



## Robert Smalls Middle School

43 W. K. Alston Rd.  
Beaufort, SC 29906

<b>Grades</b>	5-8 Middle School	
<b>Enrollment</b>	626 Students	
<b>Principal</b>	Denise R. Smith	843-322-2500
<b>Superintendent</b>	Dr. Jackie Rosswurm	843-322-2300
<b>Board Chair</b>	Bill Evans	843-322-2357

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	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://www.eoc.sc.gov>

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

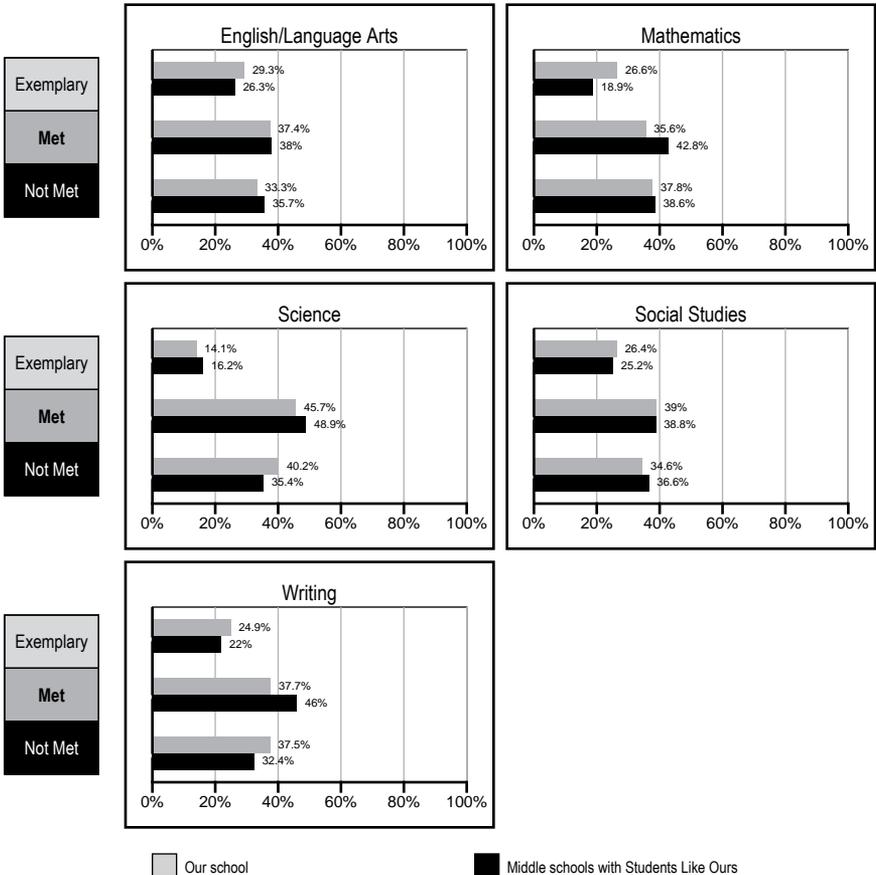
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94.3%

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

Excellent	Good	Average	Below Average	At-Risk
0	1	46	12	0

\* Ratings are calculated with data available by 03/14/2014.

**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	88.4%	96.1%
English 1	33.3%	93.9%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	81.6%	96.3%

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)	46.1%	Up from 44.8%	19.7%	24.6%
Retention rate	0.8%	Down from 1.7%	0.7%	0.6%
Attendance rate	96.4%	Down from 96.6%	95.6%	95.9%
Served by gifted and talented program	18.0%	N/A	15.2%	18.5%
With disabilities	13.9%	N/A	14.1%	13.0%
Older than usual for grade	6.0%	N/A	6.0%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.2%	Down from 5.7%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	58.7%	Up from 56.8%	59.6%	61.5%
Continuing contract teachers	50.0%	Down from 51.4%	75.0%	77.2%
Teachers returning from previous year	63.0%	Down from 68.3%	84.4%	85.9%
Teacher attendance rate	92.9%	Down from 94.1%	94.6%	94.9%
Average teacher salary*	\$46,460	Down 3.6%	\$46,403	\$47,313
Professional development days/teacher	14.1 days	Down from 16.0 days	11.2 days	10.1 days
<b>School</b>				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	38.9 to 1	Up from 21.8 to 1	21.5 to 1	22.1 to 1
Prime instructional time	87.3%	Down from 87.8%	88.9%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 90.7%	99.1%	99.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$10,952	Up 1.8%	\$7,083	\$7,239
Percent of expenditures for instruction**	55.0%	Down from 61.6%	63.0%	63.0%
Percent of expenditures for teacher salaries**	52.0%	Down from 57.3%	60.0%	61.0%

\* 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**

It has truly been a pleasure to serve as Robert Smalls Middle School SIC Chair this school year. It has been my privilege to participate in the addition of the 5th grade into our school. We welcomed students from Shell Point, Broad River, and Shanklin Elementary schools with open arms and an amazing staff. The transition was well planned and students enjoyed a wonderful learning atmosphere throughout the school year.

