



ST STEPHEN MIDDLE

225 Carolina Drive
St. Stephen, SC 29479

Grades	6-8 Middle School	
Enrollment	235 Students	
Principal	Deon D. Jackson	843-567-3128
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Average	Average
2009	Average	Average
2008	At-Risk	Below Average
2007	At-Risk	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 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

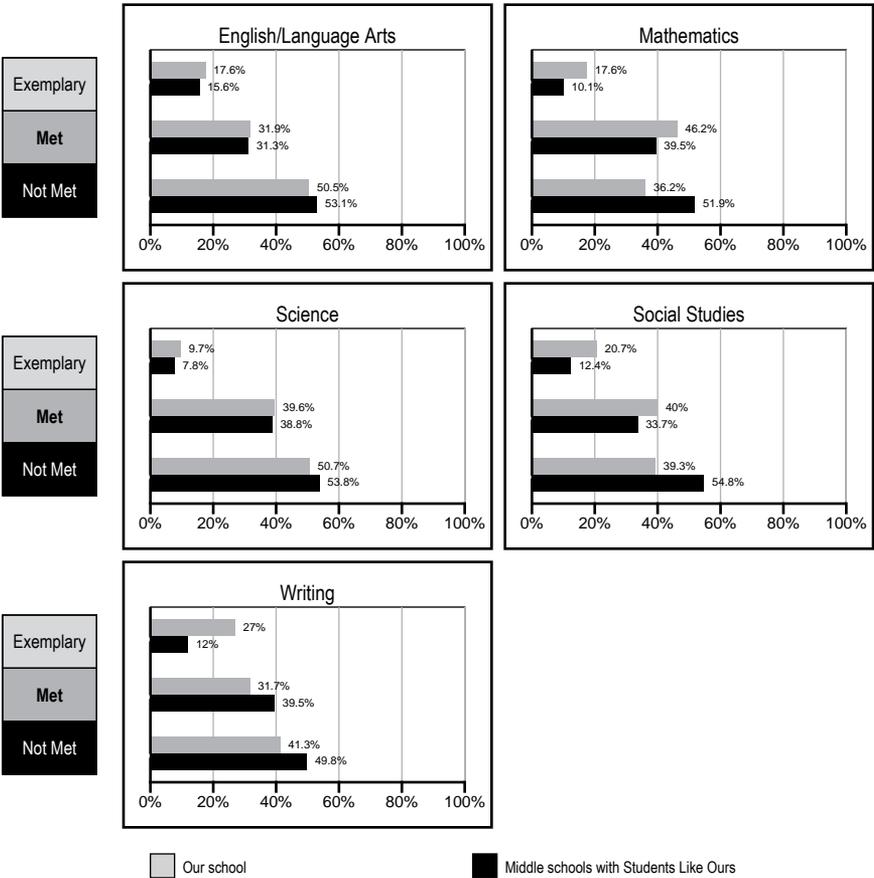
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	20	21

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

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%	88.8%
English 1	92.9%	87.6%
Biology 1/Applied Biology 2	N/A	45.4%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	96.3%	88.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=235)				
Students enrolled in high school credit courses (grades 7 & 8)	47.7%	Down from 52.5%	13.5%	24.5%
Retention rate	1.7%	Up from 0.5%	0.8%	0.7%
Attendance rate	96.0%	No Change	95.2%	95.9%
Served by gifted and talented program	10.9%	Up from 7.7%	5.4%	17.8%
With disabilities other than speech	12.1%	Down from 16.3%	11.4%	9.2%
Older than usual for grade	4.8%	Up from 4.4%	3.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.1%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	70.6%	Up from 52.6%	59.5%	60.0%
Continuing contract teachers	52.9%	Up from 36.8%	68.6%	82.6%
Teachers returning from previous year	72.9%	Up from 59.8%	76.4%	85.6%
Teacher attendance rate	94.0%	Up from 93.9%	95.4%	95.3%
Average teacher salary*	\$47,886	Up 8.3%	\$43,641	\$46,300
Professional development days/teacher	7.6 days	Up from 6.8 days	10.0 days	9.9 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	13.8 to 1	Down from 15.2 to 1	17.9 to 1	21.5 to 1
Prime instructional time	89.7%	No Change	89.1%	90.1%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 56.0%	98.7%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$13,933	Up 6.5%	\$10,524	\$7,634
Percent of expenditures for instruction**	47.4%	Up from 45.4%	59.8%	64.0%
Percent of expenditures for teacher salaries**	43.4%	Up from 42.5%	55.6%	61.2%

