

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. James A. Boyette
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Fort Mill High School
(As it should appear in the official records)

School Mailing Address 225 Munn Road
(If address is P.O. Box, also include street address)

Fort Mill South Carolina 29715-9497
City State Zip Code+4 (9 digits total)

Tel. (803) 548-1900 Fax (803) 548-1911

Website/URL www.fort-mill.k12.sc.us/fmhs/ E-mail boyettej@fort-mill.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date February 9, 2004

Name of Superintendent* Mr. Thomas E.C. Dowling
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort Mill School District (York) Four Tel. (803) 548-2527

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date February 9, 2004

Name of School Board
President/Chairperson Mrs. Chantay Bouler
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date February 9, 2004

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 5 Elementary schools
 2 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other (Briefly explain)
- 8 TOTAL
2. District Per Pupil Expenditure: _____ \$6500 _____
 Average State Per Pupil Expenditure: _____ \$7101 _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 10 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	308	287	595
3				10	243	235	478
4				11	238	230	468
5				12	167	190	357
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1898

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|--------------------------------|
| 87.8 % | White |
| 8.2 % | Black or African American |
| 2.4 % | Hispanic or Latino |
| 1.6 % | Asian/Pacific Islander |
| NA % | American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 4.9%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	53
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	94
(4)	Total number of students in the school as of October 1	1727
(5)	Subtotal in row (3) divided by total in row (4)	0.049
(6)	Amount in row (5) multiplied by 100	4.9

8. Limited English Proficient students in the school: .8 %
16 Total Number Limited English Proficient
 Number of languages represented: 5
 Specify languages: Spanish, Korean, Chinese, Russian, German

9. Students eligible for free/reduced-priced meals: 11 %
211 Total Number Students Who Qualify

10. Students receiving special education services: 6.3 %
126 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>10</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>95</u> Specific Learning Disability
<u>4</u> Hearing Impairment	<u>1</u> Speech or Language Impairment
<u>10</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>6</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>7</u>	<u> </u>
Classroom teachers	<u>101</u>	<u>7</u>
Special resource teachers/specialists	<u>12</u>	<u> </u>
Paraprofessionals	<u>5</u>	<u> </u>
Support staff	<u>13</u>	<u> </u>
Total number	<u>138</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 19.2 : 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	98.7%	99.2%	96.1%	96.5%	96.3%
Daily teacher attendance	95.8%	95.9%	97.5%	NA	NA
Teacher turnover rate	4.8%	5.0%	6.9%	8.5%	NA
Student dropout rate	1.9%	2.1%	1.9%	1.9%	1.9%
Student drop-off rate	4.2%	3.2%	NA	11.4%	5.3%

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	354
Enrolled in a 4-year college or university	51%
Enrolled in a community college	32%
Enrolled in vocational training	NA
Found employment	4.5%
Military service	4%
Other (travel, staying home, etc.)	4%
Unknown	4.5%
Total	100 %

PART III - SUMMARY

Fort Mill High School is a comprehensive, public high school in Fort Mill, South Carolina. We are located in the northeast corner of York County, only eight miles from the metropolitan center of Charlotte, North Carolina. The Fort Mill School District (York 4) is geographically one of the smallest in the state. Approximately 90% of our students are Caucasian while 8% are African American and the remaining 2% are Asian and Hispanic.

Fort Mill High School has a long-standing reputation for providing a quality, personalized education for *all* students. In addition to the 2004 nomination by our state superintendent for the Blue Ribbon School application process, we have recently been notified by the Bill and Melinda Gates Foundation, the Council of Chief State School Officers, and the International Center for Leadership in Education that we are among the top thirty high schools in the nation to be showcased at the Model Schools conference this summer. The U.S. Department of Education named Fort Mill High School a “New American High School” during the 2000-2001 school year. We have been designated by the Southern Regional Education Board (SREB) as an exemplary high-achieving “High Schools That Work” (HSTW) site since 1993. The South Carolina Office of Career and Technology Education has recognized FMHS as a model visitation site for restructuring the high school curriculum to include clusters and majors.

