



St Andrews Middle

1231 Bluefield Rd.
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	652 Students	
Principal	Kenneth L. Richardson	803-731-8910
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

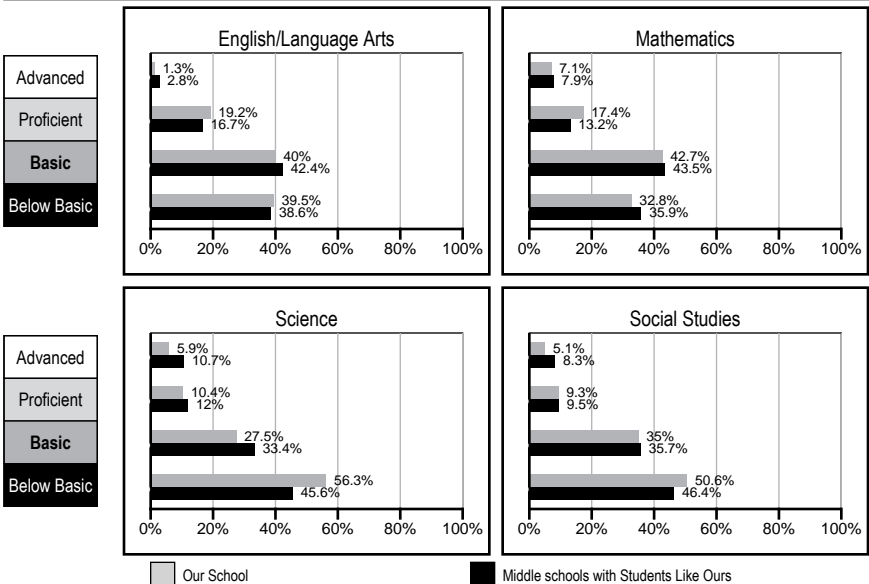
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	16	23

* 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	96.9	92.3
English 1	0	93.6
Physical Science	0	0
All Subjects	96.9	90.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=652)				
Students enrolled in high school credit courses (grades 7 & 8)	54.3%	Up from 46.8%	11.4%	19.4%
Retention rate	1.2%	Down from 3.8%	3.0%	1.8%
Attendance rate	95.5%	Up from 95.2%	95.2%	95.8%
Eligible for gifted and talented	11.0%	Down from 12.7%	9.1%	15.3%
With disabilities other than speech	14.1%	Up from 11.0%	14.0%	12.9%
Older than usual for grade	2.0%	Down from 3.4%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 1.1%	0.4%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	60.4%	Up from 49.1%	50.0%	55.0%
Continuing contract teachers	62.3%	Up from 61.4%	55.1%	70.6%
Teachers with emergency or provisional certificates	15.2%	Up from 13.7%	18.2%	5.4%
Teachers returning from previous year	81.3%	Down from 83.7%	77.1%	83.4%
Teacher attendance rate	94.2%	Down from 94.8%	94.8%	94.9%
Average teacher salary	\$47,516	Up 6.3%	\$43,365	\$44,706
Professional development days/teacher	12.7 days	Up from 12.4 days	11.6 days	11.8 days
School				
Principal's years at school	12.0	Up from 11.0	2.0	3.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.4 to 1	17.4 to 1	20.1 to 1
Prime instructional time	88.8%	Down from 89.1%	88.6%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Up from 88.1%	95.6%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,530	Up 15.1%	\$7,724	\$7,097
Percent of expenditures for instruction*	72.1%	Down from 72.2%	63.9%	64.4%
Percent of expenditures for teacher salaries*	68.4%	Up from 67.8%	58.6%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At St. Andrews Middle School, student learning is the chief priority and focus of all decisions. Our mission is to provide and promote opportunities for all stakeholders to contribute to the success and development of a community of life-long learners. We believe that all teachers, administrators, parents, and community members share the responsibility for advancing this mission. In an effort to increase student achievement, we will continue to implement strategies indicated in our Focused School Renewal Plan and address the actions steps of our Making Middle Grades Work Program Goals.

Academic and extra-curricular accomplishments of our students included twenty-one Duke TIP qualifiers with one student being recognized at the state level, sixteen Middle School Scholars, and six S.C. Junior Scholars. Two students made the SATB and SSA choirs at Winthrop University. The Sigma Alpha Mu Step Team won four first place awards in competitions throughout the year and our outstanding athletic program brought home the district championships in girls' volleyball and boys' and girls' basketball showing that our Saints excel in and out of the classroom!

Business partners provide continuous support for our students and academic programs. The Boys and Girls Club of the Midlands provides an after-school program and various summer enrichment opportunities for our students. The University of South Carolina partners with us in providing GK-12 Fellows to our science classes and the Talent Search Program. The High Performance Partnership with Colonial Supplemental provides numerous student-centered activities. These include: Ravenous Readers, Story Tellers, Lunch Buddies, Junior Achievement, guest lecturers, and parent workshops and programs. Several faith-based partners also provide mentors and after-school and summer programs.

The Comprehensive Remediation Program, SuccessMaker Afterschool Lab, and Saturday Enrichment Programs offer additional academic assistance to students in the core content areas. A school-wide focus on standards-based instruction and assessment, the use of High-Yield teaching strategies in all content areas, Classroom Walk-Throughs, and data analysis at the classroom level will be utilized to facilitate student learning and foster academic success for all of our students.

