



GOLD HILL MIDDLE

1025 Dave Gibson Blvd.
Tega Cay, SC 29078

Grades	6-8 Middle School	
Enrollment	806 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	Good	Below 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 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

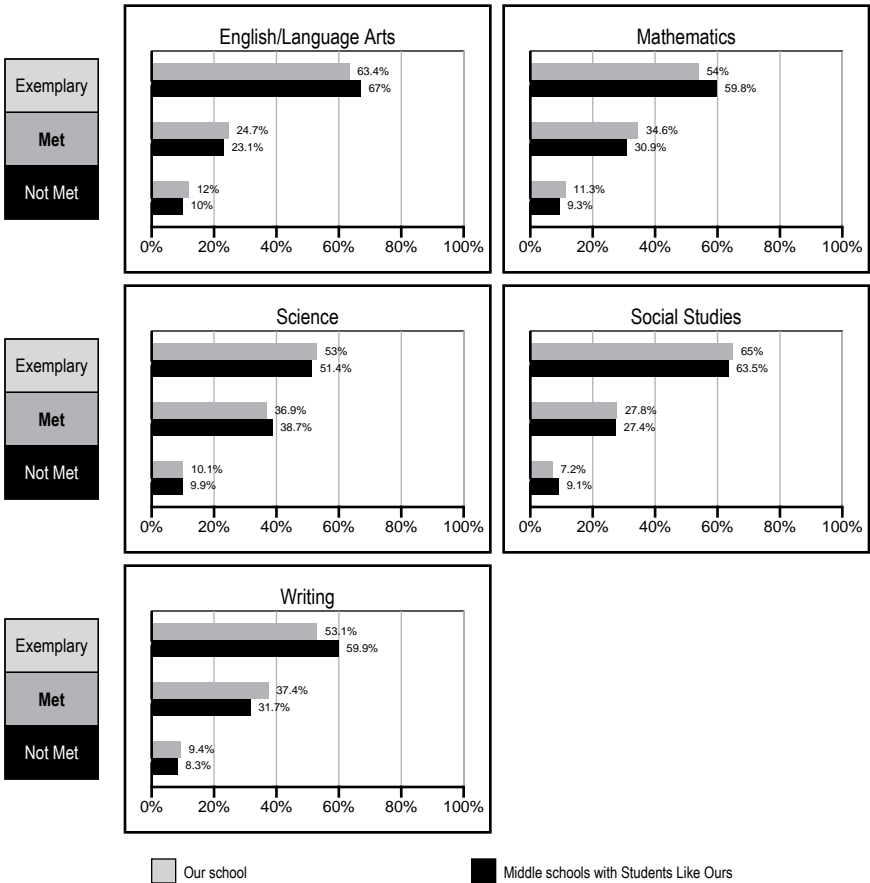
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.2%

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%	99.6%
English 1	100.0%	100.0%
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%	99.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=806)				
Students enrolled in high school credit courses (grades 7 & 8)	21.2%	Down from 23.4%	56.5%	24.5%
Retention rate	0.0%	No Change	0.2%	0.7%
Attendance rate	95.8%	Down from 96.0%	96.8%	95.9%
Served by gifted and talented program	42.8%	Up from 39.8%	46.1%	17.8%
With disabilities other than speech	7.2%	Down from 8.8%	2.7%	9.2%
Older than usual for grade	0.6%	Up from 0.5%	0.4%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.8%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	58.0%	Up from 57.1%	60.9%	60.0%
Continuing contract teachers	88.0%	Down from 95.9%	86.4%	82.6%
Teachers returning from previous year	92.2%	Up from 91.5%	91.4%	85.6%
Teacher attendance rate	96.5%	Up from 92.5%	95.8%	95.3%
Average teacher salary*	\$50,541	Down 2.0%	\$48,281	\$46,300
Professional development days/teacher	8.5 days	Up from 8.4 days	7.9 days	9.9 days
School				
Principal's years at school	5.5	Up from 4.5	2.5	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 20.4 to 1	24.2 to 1	21.5 to 1
Prime instructional time	91.5%	Up from 87.6%	91.6%	90.1%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$6,244	Down 7.7%	\$6,509	\$7,634
Percent of expenditures for instruction**	69.8%	Up from 69.1%	66.4%	64.0%
Percent of expenditures for teacher salaries**	68.5%	Up from 65.7%	64.5%	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

