



Fort Mill Middle

200 Springfield Parkway
Fort Mill, SC 29715

Grades	6-8 Middle School	
Enrollment	638 Students	
Principal	Greg Norton	803-547-5553
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Jan Smiley	803-548-7258

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Average
2008	Good	Below Average
2007	Good	At-Risk
2006	Average	At-Risk
2005	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 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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

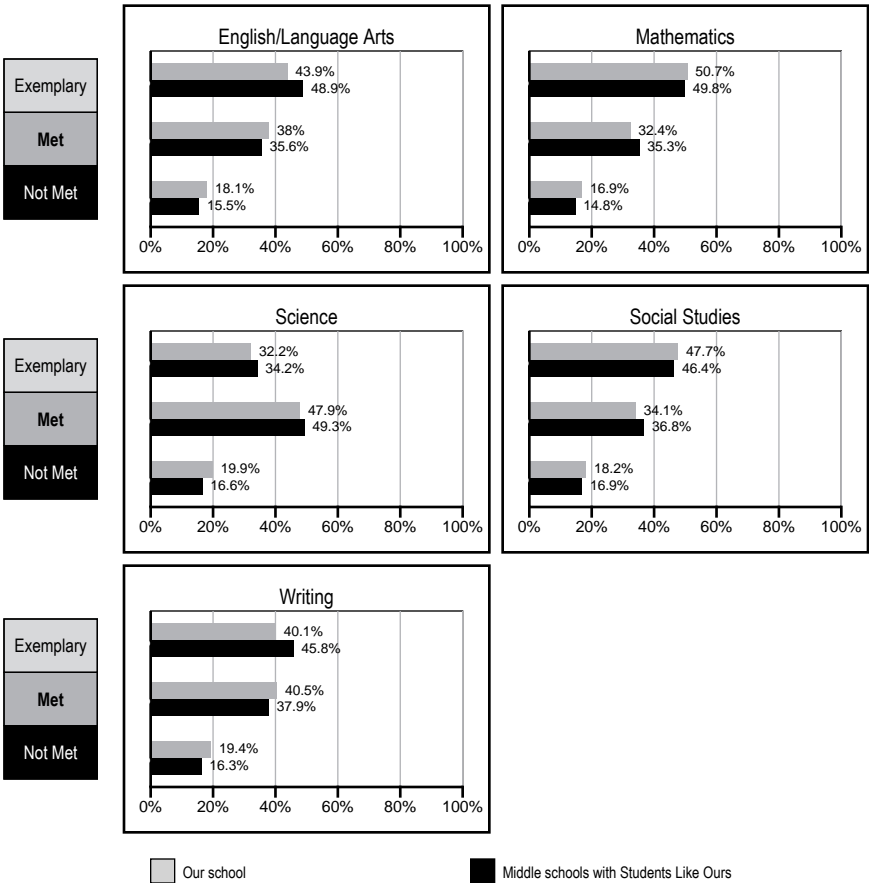
95%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 06/01/2010.

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	98.0%	79.4%
Physical Science	N/A	0.0%
US History and the Constitution	N/A	N/A
All Subjects	99.0%	99.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=638)				
Students enrolled in high school credit courses (grades 7 & 8)	25.1%	Up from 20.6%	43.1%	21.6%
Retention rate	0.0%	Down from 1.3%	0.5%	1.2%
Attendance rate	97.0%	Up from 96.8%	96.8%	95.9%
Eligible for gifted and talented	40.8%	Up from 39.9%	31.9%	14.8%
With disabilities other than speech	11.0%	Down from 11.2%	7.3%	12.6%
Older than usual for grade	0.6%	Down from 1.0%	0.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.1%	Up from 0.7%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	53.7%	Up from 48.1%	61.3%	56.9%
Continuing contract teachers	87.0%	Up from 77.8%	75.0%	72.7%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	3.7%	5.3%
Teachers returning from previous year	85.2%	Down from 86.9%	81.6%	82.9%
Teacher attendance rate	93.6%	Down from 95.9%	94.3%	95.2%
Average teacher salary*	\$49,777	Up 4.9%	\$47,398	\$46,599
Professional development days/teacher	12.2 days	Down from 14.9 days	12.2 days	10.8 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	3.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.1 to 1	21.3 to 1	20.1 to 1
Prime instructional time	89.2%	Down from 89.7%	90.0%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 98.7%	99.7%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$8,131	Up 7.4%	\$6,649	\$7,645
Percent of expenditures for instruction**	69.5%	Up from 64.3%	65.3%	63.4%
Percent of expenditures for teacher salaries**	66.6%	Up from 61.0%	61.1%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

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 2008-09 school year, we offered parents the choice to enroll their children in single gender classes in 6th and 7th grade. Our staff received much training during the summer and throughout the school year to enable them to offer effective strategies and instruction to our all boys and all girls classes. Approximately thirty percent of our 6th and 7th graders participated in our single gender program.

We continued using the Making Middle Grades Work model to improve our delivery of instruction through the establishment of curriculum, single gender, and leadership focus groups.

