

St Andrew's Middle

721 Wappoo Road
Charleston, SC 29407

Grades	6-8 Middle School	
Enrollment	455 Students	
Principal	Benjamin Bragg	843-763-1533
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

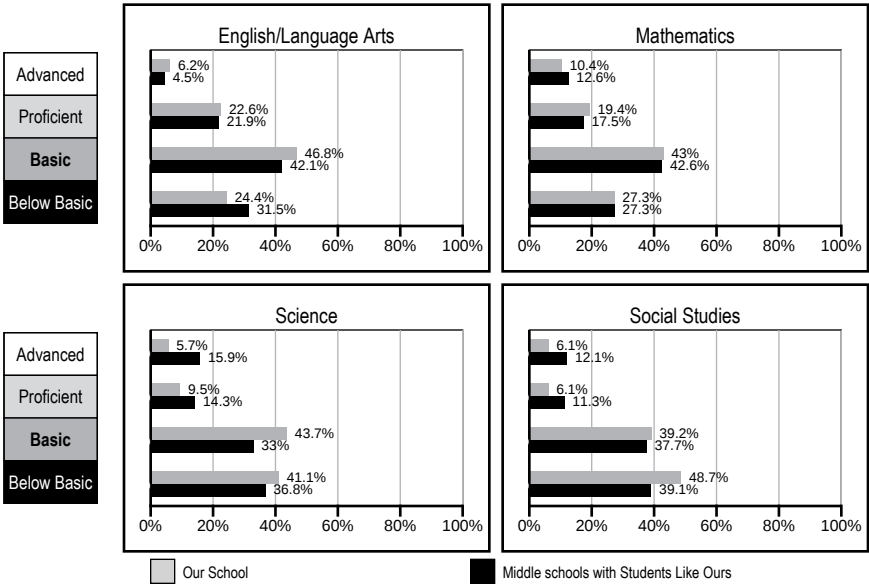
96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	30	4

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	88.6	96.9
English 1	0	94.9
Physical Science	0	76.9
All Subjects	88.6	95.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=455)				
Students enrolled in high school credit courses (grades 7 & 8)	14.6%	Up from 11.4%	18.7%	19.4%
Retention rate	6.7%	Up from 2.8%	1.8%	1.8%
Attendance rate	95.7%	Up from 95.0%	95.7%	95.8%
Eligible for gifted and talented	9.1%	Down from 10.8%	14.2%	15.3%
With disabilities other than speech	13.7%	Down from 14.7%	14.5%	12.9%
Older than usual for grade	5.9%	Up from 2.4%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.6%	Up from 3.1%	0.6%	0.7%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	Up from 48.6%	52.6%	55.0%
Continuing contract teachers	60.0%	Down from 68.6%	73.6%	70.6%
Teachers with emergency or provisional certificates	3.7%	Up from 3.6%	5.8%	5.4%
Teachers returning from previous year	71.5%	Up from 71.2%	83.4%	83.4%
Teacher attendance rate	94.9%	Down from 98.0%	94.7%	94.9%
Average teacher salary	\$41,701	Up 9.4%	\$44,485	\$44,706
Professional development days/teacher	22.4 days	Up from 22.0 days	11.6 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 14.6 to 1	19.1 to 1	20.1 to 1
Prime instructional time	90.1%	Down from 92.9%	88.9%	89.3%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	92.6%	Up from 90.6%	97.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$8,378	Up 32.2%	\$7,056	\$7,097
Percent of expenditures for instruction*	64.8%	Down from 68.9%	65.5%	64.4%
Percent of expenditures for teacher salaries*	59.1%	Down from 64.2%	61.2%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Over the past year, the St. Andrew's Middle School community has made significant improvements to our school program through the hard work of our teachers, students, parents, support staff, and administration. The staff at St. Andrew's Middle School continues their quest to provide the best education and opportunities to help students achieve excellence.

We have continued formalizing our use of CCSD's Coherent Curriculum, which provided our teachers a blueprint for their professional collaboration during common planning conferences. We continued the use of the SuccessMaker program to target individual academic needs of our students through the continual use of our three fully-equipped computer labs. We provided an Academic Intervention program, where students who need extra assistance in English Language Arts (ELA) and Mathematics met with certified teachers to work on necessary strategies in these areas. We provided a literacy coach and focused on low-level reading skills based on MAP and PACT data. Our honors students had the opportunity to work in small groups as an intervention to improve our proficient and advanced students.

Our students participated in basketball, cheerleading, football, volleyball, and track. Our related arts program included art, band, computer technology, health and physical education, and strings. We continued to implement our character education and positive behavior programs to improve discipline. We provided students with a stamp program for meeting positive behaviors focused on trustworthiness, respect, responsibility, caring, and fairness as good citizens. We continued our Intensified Learning Center as an intervention for disruptive classroom behaviors to encourage student success.

We participated in professional staff development focusing on single-gender brain research and strategies to teach to male and female students. We also continued our professional growth in the areas of multiple intelligences, learning centers, and middle-level philosophy. We also provided a professional book study to support our development needs and practiced live exercises dedicated to school safety and security.

