65.7	98.3	97.1
Socio-Economic Status										
Subsidized meals	78	100	35.5	40.8	23.7	64.5	73.9	63.2	94.8	95.8

Abbreviations for Missing Data

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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							
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
2011	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	265	100	17.8	28.7	53.5	82.2
	7	219	99.5	20.9	19.9	59.2	79.1
	8	273	100	24.8	27.1	48.1	75.2
Mathematics							
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
2011	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	265	100	17.1	34.5	48.4	82.9
	7	219	99.5	13.3	27	59.7	86.7
	8	273	100	12.8	38.7	48.5	87.2
Science							
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
2011	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	132	100	19.5	57.8	22.7	80.5
	7	218	99.5	15.7	32.4	51.9	84.3
	8	137	99.3	16.8	31.3	51.9	83.2

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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							
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
2011	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	134	100	14.5	33.6	51.9	85.5
	7	218	99.5	21	21.9	57.1	79
	8	136	100	20.9	24.6	54.5	79.1
Writing							
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
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	274	99.3	15.9	29.2	54.9	84.1

Abbreviations for Missing Data

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