



## MID CAROLINA MIDDLE

6794 Hwy 76  
Prosperity, SC 29127

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	609 Students	
<b>Principal</b>	Deedee Westwood	803-364-3634
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Don Saylor	803-276-9765

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	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 2009-10 whose 2008-09 test scores were located

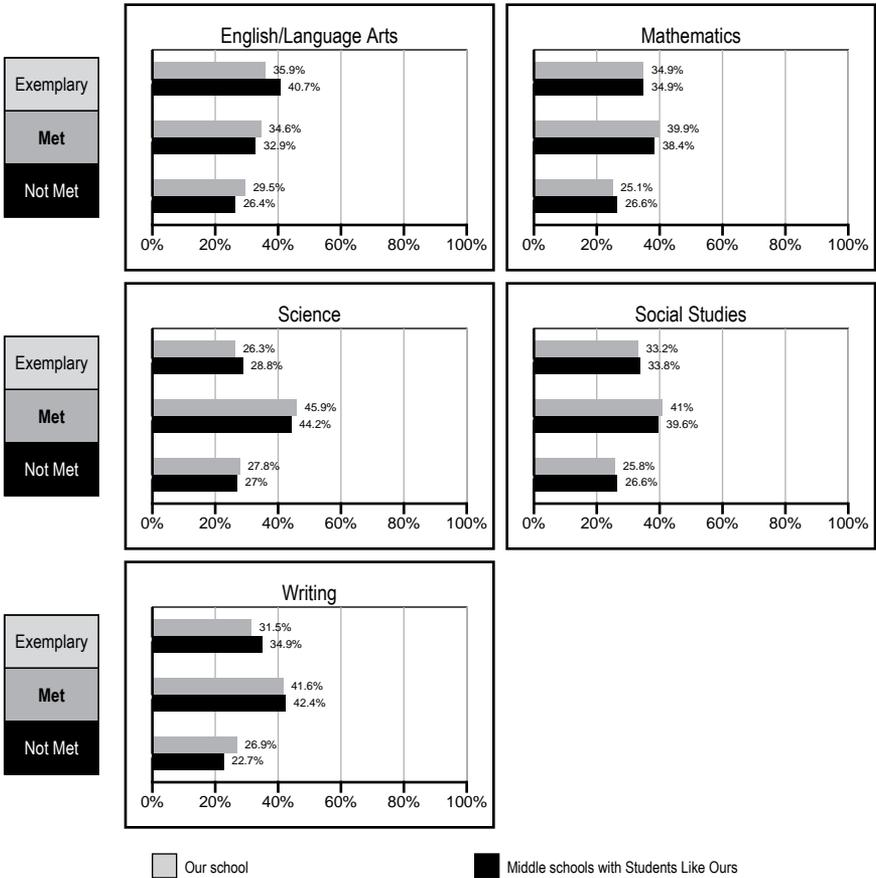
98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	16	18	0	1

\* Ratings are calculated with data available by 03/09/2011.

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%	98.6%
English 1	100.0%	96.7%
Physical Science	N/A	22.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.7%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=609)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	22.8%	Down from 26.2%	33.6%	24.2%
Retention rate	0.7%	Down from 2.3%	0.6%	0.7%
Attendance rate	96.1%	Up from 95.9%	96.0%	95.9%
Eligible for gifted and talented	34.8%	Up from 23.2%	20.9%	16.4%
With disabilities other than speech	13.2%	Down from 13.6%	11.2%	12.0%
Older than usual for grade	2.5%	Down from 2.8%	1.3%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Down from 1.8%	0.5%	0.5%
Annual dropout rate	0.0%	Down from 1.0%	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	69.0%	Down from 73.8%	60.0%	58.5%
Continuing contract teachers	83.3%	No Change	82.1%	80.0%
Teachers with emergency or provisional certificates	2.6%	No Change	3.7%	4.0%
Teachers returning from previous year	89.5%	Up from 88.6%	86.5%	84.6%
Teacher attendance rate	95.8%	Up from 95.5%	95.2%	95.4%
Average teacher salary*	\$45,952	Up 1.9%	\$46,921	\$46,561
Professional development days/teacher	10.5 days	Up from 7.9 days	9.8 days	10.2 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 16.0 to 1	21.8 to 1	21.1 to 1
Prime instructional time	90.0%	Up from 89.5%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	96.9%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,808	Up 15.4%	\$7,220	\$7,802
Percent of expenditures for instruction**	64.2%	Down from 71.7%	64.6%	63.8%
Percent of expenditures for teacher salaries**	60.3%	Down from 66.6%	61.5%	60.0%