We received a rating of “Excellent” (highest possible) on South Carolina’s Annual Individual School Report Cards for 2001, 2002, and 2003. Because of this rating FMHS was presented the Palmetto Gold Award for each of those years. Academic and quality indicators continue to reflect excellent student performance. Some of these indicators include:

- Dropout rate of 1.9%
- Student attendance rate of 98.7%
- 78% of 10th graders passing all three subjects on the State Exit Exam
- Average SAT score of 1059 with over 70% of students taking the test
- First in the state in percentage of students passing AP exams

Growth is the greatest single challenge to the continued excellence of this school district and FMHS. We are the fastest growing school district (per capita) in South Carolina. Enrollment at Fort Mill High School was 1,919 in August 2003, an increase of 163 students from the previous year. Overall district growth has averaged 8-12% per year for the last five years.

With growth, however, comes opportunity. We have taken steps to be future oriented and responsive to change while optimizing our growth. There have been several renovations and additions to the building, including the remodeling of an adjacent elementary school for our use. That building now houses additional career cluster programs and the Ninth Grade House.

Seeking to remain ahead of the curve and to accomplish more than adding space, our plans included restructuring the high school curriculum. We have implemented a new programmatic structure that provides all students, from ninth-grade to graduation, a rigorous, high-quality education within the context of small learning communities. Our plan is designed to build small learning communities into our high school at every level. During the ninth-grade year, a student’s high school experience begins in our freshman house with a well-designed transition program built to equip them for success. Smaller learning communities are sustained beyond the freshman year with career clusters and supporting majors. This redefinition of our curriculum allows every student to “taste the future.” Our mission at FMHS is to equip students to acquire an advanced education, to obtain a job in a competitive world economy and to function as citizens in a democracy.

PART IV – INDICATORS OF ACADEMIC SUCCESS

IV – 1.

Test results for Fort Mill High School students are used to help us measure success as well as determine the needs of our students. In the areas of reading/writing and math, we can review BSAP (the Basic Skills Assessment Tests given to every tenth grader in South Carolina each spring), SAT scores for the previous graduating class, the AP scores in English Language/Literature and Calculus, and Algebra 1 End of Course (EOC) Scores (only taken for the previous three semesters).

SAT: Average test scores for the past three years in the areas and the trends are noted below:

	All FMHS/Students	FMHS/College Bound* Students	#/% Tested	State Average
2001	1047	1098	190/72	974
2002	1066	1096	214/72	981
2003	1059	1104	240/71	989

Conclusions: (*College Bound Total represents those students who have attempted minimum courses required by the Commission on Higher Education for admittance to four year colleges in South Carolina, i.e., Algebra 2 and Chemistry.) We conclude that the more rigorous the course selection, the more successful a student will be on this instrument, proof that we must continue to encourage students to take the most challenging course loads possible.

BSAP (Exit Exam): Percentage of 10th graders passing (scoring at standard) the test:

	Reading	Math	Writing
2001	91.5%	88.0%	93.4%
2002	91.4%	84.2%	91.4%
2003	90.5%	85.5%	89.0%

Conclusions: We are in the process of identifying needed diagnostic, intervention, and remediation programs so that future scores may be even more favorable. (State rate for passing all three exams on first attempt in 2003 was approximately 68% while 78% of FMHS sophomores achieved this goal. Our senior passing rate after remediation was 99%)

AP: Percentage of students scoring 3 or better on AP exams:

	English Language #/% Tested	English Literature #/% Tested	Calculus AB #/% Tested
2001	16/100%	16/88%	36/100%
2002	32/100%	32/88%	30/91%
2003	22/86%	22/91%	44/100%

Conclusions: Students taking AP English and AP Calculus exams have been highly successful thus enabling them to earn college credit in these courses.

