



SOUTHEAST MIDDLE

731 Horrell Hill Rd.
Hopkins, South Carolina

Grades	6-8 Middle School	
Enrollment	582 Students	
Principal	Stacey Whitaker	803-695-5700
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk
2006	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

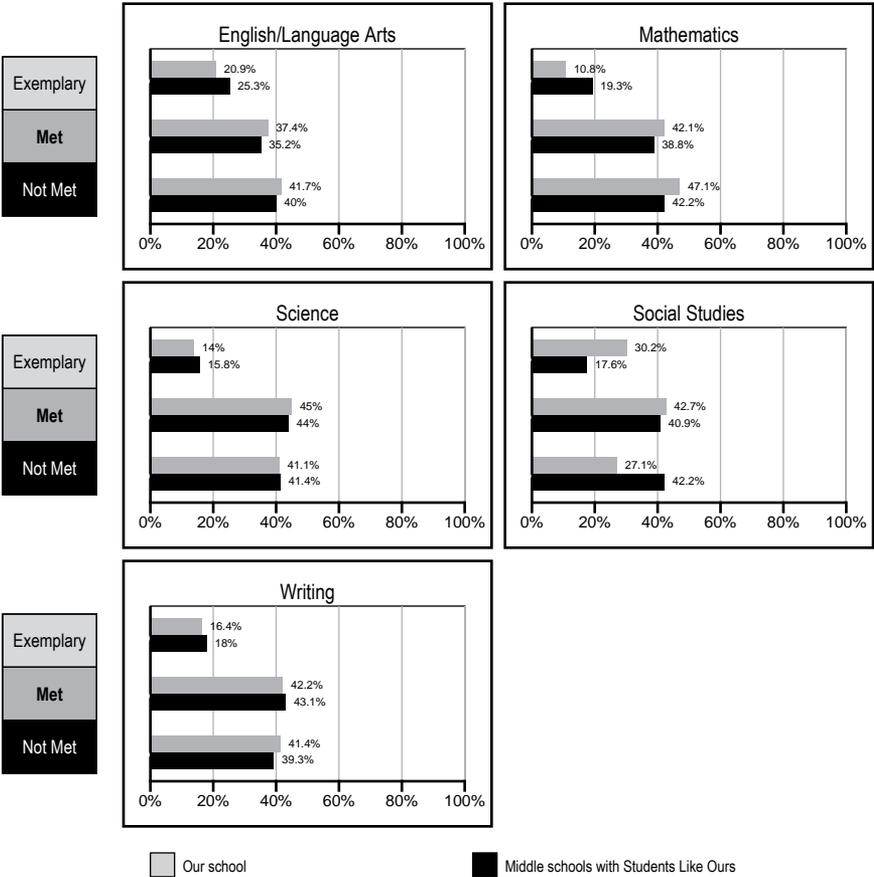
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	29	19	3

* 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	93.0%	93.1%
English 1	N/A	91.5%
Physical Science	N/A	76.4%
US History and the Constitution	N/A	N/A
All Subjects	93.0%	91.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=582)				
Students enrolled in high school credit courses (grades 7 & 8)	41.8%	Down from 56.2%	17.0%	24.2%
Retention rate	0.7%	Down from 1.1%	0.8%	0.7%
Attendance rate	97.1%	Up from 96.0%	95.4%	95.9%
Eligible for gifted and talented	23.2%	Up from 15.1%	12.3%	16.4%
With disabilities other than speech	14.7%	Down from 15.4%	14.1%	12.0%
Older than usual for grade	2.4%	No Change	3.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	61.7%	Down from 62.3%	57.5%	58.5%
Continuing contract teachers	70.2%	Up from 58.5%	72.9%	80.0%
Teachers with emergency or provisional certificates	9.1%	Down from 12.5%	6.0%	4.0%
Teachers returning from previous year	86.4%	Up from 84.2%	82.3%	84.6%
Teacher attendance rate	94.6%	Down from 95.0%	95.2%	95.4%
Average teacher salary*	\$48,543	Down 0.1%	\$45,500	\$46,561
Professional development days/teacher	11.4 days	Up from 10.3 days	10.5 days	10.2 days
School				
Principal's years at school	1.0	Down from 10.0	3.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 19.1 to 1	20.3 to 1	21.1 to 1
Prime instructional time	91.0%	Up from 89.8%	89.9%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Up from 98.2%	96.1%	98.1%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil**	\$9,155	Down 5.1%	\$8,618	\$7,802
Percent of expenditures for instruction**	71.4%	Up from 69.5%	62.1%	63.8%
Percent of expenditures for teacher salaries**	63.6%	Up from 60.7%	58.2%	60.0%

* 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

H. B. Rhame, Jr. Elementary School maintained progress during the 2009-2010 school year in grades 3 and 5.

The teachers at H. B. Rhame, Jr. Elementary received 12 hours of staff development in using technology as an instructional tool. One hundred percent of our teachers have achieved a technology level of proficient or higher. The school used teleconference equipment so that students could interact with others around South Carolina, the United States, and the world.

Test results indicated a need to continue additional efforts to improve language arts and math skills, with special emphasis in the 4th and 5th grade. We have a 30-week Skill Development Program and a SuccessMaker Lab to reinforce skills taught in both language arts and math. These skills also are emphasized in our After-School Academic Support Program, along with science and social studies. We also have two half-time tutors who work with our students one-on-one to develop their math and reading skills. Maintaining a competent certified staff will continue to move larger percentages of students to scores of basic or above on PASS.