\* 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

Mid-Carolina Middle School had another successful year! The staff strived to contact all parents to provide the best education possible for all children. We implemented the Roll Call for struggling students in the areas of academics and behavior. Transition Nights for rising 6th, 7th and 8th graders were held in the spring to assist parents with new expectations. An end of year Promotion Ceremony was held for 8th-grade students entering high school next year. For the second year in a row single-gender classes were included in grades 6 through 8 in the core subject areas. An enrichment period continued to be implemented for every student to work on problem-solving strategies as well as enrich the four core areas. Professional development for the staff included integrating literacy across all areas. There was an intensive move to provide better assessments by training the staff in the Internal Instructional Review Process. The school also continued to provide after-school tutoring and to implement practices from the Making Middle Grades Work Initiative as well as the district-wide Working on the Work Framework for creating engaging lessons for students. We continued our previous school-wide goal to increase communication from school to home by utilizing a daily agenda as a communication tool, the school Alert Now message system, improving our school website and sending home a monthly school newsletter. The school also began increasing communication in the community by sending the school newsletter to all local churches. Community Service Projects included: Relay for Life, St. Jude's, American Heart Association, Pets Project, Operation Christmas Child, and the Manna House Canned Food Drive.

Accomplishments included:

Ms. Margaret Sparrow, ESL teacher, was selected as District Teacher of the Year  
 4th Place State Science Olympiad Team  
 3rd Place in state Technology Student Association  
 4 students won invitations to compete at the National Beta Club Convention  
 Excellent Rating in Concert Festival  
 2nd year for Outstanding Performance Award for band  
 Students in Region 3 Honors Band  
 Superior Ratings at Solo and Ensemble  
 9 Junior Scholars  
 2 Duke TIP Scholar Students  
 Approximately 40% of all students on Principal's Honor Roll/A-B Honor Roll  
 76 new inductees in the Junior Beta Club

The Mid-Carolina Middle School staff along with the PTO and SIC strives for excellence by being committed to educating all children to be successful, productive citizens.

Deedee Westwood, Principal  
 Brent Richardson, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	159	65
Percent satisfied with learning environment	97.0%	69.0%	84.4%
Percent satisfied with social and physical environment	97.0%	73.2%	79.4%
Percent satisfied with school-home relations	84.8%	79.1%	75.0%

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

Abbreviations for Missing Data

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 25 out of 27 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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	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

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

All Students	604	99.5	30.9	34.5	34.5	79.9	78.9	83.5	Yes	Yes
<b>Gender</b>										
Male	298	99.7	38.8	33.6	27.7	74	75.6	80.1	N/A	N/A
Female	306	99.4	23.2	35.5	41.3	85.7	82.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	405	99.5	21.1	35.4	43.5	89.1	88.4	89.6	Yes	Yes
African American	147	100	56.4	32.1	11.4	55	67	74.6	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	50	98	38.3	36.2	25.5	76.6	77.7	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	79	98.7	69.3	25.3	5.3	49.3	46.7	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	37	97.3	39.5	37.2	23.3	76.7	75	79	Yes	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	288	99.7	46.5	33.6	19.9	67.2	72	76.9	Yes	Yes