Algebra 1 End of Course Testing: Fort Mill High School students participated in the state's Algebra 1 EOC testing in the Fall 2003, the first semester in which the state mandated that the exam be counted as 20% of the final grade. 115 of 116 Mastery Algebra 1 students passed the test while 42 of 48 Algebra for Technologies 2 students passed the test. (Algebra for the Technology students take Algebra 1 in two parts over two semesters instead of in one semester as is the case with Mastery Algebra 1.) No student actually failed either course since failing scores on the EOC were near passing and did not cause a course failure.

Conclusions: Using the "Mastery" Algebra 1 approach (must retest after tutoring until 77% mastery is achieved in each skill) is resulting in phenomenal success in this area and probably needs implementation in our Algebra for Technologies 1 program.

IV – 2.

During the past five years, interpretation and analysis of test results and student grades has led to several school wide changes.

According to the SDE accountability results for for high schools that were published in December, 2003, under No Child Left Behind ACT, Fort Mill High School (BEDS Code 4604036) met 9 standards which was 100% of standards on which the high school was assessed. As a result, FMHS met AYP standards.

Believing that curriculum integration holds the key for substantively increasing student performance in writing, we drafted, and had accepted, a grant proposal to plan and implement “Writing Across the Curriculum,” a program tailored to enhance the writing skills of all students in all content areas.

Understanding that early intervention is necessary for individual success, we have assigned experienced faculty to teach remedial programs, expanded course offerings to include specific remediation in English and mathematics including the creation of a Mastery Algebra program (recognized by the S.C. School Boards Association as an exemplary initiative) and a ninth grade summer “Bridges” program in reading and math which will begin in Summer, 2004. Believing in extra help for all students across all curriculum areas, we have also instituted and published a schedule indicating when teachers are available for extra help.

Recognizing that an unacceptable number of students were having academic and discipline difficulties in transitioning from middle to high school, we implemented the Ninth Grade House concept in 2002-2003. This school within a school has allowed us to house ninth graders in one area for most courses, place students in English and social studies or math and science teams, and track grades and discipline with greater ease. We have fully implemented our High School 101 course, which focuses on academic, social, and career development while emphasizing employability skills.

IV – 3.

- School performance, i.e., student grades, are communicated via midterm reports (middle of each six weeks), report cards (end of each six weeks), email reports (if requested), and parent phone or personal conferences for students who are failing or near failing.
- Test scores are communicated via individual student reports sent home by students or mailed to parents, via the State’s Annual School Report Card which appears in local newspapers, and on the school website. Such information is also shared with the School Improvement Council, which is comprised of parents, students, teachers, and administrators.
- Parents receive a school newsletter several times each semester by mail. Students are recognized in a myriad of ways including the “Student of the Week” program, personal letters from the principal, the student “Wall of Recognition”, the yearly awards presentation ceremony and the academic banquet.
- Meetings are held with teachers of specific subjects and departments to evaluate areas in which a number of students may need additional or different types of instruction. Questions frequently posed to staff are, “How are we doing?” or “What else do we need to do?”

IV – 4.

We feel that it is important to share our hard learned lessons, both successes and failures, with schools that have expressed an interest in our programs and with school districts that may be encountering similar

challenges associated with rapid growth, changing demographics, and decreasing revenues. To this end, Fort Mill High School faculty, students, parents, and administration have conducted numerous site visits to assist others in implementing initiatives such as the cluster concept, the Ninth Grade House, and Mastery Algebra. The school principal has conducted several workshops for professional organizations and graduate education programs addressing practical aspects of restructuring a large high school into smaller learning communities and implementation of career clusters and majors. We have shared our success with organizations such as the American Association of School Administrators, the Southern Regional Educational Board Conference, the Experimental Biology Convention, the Washington State Teacher's Association, the South Carolina Science Council Convention, and the State Department of Public Instruction Renewal Workshop for School Counselors. These presentations have taken our staff from South Carolina to Hawaii with stops in Chattanooga, Kansas City, Seattle, and Phoenix, to name a few. Second, as a New American High School, we have published and distributed materials and sponsored visitations for schools throughout the country including groups from Alaska, Washington State, Missouri, Kentucky, Virginia, Georgia and North and South Carolina. As a Career and Technology Model site and an SREB: *High Schools That Work*, we serve as a benchmark school.

