



Southside Middle

200 East Howe Springs Rd
Florence, SC 29505

Grades	7-8 Middle School	
Enrollment	864 Students	
Principal	Mr. Craig Washington	843-664-8467
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

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	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Below Average	At-Risk

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

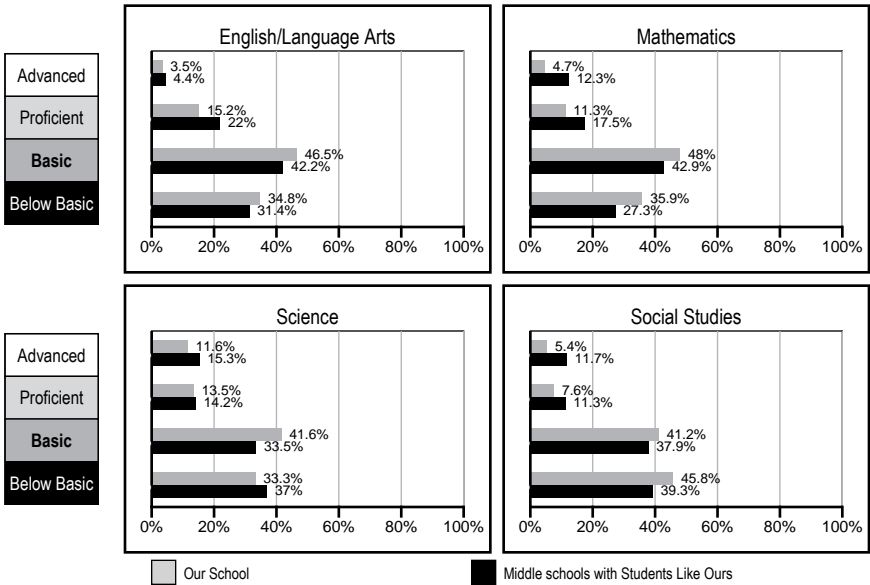
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	31	5

* 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	100.0	96.7
English 1	100.0	94.6
Physical Science	0	76.9
All Subjects	100.0	95.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=864)				
Students enrolled in high school credit courses (grades 7 & 8)	7.9%	Up from 6.3%	18.8%	19.4%
Retention rate	4.3%	Down from 7.0%	1.8%	1.8%
Attendance rate	95.1%	No Change	95.8%	95.8%
Eligible for gifted and talented	6.4%	No Change	15.3%	15.3%
With disabilities other than speech	19.1%	Up from 17.0%	14.3%	12.9%
Older than usual for grade	6.6%	Up from 4.0%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.5%	0.6%	0.7%
Annual dropout rate	0.1%	Down from 0.5%	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	56.5%	Up from 55.4%	52.9%	55.0%
Continuing contract teachers	82.3%	Down from 84.6%	72.9%	70.6%
Teachers with emergency or provisional certificates	5.3%	Up from 3.4%	5.8%	5.4%
Teachers returning from previous year	83.2%	Down from 85.9%	83.7%	83.4%
Teacher attendance rate	95.0%	Down from 95.2%	94.8%	94.9%
Average teacher salary	\$45,903	Up 2.9%	\$44,194	\$44,706
Professional development days/teacher	16.0 days	Down from 17.1 days	11.5 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 22.4 to 1	19.2 to 1	20.1 to 1
Prime instructional time	88.5%	Up from 87.8%	89.0%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Up from 96.8%	97.6%	98.0%
Character development program	Excellent	Up from Below Average	Good	Good
Dollars spent per pupil*	\$7,685	Up 12.1%	\$7,020	\$7,097
Percent of expenditures for instruction*	67.4%	Down from 70.4%	64.8%	64.4%
Percent of expenditures for teacher salaries*	65.1%	Down from 68.3%	60.3%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Southside Middle School is to maximize the potential of all students in order to prepare them to become productive and responsible citizens who are able to succeed in an ever-changing society.

Southside Middle School staff and partners set out this year to make a positive impact. The following are a few of the initiatives and accomplishments we achieved: the school used data to drive staff development and to select instructional practices; teams/departments documented discussions regarding instructional strategies, challenges, and how data is used to guide instruction; students participated in the After-school Program with a 95% success rate; a morning tutorial program was available for students that needed additional academic support; student academic growth was monitored using data from MAP; teachers completed MAP Goal Sheets with all students to monitor their academic growth.

Students also had increased access to technology in the classroom. We continued our live morning show where we shared daily Words of Wisdom. Carolina’s Hospital System remained a Partner in Education with us. We hosted our annual Swinging with Seniors Event, which was a huge success. We had over 600 senior citizens join us for food and entertainment. Our Consumer Science students and our partners at Carolinas Hospital System hosted the event.

Teacher, Sandra Brewer earned National Board Certification this year, and the staff selected Deborah Hickman as the 2007-2008 Teacher of the Year. Our Second Annual Veteran’s Day program was a great success. The School Foundation awarded a \$90,000 grant to Dewey L. Carter Elementary, Southside Middle School, and South Florence High School. The project entitled, “Bridging the Divide,” is directed toward academically at-risk students at Dewey L. Carter Elementary School and incorporates technology-based teaching tools beginning in the 7 grade and continues throughout their attendance at Southside Middle School and South Florence High School.

