

SUMMIT PARKWAY MIDDLE

200 Summit Parkway
Columbia, SC 29229

Grades	K-8 Elementary School	
Enrollment	1,131 Students	
Principal	S. E. Tanner	803-699-3580
Superintendent	Katie Brochu, Ed.D.	803-787-1910
Board Chair	Stephanie Burgess, Ph.D.	803-530-9899

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Average
2010	Excellent	Excellent
2009	Good	Average
2008	Excellent	Good
2007	Excellent	Good

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

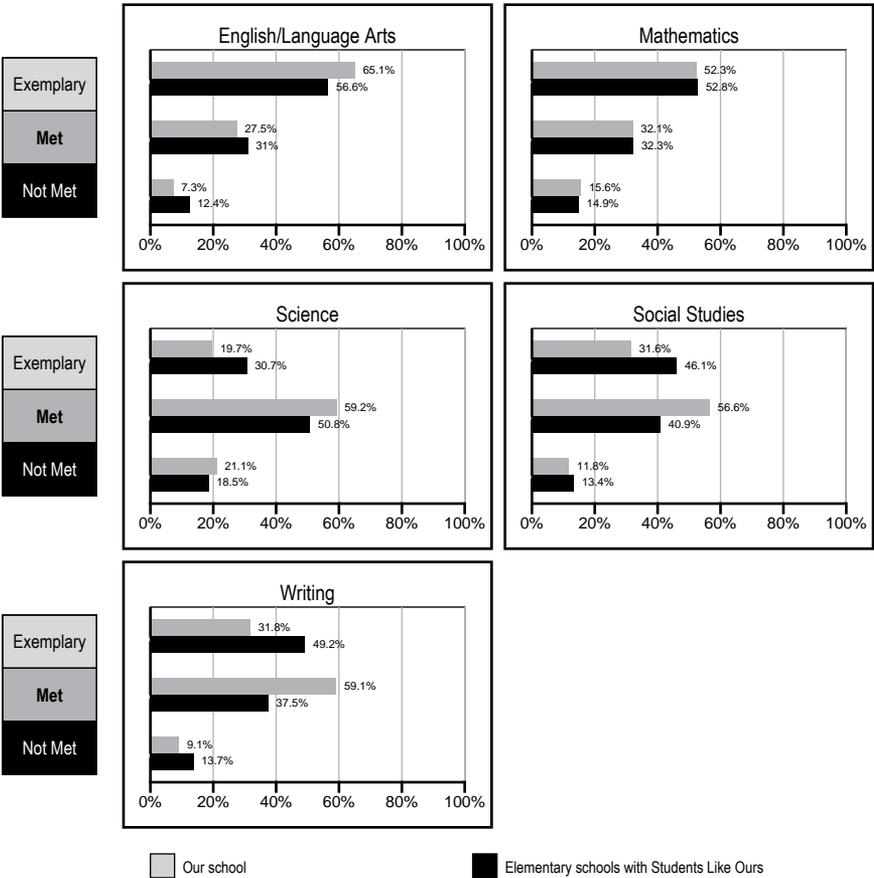
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	5	0	1	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,131)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.1%	0.8%	1.1%
Attendance rate	98.2%	Up from 97.4%	96.5%	96.2%
Served by gifted and talented program	10.1%	Down from 21.7%	22.8%	13.4%
With disabilities other than speech	6.3%	Down from 8.9%	3.5%	4.1%
Older than usual for grade	0.4%	Down from 0.6%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.0%	0.0%
Teachers (n=71)				
Teachers with advanced degrees	90.1%	Up from 82.1%	64.4%	62.5%
Continuing contract teachers	77.5%	Down from 79.1%	90.3%	88.2%
Teachers returning from previous year	90.5%	Up from 88.5%	89.2%	87.8%
Teacher attendance rate	94.7%	Down from 95.9%	95.4%	95.2%
Average teacher salary*	\$52,757	Down 1.1%	\$48,105	\$46,773
Professional development days/teacher	10.7 days	Down from 12.1 days	8.4 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	4.8	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 21.7 to 1	21.0 to 1	19.9 to 1
Prime instructional time	92.2%	Down from 92.4%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.2%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,831	Down 6.0%	\$7,100	\$7,447
Percent of expenditures for instruction**	69.7%	Up from 69.1%	70.2%	68.4%
Percent of expenditures for teacher salaries**	68.2%	Up from 65.7%	68.4%	65.8%

* 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

Students, parents, faculty, and staff at Summit Parkway Middle School and at the Center for Inquiry, a K-5 magnet program, are proud to create exemplary learning environments. Our schools continue to collaborate with The University of South Carolina by mentoring undergraduate and graduate teaching interns, publishing professional materials, writing grants, conducting research and hosting on-site courses for education majors instructed by USC faculty.