PART V – CURRICULUM AND INSTRUCTION

V – 1.

The organizational structure of Fort Mill High School supports a comprehensive, rigorous, and relevant curriculum. This structure of career clusters and majors is the result of five years of research and study by our school faculty. This restructuring provides smaller learning communities within our rapidly growing school population while maintaining the quality of excellence. The career clusters are aligned with the U.S. Department of Education National Clusters and with the S.C. Pathways to Prosperity proposed legislation.

The Ninth Grade House serves as an entry point into the high school setting. Ninth graders are housed in one area for the majority of the day, providing a sense of security and familiarity. The majority of the core area courses, including English, math, science, and social studies, as well as High School 101 (a required introductory course that “sets the stage” for the cluster program) are taught in this “wing.” In the tenth grade year, students choose a cluster area. These career cluster areas provide advisement, organizational and curricular tools for all students. The cluster areas are: Arts and Humanities, Engineering and Industrial Technology, Business and Marketing and Computer Technology, and Health and Human Services. Each cluster contains various majors (26 total) to allow students to sample a more specific career path. “Sample” is the operative word. Clusters serve as a way to focus electives but do not influence the core academic courses a student takes. Students are not locked into a cluster or major; they may change their choices as career interests change. Students who are interested in a specific area are able to get a head start into a career. We feel that this structure enables students to make wise decisions for their futures.

The core academic courses at Fort Mill High School are aligned with the S.C. state standards. English, mathematics, science, social studies and foreign languages comprise these core course areas. In each core area, college preparatory as well as technical preparation courses are offered. Each core area also has several honors level classes. Students are not “locked out” of any course and may take a combination of college prep or tech prep courses in accordance with their abilities and interests. Advanced Placement courses are offered in Art, Biology, Calculus, Chemistry, English Language, English Literature, Spanish, Statistics, and United States History. Dual Credit opportunities include Teacher Cadet (Winthrop University), Project Lead the Way (Rochester Institute of Technology), Pro-Start (Johnson and Wales), Medical Terminology (York Technical College) and Criminal Justice (University of South Carolina at

Lancaster).

Elective offerings are structured around the career clusters and majors. A student who is talented in drawing may enter the Arts and Humanities cluster and become a Visual Arts major by taking four elective units in the same content area. Another student may wish to join the Academy of Finance with elective units in Banking and Credit, Accounting, etc. An International Studies major may take French, German, and/or Spanish as well as our Model UN program.

The essence of this academic and technical diversity, as reflected in the curriculum, is to ensure each student is presented with a challenging educational environment that is appropriate to the student's potential and preference. Students taking English and mathematics courses as seniors exceed 99%. Sixty-seven percent choose Pre-Calculus and Calculus as their senior math course. This comprehensive curriculum provides a sound basis for future employment, training, or education.

V – 2.

The English curriculum offers rigorous courses of study in both language and literature for technical, college prep and advanced placement students. In addition to the required yearly courses in English, students often choose to take electives in English such as journalism (newspaper, yearbook, anthology), humanities, and film and fiction. These choices provide interested students the opportunity to “major” in journalism. In combination with the television program and drama, a student may decide if broadcasting is the right fit. Many of these offerings also cross over to extra-curricular activities for students.

Academic success is directly tied to reading competency. Consequently we have taken an aggressive approach to both the diagnosis and resolution of student shortfalls by instituting effective interventions quickly and efficiently. Middle school students are evaluated for competency during the spring of their eighth grade year. Four indicators that we use are the Individual Education Plan (IEP), less than adequate state assessment scores in reading, student grades and teacher recommendation. Students who have been identified as below grade level in reading are extended the opportunity to voluntarily participate in a no cost summer “Bridges” program that provides a jumpstart for a successful entrance into high school. We also provide a “double dosing” of English for these students by offering prescriptive reading during first semester followed by English I during the second semester.