Kenneth L. Richardson, Principal
Carlos Primus, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	174	113
Percent satisfied with learning environment	81.1%	74.6%	80.0%
Percent satisfied with social and physical environment	88.9%	85.4%	76.4%
Percent satisfied with school-home relations	63.0%	84.8%	81.7%

* 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 9 out of 17 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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	95.5%	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	99.7	38.9	40.1	19.2	1.8	30.5	41.2	48.2	No	Yes
Gender											
Male	304	99.7	48.4	40.7	9.7	1.2	19.4	35	41.7	N/A	N/A
Female	330	99.7	30.3	39.7	27.6	2.4	40.3	47.5	55	N/A	N/A

Racial/Ethnic Group

White	18	88.9	9.1	63.6	27.3	0	45.5	73	60	I/S	I/S
African American	596	100	39	39.8	19.2	1.9	30.5	33.3	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	13	100	55.6	44.4	0	0	11.1	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S

Disability Status

Disabled	94	97.9	79.5	14.1	2.6	3.8	6.4	14.1	16	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	14	100	85.7	14.3	0	0	0	42.2	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	470	99.8	43.3	39.9	15.3	1.5	26.3	31.2	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	634	99.8	32.7	44.3	17	6	33.6	34.9	45.8	No	Yes
Gender											
Male	304	100	37.6	44.2	13.6	4.7	27.5	33.8	45.6	N/A	N/A
Female	330	99.7	28.3	44.5	20	7.2	39	35.9	45.9	N/A	N/A

Racial/Ethnic Group

White	18	94.4	0	45.5	18.2	36.4	63.6	71.2	59	I/S	I/S
African American	596	100	33.1	44.4	17	5.5	33.1	25.8	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	13	100	33.3	44.4	22.2	0	33.3	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S

Disability Status

Disabled	94	98.9	70.5	23.1	3.8	2.6	9	12.2	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	14	100	42.9	42.9	14.3	0	28.6	36.3	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	470	100	35.8	42.6	16.8	4.9	30.7	24.6	31.4	No	Yes
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* 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
Science											
All Students	416	99.8	55.7	27.9	10.3	6.1	16.4	25.3	35.7	95.5	96.1
Gender											
Male	203	100	57.6	26.2	8.7	7.6	16.3	26	37.4	94.7	95.8
Female	213	99.5	54	29.4	11.8	4.8	16.6	24.6	33.8	96.2	96.3
Racial/Ethnic Group											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	93.3	96.3
African American	393	99.8	56.2	27.5	10.7	5.5	16.2	16.4	17	95.6	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	91.1	96
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	95.8	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	59	100	87.2	6.4	2.1	4.3	6.4	8.9	14	94.6	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	96	96.7
Socio-Economic Status											
Subsidized meals	304	99.7	59.5	25.8	8.7	6.1	14.8	15.1	21.1	95.3	95.8
Social Studies											
All Students	420	99.8	49.6	35.3	9.8	5.3	15.1	27.2	34	95.5	96.1
Gender											
Male	201	100	55.7	30.5	8.4	5.4	13.8	28.1	36.6	94.7	95.8
Female	219	99.5	44.2	39.5	11.1	5.3	16.3	26.2	31.3	96.2	96.3
Racial/Ethnic Group											
White	12	100	14.3	28.6	28.6	28.6	57.1	60.9	44.5	93.3	96.3
African American	396	99.8	49.9	35.5	9.7	5	14.7	18.2	19.1	95.6	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	91.1	96
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	95.8	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	62	98.4	75	19.2	3.8	1.9	5.8	9.7	14.4	94.6	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	96	96.7
Socio-Economic Status											
Subsidized meals	318	99.7	54.9	33.5	8	3.6	11.6	16.8	21	95.3	95.8

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

Abbreviations for Missing Data

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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	212	99.1	41.6	35.7	17.3	5.4	22.7
	7	208	100	38.3	47.5	13.1	1.1	14.2
	8	237	98.3	39.3	44.4	14	2.3	16.4
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	235	99.6	40.4	34	22.7	3	25.6
	7	203	99.5	34.3	45.6	18.9	1.2	20.1
	8	196	100	41.5	42	15.3	1.1	16.5
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	212	99.5	32.3	40.9	18.8	8.1	26.9
	7	208	100	34.4	49.2	10.9	5.5	16.4
	8	237	99.2	52.6	35.8	9.3	2.3	11.6
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	235	99.6	23.6	42.4	25.1	8.9	34
	7	203	100	28.4	51.5	14.8	5.3	20.1
	8	196	100	47.2	39.8	9.7	3.4	13.1
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	106	99.1	64.8	21.6	11.4	2.3	13.6
	7	208	99	51.6	33	11	4.4	15.4
	8	122	96.7	48.1	42.5	7.5	1.9	9.4
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	118	100	72.1	9.6	9.6	8.7	18.3
	7	203	99.5	44.4	37.3	11.2	7.1	18.3
	8	95	100	58.1	31.4	9.3	1.2	10.5
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	109	98.2	40.9	35.5	15.1	8.6	23.7
	7	208	97.6	60.6	30.6	6.1	2.8	8.9
	8	118	96.6	41.7	48.5	6.8	2.9	9.7
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	116	100	38.4	43.4	13.1	5.1	18.2
	7	203	99.5	60.1	25	7.7	7.1	14.9
	8	101	100	42.2	45.6	10	2.2	12.2

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