



Carolina Springs Middle

6180 Platt Springs Road
Lexington, SC 29073

Grades	6-8 Middle School	
Enrollment	684 Students	
Principal	Alan G. Zwart	803-821-4900
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

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

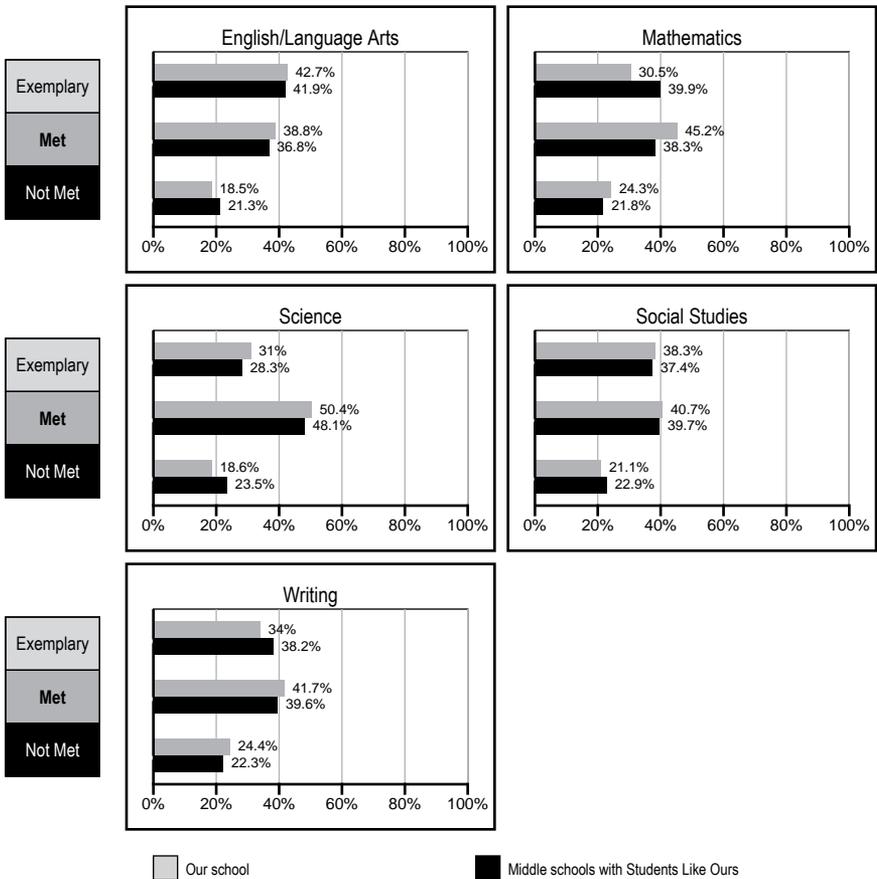
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	19	8	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%	99.2%
English 1	100.0%	93.7%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=684)				
Students enrolled in high school credit courses (grades 7 & 8)	11.7%	Down from 14.6%	34.1%	21.6%
Retention rate	0.6%	Down from 2.0%	1.1%	1.2%
Attendance rate	96.1%	Up from 96.0%	96.3%	95.9%
Eligible for gifted and talented	18.9%	Down from 19.1%	25.1%	14.8%
With disabilities other than speech	9.1%	Up from 8.9%	10.8%	12.6%
Older than usual for grade	2.3%	Down from 2.9%	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.1%	0.7%	0.6%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	52.8%	Down from 55.6%	58.0%	56.9%
Continuing contract teachers	71.7%	Up from 70.4%	78.4%	72.7%
Teachers with emergency or provisional certificates	8.2%	Up from 6.7%	4.0%	5.3%
Teachers returning from previous year	N/A	N/A	85.5%	82.9%
Teacher attendance rate	96.2%	Up from 95.3%	95.1%	95.2%
Average teacher salary*	\$45,340	Up 6.5%	\$48,674	\$46,599
Professional development days/teacher	13.7 days	Up from 12.7 days	10.6 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 18.4 to 1	21.6 to 1	20.1 to 1
Prime instructional time	91.1%	Up from 89.9%	90.6%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	No Change	97.8%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$9,021	N/A	\$7,286	\$7,645
Percent of expenditures for instruction**	66.3%	N/A	65.8%	63.4%
Percent of expenditures for teacher salaries**	42.9%	N/A	59.6%	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

CSMS students, families and staff participated in a variety of service projects throughout the 2008–2009 year. Students, staff and families contributed thousands of pounds of food to the Lexington Interfaith Community Services (LICS) food bank. Other school-wide service projects included the support of Pennies for Patients and the Relay For Life/American Cancer Society fundraising campaigns. The Beta Club and Student Council provided student leadership for many school-wide service projects including support for the Animal Protection League and Ronald McDonald House.

