



Carolina Springs Middle

6180 Platt Springs Road
Lexington, SC 29073

Grades	6-8 Middle School	
Enrollment	622 Students	
Principal	Alan G. Zwart	803-358-7400
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	N/A	N/A
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

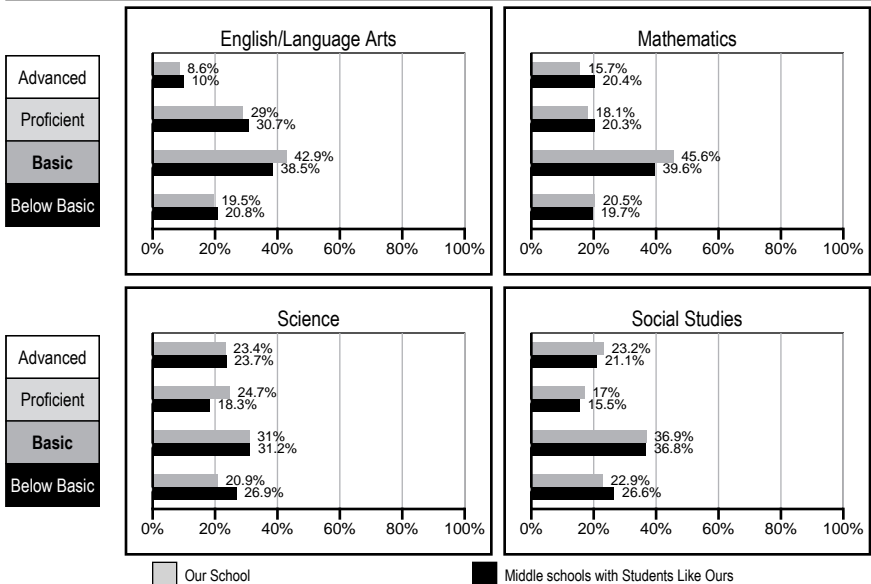
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	29	3	2

* 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	97.9	96.9
English 1	100.0	92.9
Physical Science	0	40.5
All Subjects	98.9	96.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=622)				
Students enrolled in high school credit courses (grades 7 & 8)	14.6%	N/R	27.5%	19.4%
Retention rate	2.0%	N/A	1.6%	1.8%
Attendance rate	96.0%	N/A	96.1%	95.8%
Eligible for gifted and talented	19.1%	N/A	25.3%	15.3%
With disabilities other than speech	8.9%	N/A	11.3%	12.9%
Older than usual for grade	2.9%	N/A	1.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	N/R	0.9%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	55.6%	N/A	58.3%	55.0%
Continuing contract teachers	70.4%	N/A	75.3%	70.6%
Teachers with emergency or provisional certificates	6.7%	N/A	3.7%	5.4%
Teachers returning from previous year	N/A	N/A	85.0%	83.4%
Teacher attendance rate	95.3%	N/R	95.2%	94.9%
Average teacher salary	\$42,592	I/S	\$46,111	\$44,706
Professional development days/teacher	12.7 days	N/R	11.4 days	11.8 days
School				
Principal's years at school	1.0	N/R	4.0	3.0
Student-teacher ratio in core subjects	18.4 to 1	N/R	21.6 to 1	20.1 to 1
Prime instructional time	89.9%	N/R	89.9%	89.3%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	99.6%	N/R	98.0%	98.0%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil*	N/A	N/A	\$6,526	\$7,097
Percent of expenditures for instruction*	N/A	N/A	66.5%	64.4%
Percent of expenditures for teacher salaries*	N/A	N/A	62.5%	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 Carolina Springs Middle School is to provide students with a high-performance learning culture by offering innovative, challenging instructional programs, characterized by effective teaching, active learning, and technological integration in which each student will become a thinking, productive, responsible citizen and thrive in the global, competitive 21st century.

Technology is an integral part of daily instruction at CSMS. Laptops, desktop computers, LCD projectors, classroom audio systems, SMARTBoard interactive whiteboards, and digital and document cameras are routinely used by students and teachers. Our Industrial Technology class provides students with opportunities to explore career opportunities in the areas of robotics, biotechnology, computer graphics, and crime scene forensics.

Our students participated in a variety of service projects throughout the year. Students collected and contributed nearly three tons of food for the Lexington Interfaith Community Services food bank. Students, staff, and families also contributed nearly \$10,000 toward Pennies for Patients and the Relay for Life/American Cancer Society fundraising campaigns. Following these projects, students reflected on and celebrated the service they provided to those in need in our community.

The Measures of Academic Progress test results provide us with student achievement data that we use to plan instruction. Achievement data indicates that barriers to student learning are gaps in students' mathematic skills in the areas of numbers and operations. Teachers gave students opportunities for additional practice with numbers and operations skills before school and during exploratory classes. Another barrier to student learning that we identified was student reading comprehension. Teachers planned collaboratively and provided a variety of reading materials for students to improve reading comprehension across the curriculum. Our staff also planned school-wide units of study during the school year. We used the book "Chicken Boy" by Frances O'Roark Dowell and the Iditarod dog sled race for school-wide units. We focused these units on the content standards and enabled students to make connections across the curriculum. Literacy night was a wonderful success, with students and parents previewing and selecting books from the summer reading list.