Gold Hill Middle School continued using the data ladder this year to improve instruction. Our school was challenged to improve three core areas: teacher/administrative quality, student achievement, and school climate. We implemented attendance incentives to improve faculty and staff attendance. We continued the use of "Homework Helpers" and "Working Lunches" to support achievement. Wednesdays continue to be utilized to enhance learning. Our student body logged over 200,000 minutes reading during D.E.A.R. and over 195,000 minutes in Academic Recovery. Our teachers continued to hold after school tutoring once a month on Wednesdays. GHMS continues to encourage the heart by recognizing students through Bulldog Pride awards, Honor Rolls, and PAWS awards. We have revamped our "Doggone Great Teacher" recognition/award to include all faculty and staff with nominations made by everyone for the "Doggone Great Bulldog!" Our eighth graders attended a fine arts performance, "Hairspray." Seventh grade students visited Camp Thunderbird and attended a Charlotte Knights utilizing their math skills. Our sixth graders visited Riverbanks Zoo as an extension of their studies on animals and plants. Our wonderful PTA continues to focus on providing each grade level with funds to enhance our curriculum. GHMS PTA provided funds from our magazine sales to purchase multimedia software and to renew our Study Island license which helps prepare our students for PASS. We continued our Advisory program combining the use of the "Words of Wisdom" and "LionsQuest Skills for Adolescence" curricula. These programs focus on making positive decisions, resisting peer pressure, and building relationships with others. Our students took 1st, 2nd, and 3rd place in Earth Day activities at the Greenway. Four students placed at the state level in the science fair. Our Mock Trial team was one of ten schools chosen to compete at the state level where we finished 4th. Three members of our Math Counts team represented our region at the state competition. Our art and band students continue to shine with outstanding performances and participation in various events. Service learning was evident as GHMS students donated over 2000lbs of food to our Care Center, raised over \$600 for Hoops for Heart, and earned statewide recognition as a leading fundraising school for the Leukemia and Lymphoma Society. Our 8th grade students participated in NAEP testing again this year. We identified over 53 Junior Scholars via the Duke TIP Program, and our 8th grade students achieved a 100% passing rate on the English 1 and Algebra 1 End-of-Course tests. This year, GHMS sponsored its first Talent Show and participated in its first Science Olympiad with students winning several events. Finally, our students had great success in our district spelling bee and geography bee. As always, failure is not an option at Gold Hill Middle School.

Laura Lewis, Chair of School Improvement Council
 Thomas L. Johnston, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	238	195
Percent satisfied with learning environment	90.9%	81.8%	91.0%
Percent satisfied with social and physical environment	92.7%	82.8%	91.5%
Percent satisfied with school-home relations	98.2%	89.4%	85.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 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

