



South Middle

1551 Billings Drive
Lancaster, South Carolina

Grades	6-8 Middle School	
Enrollment	639 Students	
Principal	Joyce Criminger	803-283-8416
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

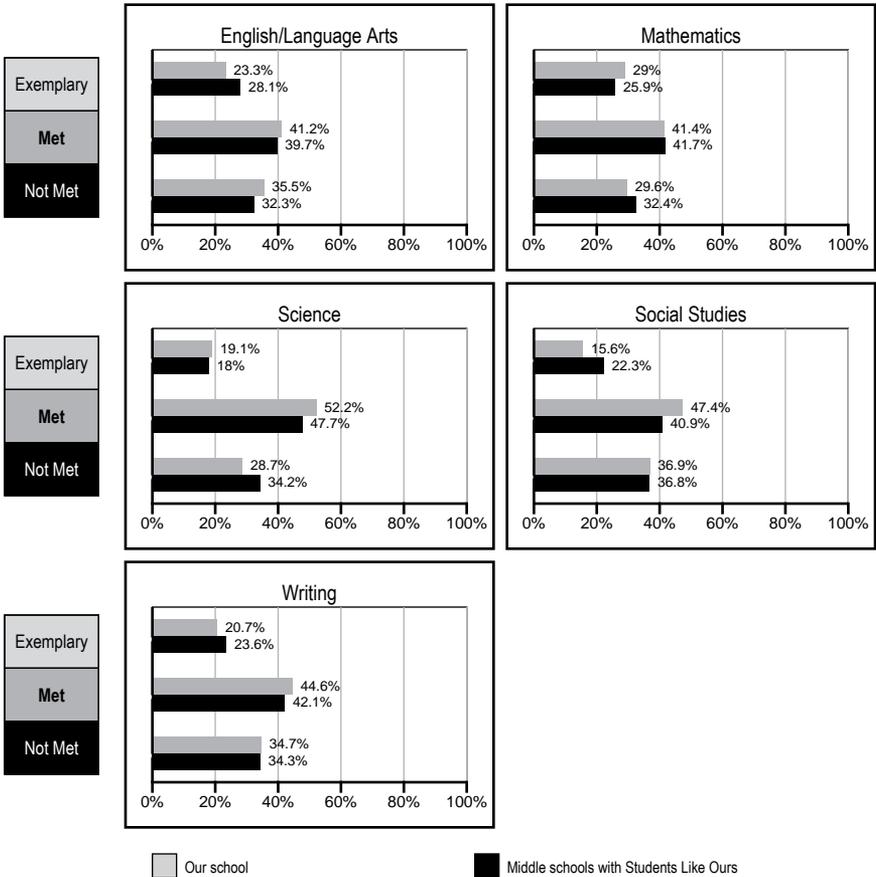
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	42	4	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%	97.6%
English 1	N/A	96.8%
Physical Science	N/A	90.9%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=639)				
Students enrolled in high school credit courses (grades 7 & 8)	16.3%	Up from 9.6%	18.3%	21.6%
Retention rate	1.3%	Up from 1.0%	1.3%	1.2%
Attendance rate	96.2%	Up from 95.7%	95.6%	95.9%
Eligible for gifted and talented	13.6%	Up from 10.1%	15.7%	14.8%
With disabilities other than speech	15.4%	Up from 14.2%	13.6%	12.6%
Older than usual for grade	2.0%	Up from 1.0%	2.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.3%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	55.3%	Down from 59.6%	54.3%	56.9%
Continuing contract teachers	66.0%	Up from 50.9%	75.0%	72.7%
Teachers with emergency or provisional certificates	7.1%	Up from 4.5%	4.8%	5.3%
Teachers returning from previous year	76.4%	Down from 76.8%	83.0%	82.9%
Teacher attendance rate	95.0%	Up from 94.6%	95.2%	95.2%
Average teacher salary*	\$44,372	Up 1.3%	\$45,893	\$46,599
Professional development days/teacher	10.1 days	Down from 12.7 days	10.2 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.4 to 1	20.1 to 1	20.1 to 1
Prime instructional time	89.9%	Up from 88.8%	89.7%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.7%	Down from 97.8%	97.6%	97.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,330	Up 10.1%	\$7,435	\$7,645
Percent of expenditures for instruction**	70.9%	Down from 72.1%	64.6%	63.4%
Percent of expenditures for teacher salaries**	64.5%	Down from 65.5%	60.0%	57.0%

* 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

South Middle School continued to work towards providing our students with the best educational opportunities during the 2008-2009 school year. The following programs or initiatives were implemented this year: WSMS Studio Expanded – The broadcasting studio expanded this year. The morning news program was completely student directed and created. It expanded even further this year with a video program produced exclusively for our rising sixth-grade orientation; Fitness Challenge – Teachers and students have embraced fitness. Teachers participated in The Biggest Loser program while students walked their way to health through a district grant providing them with pedometers; Technology – Our focus on technology continued to grow. SMART Boards were installed in the remaining classrooms, and teachers were offered the opportunity to participate in additional district-provided technology training; and SMS Literary Magazine – A literary magazine was published highlighting student artwork and creative writing. South's students continued to excel in academics throughout the year. Twelve eighth-graders were selected as Junior Scholars, twelve students were recognized in the annual Celebration of Excellence, three seventh-graders were selected as Duke TIP Scholars, a sixth-grader won first place in the district Science Fair, a seventh-grade student had her Favorite Teacher essay published, seven teachers/administrators presented at the South Carolina Middle School Conference, seventy-five students were inducted into the National Honor Society, fifteen teachers worked on GT endorsement, and our girls' basketball team had an undefeated season. Our arts program also continued to flourish with our band and chorus once again being recognized with many accolades that included excellent and superior ratings at solo and ensemble events. Several of our art students also received awards at the local county art show. We continued to focus attention on implementing the comprehensive framework associated with Making Middle Grades Work. Two teachers also received National Board Certification. SMS could not have accomplished so much without the help and support of our parents and community. The PTO and School Improvement Council continue to help ensure that our students receive the best educational opportunities possible. Joyce Crimminger, Principal; Richie Knight, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	193	153
Percent satisfied with learning environment	91.9%	78.5%	79.9%
Percent satisfied with social and physical environment	91.9%	77.8%	76.0%
Percent satisfied with school-home relations	67.6%	80.4%	81.2%