We are proud of the traditions our CSMS Huskies established this year in the arts, academics, athletics, and services to the community. Our students received many honors and awards in the arts and in athletics, and we recognized academic successes through the Husky awards program.

The CSMS family promises to continue to support a positive learning environment where students become independent, contributing, caring, and creative learners.

Alan Zwart, Principal
Korene Smith, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	179	100
Percent satisfied with learning environment	100.0%	83.0%	90.0%
Percent satisfied with social and physical environment	100.0%	84.4%	85.9%
Percent satisfied with school-home relations	91.8%	80.3%	80.6%

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

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School Adequate Yearly Progress

NO

This school met 13 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	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.3%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	634	98.9	20.4	45.1	28.2	6.3	48.5	57.1	48.2	Yes	Yes
Gender											
Male	354	98	23.6	47.8	25.5	3.1	42.5	50	41.7	N/A	N/A
Female	280	100	16.5	41.7	31.6	10.2	55.6	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	472	99.2	18.4	44.8	29.7	7.1	50.8	59.6	60	Yes	Yes
African American	115	97.4	31.3	44.4	20.2	4	35.4	37.8	31.7	No	Yes
Asian/Pacific Islander	11	100	9.1	45.5	36.4	9.1	63.6	75.4	70.4	I/S	I/S
Hispanic	29	100	23.8	42.9	33.3	0	47.6	39.7	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	57	89.5	60.4	33.3	6.3	0	12.5	17.3	16	No	No
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	14	100	25	58.3	16.7	0	33.3	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	215	98.6	30.4	46.9	18.6	4.1	35.6	38.7	34	No	Yes

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

All Students	634	99.2	20.5	49.2	17.3	13.1	42.4	54.6	45.8	Yes	Yes
Gender											
Male	354	98.6	18.5	50	19.1	12.3	43.8	55.3	45.6	N/A	N/A
Female	280	100	22.9	48.1	15	13.9	40.6	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	472	99.6	15.7	50.3	18.5	15.5	47.5	57.7	59	Yes	Yes
African American	115	97.4	42.4	43.4	11.1	3	21.2	30.5	26.9	No	Yes
Asian/Pacific Islander	11	100	9.1	63.6	18.2	9.1	45.5	71.6	71.3	I/S	I/S
Hispanic	29	100	28.6	38.1	19	14.3	33.3	37.5	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	57	93	40	52	6	2	14	20.3	17.1	No	No
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	14	100	25	41.7	25	8.3	50	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	215	99.1	31.8	45.1	13.8	9.2	30.8	36.3	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	430	99.8	21.6	31.1	24.4	22.9	47.3	50.3	35.7	96	96.1
Gender											
Male	235	99.6	19.9	30.6	25.5	24.1	49.5	51.7	37.4	96	96.1
Female	195	100	23.7	31.7	23.1	21.5	44.6	48.7	33.8	96.1	96.1
Racial/Ethnic Group											
White	318	99.7	18.8	28.9	25	27.3	52.3	53.7	49.2	96.1	96.1
African American	78	100	38.6	40	15.7	5.7	21.4	25.1	17	95.9	96.1
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	97	96.8
Hispanic	21	100	12.5	37.5	37.5	12.5	50	31.9	24.9	94.6	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	95.8	94.8
Disability Status											
Disabled	40	97.5	56.8	32.4	10.8	0	10.8	20	14	92.4	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	28.9	24.4	94.2	96.4
Socio-Economic Status											
Subsided meals	151	100	28.1	35.3	23.7	12.9	36.7	31.8	21.1	94.8	94.9
Social Studies											
All Students	422	99.8	22.6	37.2	17.3	22.9	40.2	47.1	34	96	96.1
Gender											
Male	232	99.6	15	37.1	19.7	28.2	47.9	52	36.6	96	96.1
Female	190	100	31.7	37.2	14.4	16.7	31.1	41.9	31.3	96.1	96.1
Racial/Ethnic Group											
White	322	99.7	19	36.8	19	25.2	44.2	49.4	44.5	96.1	96.1
African American	70	100	40	38.3	10	11.7	21.7	29.2	19.1	95.9	96.1
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	97	96.8
Hispanic	19	100	25	58.3	16.7	0	16.7	28	27.5	94.6	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	95.8	94.8
Disability Status											
Disabled	37	97.3	42.4	42.4	12.1	3	15.2	21.6	14.4	92.4	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	30.5	27.3	94.2	96.4
Socio-Economic Status											
Subsided meals	134	100	33.1	40.5	10.7	15.7	26.4	28.2	21	94.8	94.9

* 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/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	210	100	19.5	40	30	10.5	40.5
	7	219	99.5	23.3	43.6	30.2	3	33.2
	8	205	97.1	18.3	52.2	24.2	5.4	29.6
Mathematics								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	210	100	19	38	22	21	43
	7	219	99.5	15.8	57.9	13.4	12.9	26.2
	8	205	98.1	27.1	51.6	16.5	4.8	21.3
Science								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	107	100	24.8	13.9	27.7	33.7	61.4
	7	219	99.5	23.8	40.1	20.8	15.3	36.1
	8	104	100	14.1	30.3	28.3	27.3	55.6
Social Studies								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	107	100	9.7	28.2	14.6	47.6	62.1
	7	218	99.5	33.8	37.8	12.4	15.9	28.4
	8	97	100	12.4	46.1	31.5	10.1	41.6

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