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	815	99.8	11.7	24.7	63.5	92.8	92.8	82.4	Yes	Yes
Gender										
Male	436	99.5	14	27.6	58.4	91.4	91.1	78.7	N/A	N/A
Female	379	100	9.2	21.6	69.3	94.3	94.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	681	99.9	8.6	24	67.4	94.9	94.6	88.9	Yes	Yes
African American	81	100	37.2	26.9	35.9	75.6	82.4	72.9	No	Yes
Asian/Pacific Islander	24	95.8	13	21.7	65.2	91.3	93.7	93	I/S	I/S
Hispanic	29	100	13.8	37.9	48.3	93.1	89.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	83	I/S	I/S
Disability Status										
Disabled	87	100	51.2	29.1	19.8	64	61.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	38.5	15.4	46.2	76.9	82.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	99.2	36.8	29.6	33.6	72.8	79.8	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	815	99.9	11.2	34.7	54.1	94.6	93	81.9	Yes	Yes
Gender										
Male	436	99.8	11.8	33.4	54.7	94.1	92.5	79.9	N/A	N/A
Female	379	100	10.5	36.1	53.4	95.1	93.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	681	100	8.9	32.6	58.5	95.8	95.1	88.9	Yes	Yes
African American	81	100	33.3	39.7	26.9	80.8	80.8	71.4	Yes	Yes
Asian/Pacific Islander	24	95.8	4.3	39.1	56.5	100	95.4	94.6	I/S	I/S
Hispanic	29	100	10.3	65.5	24.1	100	88.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	84.4	I/S	I/S
Disability Status										
Disabled	87	100	48.8	46.5	4.7	65.1	58.8	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	23.1	23.1	53.8	100	85.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	100	33.3	44.4	22.2	81	80.9	74.9	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	537	100	10.1	36.9	53	89.9	87.1	68.6
Gender								
Male	286	100	10.1	33.9	56	89.9	87	68.3
Female	251	100	10.2	40.2	49.6	89.8	87.3	68.9
Racial/Ethnic Group								
White	450	100	7.6	35.9	56.5	92.4	90.9	80.7
African American	53	100	28.8	44.2	26.9	71.2	69.6	51.4
Asian/Pacific Islander	17	100	5.9	29.4	64.7	94.1	89.4	85.3
Hispanic	17	100	23.5	47.1	29.4	76.5	71.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	63	100	41.9	43.5	14.5	58.1	53.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	7	I/S	36.4	9.1	54.5	63.6	58.1	60.7
Socio-Economic Status								
Subsidized meals	81	100	33.3	42.3	24.4	66.7	67.4	57.3
Social Studies								
All Students	536	99.8	7.1	27.9	65.1	92.9	89.5	72.5
Gender								
Male	283	99.7	6.9	22.4	70.8	93.1	89.1	72
Female	253	100	7.3	34	58.7	92.7	89.8	73.1
Racial/Ethnic Group								
White	453	100	4.7	28.2	67.1	95.3	91.5	81
African American	47	100	28.9	33.3	37.8	71.1	78.1	60
Asian/Pacific Islander	15	93.3	14.3	7.1	78.6	85.7	93.8	89
Hispanic	21	100	4.8	23.8	71.4	95.2	82.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	49	100	36.7	32.7	30.6	63.3	57	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	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	91	100	22.7	37.5	39.8	77.3	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	260	100	9.4	37.4	53.1	90.6	89.3	73.2	95.8	96.3
Gender										
Male	153	100	10.7	43	46.3	89.3	85.5	67.2	95.8	96.4
Female	107	100	7.6	29.5	62.9	92.4	93.6	79.4	95.7	96.2
Racial/Ethnic Group										
White	210	100	7.3	32	60.7	92.7	91.9	81.5	95.8	96.2
African American	33	100	22.6	64.5	12.9	77.4	74.7	61.3	95.9	96.6
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85.2	87	96.5	96.9
Hispanic	10	I/S	I/S	I/S	I/S	I/S	86.3	66.7	94.8	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.2
Disability Status										
Disabled	32	100	54.8	38.7	6.5	45.2	45	26	95.3	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80.4	65.7	96.1	97.1
Socio-Economic Status										
Subsidized meals	46	100	23.8	45.2	31	76.2	73.9	63.2	94.7	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							
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
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	297	99.7	11.9	27.4	60.7	88.1
	7	258	100	10.2	18.9	70.9	89.8
	8	260	99.6	13	27.7	59.3	87
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	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
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	297	100	11.9	33.2	54.9	88.1
	7	258	100	8.3	30.7	61	91.7
	8	260	99.6	13.4	40.3	46.2	86.6
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	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
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	149	100	15.3	54.9	29.9	84.7
	7	258	100	7.5	33.9	58.7	92.5
	8	130	100	9.6	22.4	68	90.4

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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	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
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	148	100	4.9	31	64.1	95.1
	7	258	100	9.1	28.7	62.2	90.9
	8	130	99.2	5.5	22.7	71.9	94.5
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	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
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	260	100	9.4	37.4	53.1	90.6

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