We have improved our Academic Rigor by providing 2 math classes and 2 ELA classes. 7th and 8th grades have standard-based classes of pre-algebra & algebra classes every day. All students also have 2 ELA classes every day, which are based on Reading and Writing. We continued with our single-gender education strategies this past school year, and we plan to expand this coming school year by implementing two separate academies within our school. We will have a separate wing for female students and a separate wing for male students. We will also focus on being a mathematics school for next year to encourage continued success.

Benjamin Bragg, Principal
Pamela Lyons, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	114	67
Percent satisfied with learning environment	64.7%	47.7%	76.9%
Percent satisfied with social and physical environment	76.5%	55.9%	64.6%
Percent satisfied with school-home relations	47.1%	70.0%	62.3%

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

School Adequate Yearly Progress

NO

This school met 18 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. Sanction: Implement the restructuring plan.
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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	442	100	24.1	46	23.4	6.5	39.4	53.5	48.2	Yes	Yes
Gender											
Male	207	100	30.2	48.7	17.5	3.7	32.3	47.3	41.7	N/A	N/A
Female	235	100	18.7	43.5	28.7	9.1	45.9	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	143	100	17.3	35.4	33.9	13.4	59.1	77.6	60	Yes	Yes
African American	275	100	28	51.6	18	2.4	28	32.1	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	12	100	16.7	58.3	16.7	8.3	50	41.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	66	100	67.2	18	11.5	3.3	16.4	20.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	265	100	30.1	47	19.5	3.4	30.9	33	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	442	100	26.4	43.2	19.1	11.3	37.9	49.7	45.8	Yes	Yes
Gender											
Male	207	100	27.5	39.2	22.2	11.1	41.8	49.5	45.6	N/A	N/A
Female	235	100	25.4	46.9	16.3	11.5	34.4	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	143	100	15.7	38.6	26	19.7	52.8	75.6	59	Yes	Yes
African American	275	100	33.6	46	16	4.4	28.4	26.2	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	12	100	0	41.7	25	33.3	66.7	40.3	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	66	100	65.6	24.6	3.3	6.6	13.1	20.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	265	100	32.6	44.1	16.1	7.2	32.2	28.3	31.4	Yes	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	306	99.7	40.4	43	9.9	6.6	16.5	39.2	35.7	95.7	96
Gender											
Male	139	99.3	34.7	46	12.1	7.3	19.4	40.8	37.4	95.4	95.8
Female	167	100	45.3	40.5	8.1	6.1	14.2	37.6	33.8	95.9	96.1
Racial/Ethnic Group											
White	100	99	23.5	42.4	20	14.1	34.1	66.4	49.2	94.5	96.1
African American	187	100	49.7	42.7	5.3	2.3	7.6	15.3	17	96.4	95.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	96.5	97.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	94.4	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	92.9	95.7
Disability Status											
Disabled	48	100	67.4	11.6	9.3	11.6	20.9	16.6	14	92.1	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	94.9	96.3
Socio-Economic Status											
Subsided meals	181	99.5	48.4	39.8	8.7	3.1	11.8	17.1	21.1	95.4	95.5

Social Studies

All Students	294	100	47.9	39.3	6.7	6	12.7	40.2	34	95.7	96
Gender											
Male	142	100	45.4	39.2	6.9	8.5	15.4	42	36.6	95.4	95.8
Female	152	100	50.4	39.4	6.6	3.6	10.2	38.3	31.3	95.9	96.1
Racial/Ethnic Group											
White	97	100	26.4	49.4	11.5	12.6	24.1	63.3	44.5	94.5	96.1
African American	184	100	60.7	33.9	4.2	1.2	5.4	19.1	19.1	96.4	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	96.5	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	94.4	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	92.9	95.7
Disability Status											
Disabled	44	100	76.7	16.3	7	0	7	18.2	14.4	92.1	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	94.9	96.3
Socio-Economic Status											
Subsided meals	174	100	57.3	33.8	4.5	4.5	8.9	20.1	21	95.4	95.5

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	148	100	32.1	50.7	14.2	3	17.2
	7	142	100	22.9	61.1	15.3	0.8	16
	8	130	100	31.9	57.1	10.9	0	10.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	145	100	19.7	40.2	27.3	12.9	40.2
	7	157	100	28.6	47.9	20	3.6	23.6
	8	140	100	23.8	50	23	3.2	26.2
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	148	100	26.1	45.5	23.9	4.5	28.4
	7	142	100	22.1	53.4	17.6	6.9	24.4
	8	130	100	42	51.3	5	1.7	6.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	145	100	13.6	37.1	28	21.2	49.2
	7	157	100	37.1	37.9	16.4	8.6	25
	8	140	100	27.8	55.6	12.7	4	16.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	72	100	54.8	35.5	6.5	3.2	9.7
	7	142	100	38.2	38.2	15.3	8.4	23.7
	8	68	100	41	49.2	6.6	3.3	9.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	77	100	44.3	25.7	15.7	14.3	30
	7	157	100	43.6	47.9	6.4	2.1	8.6
	8	72	98.6	29	51.6	11.3	8.1	19.4
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	79	100	11.6	55.1	26.1	7.2	33.3
	7	142	100	38.9	48.1	7.6	5.3	13
	8	62	100	46.6	51.7	1.7	0	1.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	72	100	28.8	42.4	12.1	16.7	28.8
	7	154	100	57.7	34.3	4.4	3.6	8
	8	68	100	46.9	46.9	6.3	0	6.3

Abbreviations for Missing Data

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