



St Andrews Middle

1231 Bluefield Rd.
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	652 Students	
Principal	Kenneth L. Richardson	803-731-8910
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

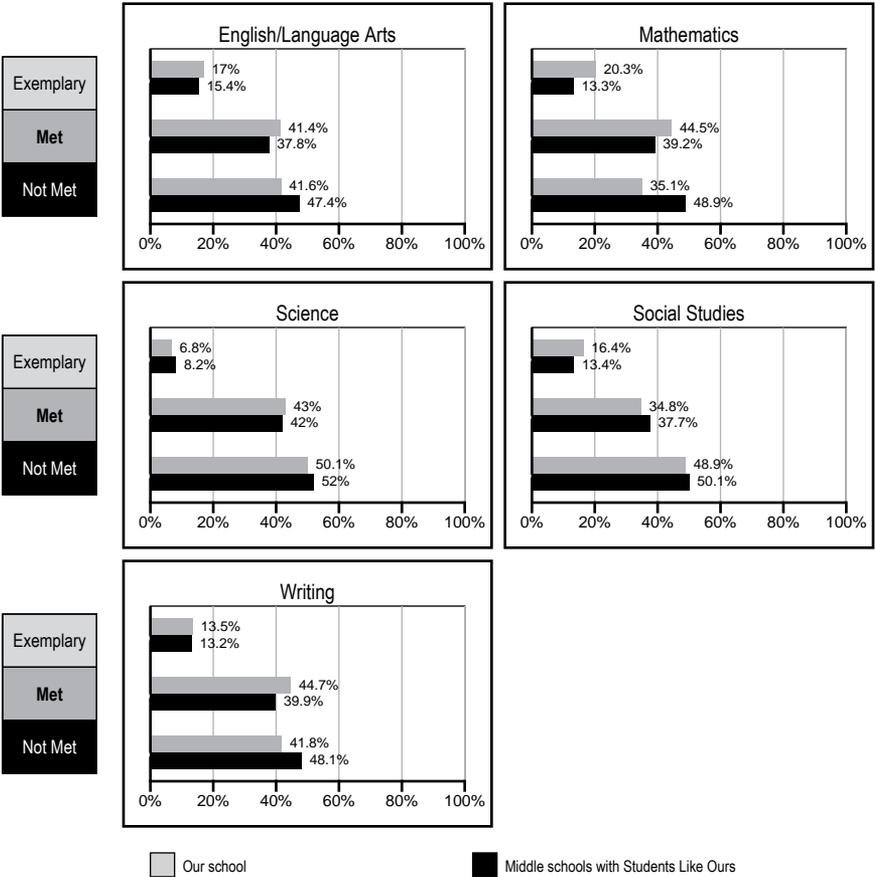
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	35	12

* 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	98.4%	89.6%
English 1	N/A	84.5%
Physical Science	N/A	30.2%
US History and the Constitution	N/A	N/A
All Subjects	98.4%	88.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=652)				
Students enrolled in high school credit courses (grades 7 & 8)	39.5%	Down from 54.3%	13.1%	21.6%
Retention rate	1.2%	No Change	2.4%	1.2%
Attendance rate	94.9%	Down from 95.5%	95.2%	95.9%
Eligible for gifted and talented	8.7%	Down from 11.0%	6.8%	14.8%
With disabilities other than speech	13.4%	Down from 14.1%	14.1%	12.6%
Older than usual for grade	2.5%	Up from 2.0%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.6%	0.3%	0.6%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	67.3%	Up from 60.4%	54.3%	56.9%
Continuing contract teachers	59.6%	Down from 62.3%	66.7%	72.7%
Teachers with emergency or provisional certificates	6.5%	Down from 15.2%	13.0%	5.3%
Teachers returning from previous year	84.8%	Up from 81.3%	77.8%	82.9%
Teacher attendance rate	93.1%	Down from 94.2%	94.9%	95.2%
Average teacher salary*	\$50,832	Up 7.0%	\$44,824	\$46,599
Professional development days/teacher	11.6 days	Down from 12.7 days	11.3 days	10.8 days
School				
Principal's years at school	13.0	Up from 12.0	3.0	3.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 18.3 to 1	17.5 to 1	20.1 to 1
Prime instructional time	87.5%	Down from 88.8%	89.1%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.9%	Up from 93.5%	96.1%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,045	Up 20.1%	\$9,409	\$7,645
Percent of expenditures for instruction**	72.0%	Down from 72.1%	61.7%	63.4%
Percent of expenditures for teacher salaries**	63.3%	Down from 68.4%	54.8%	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

At St. Andrews Middle School, student learning is the chief priority and focus of all decisions. Our mission is to provide and promote opportunities for all stakeholders to contribute to the success and development of a community of lifelong learners. We believe that all teachers, administrators, parents, and community members share the responsibility for advancing this mission. In an effort to increase student achievement, we continue to follow our annual School Renewal Plan and the Richland District One Strategic Plan, in addition to addressing the actions steps of our Making Middle Grades Work Program.

Student academic and extracurricular accomplishments included the following: 29 Duke Tip qualifiers, a district winner of the State Superintendent's Essay Contest, 10 Middle School Scholars, and three S.C. Junior Scholars. Fine arts awards included: one Honors Jazz Band, four District Honors Dance, five District Honors Orchestra, and one All-State Chorus recipient. Athletic programs include volleyball, football, boys' and girls' basketball, wrestling, track, baseball, cheerleading, and step-team. Our girls' volleyball team brought home the 2008 district championship, showing that our Saints excel in and out of the classroom.