* 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

St. Stephen Middle School is a small community school that fosters a positive learning environment for all students. We are proud of our students, our community, our faculty, our staff and our campus. Our school is rich in heritage and serves approximately 230 students in grades 6-8. SSM is accredited by the Southern Association of Colleges and Schools (SACS). Ninety-five percent of our students receive free or reduced lunches. Our school's theme is "Linking Rigor, Relevance and Relationship: Connecting the Pieces for Student Success-Parents, Students, Teachers, Community".

Our Professional Learning Teams work together to make SSM a Professional Learning Community, this community fosters mutual growth, cooperation, emotional support, plus personal and professional growth. These teams meet weekly to discuss curriculum, receive training in current best practices and to analyze student data.

St. Stephen Middle School experienced its fourth successful year with the implementation of Positive Behavioral Interventions and Support (PBIS), scoring 98% on the School – wide Evaluation Tool (SET). This model has positively impacted our school climate, supported academic achievement efforts and raised the level of student expectations and responsibility. Through the restructuring and reorganization of our school, St. Stephen Middle has experienced growth in many areas. We continue to refine many initiatives such as: Curriculum Mapping, Making Middle Grades Work, Professional Learning Teams, Professional Learning Communities, Job - Embedded Professional Development, A+Lab (Content Recovery, Remediation, and Acceleration), implementation of an active School Improvement Council, and Parent - Teacher Association. We also provide Student Advisement Programs and Student Goal Setting Conferences, Scholar's Academy (Extended-day academic assistance and enrichment). We use MAP and PASS data to make informed data driven instructional decisions to increase student achievement.

We are grateful to have support and partnerships with the following organizations that promote the educational pursuits of our community's youth: Santee Cooper, BP Cooper River, Communities In Schools, SPAWAR, Berkeley County School District, IGA, local businesses, churches, fraternities and sororities.

Continuous articulation of St. Stephen Middle School's goals and expectations for students and staff are communicated on a regular basis. Students, parents, the community and all stakeholders are continuously supplied with school information that helps to keep them well-informed and helps to maintain a clear sense of the school's mission, vision, goals and expectations.

Deon Jackson, Principal
Avalene Rogers, SIC chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	66	48
Percent satisfied with learning environment	92.9%	79.7%	89.4%
Percent satisfied with social and physical environment	100.0%	81.5%	80.9%
Percent satisfied with school-home relations	71.4%	78.8%	82.6%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 9 out of 13 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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.1%	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 = 79.4% (Met or Exemplary)

All Students	230	100	49.8	31.5	18.8	64.8	85.3	82.4	No	Yes
Gender										
Male	135	100	55.6	28.6	15.9	57.1	81.3	78.7	N/A	N/A
Female	95	100	41.4	35.6	23	75.9	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	30	100	48	28	24	72	89	88.9	I/S	I/S
African American	195	100	49.2	32.8	18	65	78.6	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	85	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
Disability Status										
Disabled	39	100	83.8	2.7	13.5	24.3	54.4	48.1	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	100	50.7	31.1	18.2	64.1	80.4	75.4	No	Yes

