



Bates Middle

715 Estate Street
Sumter, South Carolina

Grades	6-8 Middle School	
Enrollment	752 Students	
Principal	Dr. Vanessa R. Lancaster	803-775-0711
Superintendent	Zona Jefferson, PhD	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663

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	Average	Below Average
2004	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

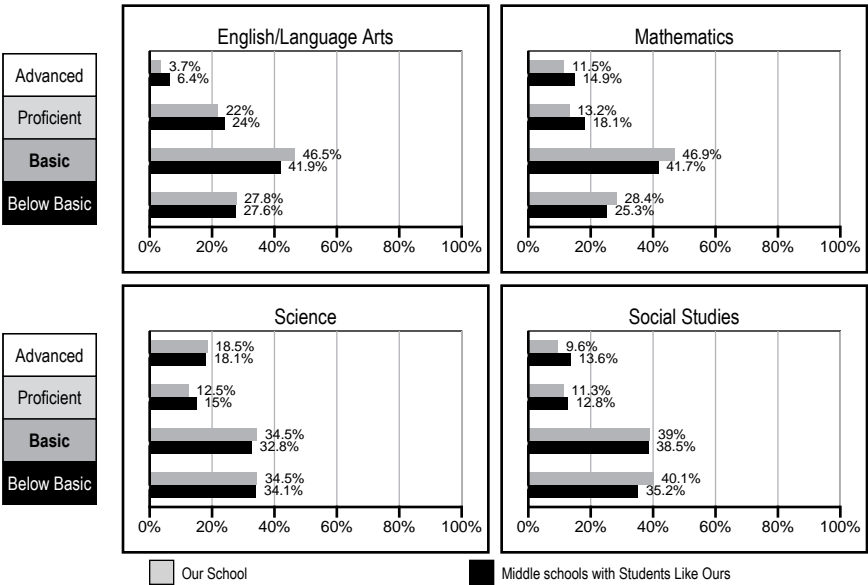
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	19	3

* 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	97.9
English 1	96.7	96.8
Physical Science	0	49.8
All Subjects	98.0	97.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=752)				
Students enrolled in high school credit courses (grades 7 & 8)	15.8%	Up from 10.8%	26.4%	19.4%
Retention rate	1.6%	Up from 1.2%	1.7%	1.8%
Attendance rate	96.3%	Up from 96.1%	95.8%	95.8%
Eligible for gifted and talented	19.4%	Up from 14.9%	18.2%	15.3%
With disabilities other than speech	12.9%	Up from 12.2%	13.9%	12.9%
Older than usual for grade	6.6%	Up from 4.2%	2.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 8.4%	0.8%	0.7%
Annual dropout rate	0.4%	Down from 1.3%	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	55.8%	Down from 59.6%	55.2%	55.0%
Continuing contract teachers	61.5%	Down from 69.2%	75.4%	70.6%
Teachers with emergency or provisional certificates	21.4%	Up from 7.5%	5.3%	5.4%
Teachers returning from previous year	86.9%	Up from 86.1%	86.4%	83.4%
Teacher attendance rate	93.6%	Down from 95.5%	95.1%	94.9%
Average teacher salary	\$42,461	Up 2.8%	\$44,665	\$44,706
Professional development days/teacher	16.1 days	Up from 12.8 days	11.9 days	11.8 days
School				
Principal's years at school	1.0	Down from 5.0	3.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 25.9 to 1	21.5 to 1	20.1 to 1
Prime instructional time	87.6%	Down from 90.4%	89.3%	89.3%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.7%	Down from 100.0%	98.1%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$6,604	Up 4.8%	\$6,769	\$7,097
Percent of expenditures for instruction*	62.2%	Up from 61.7%	63.6%	64.4%
Percent of expenditures for teacher salaries*	59.5%	Up from 59.2%	59.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Our mission at Bates Middle School is to ensure an excellent education for all students by providing innovative, challenging, and diverse learning opportunities in a secure environment. At Bates Middle School, we provide an array of opportunities for our students in areas where they can excel in academics, athletics, and fine arts.

We offer a challenging and standards driven curriculum that is supported by highly qualified faculty and staff. Although we are proud of the accomplishments and improvements made this school year, we are always looking for ways to address our areas in need of improvement. This effort is a continuous endeavor that is focused on daily.

As we continue to research strategies to improve as a school, we will focus on ways to improve academically with emphasis on professional development, utilization of researched based programs, best practice strategies in the classroom, and foster a school culture for high expectations for student achievement and success. As we prepare our students for a global society, we feel that this is pertinent because the Bates' community envisions developing lifelong learners into confident, competent, and contributing members of society.