St. Andrews parents and business partners provide continuous support for our students and academic programs. The Boys and Girls Club of the Midlands provides an after-school program and various summer enrichment opportunities for our students. The University of South Carolina partners with us in providing Middle Level teaching interns and GK-12 Fellows to our math and science classes. Colonial Life Supplemental Insurance Company provides numerous student-centered activities, including Ravenous Readers, Story Tellers, Lunch Buddies, Junior Achievement, Student Book Club, guest speakers, cultural events, and classroom volunteers. They also provide parent workshops and programs. Several faith-based partners provide mentors, after-school activities, and summer programs for students in our community.

Results from PACT scores, District Benchmark tests, and student grades indicate the need for increased student achievement at all grade levels and in science and social studies. PACT scores over time show inconsistent patterns of student achievement. We will continue to implement programs and strategies which will increase student achievement in all academic areas. A school-wide focus on standards-based instruction and assessment, Classroom Walk-Throughs, All-Day Writes, remediation and enrichment programs, additional instructional time in science and social studies, and data analysis at the classroom level will be utilized to facilitate student learning and foster academic success for all of our students.

Carlos Primus, SIC Chair person
Kenneth Richardson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	163	79
Percent satisfied with learning environment	75.0%	69.8%	75.7%
Percent satisfied with social and physical environment	87.3%	71.0%	81.1%
Percent satisfied with school-home relations	56.4%	79.5%	75.0%

* 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

NO

This school met 15 out of 17 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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	94.9%	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	650	99.7	41	41.9	17.2	71.1	78.6	82.8	Yes	Yes
Gender										
Male	337	100	48.8	36.7	14.5	64.7	74.4	79.3	N/A	N/A
Female	313	99.4	33	47.2	19.9	77.7	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	19	94.7	13.3	60	26.7	86.7	93.7	89.5	I/S	I/S
African American	603	99.8	41.4	41.7	16.9	70.9	74.6	73.7	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	12	100	58.3	33.3	8.3	58.3	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	103	98.1	67	28.7	4.3	46.8	51.2	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	21	100	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	509	99.8	43	41.4	15.6	68.6	74.1	75.5	Yes	Yes

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

All Students	650	99.9	36.7	46	17.3	72.6	70.3	78.9	Yes	Yes
Gender										
Male	337	100	44.3	43.9	11.8	65.1	67.8	77	N/A	N/A
Female	313	99.7	29	48.1	23	80.2	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	19	94.7	33.3	40	26.7	80	89.9	87.2	I/S	I/S
African American	603	100	37.2	45.7	17	72.2	64.6	66.7	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	12	100	25	66.7	8.3	75	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	103	99	71.6	23.2	5.3	33.7	36.5	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	21	100	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	509	100	37.6	45.8	16.7	70.7	64	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	444	99.6	50.6	42.2	7.2	49.4	58.1	67.5
Gender								
Male	226	100	57.7	36.2	6.1	42.3	57	67
Female	218	99.1	43.6	48.2	8.2	56.4	59.1	68
Racial/Ethnic Group								
White	17	94.1	23.1	61.5	15.4	76.9	85.9	79.5
African American	410	99.8	50.3	42.5	7.2	49.7	50.8	50.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	60.7	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	69	97.1	73	23.8	3.2	27	27.5	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	14	100	N/AV	N/AV	N/AV	7.7	53.2	59.6
Socio-Economic Status								
Subsided meals	344	99.7	53.3	39.5	7.2	46.7	49.1	55.1
Social Studies								
All Students	449	99.1	48.5	35	16.5	51.5	65.2	72.3
Gender								
Male	229	99.1	53	32.5	14.5	47	63.1	71.5
Female	220	99.1	44	37.5	18.5	56	67.2	73.2
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	421	99.3	48	35.3	16.7	52	59.3	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	12	100	N/AV	N/AV	N/AV	25	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	78	94.9	82.6	13	4.3	17.4	36.4	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	14	100	I/S	I/S	I/S	I/S	63.6	67.9
Socio-Economic Status								
Subsided meals	355	99.2	51.3	33.5	15.2	48.7	58	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	658	98.3	41.7	44.8	13.5	58.3	63.9	70.2	94.9	95.9
Gender										
Male	342	98	51.2	40.2	8.6	48.8	55.8	63.2	94.2	95.7
Female	316	98.7	32.1	49.5	18.5	67.9	71.9	77.5	95.6	96.2
Racial/Ethnic Group										
White	20	90	46.7	46.7	6.7	53.3	86.2	79.1	93.4	96
African American	609	98.5	41.3	45.1	13.6	58.7	58	57.6	94.9	95.9
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	81.9	86.2	96.2	96.4
Hispanic	13	100	61.5	30.8	7.7	38.5	63.8	62.6	96	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	102	91.2	N/AV	N/AV	N/AV	24.2	22.3	26.1	93.7	95
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	22	100	63.6	27.3	9.1	36.4	61.2	61.2	96.4	96.2
Socio-Economic Status										
Subsided meals	510	98.2	43.1	45.4	11.5	56.9	56.7	58.9	94.7	95.7

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	209	100	37.6	43	19.4	62.4
	7	243	99.2	45.2	40	14.8	54.8
	8	198	100	39.4	42.9	17.7	60.6
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	209	100	33.3	47.8	18.8	66.7
	7	243	99.6	36	46.9	17.1	64
	8	198	100	41.1	42.9	16	58.9
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	105	100	N/AV	N/AV	N/AV	36.3
	7	243	99.2	42.5	47.2	10.3	57.5
	8	96	100	57	36	7	43
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	104	99	25.8	58.8	15.5	74.2
	7	243	98.8	62.9	23.8	13.3	37.1
	8	102	100	39.8	35.5	24.7	60.2
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	210	99.1	36.2	48.4	15.4	63.8
	7	244	98.4	39.9	44.1	16	60.1
	8	204	97.6	49.7	41.8	8.5	50.3

Abbreviations for Missing Data

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