With continued support from parents, community, and the school district, we will be successful in our endeavors. Thanks to all of you who invested your time and energy into Southside!

Craig Washington, Principal
 Julie Richardson, Chairperson of School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	341	125
Percent satisfied with learning environment	85.2%	63.0%	77.2%
Percent satisfied with social and physical environment	76.4%	65.3%	58.3%
Percent satisfied with school-home relations	67.3%	79.8%	69.4%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 12 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	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.0%	0.0%	No
Student attendance rate	95.1%	94.0%	Yes

* Or greater than last year

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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	835	99.9	35.3	46.6	14.3	3.8	27.3	49.1	48.2	No	Yes
Gender											
Male	447	99.8	44.8	41	11.2	3.1	21.1	43.1	41.7	N/A	N/A
Female	388	100	25	52.7	17.6	4.7	34.1	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	399	100	21.2	53.1	21.7	4	38.9	61.8	60	Yes	Yes
African American	417	99.8	49.7	40.5	6.5	3.3	14.7	35.7	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	12	100	27.3	45.5	9.1	18.2	45.5	53.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	150	100	69.3	15	3.1	12.6	10.2	19	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	507	99.8	44.8	44.6	8.3	2.2	16.8	36.9	34	No	Yes

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

All Students	834	99.9	36.3	49.1	10	4.5	21.9	43.8	45.8	No	Yes
Gender											
Male	446	99.8	39.9	44.3	10.9	4.8	22.9	44	45.6	N/A	N/A
Female	388	100	32.4	54.4	9.1	4.1	20.9	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	399	100	24.1	56.6	13.1	6.2	31.9	58.1	59	No	Yes
African American	416	99.8	48.4	42.7	6	3	11.7	28.9	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	12	100	45.5	27.3	27.3	0	18.2	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	150	100	63.8	22	7.9	6.3	15	18.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	507	99.8	46	45.1	6.1	2.9	13.2	30.8	31.4	No	Yes

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

Abbreviations for Missing Data

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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
Science											
All Students	620	99.8	32.3	41.4	13.8	12.5	26.3	33.1	35.7	95.1	95.8
Gender											
Male	336	99.7	35.5	34.5	16.4	13.7	30	36.6	37.4	94.7	95.6
Female	284	100	28.7	49.1	10.9	11.3	22.3	29.6	33.8	95.6	96
Racial/Ethnic Group											
White	294	100	20.4	43.3	18.9	17.5	36.4	47.8	49.2	94.8	95.7
African American	313	99.7	44.6	40.2	8.1	7	15.1	18.4	17	95.4	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	96	97.9
Hispanic	11	100	20	30	30	20	50	29.4	24.9	94.8	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	115	100	59.4	24	9.4	7.3	16.7	20.3	14	92	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	97.3	97.1
Socio-Economic Status											
Subsided meals	381	99.7	40.8	44.7	8.2	6.3	14.5	19.6	21.1	94.2	95.2
Social Studies											
All Students	605	99.7	44.9	40.8	7.9	6.4	14.3	29.3	34	95.1	95.8
Gender											
Male	324	99.4	45.8	35.9	9.5	8.8	18.3	33.7	36.6	94.7	95.6
Female	281	100	43.9	46.2	6.1	3.8	9.9	24.9	31.3	95.6	96
Racial/Ethnic Group											
White	288	99.7	33	47.8	11.1	8.1	19.3	40.4	44.5	94.8	95.7
African American	305	99.7	57.9	33.8	4.1	4.1	8.3	17.1	19.1	95.4	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	96	97.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	94.8	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	105	100	68.2	22.7	2.3	6.8	9.1	16.4	14.4	92	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	97.3	97.1
Socio-Economic Status											
Subsided meals	373	99.5	54.2	36.9	4.3	4.6	8.9	17.4	21	94.2	95.2

* 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 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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	421	99.5	35.4	43.9	18.3	2.4	20.6
	8	406	99	39.2	49.3	7.9	3.7	11.5
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	397	99.8	35.5	44.9	14.8	4.8	19.6
	8	438	100	35.1	48.1	13.8	3	16.8
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	421	99.8	27.8	49.7	13.2	9.3	22.5
	8	406	99.5	40.4	47.5	10.4	1.7	12.1
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	397	99.8	32.1	45.5	15.1	7.4	22.4
	8	437	100	40	52.3	5.7	2	7.7
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	421	99.3	23.8	36.3	21.9	18	39.9
	8	206	99.5	40.8	40.8	13.6	4.7	18.3
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	395	99.8	30.5	40.2	14.5	14.8	29.3
	8	225	100	35.3	43.5	12.6	8.7	21.3
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	421	99.8	48.4	36.1	7.7	7.9	15.6
	8	199	95.5	34.1	54.7	8.8	2.4	11.2
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	393	99.8	52.9	30.7	8	8.3	16.4
	8	212	99.5	30.8	58.6	7.6	3	10.6

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