Dr. Vanessa R. Lancaster, Principal

Mr. Gary Bettinger, President, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	195	47
Percent satisfied with learning environment	71.8%	68.7%	89.1%
Percent satisfied with social and physical environment	94.7%	68.6%	74.5%
Percent satisfied with school-home relations	84.6%	80.0%	68.1%

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

Abbreviations for Missing Data

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No Child Left Behind

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	4.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.3%	0.0%	No
Student attendance rate	96.3%	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	731	99.6	28.3	48	21.1	2.6	36.2	42.6	48.2	No	Yes
Gender											
Male	369	99.2	34.6	46.2	17.4	1.7	31.4	37.7	41.7	N/A	N/A
Female	362	100	21.8	49.9	24.8	3.5	41	47.7	55	N/A	N/A
Racial/Ethnic Group											
White	269	99.6	16.4	50.8	28.1	4.7	47.7	62.5	60	Yes	Yes
African American	442	99.6	35	47.1	16.4	1.5	28.7	33.2	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	78.1	70.4	I/S	I/S
Hispanic	12	100	63.6	18.2	18.2	0	27.3	33.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	93	97.9	69.5	23.2	2.4	4.9	8.5	14.4	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	10	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	385	99.7	37.9	49.4	10.7	2	23.3	31.7	34	No	Yes

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

All Students	731	99.6	29.7	48	10.5	11.8	36.7	37.9	45.8	No	Yes
Gender											
Male	369	99.5	31	44.9	11.3	12.8	36.8	38.3	45.6	N/A	N/A
Female	362	99.7	28.3	51	9.7	10.9	36.6	37.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	269	100	17.1	52.1	15.2	15.6	51	61	59	Yes	Yes
African American	442	99.3	37.5	46.3	7.4	8.8	26.7	26.6	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	87.5	71.3	I/S	I/S
Hispanic	12	100	54.5	27.3	9.1	9.1	36.4	32.1	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	93	97.9	67.1	24.4	2.4	6.1	14.6	17.5	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	10	I/S	I/S	I/S	I/S	I/S	I/S	34.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	385	99.5	38.5	48.6	7	5.9	25.3	25.9	31.4	No	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
Science											
All Students	499	100	34.2	34.4	12.3	19.1	31.4	30.6	35.7	96.3	96.1
Gender											
Male	250	100	35.6	30.1	13.1	21.2	34.3	32.7	37.4	96.1	95.9
Female	249	100	32.8	38.7	11.5	17	28.5	28.6	33.8	96.5	96.3
Racial/Ethnic Group											
White	184	100	23	30.3	15.7	30.9	46.6	54.7	49.2	96.1	96.1
African American	299	100	41	38.1	9.7	11.2	20.9	19.3	17	96.5	96
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	98.7	97.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	21.6	24.9	94.6	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.8	97.1
Disability Status											
Disabled	64	100	61	30.5	1.7	6.8	8.5	16.7	14	95.2	95
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	9	I/S	I/S	I/S	I/S	I/S	I/S	22.2	24.4	93.7	96
Socio-Economic Status											
Subsided meals	262	100	46.6	35.2	8.5	9.7	18.2	18.8	21.1	95.8	95.7
Social Studies											
All Students	495	99.8	39.6	39	11.3	10.2	21.4	28.7	34	96.3	96.1
Gender											
Male	248	99.6	40.1	33.2	12.1	14.7	26.7	32.2	36.6	96.1	95.9
Female	247	100	39.1	44.8	10.4	5.7	16.1	25.1	31.3	96.5	96.3
Racial/Ethnic Group											
White	184	100	32.8	32.2	19	16.1	35.1	49.3	44.5	96.1	96.1
African American	298	99.7	44.7	43.6	6.2	5.5	11.6	19.2	19.1	96.5	96
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	98.7	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	30	27.5	94.6	95.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.8	97.1
Disability Status											
Disabled	61	100	75.9	13	3.7	7.4	11.1	15.5	14.4	95.2	95
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	7	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.3	93.7	96
Socio-Economic Status											
Subsided meals	253	99.6	48.9	41.1	5.2	4.8	10	19.5	21	95.8	95.7

* 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	255	100	29.1	43	23.8	4.1	27.9
	7	222	99.6	22	49.3	23.9	4.8	28.7
	8	265	98.9	27.8	51.2	19	2	21
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	255	99.6	32.9	43	21.1	3	24.1
	7	265	99.3	28.3	48.6	22.3	0.8	23.1
	8	211	100	22.6	53.3	19.6	4.5	24.1
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	255	100	23	45.5	20.1	11.5	31.6
	7	222	100	19	45.2	19	16.7	35.7
	8	265	99.3	42.3	47	7.5	3.2	10.7
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	255	99.6	32.1	37.1	11.8	19	30.8
	7	265	99.3	30.2	47.2	10.9	11.7	22.6
	8	211	100	26.1	61.8	8.5	3.5	12.1
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	127	100	44.2	30	19.2	6.7	25.8
	7	222	100	30.2	34.1	21	14.6	35.6
	8	132	100	41.3	34.1	15.9	8.7	24.6
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	127	100	43.7	23.5	8.4	24.4	32.8
	7	263	100	33.1	38.3	14.1	14.5	28.6
	8	109	100	26	37.5	12.5	24	36.5
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	130	99.2	23.8	45.1	23	8.2	31.1
	7	222	100	42.4	39.5	9.8	8.3	18
	8	134	97.8	39.2	54.4	4.8	1.6	6.4
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	128	100	32.8	35.3	18.5	13.4	31.9
	7	265	100	49	31.7	7.2	12	19.3
	8	102	99	23.4	62.8	12.8	1.1	13.8

Abbreviations for Missing Data

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