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

All Students	230	100	36.2	46.5	17.4	75.6	84.4	81.9	Yes	Yes
Gender										
Male	135	100	42.1	42.1	15.9	71.4	82.7	79.9	N/A	N/A
Female	95	100	27.6	52.9	19.5	81.6	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	30	100	32	60	8	76	88.6	88.9	I/S	I/S
African American	195	100	35.5	45.9	18.6	76.5	77.1	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.2	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.3	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
Disability Status										
Disabled	39	100	75.7	21.6	2.7	35.1	53	47.3	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	100	36.4	46.4	17.2	75.1	79.5	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	157	98.7	50	40.3	9.7	50	70.9	68.6
Gender								
Male	96	97.9	50	40.9	9.1	50	70.4	68.3
Female	61	100	50	39.3	10.7	50	71.4	68.9
Racial/Ethnic Group								
White	15	93.3	58.3	33.3	8.3	41.7	79.9	80.7
African American	138	99.3	48.4	42.2	9.4	51.6	56.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.3	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	67.4	70.8
Disability Status								
Disabled	26	96.2	N/AV	N/AV	N/AV	34.8	39.6	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	2	I/S	I/S	I/S	I/S	I/S	65.3	60.7
Socio-Economic Status								
Subsidized meals	149	98.7	49.3	40.7	10	50.7	61.8	57.3
Social Studies								
All Students	154	100	38.5	39.9	21.7	61.5	75.7	72.5
Gender								
Male	93	100	39.8	36.4	23.9	60.2	74.3	72
Female	61	100	36.4	45.5	18.2	63.6	77.1	73.1
Racial/Ethnic Group								
White	19	100	52.9	29.4	17.6	47.1	81.1	81
African American	132	100	35.8	41.5	22.8	64.2	66.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.7	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.2	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.5	73.5
Disability Status								
Disabled	33	100	69.7	12.1	18.2	30.3	43.5	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	1	I/S	I/S	I/S	I/S	I/S	73.4	69.7
Socio-Economic Status								
Subsidized meals	149	100	38.5	39.9	21.7	61.5	68.4	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	71	97.2	41.3	31.7	27	58.7	73.5	73.2	96	96.3
Gender										
Male	40	95	51.4	28.6	20	48.6	66.8	67.2	96.3	96.3
Female	31	100	28.6	35.7	35.7	71.4	80.6	79.4	95.6	96.3
Racial/Ethnic Group										
White	14	85.7	I/S	I/S	I/S	I/S	78.5	81.5	93.1	95.9
African American	55	100	40.4	34.6	25	59.6	64.8	61.3	96.6	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	87	N/A	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72.1	66.7	89.1	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.7	72.2	93.7	95.5
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	27.7	26	94.7	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	65.7	88.4	97
Socio-Economic Status										
Subsidized meals	68	97.1	41.9	30.6	27.4	58.1	65.4	63.2	95.9	96

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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	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	79	100	41.7	44.4	13.9	58.3
	7	74	100	47.8	27.5	24.6	52.2
	8	63	100	43.3	35	21.7	56.7
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	77	100	45.9	39.2	14.9	54.1
	7	81	100	58.7	22.7	18.7	41.3
	8	72	100	43.8	32.8	23.4	56.3
Mathematics							
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	79	100	45.8	41.7	12.5	54.2
	7	74	100	44.9	34.8	20.3	55.1
	8	63	100	33.3	40	26.7	66.7
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	77	100	41.9	44.6	13.5	58.1
	7	81	100	44	45.3	10.7	56
	8	72	100	20.3	50	29.7	79.7
Science							
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	42	97.6	80	17.1	2.9	20
	7	74	100	20.3	47.8	31.9	79.7
	8	33	100	38.7	41.9	19.4	61.3
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	40	100	71.1	26.3	2.6	28.9
	7	81	100	42.7	48	9.3	57.3
	8	36	94.4	41.9	38.7	19.4	58.1

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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	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	37	100	30.6	58.3	11.1	69.4
	7	74	100	39.1	40.6	20.3	60.9
	8	30	100	41.4	41.4	17.2	58.6
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	37	100	27.8	52.8	19.4	72.2
	7	81	100	45.3	32	22.7	54.7
	8	36	100	34.4	43.8	21.9	65.6
Writing							
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	82	96.3	50	44.4	5.6	50
	7	76	97.4	42.9	40	17.1	57.1
	8	65	95.4	33.3	43.9	22.8	66.7
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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	71	97.2	41.3	31.7	27	58.7

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