



Excelsior Middle

212 Culp St.
Union, SC 29379

Grades	5-6 Middle School	
Enrollment	567 Students	
Principal	Kathy Taylor	864-429-1725
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Mrs. Betty J. McMorris	864-427-4149

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

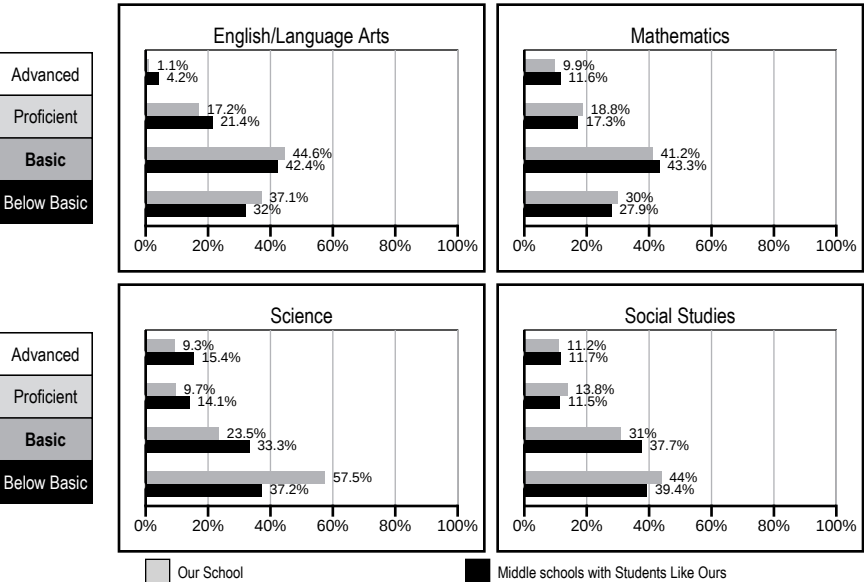
98.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	30	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	0	96.4
English 1	0	94.0
Physical Science	0	76.9
All Subjects	0	95.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=567)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	19.0%	19.4%
Retention rate	3.9%	Up from 2.0%	1.8%	1.8%
Attendance rate	95.1%	Down from 95.9%	95.8%	95.8%
Eligible for gifted and talented	9.6%	Down from 12.9%	14.2%	15.3%
With disabilities other than speech	21.9%	Up from 14.7%	14.8%	12.9%
Older than usual for grade	2.5%	Up from 2.0%	3.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.4%	0.6%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	45.0%	Down from 48.6%	52.6%	55.0%
Continuing contract teachers	70.0%	Down from 78.4%	73.3%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	5.9%	5.4%
Teachers returning from previous year	88.5%	Up from 86.8%	83.7%	83.4%
Teacher attendance rate	94.7%	Up from 89.3%	94.7%	94.9%
Average teacher salary	\$45,107	Up 1.5%	\$44,406	\$44,706
Professional development days/teacher	11.8 days	Down from 15.1 days	11.6 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	21.7 to 1	Down from 21.8 to 1	19.0 to 1	20.1 to 1
Prime instructional time	88.9%	Up from 82.2%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 99.7%	97.6%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,053	Up 11.7%	\$7,020	\$7,097
Percent of expenditures for instruction*	72.5%	Up from 70.7%	65.2%	64.4%
Percent of expenditures for teacher salaries*	69.1%	Up from 69.0%	60.9%	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 Excelsior Middle School, our motto is Exploring Today and Leading Tomorrow. Our dedicated staff supports this motto by challenging our students daily with strong instruction and high expectations. Our teachers support the students as they transition from elementary school into a completely new environment on our campus. Our staff works daily to foster leadership skills, respect for others, and a positive attitude to prepare our students for a successful future.

2007 - 2008 was a very productive year. Our school continued to participate in the district initiatives of MAP testing and Benchmark testing to monitor student academic growth over the school year. We also implemented a comprehensive reading program focusing on Junior Great Books to foster critical thinking skills. Dollar General and the Reading Is Fundamental Foundation continue to support our effort to put books in every child's hands. Our teachers are excited about these initiatives, which will assist them in targeting the instructional needs of students. Our teachers continue to expand their knowledge of research-based strategies and curriculum development by participating in various continuing education courses and workshops. We have increased our capabilities and use of instructional technology with Smart Boards, additional computers, and LCD projectors.

Students and faculty continue their strong support for Relay for Life with numerous fundraising events including sponsoring the Fifth Annual Cow Patty Festival. Other charitable efforts that receive our support include the Annual Christmas Can Drive for the Salvation Army and the March of Dimes Walk-a-thon.

This year, we received over \$32,000 in teacher-initiated grants. These grants enhanced our academics, our arts programs, and our school environment. Our business partners have been very helpful to our academic programs. These partners include Dollar General, Clemson Extension, and many other individuals in various businesses and organizations.

