



## Southeast Middle

731 Horrell Hill Rd.  
Hopkins, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	626 Students	
<b>Principal</b>	Stacey Whitaker	803-695-5700
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	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
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average

## 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**

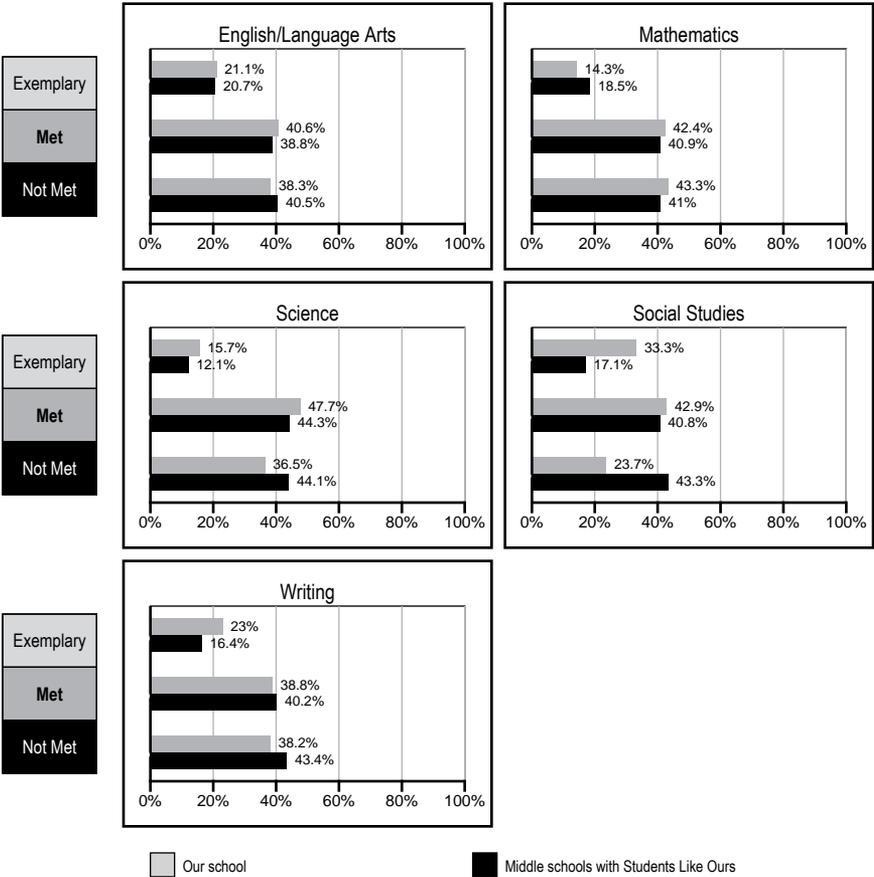
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.5%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	23	18	4

\* 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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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	98.8%	91.3%
English 1	N/A	90.2%
Physical Science	N/A	92.2%
US History and the Constitution	N/A	N/A
All Subjects	98.8%	91.1%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=626)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	56.2%	Down from 71.6%	15.3%	21.6%
Retention rate	1.1%	Up from 0.9%	1.8%	1.2%
Attendance rate	96.0%	No Change	95.3%	95.9%
Eligible for gifted and talented	15.1%	Down from 17.1%	9.8%	14.8%
With disabilities other than speech	15.4%	Up from 14.7%	15.3%	12.6%
Older than usual for grade	2.4%	Down from 2.5%	4.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	62.3%	Down from 64.8%	56.1%	56.9%
Continuing contract teachers	58.5%	Up from 57.4%	67.2%	72.7%
Teachers with emergency or provisional certificates	12.5%	Down from 23.4%	9.7%	5.3%
Teachers returning from previous year	84.2%	Down from 85.8%	81.4%	82.9%
Teacher attendance rate	95.0%	Up from 94.6%	95.2%	95.2%
Average teacher salary*	\$48,570	Up 6.3%	\$45,942	\$46,599
Professional development days/teacher	10.3 days	Up from 9.7 days	10.3 days	10.8 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	3.0	3.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 17.8 to 1	19.4 to 1	20.1 to 1
Prime instructional time	89.8%	Up from 89.0%	89.6%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.2%	Down from 99.4%	97.0%	97.8%
Character development program	Below Average	No Change	Good	Good
Dollars spent per pupil**	\$9,648	Up 9.3%	\$8,169	\$7,645
Percent of expenditures for instruction**	69.5%	Up from 62.8%	62.5%	63.4%
Percent of expenditures for teacher salaries**	60.7%	Up from 58.6%	55.2%	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**

Southeast Middle School, in partnership with its students, teachers, parents, and community, continues to achieve academic excellence. Our most noted accomplishments in 2008-09 include Palmetto Silver Award winner, fourth-place Academic Team winner, fifth among middle schools in South Carolina in improvement in all core areas, fourth greatest improvement in the state for social studies, Richland District One Middle School Parent Volunteer of the Year, and 99.9% passage of Algebra 1 End of Course Assessment.

We continue to provide a comprehensive, quality education in a safe and nurturing environment enabling each student to reach his/her maximum potential through the use of innovative and challenging instructional practices. Among these practices, are the Direct Instruction Model, Inclusion Model, and Target Teach Model Lessons.

Our students come together from the communities of Eastover, Gadsden, and Hopkins. Their enthusiasm and their teachers' commitment to their success are evident by our recent recognition as a Palmetto Silver Award recipient. The Palmetto Silver Awards Program recognizes and rewards schools that attain high rates of improvement. Our school was recognized for its exemplary improvement and received a monetary award.

