



Lady's Island Middle

30 Cougar Drive
Beaufort, South Carolina

Grades	6-8 Middle School	
Enrollment	606 Students	
Principal	Terry Bennett	843-322-3100
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

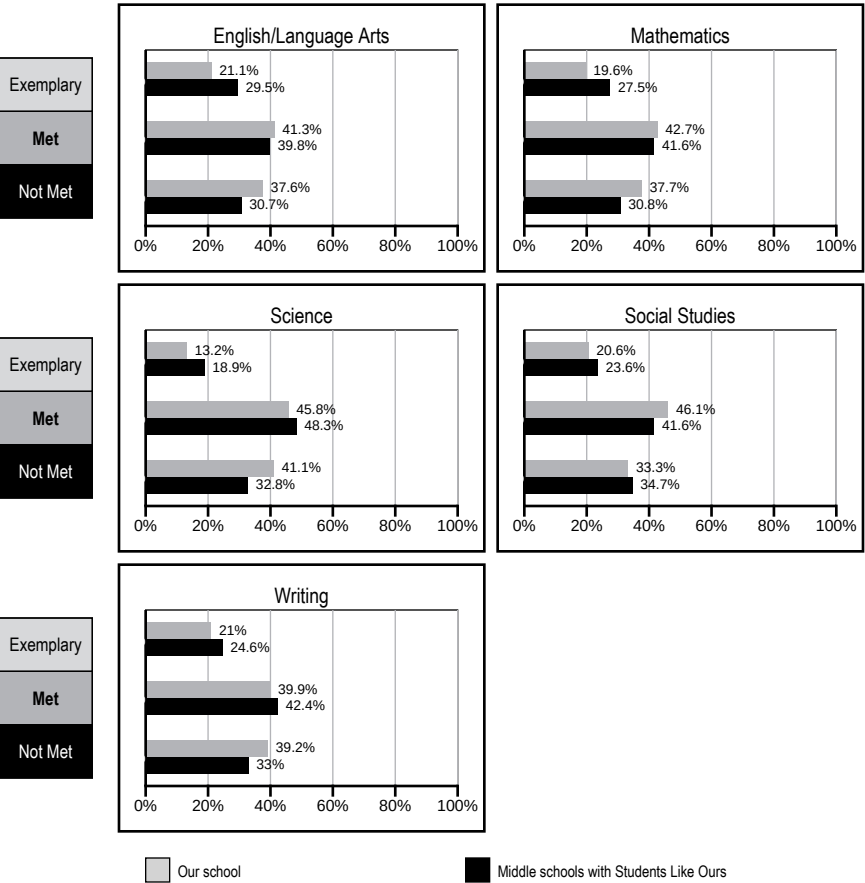
93%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	47	3	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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	95.2%	97.5%
English 1	N/A	97.4%
Physical Science	N/A	86.3%
US History and the Constitution	N/A	N/A
All Subjects	95.2%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=606)				
Students enrolled in high school credit courses (grades 7 & 8)	20.1%	Up from 10.3%	19.8%	21.6%
Retention rate	1.3%	Down from 2.5%	1.3%	1.2%
Attendance rate	96.1%	Up from 95.2%	95.7%	95.9%
Eligible for gifted and talented	15.6%	Down from 16.8%	15.9%	14.8%
With disabilities other than speech	10.9%	Down from 11.5%	14.2%	12.6%
Older than usual for grade	2.0%	Down from 3.0%	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	65.9%	Down from 72.5%	56.1%	56.9%
Continuing contract teachers	70.5%	Up from 60.8%	76.6%	72.7%
Teachers with emergency or provisional certificates	2.6%	Down from 7.0%	3.7%	5.3%
Teachers returning from previous year	82.4%	Down from 86.4%	84.3%	82.9%
Teacher attendance rate	94.7%	Up from 93.7%	95.3%	95.2%
Average teacher salary*	\$47,915	Up 2.7%	\$46,565	\$46,599
Professional development days/teacher	10.2 days	Up from 9.8 days	10.6 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.1 to 1	20.6 to 1	20.1 to 1
Prime instructional time	88.5%	Up from 86.9%	89.9%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.4%	97.9%	97.8%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil**	\$8,157	Up 8.3%	\$7,494	\$7,645
Percent of expenditures for instruction**	65.7%	Up from 64.3%	64.2%	63.4%
Percent of expenditures for teacher salaries**	53.3%	Down from 61.6%	59.4%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

With a second year school principal still making many changes in personnel, curriculum, and other programs, the future is very bright for Lady's Island Middle. Small steps were taken to increase the schools STEM (Science Technology Engineering and Mathematics programs). Emphasis was placed on revitalizing the Media Center with new up-to-date books, studying the student test scores (MAP & PASS), and making numerous cosmetic improvements to the school building.

The school also had other great things taking place: Mrs. Morillo was named the South Carolina Assistant Principal of the Year; the Intermediate School was created and implemented to handle 5th graders; communication efforts were increased to keep the parents and community informed; a sports stacking team was formed; a student book club was started; and community involvement was stressed with fundraisers for CAPA, the American Heart Association, and the American Cancer Society.

During the 2008-2009 school year, the teachers and staff continued to work relentlessly on providing students with the best core curriculum. With our drive to be the best, implementation of the state curriculum has given the students, teachers, and school many opportunities for recognition. With our focus on our curriculum map and our various assessments, the teachers are using the best instructional practices available.