Student organizations and individuals were honored for achievements throughout the school year. CSMS bands and choral performing groups received excellent and superior ratings in competitions held during the 2008–2009 school year. Individual musicians and small ensembles were recognized for outstanding achievement. Three sixth grade Lego/Robotics teams competed in regional competition with one team advancing to represent CSMS in Clemson at the state championship. Athletic teams proudly represented CSMS competing at high levels. The second annual CSMS Family Literacy Night was a wonderful success with 300–400 in attendance. Families purchased more than 1,150 summer reading books during a summer reading kick-off.

CSMS partnered with the Columbia area FBI office to provide the FBI Jr. Special Agent after-school program for sixth-grade students. Guest speakers included former Astronaut Major General USMC Charles Bolden, NFL Rookie of the year Sam Gado and FBI special agents. Through the Jr. Special Agent Program, students learned about careers in law enforcement and how to communicate effectively, maintain personal physical fitness, and remain drug-, alcohol- and violence-free.

The Measures of Academic Progress (MAP) test results provided us with the student achievement data necessary to plan instruction. That data indicated that some students required additional time and assistance to master challenging skills. In 2009–2010 we will provide additional time and assistance through a 45-minute block of Husky Time. During Husky Time, students will receive assistance in mastering important reading and writing skills, as well as mathematics operations and computation skills. Students will make up tests, complete homework and class work, and redo work to standard. We will also provide enrichment activities in ELA, math, science and social studies.

CSMS will partner with the Southern Regional Education Board/Making Middle Grades Work (SREB/MMGW) network of schools in 2009–2010. Through this network, school leaders and teachers will identify the changes needed to improve student achievement in the middle grades by implementing a comprehensive improvement framework. Our staff will continue to work in Professional Learning Communities (PLCs) and plan collaboratively to improve student achievement.

We are grateful for the PTSA and SIC parent leadership and support of continuous school improvement. We pledge to continue creating a positive learning environment where students become independent, contributing, caring and creative learners.

Alan G. Zwart, Principal and Korene Smith, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	195	93
Percent satisfied with learning environment	98.3%	79.5%	90.3%
Percent satisfied with social and physical environment	100.0%	82.4%	87.1%
Percent satisfied with school-home relations	91.2%	86.5%	80.9%

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress

YES

This school met 21 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	0.2%	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	0.0%	0.0%	Yes
Student attendance rate	96.1%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	685	99.4	19.6	40.1	40.4	88.7	88.8	82.8	Yes	Yes
Gender										
Male	368	99.2	20.2	44.5	35.3	88.7	86.3	79.3	N/A	N/A
Female	317	99.7	18.8	34.9	46.3	88.6	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	514	99.6	18.2	38.6	43.3	89.4	90.3	89.5	Yes	Yes
African American	119	99.2	27.6	48.6	23.8	82.9	77.7	73.7	Yes	Yes
Asian/Pacific Islander	15	100	N/AV	N/AV	N/AV	100	95.4	92.3	I/S	I/S
Hispanic	27	100	29.6	25.9	44.4	88.9	81.9	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	62	96.8	51	33.3	15.7	64.7	54.1	52	Yes	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	36.8	31.6	31.6	84.2	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	238	99.2	31.8	39.7	28.5	81.3	79.9	75.5	Yes	Yes