Our campus-wide environmental program has been recognized for three years for its progress towards certification in the Green Steps Program. Middle school student leaders from the Green Steps and Recycling teams were invited to represent Richland School District Two at the SC Recycling Industry Legislation Day luncheon to present this impressive model program.

Important curricular highlights at SPMS this year include the addition of a remediation class, Academic Content Enrichment (ACE), for all students with academic concerns. The "Get Fit" program certified 138 students in Cardio Pulmonary Resuscitation. iPAC was expanded to the 8th grade and ITEC was fully implemented in all sixth grade social studies classes.

CFI was recognized by the SC Department of Education with a Palmetto Gold Award for its Report Card rating of excellent. CFI's inquiry curriculum continues to be a national model, hosting hundreds of visitors each year. This past year, CFI hosted other educators from around the state creating a network of school teams pursuing inquiry-based education in an on-going series that met both at CFI and virtually.

SPMS and CFI are proud that 16 of the middle school and 8 of the elementary faculty currently hold National Board Certification. Additional notable academic achievements this year included: 21 eighth graders named as Junior Scholars; 50 seventh graders qualified for the Duke TIP program; 18 fourth and fifth graders qualified for Duke's MAP program; 6 received TIP Honor Roll; and, 1 student was personally recognized by Duke University in the TIP program.

We are pleased to provide educational excellence for all students,

Mr. Sig Tanner, Principal
 Mrs. Wanda Russ-Kenscoff, SIC Chair
 Summit Parkway Middle School

Dr. Lyn Z. Mueller, Lead Teacher
 Mrs. Beck Sullivan, SIC Chair
 Center for Inquiry

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 23 out of 29 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	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	98.2%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	1001	99.9	28.4	32.8	38.8	80.6	83.8	82.4	Yes	Yes
Gender										
Male	539	100	33.1	33.5	33.5	77.4	79.2	78.7	N/A	N/A
Female	462	99.8	23.1	32.1	44.8	84.2	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	283	100	19.1	25.7	55.1	86.8	93.4	88.9	Yes	Yes
African American	633	99.8	32.3	36.9	30.9	78.5	79.1	72.9	Yes	Yes
Asian/Pacific Islander	31	100	10	23.3	66.7	90	95.6	93	I/S	I/S
Hispanic	54	100	44	30	26	66	78.8	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	83	I/S	I/S
Disability Status										
Disabled	96	100	70.1	14.9	14.9	40.2	47.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	58	100	31.3	23.9	44.8	73.1	81.6	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	366	100	38.8	32.2	29	71.6	75.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	1001	99.7	30	45.6	24.4	82.4	81.7	81.9	Yes	Yes
Gender										
Male	539	99.6	31.4	43.5	25.1	81	79.1	79.9	N/A	N/A
Female	462	99.8	28.5	48	23.5	83.9	84.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	283	100	19.1	41.2	39.7	90.4	93.5	88.9	Yes	Yes
African American	633	99.5	35.3	48.8	15.9	78.4	75.7	71.4	No	Yes
Asian/Pacific Islander	31	100	6.7	30	63.3	96.7	95.3	94.6	I/S	I/S
Hispanic	54	100	42	42	16	76	78	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	84.4	I/S	I/S
Disability Status										
Disabled	96	99	58.1	27.9	14	50	45.8	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	58	100	28.4	35.8	35.8	85.1	82.8	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	366	99.5	40.2	45.5	14.3	74.6	72.7	74.9	No	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	653	99.9	30	47	23	70	71	68.6
Gender								
Male	354	99.7	27.6	47.5	24.8	72.4	69.9	68.3
Female	299	100	32.6	46.5	20.9	67.4	72.2	68.9
Racial/Ethnic Group								
White	185	100	15.2	47.8	37.1	84.8	90	80.7
African American	412	99.8	36.2	47.2	16.6	63.8	61.9	51.4
Asian/Pacific Islander	16	100	12.5	37.5	50	87.5	89.2	85.3
Hispanic	40	100	45.9	45.9	8.1	54.1	65	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	77	100	60	27.1	12.9	40	36.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	34	100	25	52.5	22.5	75	73.2	60.7
Socio-Economic Status								
Subsidized meals	233	99.6	40.3	44.4	15.3	59.7	57.5	57.3
Social Studies								
All Students	666	99.6	25.5	41.6	32.9	74.5	76.5	72.5
Gender								
Male	369	99.7	25.7	39.1	35.2	74.3	74.4	72
Female	297	99.3	25.3	44.6	30.2	74.7	78.6	73.1
Racial/Ethnic Group								
White	193	100	21	36.6	42.5	79	89.3	81
African American	422	99.3	27.9	44.2	27.9	72.1	69.9	60
Asian/Pacific Islander	19	100	5.6	33.3	61.1	94.4	92.7	89
Hispanic	32	100	35.7	42.9	21.4	64.3	71.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	62	100	67.9	28.6	3.6	32.1	42.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	38	100	22.7	45.5	31.8	77.3	76	69.7
Socio-Economic Status								
Subsidized meals	243	99.6	33.6	43.1	23.3	66.4	65.7	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	349	99.1	28.8	46.8	24.3	71.2	75.5	73.2	98.2	97.2
Gender										
Male	165	98.2	34.2	43.2	22.6	65.8	68.9	67.2	98.1	97.2
Female	184	100	24.2	50	25.8	75.8	82.2	79.4	98.2	97.3
Racial/Ethnic Group										
White	101	98	21.3	44.7	34	78.7	88.7	81.5	98.3	97
African American	218	99.5	31.9	48.6	19.5	68.1	69.1	61.3	98.1	97.4
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	90.8	87	98.8	97.7
Hispanic	19	100	36.8	42.1	21.1	63.2	69.2	66.7	97.4	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.8
Disability Status										
Disabled	24	100	73.9	17.4	8.7	26.1	27	26	97.6	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
English Proficiency										
Limited English Proficient	19	100	36.4	36.4	27.3	63.6	72.5	65.7	97.7	97.2
Socio-Economic Status										
Subsidized meals	129	100	38.2	44.7	17.1	61.8	64.6	63.2	97.6	96.8