An English teacher was recently awarded a monetary grant for “Writing Across the Curriculum.” A committee has been formed to decide on strategies to be implemented at Fort Mill High School for comprehensive literacy across all areas.

V – 3.

Research shows that a student's success in Algebra I has a direct relationship to his/her future success. In 1998-1999, the Algebra I program at Fort Mill High School was in distress. The failure rate in Algebra I was near 40%. After much research and several site visits to successful programs, a core group of teachers was given the challenge to improve this program. They tailored the Mastery Algebra program to meet the needs of our students. This program has been highly successful and has won several state awards. The crux of the Mastery Algebra program is re-teaching and re-testing students in each unit until the standard (77%) is met. This re-teaching/re-testing time occurs before and after school and requires a great deal of parent cooperation. The results have been impressive. During the fall semester, no student failed the Algebra I course. The South Carolina End-of-Course test verified our results. Of the 116 students taking Mastery Algebra, only one student failed the state exam.

As with the “double dosing” in the English area for identified students, we will offer a prescriptive math course next year for identified students. This will also be a follow-up to the summer “Bridges” program

that will identify, instruct and remediate students in math skills.

V – 4.

The foremost expectation at FMHS is that of academic rigor and excellence. The teachers are acutely aware of this expectation and pass the philosophy of high expectations on to the students. This is apparent in all classes from remedial courses through advanced placement classes. Learning is a complex dynamic and as such requires a diversified and yet individually focused system of delivery. Fort Mill High School is on a 4 x 4 semester block schedule that allows a 90 minute class period for teaching. No longer can teachers lecture for this amount of time. Hands-on, student centered and activity based learning are all methods of instruction commonly used at FMHS. Teachers have been trained through staff development opportunities in Kagan Cooperative Learning, Paideia Seminar techniques, inquiry based laboratory activities as well as other strategies for teaching on the block schedule. Teachers are given the flexibility to use instructional methods that are most appropriate for their teaching styles and subject areas.

Technology is also an important piece of the instructional program at FMHS. Teachers use technology to enhance their curriculum. Supported by the Technology Committee, teachers are encouraged to implement the most up-to-date technological ideas. A prime example is the technology used in the science department. The Pasco software system is utilized in all academic levels and all courses in the science department. Technical students in physical science are as familiar with the technology as the AP level chemistry students.

Instruction is the cornerstone of Fort Mill High School. Teachers often share ideas and have the freedom to experiment with new ideas without penalty. Students expect to be taught well and their expectations are realized.

V – 5.

Although we have had professional development designed to meet specific school-wide needs, this program is founded on three tenants. First, as an SREB: *High Schools That Work* site, we align our professional development program with the 10 Key Practices. Secondly, as a large school re-structured to smaller learning communities (and an Smaller Learning Community grantee), we pursue staff development opportunities related to creating a more personalized learning environment that establishes at its foundation a goal of improving student achievement. And, finally, as a school whose community has set very high expectations, professional development designed to continually improve classroom teaching practices is an ongoing focus.

School leadership encourages individual teachers and administrators to seek opportunities to advance classroom skills and programs. Teams of teachers (typically with an administrator) from across the curriculum are frequently assembled to attend conferences dealing with a broad range of topics including student advisory programs, ninth grade transition programs, classroom management skills, instructional best practices, etc. Teachers, upon return to the school must share information through department meetings, common planning opportunities, or full faculty meetings. “Teachers teaching teachers” is evidenced by our School Technology Committee which has conducted two school-wide staff development sessions entitled “Techno-Turn-About.” These programs, with a third upcoming, have been received with great enthusiasm by the staff.

One critical element of a staff development program (a result of our SLC and SREB network) is interaction with other schools around the country. Our doors are open to visitors, and we visit other schools in search of best practices. Another element is curriculum development. Teams of teachers have been paid stipends to meet during the summer for projects such as vertical teaming, creating and improving pacing guides, and developing new curriculum such as the High School 101 course.