Our students continued to show academic improvement, with forty percent enrolled in our Gifted and Talented Program and thirty-eight students being recognized as Junior Scholars.

Participation in band, athletics, and chorus also grew. Our eighth grade robotics team was region champions, our band won numerous honors and awards in county and state competitions, our school wide recycling program completed its third year, and one of our seventh graders was the district spelling bee champion.

We successfully completed the third annual Job Shadow Day with one hundred per cent participation. This career education program is so successful that staff members have made presentations on implementing a job shadow program at three state-wide conferences. In addition, we held our second annual Team Leadership Camp for selected rising sixth graders in an effort to acclimatize them to the middle school setting and promote and foster leadership skills.

Our SIC was able to fully implement a community partnership program with local businesses and both our SIC and PTO remain strong supporters of our school community.

Greg Norton, Principal, and Julie Howren, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	190	73
Percent satisfied with learning environment	87.2%	89.4%	82.2%
Percent satisfied with social and physical environment	97.4%	87.8%	87.7%
Percent satisfied with school-home relations	94.9%	88.2%	78.1%

* 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 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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	97.0%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	638	100	19.5	39.8	40.7	86.9	93.8	82.8	Yes	Yes
Gender										
Male	354	100	21.6	41.5	36.8	84.5	92.5	79.3	N/A	N/A
Female	284	100	16.8	37.6	45.6	89.8	95.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	513	100	14.4	39.8	45.8	90.2	95.5	89.5	Yes	Yes
African American	104	100	42.7	41.7	15.6	72.9	83.5	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.3	92.3	I/S	I/S
Hispanic	15	100	35.7	35.7	28.6	71.4	88.3	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	92.3	82.5	I/S	I/S
Disability Status										
Disabled	71	100	53	37.9	9.1	57.6	69.9	52	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	63.6	9.1	27.3	54.5	82	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	164	100	38.5	43.6	17.9	71.8	81	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	638	100	19	35.7	45.3	86	91.6	78.9	Yes	Yes
Gender										
Male	354	100	20.2	37.1	42.7	83.3	90.5	77	N/A	N/A
Female	284	100	17.5	33.9	48.5	89.4	92.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	513	100	13.6	36.2	50.2	91	94	87.2	Yes	Yes
African American	104	100	44.8	34.4	20.8	62.5	75.6	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.3	93	I/S	I/S
Hispanic	15	100	28.6	28.6	42.9	78.6	86.3	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	84.6	79.5	I/S	I/S
Disability Status										
Disabled	71	100	62.1	31.8	6.1	47	60.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	36.4	27.3	36.4	63.6	80.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	164	100	37.2	41	21.8	70.5	75.9	70.2	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	428	100	19.6	48.1	32.4	80.4	87.6	67.5
Gender								
Male	232	100	19.8	47.1	33	80.2	87.1	67
Female	196	100	19.3	49.2	31.6	80.7	88.1	68
Racial/Ethnic Group								
White	351	100	15.7	47.8	36.4	84.3	90.7	79.5
African American	64	100	37.3	54.2	8.5	62.7	66.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.8	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.1	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	53	100	49	46.9	4.1	51	55.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70.1	59.6
Socio-Economic Status								
Subsided meals	110	100	38.7	48.1	13.2	61.3	66.6	55.1
Social Studies								
All Students	428	100	18.1	34.1	47.8	81.9	89.7	72.3
Gender								
Male	245	100	14.8	32.2	53	85.2	90.4	71.5
Female	183	100	22.5	36.5	41	77.5	88.9	73.2
Racial/Ethnic Group								
White	350	100	14.7	33.4	51.9	85.3	92.1	80.7
African American	66	100	32.3	40.3	27.4	67.7	76.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.6	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.5	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	43	100	47.5	35	17.5	52.5	64.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	70.8	67.9
Socio-Economic Status								
Subsided meals	107	100	38.6	37.6	23.8	61.4	70.8	62.1

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	639	99.1	19.1	40.7	40.2	80.9	87.7	70.2	97	97
Gender										
Male	355	98.6	25.2	43.7	31.1	74.8	83.5	63.2	97	97
Female	284	99.7	11.6	37	51.4	88.4	92.2	77.5	96.9	97
Racial/Ethnic Group										
White	513	99	14.9	40.6	44.6	85.1	90.1	79.1	96.8	97
African American	104	100	37.8	40.8	21.4	62.2	73.2	57.6	97.4	97.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.3	86.2	96.7	97.6
Hispanic	16	100	31.3	43.8	25	68.8	79.4	62.6	98.3	97.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.3	68.7	96.9	96.8
Disability Status										
Disabled	70	94.3	67.2	23	9.8	32.8	47.8	26.1	96.4	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	11	100	45.5	36.4	18.2	54.5	71.1	61.2	98.5	97.5
Socio-Economic Status										
Subsidized meals	161	99.4	38.5	39.7	21.8	61.5	68.2	58.9	96.3	96.4

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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
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
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
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
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

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