The accomplishments of our students and staff are to be commended. We are the first Arts in Basic Curriculum site in Union County as recognized by the Kennedy Center for the Arts and the SC Arts Commission. We have an active chapter of the National Junior Beta Club for our academic achievers and several other extra-curricular activities to provide for whole-child development.

Our ongoing focus is to continue improvements in student achievement and to improve our percentage of Advanced and Proficient PACT scores.

Susanne F. Gunter, Principal
Sandra Sigmon, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	228	87
Percent satisfied with learning environment	97.4%	68.6%	67.5%
Percent satisfied with social and physical environment	92.3%	67.3%	66.7%
Percent satisfied with school-home relations	82.1%	80.1%	63.1%

* 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 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	0.0%	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	3.5%	0.0%	No
Student attendance rate	95.1%	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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	553	99.8	37.2	44.5	17.1	1.1	32.4	38	48.2	No	Yes
Gender											
Male	294	99.7	43.7	40.1	14.8	1.4	28.2	31.7	41.7	N/A	N/A
Female	259	100	30	49.4	19.8	0.8	37.2	44.4	55	N/A	N/A
Racial/Ethnic Group											
White	334	99.7	28.9	45.8	23.7	1.5	42.8	46.9	60	No	Yes
African American	214	100	50.5	42.8	6.7	0	15.9	22.8	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	90.9	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	25	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	131	99.2	67.5	28.6	4	0	9.5	14.9	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	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	347	99.7	44.2	41.8	13.1	0.9	23.4	30.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	553	100	30.3	41.1	18.8	9.9	39.8	39.7	45.8	No	Yes
Gender											
Male	294	100	30.9	38.2	20	10.9	42.5	40.6	45.6	N/A	N/A
Female	259	100	29.6	44.3	17.4	8.7	36.8	38.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	334	100	23	38.3	24.2	14.4	50.3	48.2	59	Yes	Yes
African American	214	100	41.8	45.7	10.1	2.4	23.1	25.4	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	90.9	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	25	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	131	100	60.6	31.5	5.5	2.4	14.2	13.8	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	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	347	100	37.3	42.9	12.7	7.1	29.3	31.5	31.4	No	Yes

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

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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
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Science

All Students	278	100	57.6	23.4	9.7	9.3	19	24.4	35.7	95.1	95.4
Gender											
Male	146	100	52.5	23.4	12.8	11.3	24.1	26.9	37.4	94.8	95.2
Female	132	100	63.3	23.4	6.3	7	13.3	21.9	33.8	95.4	95.6
Racial/Ethnic Group											
White	165	100	45.1	27.8	11.7	15.4	27.2	32.2	49.2	94.5	95
African American	112	100	76.6	16.8	6.5	0	6.5	12.5	17	95.9	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.8	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	97	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	90.5
Disability Status											
Disabled	63	100	83.6	13.1	1.6	1.6	3.3	7.7	14	94.2	94
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.5	96.3
Socio-Economic Status											
Subsided meals	176	100	66.3	22.5	6.5	4.7	11.2	16.8	21.1	94.6	95

Social Studies

All Students	275	99.6	44.2	30.9	13.8	11.2	24.9	28.2	34	95.1	95.4
Gender											
Male	148	100	46.5	25	12.5	16	28.5	31.2	36.6	94.8	95.2
Female	127	99.2	41.6	37.6	15.2	5.6	20.8	25.1	31.3	95.4	95.6
Racial/Ethnic Group											
White	169	99.4	33.5	34.1	15.9	16.5	32.3	34.1	44.5	94.5	95
African American	102	100	62.4	23.8	10.9	3	13.9	18.2	19.1	95.9	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.8	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	97	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	90.5
Disability Status											
Disabled	69	98.6	59.1	33.3	6.1	1.5	7.6	12.8	14.4	94.2	94
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	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.5	96.3
Socio-Economic Status											
Subsided meals	171	100	52.7	30.2	8.3	8.9	17.2	21.4	21	94.6	95

* 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	271	100	31	45.9	22.4	0.7	23.1
	6	265	99.6	34.3	37.4	22.4	5.9	28.3
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
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	286	99.7	44.4	42.5	13.1	0	13.1
	6	267	100	29.8	46.6	21.4	2.3	23.7
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
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	271	100	34.3	47.4	13.1	5.2	18.3
	6	265	99.6	26	39	25.6	9.4	35
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
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	286	100	37.3	40.9	15.9	5.8	21.7
	6	267	100	22.9	41.2	21.8	14.1	35.9
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
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	135	100	50	28.4	11.9	9.7	21.6
	6	135	99.3	46.4	31.2	11.2	11.2	22.4
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
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	144	100	59.9	25.5	7.3	7.3	14.6
	6	134	100	55.3	21.2	12.1	11.4	23.5
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
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	136	100	43.3	38.1	13.4	5.2	18.7
	6	135	98.5	36.6	52	7.3	4.1	11.4
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
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	142	100	54	25.2	10.1	10.8	20.9
	6	133	99.3	33.8	36.9	17.7	11.5	29.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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