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

All Students	685	99.4	25.8	47	27.2	84.2	85.7	78.9	Yes	Yes
Gender										
Male	368	99.2	26	46.2	27.7	85.3	85.1	77	N/A	N/A
Female	317	99.7	25.5	48	26.5	82.9	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	514	99.6	21.2	49	29.8	87.3	87.8	87.2	Yes	Yes
African American	119	99.2	44.8	43.8	11.4	69.5	69.9	66.7	Yes	Yes
Asian/Pacific Islander	15	100	7.1	42.9	50	92.9	93.2	93	I/S	I/S
Hispanic	27	100	33.3	33.3	33.3	77.8	78.2	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	62	96.8	54.9	37.3	7.8	56.9	53.2	45.5	SWD	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	36.8	26.3	36.8	78.9	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	238	99.2	38.3	41.6	20.1	73.8	74.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

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	452	99.8	18.7	49.9	31.4	81.3	80	67.5
Gender								
Male	250	99.6	15.7	50.2	34	84.3	80.3	67
Female	202	100	22.4	49.5	28.1	77.6	79.7	68
Racial/Ethnic Group								
White	343	100	15.8	49.2	35	84.2	82.7	79.5
African American	74	98.7	35.9	48.4	15.6	64.1	58.8	50.3
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	17	100	23.5	52.9	23.5	76.5	72.4	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	37	100	48.4	29	22.6	51.6	46.6	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	10	I/S	I/S	I/S	I/S	I/S	73.7	59.6
Socio-Economic Status								
Subsided meals	142	99.3	32.6	45	22.5	67.4	65.2	55.1
Social Studies								
All Students	445	99.6	21.1	41	37.9	78.9	82.4	72.3
Gender								
Male	241	99.2	20.4	36.7	42.9	79.6	82.3	71.5
Female	204	100	22	46.1	31.9	78	82.5	73.2
Racial/Ethnic Group								
White	326	99.7	16.7	42.8	40.5	83.3	83.8	80.7
African American	85	98.8	39.2	32.4	28.4	60.8	71	60
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	17	100	29.4	41.2	29.4	70.6	76.1	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	40	100	41.2	41.2	17.6	58.8	55.6	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	13	100	28.6	57.1	14.3	71.4	75.2	67.9
Socio-Economic Status								
Subsided meals	166	99.4	33.8	36.5	29.7	66.2	70.2	62.1

Abbreviations for Missing Data

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

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	672	97.8	24.3	41.7	34	75.7	77.3	70.2	96.1	96.1
Gender										
Male	359	97.5	28.2	45.6	26.2	71.8	71.1	63.2	96	96.1
Female	313	98.1	19.7	37.3	43.1	80.3	83.8	77.5	96.1	96.2
Racial/Ethnic Group										
White	504	98.6	21	41.8	37.2	79	79.7	79.1	96	96.1
African American	116	95.7	39.2	40.2	20.6	60.8	61	57.6	96.2	96.3
Asian/Pacific Islander	15	100	7.1	50	42.9	92.9	88.6	86.2	98.3	97.4
Hispanic	27	92.6	32	44	24	68	64.5	62.6	95.1	95.9
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	77.6	68.7	96.8	95
Disability Status										
Disabled	58	77.6	55.8	41.9	2.3	44.2	34.3	26.1	92.8	95.1
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	98.3	98.6
English Proficiency										
Limited English Proficient	18	94.4	44.4	44.4	11.1	55.6	64.7	61.2	96.8	96.6
Socio-Economic Status										
Subsided meals	222	97.3	34.8	41.1	24.2	65.2	62	58.9	94.8	94.9

Abbreviations for Missing Data

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

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	241	100	16.4	42	41.6	83.6
	7	217	99.5	21.7	43.8	34.5	78.3
	8	227	98.7	20.9	34.4	44.7	79.1
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	241	100	23.9	46.5	29.6	76.1
	7	217	99.5	25.6	44.8	29.6	74.4
	8	227	98.7	27.9	49.8	22.3	72.1
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	122	100	19.3	50	30.7	80.7
	7	214	99.5	21.9	53.2	24.9	78.1
	8	116	100	12.5	43.8	43.8	87.5
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	122	100	10.5	43	46.5	89.5
	7	215	99.1	27.5	36.5	36	72.5
	8	108	100	20.4	47.6	32	79.6
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	234	97.4	21.7	37.1	41.2	78.3
	7	215	97.2	29	42	29	71
	8	223	98.7	22.4	46.3	31.3	77.6

Abbreviations for Missing Data

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