We continued Breakthrough to Literacy in kindergarten and first grade to develop the skills and knowledge our young learners need to become competent readers. Accelerated Reader was used in grades K-5. Reading Buddies from Saint Andrews Baptist Church, Virginia Wingard Methodist Church, and Saint Andrews Middle School read to students weekly. North Trenholm Baptist Church and Saint Andrews Baptist Church held a book drive.

We continued a Behavior Intervention Program for students who need help in improving social skills. We have continued to strengthen our Character Education program, by developing a school-wide focus on a different character trait each month.

Community involvement is a great asset to our school. Our volunteers enjoy programs such as Books and Breakfast, Real Men Read, Grandparent's Day, and Sonic Night. In addition to our strong volunteer program, we have two Lunch Buddy programs and two Kids' Café Programs, and three after-school programs sponsored by two community churches. Two new interfaith partners joined hands with Rhame this year, North Trenholm Baptist Church and Young's Chapel Baptist Church. North Trenholm Baptist Church and Round Top Elementary School held a coat drive for the Rhame students in the fall of 2009.

The most challenging issue facing our school continues to be the high mobility rate of our students and their lack of social development skills. We are working with parents to increase the reinforcement of skills at home to sustain progress in student achievement. Parent participation in some school activities has increased this year.

Mikell G. Owens, Principal

Darlene Stroman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	155	100
Percent satisfied with learning environment	75.5%	64.5%	83.7%
Percent satisfied with social and physical environment	81.1%	78.0%	79.6%
Percent satisfied with school-home relations	60.4%	82.3%	76.3%

* 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

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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	97.1%	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	567	100	42.2	37.2	20.6	71.3	78.2	83.5	Yes	Yes
Gender										
Male	276	100	47.7	34.6	17.7	63.8	74.7	80.1	N/A	N/A
Female	291	100	37.1	39.6	23.2	78.2	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	83	100	24.1	43	32.9	83.5	93.3	89.6	Yes	Yes
African American	472	100	45.2	36.1	18.6	69.4	74.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	91	100	83.3	14.3	2.4	31	45.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	437	100	46.7	34.9	18.3	67.7	73.1	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	567	100	49.1	41.7	9.3	63.5	72	80.4	Yes	Yes
Gender										
Male	276	100	51.2	38.5	10.4	60	70.3	78.4	N/A	N/A
Female	291	100	47.1	44.6	8.2	66.8	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	83	100	38	43	19	70.9	90.2	87.8	Yes	Yes
African American	472	100	50.8	41.5	7.8	62.7	67	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	91	100	84.5	14.3	1.2	19	34.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	437	100	52.3	40	7.7	60.7	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	387	99.2	41.6	44.6	13.8	58.4	56.5	67.3
Gender								
Male	186	98.9	41.2	42.4	16.5	58.8	56.1	66.9
Female	201	99.5	42	46.6	11.4	58	56.8	67.7
Racial/Ethnic Group								
White	59	100	25	44.6	30.4	75	86.3	79.6
African American	321	99.1	44.9	44.5	10.6	55.1	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	61	96.7	N/A	N/A	N/A	13.2	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.7	58.6
Socio-Economic Status								
Subsidized meals	300	99	45	42.9	12.1	55	46.5	55.4
Social Studies								
All Students	388	99	28.1	42.2	29.7	71.9	64	70.9
Gender								
Male	190	99	32.8	35	32.2	67.2	61.9	70.1
Female	198	99	23.5	49.2	27.3	76.5	66.1	71.7
Racial/Ethnic Group								
White	62	100	15.3	39	45.8	84.7	86.9	79.2
African American	320	98.8	30.4	42.6	27.1	69.6	57.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	65	93.9	72.9	20.3	6.8	27.1	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.2	68
Socio-Economic Status								
Subsidized meals	301	98.7	31.6	43.3	25.2	68.4	56.5	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
Writing										
All Students	566	97.4	41.2	42.3	16.4	58.8	63.4	72.1	97.1	95.9
Gender										
Male	276	96.4	48.4	38.6	13	51.6	56.3	65.2	96.7	95.7
Female	290	98.3	34.5	45.8	19.6	65.5	70.4	79.2	97.5	96.1
Racial/Ethnic Group										
White	86	100	38.8	40	21.3	61.3	86.2	80.8	96.2	96
African American	468	97	41.8	42.3	15.9	58.2	57.3	59.7	97.3	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.1	87	99.9	96.2
Hispanic	7	I/S	I/S	I/S	I/S	I/S	62.9	64.6	94	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	88.6	93.4
Disability Status										
Disabled	89	86.5	90.3	6.9	2.8	9.7	21.1	27.7	96.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.7	63.7	94.4	96.3
Socio-Economic Status										
Subsidized meals	430	96.7	44.6	39.1	16.3	55.4	55.2	61.9	97	95.7

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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	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
2010	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	187	100	35.6	44.6	19.8	64.4
	7	207	100	48.5	37.2	14.3	51.5
	8	173	100	41.9	29.3	28.7	58.1
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	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
2010	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	187	100	49.2	40.7	10.2	50.8
	7	207	100	51.5	39.8	8.7	48.5
	8	173	100	46.1	44.9	9	53.9
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	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
2010	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	95	97.9	48.8	45.3	5.8	51.2
	7	207	100	39.8	44.4	15.8	60.2
	8	85	98.8	38.3	44.4	17.3	61.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	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
2010	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	93	97.9	37.5	51.1	11.4	62.5
	7	207	100	25	41.3	33.7	75
	8	88	97.7	25.3	34.9	39.8	74.7
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	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
2010	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	185	96.8	40.9	41.5	17.5	59.1
	7	209	97.6	50.3	42.6	7.2	49.7
	8	172	97.7	30.7	42.9	26.4	69.3

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