Lady's Island Middle School is a small, but growing school with an abounding history and bright future. The horizon before us is gleaming for several reasons: a powerful and effective instructional staff, involved parents, innovative programs, community connections and partnerships, and loving, caring students. However, we have several hurdles that most be addressed: low student attendance, high student tardiness, disappointing test scores, an aging building, and budget restraints. We are putting into place steps to address these issues in a timely manner. We encourage members of the community to join our winning team at Lady's Island Middle School. Without the additional support of the community our small school will not be able to rise to the top. Therefore we challenge everyone to come into the school and make our school the best it can be for our students!

Mr. Terry G. Bennett, Principal
Mrs. Gail Clark, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	51	198	90
Percent satisfied with learning environment	76.0%	67.9%	72.7%
Percent satisfied with social and physical environment	86.0%	77.1%	71.6%
Percent satisfied with school-home relations	60.8%	75.9%	64.7%

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

School Adequate Yearly Progress

NO

This school met 19 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	4.6%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	599	99.7	37.5	41.4	21.1	74.6	81.8	82.8	Yes	Yes
Gender										
Male	308	99.4	42	41.3	16.8	71.7	78.2	79.3	N/A	N/A
Female	291	100	32.7	41.5	25.7	77.6	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	202	100	20.9	38	41.2	88.2	92.4	89.5	Yes	Yes
African American	360	99.4	46.3	43.7	10	66.9	71.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	32	100	38.5	34.6	26.9	76.9	72.4	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	82.5	I/S	I/S
Disability Status										
Disabled	65	98.5	82	14.8	3.3	27.9	41.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	I/S	I/S	I/S	I/S	68.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	366	99.7	46	40.6	13.4	67.9	73.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	599	99.7	38.9	43.9	17.2	70.3	77.3	78.9	Yes	Yes
Gender										
Male	308	99.4	42.7	41.3	16.1	67.1	75.8	77	N/A	N/A
Female	291	100	34.9	46.7	18.4	73.5	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	202	100	19.3	40.6	40.1	88.8	89.8	87.2	Yes	Yes
African American	360	99.4	50.1	46	3.8	60.4	62.7	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	32	100	34.6	34.6	30.8	65.4	71	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	79.5	I/S	I/S
Disability Status										
Disabled	65	98.5	85.2	13.1	1.6	19.7	37.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	I/S	I/S	I/S	I/S	69.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	366	99.7	49.7	42.3	8	61.4	66.9	70.2	Yes	Yes

* 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
---------------------	---------------------	--------------------	-------------------	--------------------------

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	390	99.7	40.8	46	13.2	59.2	66.1	67.5
Gender								
Male	198	100	40.5	48.1	11.4	59.5	66.1	67
Female	192	99.5	41	43.8	15.2	59	66.1	68
Racial/Ethnic Group								
White	132	100	18	55.7	26.2	82	82.9	79.5
African American	233	99.6	52.7	41.4	5.9	47.3	48.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	23	100	44.4	38.9	16.7	55.6	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
Disability Status								
Disabled	44	100	N/AV	N/AV	N/AV	7.1	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	49.9	59.6
Socio-Economic Status								
Subsided meals	228	99.6	51.4	42.7	5.9	48.6	51.8	55.1

Social Studies								
All Students	383	99.7	33.3	46.1	20.6	66.7	70.3	72.3
Gender								
Male	203	99.5	37.5	39.6	22.9	62.5	70	71.5
Female	180	100	28.6	53.6	17.9	71.4	70.6	73.2
Racial/Ethnic Group								
White	136	100	18.8	44.5	36.7	81.3	82.6	80.7
African American	227	99.6	42.8	47.4	9.8	57.2	58.2	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	82.5	88.5
Hispanic	16	100	21.4	35.7	42.9	78.6	60	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75	72.2
Disability Status								
Disabled	39	97.4	73	24.3	2.7	27	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	56.2	67.9
Socio-Economic Status								
Subsided meals	233	99.6	41.7	45.3	13	58.3	58.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	598	99.7	39	39.9	21	61	68.6	70.2	96.1	96.4
Gender										
Male	306	99.4	46.7	39.9	13.4	53.3	61.3	63.2	95.7	96.3
Female	292	100	30.9	40	29.1	69.1	76.2	77.5	96.5	96.6
Racial/Ethnic Group										
White	201	100	19.5	40	40.5	80.5	82.7	79.1	96.9	96.4
African American	360	99.7	49.9	40.6	9.5	50.1	54.5	57.6	95.5	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.1	86.2	97.6	97.1
Hispanic	32	100	38.5	30.8	30.8	61.5	57.4	62.6	97	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70	68.7	98.6	96.3
Disability Status										
Disabled	66	98.5	87.1	11.3	1.6	12.9	23.8	26.1	95.1	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	15	100	I/S	I/S	I/S	I/S	53.1	61.2	98.5	96.6
Socio-Economic Status										
Subsidized meals	367	99.5	48.5	40.9	10.6	51.5	55.9	58.9	95.3	96.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	198	99.5	35.4	42	22.7	64.6
	7	175	100	34.9	42.8	22.3	65.1
	8	226	99.6	41.2	39.8	19	58.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	198	99.5	38.1	43.1	18.8	61.9
	7	175	100	33.7	44	22.3	66.3
	8	226	99.6	43.6	44.5	11.8	56.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	99	100	50.5	39.6	9.9	49.5
	7	175	100	35.5	48.2	16.3	64.5
	8	116	99.1	40.6	48.1	11.3	59.4
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	99	99	20	60	20	80
	7	175	100	38	36.1	25.9	62
	8	109	100	37.5	50	12.5	62.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	194	99	38.7	34.3	27.1	61.3
	7	177	100	36.5	40.6	22.9	63.5
	8	227	100	41.4	44.2	14.4	58.6

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample