



BATES MIDDLE

715 Estate Street
Sumter, South Carolina

Grades	6-8 Middle School	
Enrollment	707 Students	
Principal	Dr. Vanessa R. Lancaster	803-775-0711
Superintendent	Mr. Randolph Bynum, Sr.	803-469-6900
Board Chair	Mr. Larry D. Addison	803-469-6900

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	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

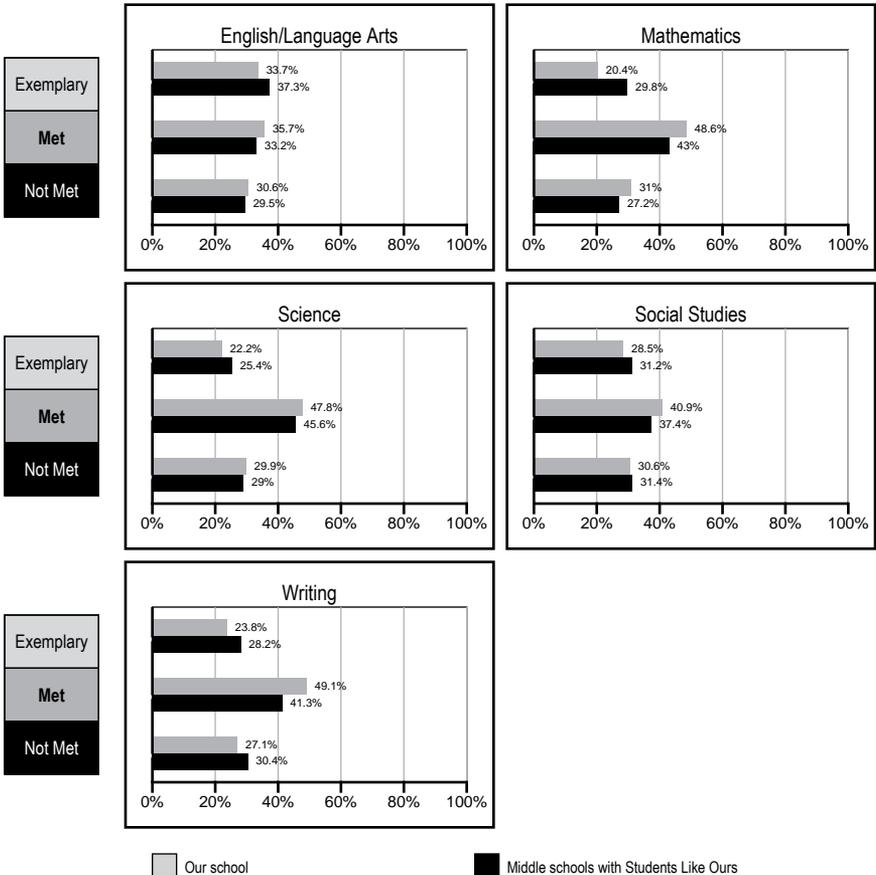
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	15	35	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%	98.0%
English 1	96.6%	96.6%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	78.4%
US History and the Constitution	N/A	N/A
All Subjects	97.8%	97.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=707)				
Students enrolled in high school credit courses (grades 7 & 8)	14.4%	Up from 5.5%	30.7%	24.5%
Retention rate	1.2%	Down from 1.9%	0.7%	0.7%
Attendance rate	96.2%	Up from 96.0%	95.9%	95.9%
Served by gifted and talented program	21.0%	Down from 23.8%	20.5%	17.8%
With disabilities other than speech	10.5%	Down from 11.3%	10.4%	9.2%
Older than usual for grade	2.6%	Down from 4.3%	1.7%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.2%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	61.4%	Up from 59.6%	61.4%	60.0%
Continuing contract teachers	70.5%	Up from 66.0%	86.6%	82.6%
Teachers returning from previous year	82.9%	Down from 83.1%	87.5%	85.6%
Teacher attendance rate	94.7%	Down from 94.8%	95.4%	95.3%
Average teacher salary*	\$43,646	Up 5.1%	\$46,563	\$46,300
Professional development days/teacher	6.2 days	Down from 7.2 days	10.2 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	Down from 25.5 to 1	22.8 to 1	21.5 to 1
Prime instructional time	90.1%	Up from 89.6%	90.0%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.4%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,531	Down 2.9%	\$7,382	\$7,634
Percent of expenditures for instruction**	61.8%	Down from 62.5%	64.4%	64.0%
Percent of expenditures for teacher salaries**	60.1%	Up from 56.7%	62.1%	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 at Bates Middle School is to ensure an excellent education for all students by providing innovative, challenging and diverse learning opportunities in a secure environment. At Bates Middle School we provide an array of opportunities for our students in areas where they can excel in academics, athletics, and fine arts.

We offer a challenging and standards driven curriculum that is supported by highly qualified faculty and staff. Although we are proud of the accomplishments and improvements made this school year, we are always looking for ways to address our areas in need of improvement. This effort is a continuous endeavor that is focused on daily.

As we continue to research strategies to improve as a school, we will focus on ways to improve our PACT Scores with emphasis on professional development, utilization of researched based programs, Best Practice Strategies and techniques in the classroom, and foster an environment and a school culture for high expectations for student achievement and success. As we prepare our students for a global society, we feel that this is pertinent because the Bates' community envisions developing lifelong learners into confident, competent, and contributing members of society.