* 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 23 out of 25 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	0.0%	No
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 = 58.8% (Met or Exemplary)

All Students	629	100	34.7	41.3	24	76.1	80.8	82.8	Yes	Yes
Gender										
Male	354	100	40.4	39.2	20.5	70.3	75.9	79.3	N/A	N/A
Female	275	100	27.4	44	28.6	83.5	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	317	100	27.2	43.2	29.6	83.1	85	89.5	Yes	Yes
African American	267	100	44.2	38	17.8	67.4	71.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	92.3	I/S	I/S
Hispanic	41	100	32.5	50	17.5	77.5	78.3	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	82.5	I/S	I/S
Disability Status										
Disabled	95	100	75	14.8	10.2	30.7	39.4	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	39.3	53.6	7.1	71.4	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	393	100	42.5	38.4	19.1	69.4	72.6	75.5	Yes	Yes

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

All Students	629	99.7	31.2	45.2	23.6	77.4	79.8	78.9	Yes	Yes
Gender										
Male	354	99.7	37.7	41.2	21.1	72.7	76.6	77	N/A	N/A
Female	275	99.6	23	50.2	26.8	83.4	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	317	99.4	24	45.3	30.7	84	85.6	87.2	Yes	Yes
African American	267	100	39.5	46.5	14	69.8	66.7	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	93	I/S	I/S
Hispanic	41	100	35	35	30	75	76.8	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	95	97.9	74.7	20.7	4.6	37.9	44	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	42.9	35.7	21.4	71.4	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	393	99.5	37.7	45.3	17	71.4	71.2	70.2	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	412	99.5	27.9	51.8	20.3	72.1	64.3	67.5
Gender								
Male	227	99.6	31	49.1	19.9	69	64.5	67
Female	185	99.5	24.2	55.1	20.8	75.8	64.2	68
Racial/Ethnic Group								
White	208	100	21.2	52	26.8	78.8	71.1	79.5
African American	177	98.9	36.7	51.5	11.8	63.3	48.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	79.2	84.3
Hispanic	24	100	25	54.2	20.8	75	64.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	58	96.6	71.2	17.3	11.5	28.8	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	16	100	31.3	56.3	12.5	68.8	60	59.6
Socio-Economic Status								
Subsided meals	263	99.6	34.5	50.2	15.3	65.5	51.5	55.1
Social Studies								
All Students	419	100	35.9	48.1	16	64.1	68.8	72.3
Gender								
Male	240	100	38	42.8	19.2	62	67.2	71.5
Female	179	100	33.1	55.2	11.6	66.9	70.5	73.2
Racial/Ethnic Group								
White	201	100	28.9	51.1	20	71.1	73.7	80.7
African American	187	100	44.2	45.9	9.9	55.8	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80.8	88.5
Hispanic	29	100	32.1	42.9	25	67.9	63.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2
Disability Status								
Disabled	67	100	64.5	29	6.5	35.5	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	20	100	36.8	42.1	21.1	63.2	59.5	67.9
Socio-Economic Status								
Subsided meals	260	100	41.4	44.7	13.9	58.6	59.6	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	630	97.1	34.5	44.8	20.8	65.5	67.7	70.2	96.2	96
Gender										
Male	353	96	43.4	41.9	14.7	56.6	59.6	63.2	95.8	95.8
Female	277	98.6	23.4	48.3	28.3	76.6	76.4	77.5	96.6	96.1
Racial/Ethnic Group										
White	318	97.2	28.5	46.3	25.2	71.5	73.2	79.1	95.1	95.7
African American	265	96.6	42	44	14	58	55.2	57.6	97.1	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	71.8	86.2	98.3	97.7
Hispanic	43	100	35	37.5	27.5	65	63.8	62.6	97.3	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	68.7	N/A	95.3
Disability Status										
Disabled	96	83.3	N/AV	N/AV	N/AV	8.3	21.7	26.1	94	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	42.9	39.3	17.9	57.1	55.9	61.2	97.4	96.5
Socio-Economic Status										
Subsided meals	395	96.5	41.2	42.9	15.9	58.8	56.9	58.9	95.8	95.3

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
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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	214	100	29.3	44.4	26.3	70.7
	7	203	100	32.5	40.2	27.3	67.5
	8	212	100	42.2	39.2	18.6	57.8

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	214	99.5	24.5	51	24.5	75.5
	7	203	99.5	30.4	43.8	25.8	69.6
	8	212	100	38.7	40.7	20.6	61.3

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	108	98.2	30.4	51	18.6	69.6
	7	199	100	24.2	58.9	16.8	75.8
	8	105	100	32.4	39.2	28.4	67.6

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	17	72.6	10.4	83
	7	202	100	44.6	36.3	19.2	55.4
	8	107	100	39.2	45.1	15.7	60.8

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	216	94.9	30.5	45.7	23.9	69.5
	7	201	97.5	36.1	41.4	22.5	63.9
	8	213	99.1	36.8	47.1	16.2	63.2

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