We constantly monitor our learning environment to ensure that our students are challenged and motivated to reach their highest potential as they prepare to enter high school. Our literacy program and an interdisciplinary approach are used in conjunction with advanced technology to teach and encourage students to become lifelong learners who can solve problems and generate ideas.

Even though our successes are numerous, we continue to develop strategies to diminish barriers that hinder all of our students from reaching academic excellence. Some of these barriers include insufficient parental support and reading deficiencies.

We will continue our school-wide literacy program and find ways to engage more parents.

Stacey Harris, SIC Chairperson  
Jeannetta W. Scott, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	57	192	114
Percent satisfied with learning environment	83.9%	67.4%	84.8%
Percent satisfied with social and physical environment	87.7%	72.8%	74.8%
Percent satisfied with school-home relations	58.2%	82.2%	85.5%

\* 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 19 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
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%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	4.5%	0.0%	No
Student attendance rate	96.0%	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	611	99.5	37.6	41.4	21	71.6	78.6	82.8	Yes	Yes
<b>Gender</b>										
Male	326	99.7	41.5	37.2	21.3	66.4	74.4	79.3	N/A	N/A
Female	285	99.3	33.1	46.2	20.7	77.4	82.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	86	100	17.9	42.3	39.7	87.2	93.7	89.5	Yes	Yes
African American	513	99.4	41	41.6	17.4	68.6	74.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	99	100	74.7	23.2	2.1	34.7	51.2	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	469	99.6	41.9	40.5	17.6	68.1	74.1	75.5	Yes	Yes

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

All Students	611	99.5	44.3	43.9	11.8	66.5	70.3	78.9	Yes	Yes
<b>Gender</b>										
Male	326	99.7	47.5	40.5	12	62.1	67.8	77	N/A	N/A
Female	285	99.3	40.6	47.7	11.7	71.4	72.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	86	100	28.2	46.2	25.6	79.5	89.9	87.2	Yes	Yes
African American	513	99.4	47.5	43.1	9.4	63.8	64.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	99	100	78.9	20	1.1	27.4	36.5	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	469	99.6	47.9	43.1	9	62.7	64	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
<b>Science</b>								
All Students	400	100	36.1	48.3	15.6	63.9	58.1	67.5
<b>Gender</b>								
Male	217	100	37.7	42.2	20.1	62.3	57	67
Female	183	100	34.3	55.4	10.3	65.7	59.1	68
<b>Racial/Ethnic Group</b>								
White	52	100	10.6	55.3	34	89.4	85.9	79.5
African American	341	100	40	47.4	12.6	60	50.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	60.7	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	62	100	N/AV	N/AV	N/AV	23.3	27.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	306	100	40.8	45.7	13.5	59.2	49.1	55.1
<b>Social Studies</b>								
All Students	388	99.7	23.6	43.6	32.8	76.4	65.2	72.3
<b>Gender</b>								
Male	208	99.5	24.1	40.8	35.1	75.9	63.1	71.5
Female	180	100	23.1	46.7	30.2	76.9	67.2	73.2
<b>Racial/Ethnic Group</b>								
White	59	98.3	19.2	28.8	51.9	80.8	87.9	80.7
African American	320	100	24.7	46.7	28.7	75.3	59.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	65	100	66.1	24.2	9.7	33.9	36.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	295	100	27.2	45.2	27.6	72.8	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
<b>Writing</b>										
All Students	615	97.2	37.6	39.2	23.2	62.4	63.9	70.2	96	95.9
<b>Gender</b>										
Male	335	96.4	44	37.1	18.9	56	55.8	63.2	95.6	95.7
Female	280	98.2	30.2	41.6	28.2	69.8	71.9	77.5	96.5	96.2
<b>Racial/Ethnic Group</b>										
White	88	97.7	28.2	38.5	33.3	71.8	86.2	79.1	94.7	96
African American	516	97.1	40	38.1	21.9	60	58	57.6	96.2	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	86.2	99.9	96.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.8	62.6	95.3	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	68.7	99.4	94
<b>Disability Status</b>										
Disabled	101	88.1	93.1	3.4	3.4	6.9	22.3	26.1	94.5	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.2	61.2	97.8	96.2
<b>Socio-Economic Status</b>										
Subsided meals	464	97.4	40.8	38.7	20.4	59.2	56.7	58.9	95.7	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
<b>English/Language Arts</b>							
<b>2009</b>	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	219	99.5	36.4	45.1	18.5	63.6
	7	179	100	32	37.8	30.2	68
	8	213	99.1	43.5	41	15.5	56.5
<b>Mathematics</b>							
<b>2009</b>	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	219	99.5	45.6	44.1	10.3	54.4
	7	179	100	33.1	51.2	15.7	66.9
	8	213	99.1	52.5	37.5	10	47.5
<b>Science</b>							
<b>2009</b>	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	114	100	49.5	46.6	3.9	50.5
	7	179	100	20.3	55.2	24.4	79.7
	8	107	100	49	38.5	12.5	51
<b>Social Studies</b>							
<b>2009</b>	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	99.1	28.3	66.3	5.4	71.7
	7	179	100	17.4	31.4	51.2	82.6
	8	104	100	30.2	43.8	26	69.8
<b>Writing</b>							
<b>2009</b>	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	97.2	38.9	38.9	22.3	61.1
	7	183	95.6	32.5	37.3	30.2	67.5
	8	216	98.6	40.6	41.1	18.3	59.4

Abbreviations for Missing Data

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