Several times over the last few years we have contracted outside experts to bring specific training to our teachers. One example of this was a ninth-grade transition specific program for all soon-to-be ninth grade teachers. The program became a staff development theme for these teachers for an entire year. Specific staff development has resulted in quantitative student achievement for ninth graders in the transition programs and most notably in the Mastery Algebra program mentioned previously.

The foundation of our success as a school may be that, aside from the information provided in the preceding paragraphs, *individual teacher professionalism is part of the organizational culture of this school community*. Expectation within staff (peer pressure) is that you will be the best you can be in the classroom and out. Currently, of 100+ teachers, 14 are National Board Certified and that number is growing. National Board Certification, though not the sole indicator of teachers' desires to improve, is an individual achievement that is celebrated throughout this school.

BSAP Exit Exam: 10th Grade – First Attempt Math

	2002-2003	2001-2002	2000-2001
Testing month			
FORT MILL HIGH SCHOOL SCORES	456	406	350
% At or Above Basic	85.5%	84.2%	88.0%
% At or Above Proficient * (Not applicable until	*	*	*
% At Advanced 2004)	*	*	*
Number of students tested	456	406	350
Percent of total students tested	99.34%	98.8%	99.14%
Number of students excluded	3	5	3
Percent of students excluded	.65%	1.2%	.86%
SUBGROUP SCORES			
1. Gender: Male	232	194	176
% At or Above Basic	89.7%	83.5%	88.1%
1. Gender: Female	224	212	174
% At or Above Basic	81.3%	84.9%	87.9%
2. Ethnicity: White	405	356	310
% At or Above Basic	87.3%	87.4%	89.7%
2. Ethnicity: African American	35	35	30
% At or Above Proficient	62.9%	54.3%	70.0%
3. Socioeconomic Status: Low	32	24	21
% At or Above Basic	65.6	62.5%	71.4%
STATE SUBGROUP SCORES			
1. Gender: Male - % At or Above Basic	83.3%	82.7%	81.9%
1. Gender: Female - % At or Above Basic	78.3%	78.6%	79.2%
2. Ethnicity: White - % At or Above Basic	89.8%	89.5%	89.1%
2. Ethnicity: Af Amer - % At or Above Basic	66.5%	66.3%	66.5%
3. Socioeconomic Status: Low			
% At or Above Basic ** (Not available 2003)	**	68.2%	68.1%
4. % of State At or Above Basic	80.7%	80.5%	80.5%

BSAP Exit Exam: 10th Grade – First Attempt Writing

	2002-2003	2001-2002	2000-2001
Testing month			
FORT MILL HIGH SCHOOL SCORES	456	407	348
% At or Above Basic	89.0%	91.4%	93.4%
% At or Above Proficient * (Not applicable until	*	*	*
Number of students tested	456	407	348
Percent of total students tested	99.34%	98.77%	99.13%
Number of students excluded	3	5	3
Percent of students excluded	.65%	1.2%	.86%
SUBGROUP SCORES			
1. Gender: Male	232	195	175
% At or Above Basic	86.2%	90.8%	90.3%
1. Gender: Female	224	212	173
% At or Above Basic	92.0%	92.0%	96.5%
2. Ethnicity: White	403	357	308
% At or Above Basic	91.8%	93.0%	95.1%
2. Ethnicity: African American	34	35	30
% At or Above Proficient	58.8%	71.4%	76.7%
3. Socioeconomic Status: Low	32	24	21
% At or Above Basic	59.4%	79.2%	76.2%
STATE SUBGROUP SCORES			
1. Gender: Male - % At or Above Basic	79.0%	80.7%	82.3%
1. Gender: Female - % At or Above Basic	86.4%	87.8%	89.3%
2. Ethnicity: White - % At or Above Basic	92.2%	91.7%	93.9%
2. Ethnicity: Af Amer - % At or Above Basic	69.0%	73.5%	73.4%
3. Socioeconomic Status: Low			
%At or Above Basic **(Not available-2003)	**	89.5%	91.2%
4. % of State At or Above Basic	82.9%	84.4%	85.9%