Dr. Vanessa R. Lancaster, Principal

Ms. Diane Kent, President, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	210	104
Percent satisfied with learning environment	82.4%	69.5%	84.0%
Percent satisfied with social and physical environment	94.1%	71.7%	73.3%
Percent satisfied with school-home relations	70.6%	77.2%	80.2%

* 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 14 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	687	100	30.1	35	35	77.1	79.8	82.4	No	Yes
Gender										
Male	355	100	33.7	35.8	30.5	71.3	75.9	78.7	N/A	N/A
Female	332	100	26.2	34.1	39.7	83.3	84	86.2	N/A	N/A
Racial/Ethnic Group										
White	213	100	17.9	32.3	49.8	88.6	91.4	88.9	Yes	Yes
African American	457	100	36.3	36.3	27.4	71.5	75.2	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.8	93	I/S	I/S
Hispanic	14	100	15.4	30.8	53.8	84.6	69.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	86	100	59.5	16.5	24.1	39.2	44.9	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	58.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	405	100	38.8	34.6	26.6	69.8	75.1	75.4	No	Yes

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

All Students	687	100	30.5	47.8	21.7	79.8	79.1	81.9	Yes	Yes
Gender										
Male	355	100	32.5	47.6	19.8	77.8	77	79.9	N/A	N/A
Female	332	100	28.4	47.9	23.7	82	81.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	213	100	15.4	53.2	31.3	90.5	91.1	88.9	Yes	Yes
African American	457	100	38.4	45.4	16.2	74.4	74	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.5	94.6	I/S	I/S
Hispanic	14	100	N/AV	N/AV	N/AV	100	79.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	86	100	60.8	20.3	19	44.3	43.2	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	405	100	39.6	45.1	15.4	72.9	74.3	74.9	No	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	451	100	29.7	46.6	23.7	70.3	65.3	68.6
Gender								
Male	229	100	31.8	44.1	24.1	68.2	63.9	68.3
Female	222	100	27.5	49.3	23.2	72.5	66.8	68.9
Racial/Ethnic Group								
White	142	100	14.8	51.9	33.3	85.2	85.4	80.7
African American	301	100	36.7	44.3	19	63.3	56.5	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	80	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	64	100	62.7	22	15.3	37.3	33.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	61.9	60.7
Socio-Economic Status								
Subsidized meals	272	100	37.1	47.5	15.4	62.9	57.9	57.3
Social Studies								
All Students	450	100	29.8	41.3	28.9	70.2	71	72.5
Gender								
Male	227	100	30.7	37.7	31.6	69.3	71.3	72
Female	223	100	29	44.9	26.2	71	70.7	73.1
Racial/Ethnic Group								
White	133	100	17.7	41.1	41.1	82.3	87.4	81
African American	304	100	36.3	42.5	21.2	63.7	64.3	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76.9	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	71.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	54	100	57.1	26.5	16.3	42.9	45.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	55.9	69.7
Socio-Economic Status								
Subsidized meals	268	100	37.4	42.5	20.1	62.6	64.6	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	224	99.1	27.1	49.1	23.8	72.9	69	73.2	96.2	95.7
Gender										
Male	111	99.1	31.5	48.1	20.4	68.5	62.6	67.2	96	95.4
Female	113	99.1	22.6	50	27.4	77.4	76.2	79.4	96.3	95.9
Racial/Ethnic Group										
White	72	98.6	13.2	52.9	33.8	86.8	85.6	81.5	95.6	95.7
African American	142	99.3	33.8	47.1	19.1	66.2	62	61.3	96.4	95.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.7	87	97.3	96.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	53.6	66.7	95.3	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.1
Disability Status										
Disabled	22	90.9	90	5	5	10	15.9	26	94.3	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	42.9	65.7	93.5	96.8
Socio-Economic Status										
Subsidized meals	130	100	35.8	48	16.3	64.2	62.1	63.2	95.6	95.2

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	235	100	25.9	39.1	35	74.1
	7	224	100	23.7	37	39.3	76.3
	8	265	100	39.4	29.1	31.5	60.6
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	251	100	31.6	41.4	27	68.4
	7	214	100	29.6	31.6	38.8	70.4
	8	222	100	28.8	31.1	40.1	71.2
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	235	100	31.4	43.6	25	68.6
	7	224	100	32.7	44.5	22.7	67.3
	8	265	100	44.1	35	20.9	55.9
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	251	100	35.4	47.3	17.3	64.6
	7	214	100	30.1	42.2	27.7	69.9
	8	222	100	25.5	53.8	20.8	74.5
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	119	99.2	33.6	58.2	8.2	66.4
	7	223	100	22.9	55.7	21.4	77.1
	8	132	99.2	39.4	35.4	25.2	60.6
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	128	100	37.7	54.1	8.2	62.3
	7	212	100	27.9	45.6	26.5	72.1
	8	111	100	23.8	40	36.2	76.2

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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	117	99.2	22.9	61.5	15.6	77.1
	7	224	100	33.2	34.1	32.7	66.8
	8	133	100	31.7	37.3	31	68.3
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	126	100	28.2	51.3	20.5	71.8
	7	213	100	37.1	37.1	25.9	62.9
	8	111	100	17.8	38.3	43.9	82.2
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	235	98.3	29.5	47.9	22.6	70.5
	7	222	98.7	33	52.2	14.8	67
	8	267	98.1	31.1	42.5	26.4	68.9
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	224	99.1	27.1	49.1	23.8	72.9

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