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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							
2010	3	43	100	2.3	18.6	79.1	97.7
	4	20	100	5	35	60	95
	5	20	100	5	20	75	95
	6	259	100	26.5	37.8	35.7	73.5
	7	311	99.4	26	40.8	33.2	74
	8	253	99.6	37	28.6	34.5	63
2011	3	44	100	N/AV	N/AV	N/AV	100
	4	43	100	9.3	39.5	51.2	90.7
	5	22	100	18.2	22.7	59.1	81.8
	6	292	99.7	30.8	38.1	31.1	69.2
	7	273	100	34.3	31.8	33.9	65.7
	8	327	100	28.9	30.9	40.2	71.1
Mathematics							
2010	3	43	100	20.9	25.6	53.5	79.1
	4	20	100	5	45	50	95
	5	20	100	20	40	40	80
	6	259	100	26.5	47.1	26.5	73.5
	7	311	99.4	34.9	41.4	23.6	65.1
	8	253	99.6	39.1	29.8	31.1	60.9
2011	3	44	100	20.5	31.8	47.7	79.5
	4	43	100	7	30.2	62.8	93
	5	22	100	22.7	36.4	40.9	77.3
	6	292	99.3	34.9	46.3	18.8	65.1
	7	273	100	30.6	41.6	27.8	69.4
	8	327	99.7	30.3	52.9	16.8	69.7
Science							
2010	3	21	100	14.3	47.6	38.1	85.7
	4	20	100	10	55	35	90
	5	10	I/S	I/S	I/S	I/S	I/S
	6	127	100	36.4	53.4	10.2	63.6
	7	310	100	21.2	57	21.8	78.8
	8	128	96.1	35	29.1	35.9	65
2011	3	22	100	27.3	36.4	36.4	72.7
	4	43	100	18.6	67.4	14	81.4
	5	11	100	18.2	72.7	9.1	81.8
	6	144	100	40.6	50.4	9	59.4
	7	273	100	23.7	52.7	23.7	76.3
	8	160	99.4	35.3	28.7	36	64.7

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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							
2010	3	22	100	18.2	68.2	13.6	81.8
	4	20	100	10	30	60	90
	5	10	I/S	I/S	I/S	I/S	I/S
	6	132	100	14.2	51.7	34.2	85.8
	7	309	100	40.3	38.6	21.2	59.7
	8	124	100	19.8	38.8	41.4	80.2
2011	3	22	100	4.5	50	45.5	95.5
	4	43	100	11.6	65.1	23.3	88.4
	5	11	100	27.3	36.4	36.4	72.7
	6	150	99.3	9.2	48.6	42.3	90.8
	7	273	100	42.4	32.7	24.9	57.6
	8	167	98.8	20.6	41.9	37.5	79.4
Writing							
2010	3	43	100	7	30.2	62.8	93
	4	20	100	10	30	60	90
	5	20	100	5	35	60	95
	6	262	99.2	25.5	42	32.5	74.5
	7	310	97.1	25.7	54.5	19.8	74.3
	8	250	98.8	26.2	37.1	36.7	73.8
2011	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	22	100	9.1	59.1	31.8	90.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	327	99.1	30.2	46	23.8	69.8

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