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

All Students	604	99.7	26.9	41	32.1	82.2	76.4	80.4	Yes	Yes
<b>Gender</b>										
Male	298	99.7	32.5	36.7	30.8	76.8	73.4	78.4	N/A	N/A
Female	306	99.7	21.4	45.2	33.3	87.4	79.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	405	99.5	17.6	41.7	40.7	88.5	86	87.8	Yes	Yes
African American	147	100	50.7	40.7	8.6	64.3	64	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	50	100	35.4	37.5	27.1	81.3	76.7	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	79	98.7	72	24	4	42.7	42.5	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	37	100	36.4	36.4	27.3	81.8	75.1	78.9	Yes	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	288	100	40.4	40.4	19.1	72.1	68.7	72.8	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
<b>Science</b>								
All Students	399	100	27.5	46.1	26.4	72.5	60	67.3
<b>Gender</b>								
Male	196	100	28.8	40.8	30.4	71.2	60.2	66.9
Female	203	100	26.2	51.3	22.6	73.8	59.7	67.7
<b>Racial/Ethnic Group</b>								
White	267	100	16.9	47.3	35.8	83.1	74.7	79.6
African American	98	100	54.8	41.9	3.2	45.2	42.2	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	33	100	34.4	50	15.6	65.6	54.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	50	100	55.3	38.3	6.4	44.7	31	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	25	100	37.9	48.3	13.8	62.1	52.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	190	100	42.5	45.3	12.3	57.5	48.3	55.4
<b>Social Studies</b>								
All Students	400	100	25.6	41.1	33.3	74.4	66.5	70.9
<b>Gender</b>								
Male	205	100	29.1	37.2	33.7	70.9	64.6	70.1
Female	195	100	21.8	45.2	33	78.2	68.5	71.7
<b>Racial/Ethnic Group</b>								
White	260	100	17.8	41.1	41.1	82.2	78.8	79.2
African American	101	100	42.3	41.2	16.5	57.7	49.9	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	37	100	37.1	40	22.9	62.9	70.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	51	100	60	24	16	40	34.6	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	28	100	37.5	40.6	21.9	62.5	68.9	68
<b>Socio-Economic Status</b>								
Subsidized meals	191	100	36.7	44.4	18.9	63.3	56.9	60.8

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	604	99.7	26.8	41.6	31.6	73.2	64.5	72.1	96.1	95.7
<b>Gender</b>										
Male	301	99.7	38	39.7	22.3	62	55.6	65.2	96	95.6
Female	303	99.7	15.6	43.5	40.8	84.4	73.6	79.2	96.2	95.9
<b>Racial/Ethnic Group</b>										
White	405	99.8	18.3	41.4	40.4	81.7	76.6	80.8	96.2	95.8
African American	147	99.3	46.8	41.1	12.1	53.2	49.7	59.7	95.8	95.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	97.5	96.3
Hispanic	50	100	38.8	42.9	18.4	61.2	60.3	64.6	96.4	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98.8
<b>Disability Status</b>										
Disabled	80	98.8	77.6	19.7	2.6	22.4	22.3	27.7	95.2	94.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.2
<b>English Proficiency</b>										
Limited English Proficient	38	100	37.8	42.2	20	62.2	57.7	63.7	96.5	96.2
<b>Socio-Economic Status</b>										
Subsidized meals	285	100	40.7	41	18.3	59.3	54	61.9	95.6	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
<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	186	100	28.9	34.4	36.7	71.1
	7	204	99.5	25.3	45.9	28.9	74.7
	8	182	100	26.4	43.7	29.9	73.6
<b>2010</b>	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	212	99.5	30.2	35.1	34.7	69.8
	7	198	99.5	31.6	35.3	33.2	68.4
	8	194	99.5	31.1	33.2	35.8	68.9
<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	186	100	30.6	35.6	33.9	69.4
	7	204	99.5	25.8	44.3	29.9	74.2
	8	182	100	27	40.8	32.2	73
<b>2010</b>	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	212	100	21.2	44.8	34	78.8
	7	198	99.5	32.1	34.2	33.7	67.9
	8	194	99.5	27.9	43.7	28.4	72.1
<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	94	100	33.7	53.9	12.4	66.3
	7	203	99.5	20.7	48.7	30.6	79.3
	8	89	100	28.4	50	21.6	71.6
<b>2010</b>	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	106	100	38.6	50.5	10.9	61.4
	7	197	100	21.6	48.9	29.5	78.4
	8	96	100	27.4	35.8	36.8	72.6

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
<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	92	96.7	18	64	18	82
	7	204	99.5	47.9	30.9	21.1	52.1
	8	93	100	19.8	59.3	20.9	80.2
<b>2010</b>	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	106	100	9.8	55.9	34.3	90.2
	7	197	100	31.1	30	38.9	68.9
	8	97	100	31.6	47.4	21.1	68.4
<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	186	100	36.5	34.3	29.3	63.5
	7	205	98.1	28.1	39.6	32.3	71.9
	8	180	99.4	25.3	47.7	27	74.7
<b>2010</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	211	100	26.1	42.4	31.5	73.9
	7	199	99.5	29.8	36.6	33.5	70.2
	8	194	99.5	24.5	45.8	29.7	75.5

Abbreviations for Missing Data

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