RSMS continued its dedication and concern for our students by continuing the Safe School Ambassador anti-bullying program. We again equipped students with powerful tools to keep our school safe and protect our students. We have empowered our students to be leaders in our school. In addition, students signed an Anti-Bullying contract and showed their support of each other by wearing an Anti-Bullying t-shirt each Monday to remind them for the week to be considerate of others.

Providing service to our community was an integral part of our school. Year. We partnered with HELP of Beaufort to provide over 3500 food items to their food bank. Our 5th graders served the Humane Society by donating pet food supplies. Our school implemented the Reading Buddy Program. Volunteers come from as far as Bluffton and include the Mayor of Beaufort. This program is helping to improve reading and we look forward to its continued success. Our 8th graders benefited from the US Department of Education's GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program by making college visits. I am confident this program is encouraging our students to see beyond high school and look forward to further education. We continue to utilize the TAP program for our teachers. With the use of this program, we look forward to reaching our goal of higher achievement.

As a final thought, I would like to encourage RSMS parents and families to become more involved with our school. Our academic success is greatly affected by the participation of families. We are fortunate to have enlisted a new position at our school this year-our Parent Outreach Coordinator. By involving families, our students will be encouraged to excel at school and maintain the stamina needed to pursue all available educational opportunities. This is a direct correlation in our students' success and your involvement as a parent. Your efforts are appreciated and recognized as we strive to meet and exceed the state standards.

Michelle Morgan, RSMS Chair  
Denise R. Smith, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	39	108	26
Percent satisfied with learning environment	46.2%	66.7%	76.9%
Percent satisfied with social and physical environment	53.9%	78.7%	61.6%
Percent satisfied with school-home relations	33.3%	77.8%	73.1%

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

Abbreviations for Missing Data

**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child’s district or school.

<b>Overall Weighted Points Total</b>	<b>78.4</b>
<b>Overall Grade Conversion</b>	<b>C</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Robert Smalls Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	17.9%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	645.4	635.1	612.1	621.9	99.7	99.7
Male	636.2	629.9	600.1	631.1	99.4	99.4
Female	654.7	640.4	625.5	613.4	100.0	100.0
White	670.8	654.0	626.6	647.5	100.0	100.0
African American	624.7	615.9	599.0	606.8	99.4	99.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	97.5	97.5
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	636.4	625.1	600.9	617.2	99.8	99.8
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
<b>Grades 6-8</b>						
All Students	638.4	638.8	611.7	625.1	99.7	99.7
Male	628.5	634.5	605.6	621.0	99.4	99.4
Female	649.6	643.7	619.0	630.0	100.0	100.0
White	656.7	655.4	628.8	643.6	100.0	100.0
African American	624.0	624.6	597.5	608.2	99.4	99.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	646.5	646.8	619.6	636.5	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	571.8	580.3	563.8	571.7	97.5	97.5
Limited English Proficient	640.7	646.1	611.2	638.7	100.0	100.0
Subsidized meals	628.4	629.9	602.4	615.9	99.8	99.8
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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>2012</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	165	100	39.7	28.5	31.8	60.3
	7	132	100	35.7	35.7	28.7	64.3
	8	168	99.4	40	38.1	21.9	60
<b>2013</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	162	100	34	38.9	27.1	66
	6	166	98.8	28.9	39.6	31.5	71.1
	7	167	100	39	34.4	26.6	61
	8	134	100	32	36.9	31.1	68
<b>Mathematics</b>							
<b>2012</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	165	99.4	31.3	41.3	27.3	68.7
	7	132	100	33.9	47.8	18.3	66.1
	8	168	98.8	47.4	36.4	16.2	52.6
<b>2013</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	162	100	44.4	28.5	27.1	55.6
	6	166	98.8	30.2	36.9	32.9	69.8
	7	166	100	44.8	34.4	20.8	55.2
	8	134	100	32.8	42.6	24.6	67.2
<b>Science</b>							
<b>2012</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	85	100	50	43.6	6.4	50
	7	132	99.2	35.1	42.1	22.8	64.9
	8	84	98.8	42.3	37.2	20.5	57.7
<b>2013</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	81	100	37	50.7	12.3	63
	6	84	98.8	50	44.7	5.3	50
	7	165	100	39.9	45.1	15	60.1
	8	67	100	34.4	41	24.6	65.6

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>2012</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	82	100	32	48	20	68
	7	132	99.2	32.5	40.4	27.2	67.5
	8	84	96.4	43.2	37.8	18.9	56.8
<b>2013</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	81	100	38	36.6	25.4	62
	6	82	96.3	25.4	62	12.7	74.6
	7	165	100	41.8	34.6	23.5	58.2
	8	67	100	23	26.2	50.8	77
<b>Writing</b>							
<b>2012</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	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	173	99.4	39.5	32.5	28	60.5
<b>2013</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	157	96.8	46.8	31.2	22	53.2
	6	160	98.1	33.6	42.3	24.2	66.4
	7	167	97.6	38.8	40.1	21.1	61.2
	8	135	98.5	27.4	37.9	34.7	72.6

Abbreviations for Missing Data

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