

R D Schroder Middle

7224 Highway 162
Hollywood, SC 29449

Grades	6-8 Middle School	
Enrollment	216 Students	
Principal	Sherry Biss	843-889-2391
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	29	22

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

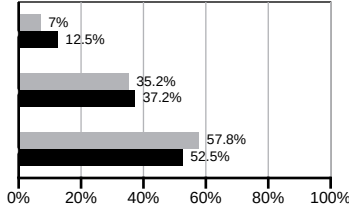
Palmetto Assessment of State Standards (PASS)

Exemplary

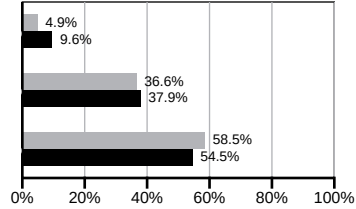
Met

Not Met

English/Language Arts



Mathematics

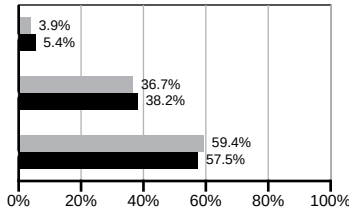


Exemplary

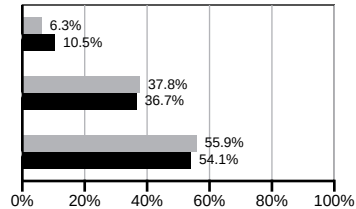
Met

Not Met

Science



Social Studies

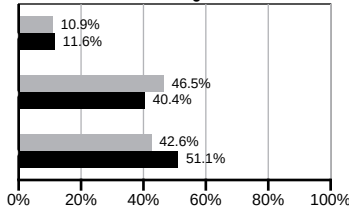


Exemplary

Met

Not Met

Writing



Our school

Middle schools with Students Like Ours

* 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	72.0%	84.5%
English 1	N/A	83.1%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	72.0%	83.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=216)				
Students enrolled in high school credit courses (grades 7 & 8)	16.7%	Down from 19.8%	16.4%	21.6%
Retention rate	1.4%	Down from 9.9%	2.3%	1.2%
Attendance rate	95.5%	Down from 96.4%	95.6%	95.9%
Eligible for gifted and talented	0.0%	No Change	3.7%	14.8%
With disabilities other than speech	11.7%	Up from 10.8%	14.3%	12.6%
Older than usual for grade	3.7%	Down from 11.9%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	26.4%	Up from 23.5%	0.3%	0.6%
Annual dropout rate	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	52.0%	Down from 52.2%	54.5%	56.9%
Continuing contract teachers	44.0%	Up from 43.5%	61.5%	72.7%
Teachers with emergency or provisional certificates	22.2%	Up from 16.7%	15.4%	5.3%
Teachers returning from previous year	60.2%	Down from 61.2%	76.0%	82.9%
Teacher attendance rate	91.4%	Down from 94.6%	95.0%	95.2%
Average teacher salary*	\$44,832	Down 1.7%	\$44,597	\$46,599
Professional development days/teacher	10.1 days	Down from 15.3 days	10.8 days	10.8 days
School				
Principal's years at school	0.5	Down from 1.0	2.0	3.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 15.9 to 1	16.2 to 1	20.1 to 1
Prime instructional time	86.4%	Down from 90.0%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	92.3%	Down from 98.0%	95.6%	97.8%
Character development program	Good	Up from Average	Excellent	Good
Dollars spent per pupil**	\$10,629	Up 9.1%	\$10,246	\$7,645
Percent of expenditures for instruction**	59.6%	Up from 55.9%	60.5%	63.4%
Percent of expenditures for teacher salaries**	53.1%	Up from 48.7%	54.8%	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

R. D. Schroder Middle is a Title 1 school in rural Charleston County located in the town of Hollywood, South Carolina. The school has an enrollment of 212 students in grades six, seven and eight. The student population is predominantly African American. About 90% of the students qualify for free or reduced lunch.

The three goals of our school are to improve student achievement, instill values and virtue, and establish positive habits that will enable our students to live and thrive in a democratic society.

Our students' academic performance is measured using the Palmetto Assessment State Standards (PASS). Schroder received a rating of "at risk" on the 2008 School Report Card and did not achieve the State's Annual Yearly Progress performance goals for the sixth consecutive year.

There are several variables that negatively impact our students' achievement and account for their academic performance at Schroder Middle. These include:

1. About 30% of our students have difficulty phonologically coding new words.
2. 80% of our 6th graders arrive reading fluently at or below the fourth grade level.
3. A majority of our students are disadvantaged by their limited vocabulary.
4. A majority of our students do not comprehend the content in textbooks because they lack background knowledge in the domain they are reading.
5. The average amount of time our students spend reading independently out of school is less than 5 minutes per day. This minimal amount of time maintains their test score placement in the bottom quartile.

Currently, our school has implemented the following strategies to address the challenges listed above:

1. Provide professional development for all staff on middle school "best practices" in the teaching of reading, vocabulary, and writing.
2. Work with teachers to set high expectations.
3. Construct individual academic interventions through CORE team meetings.
4. Identify students who need support services in reading and schedule them into READ 180, Academy of Reading, Corrective Reading, and RIT Band tutoring sessions.
5. Hold individual report card conferences for students failing subjects.

To meet the performance goals set by the State of South Carolina in the No Child Left Behind Legislation, Schroder developed a Focused School Renewal Plan that includes the following achievement goals for reading, math, and science: "By April 1, 2009, 20% of Schroder's students in grades six, seven, and eight will increase one level on the reading, math, and science PACT Assessment as compared to the 2008 PACT results". The students at Schroder Middle successfully achieved the State's goals for reading and science.

Dr. Jay Lutz, Principal
Doc Matthews, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	0	0
Percent satisfied with learning environment	68.2%	N/R	N/R
Percent satisfied with social and physical environment	81.8%	N/R	N/R
Percent satisfied with school-home relations	27.3%	N/R	N/R

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress

NO

This school met 11 out of 13 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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	0.0%	No
Student attendance rate	95.5%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	218	99.5	57.8	35.2	7	62.8	84.9	82.8	Yes	Yes
Gender										
Male	118	99.2	64.5	29.9	5.6	54.2	81.8	79.3	N/A	N/A
Female	100	100	50	41.3	8.7	72.8	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	12	100	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	196	99.5	59.1	34.3	6.6	62.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	29	96.6	80	16	4	44	53.5	52	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	183	99.5	61.7	32.3	6	59.3	74.9	75.5	Yes	Yes

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

All Students	218	99.5	58.8	37.2	4	58.3	81	78.9	Yes	Yes
Gender										
Male	118	99.2	61.7	33.6	4.7	53.3	79.3	77	N/A	N/A
Female	100	100	55.4	41.3	3.3	64.1	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	12	100	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	196	99.5	59.1	37	3.9	57.5	67.9	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	29	96.6	N/AV	N/AV	N/AV	32	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	183	99.5	60.5	37.1	2.4	55.1	69.2	70.2	No	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	139	100	59.4	36.7	3.9	40.6	68.9	67.5
Gender								
Male	75	100	61.8	33.8	4.4	38.2	68.2	67
Female	64	100	56.7	40	3.3	43.3	69.6	68
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	121	100	61.4	35.1	3.5	38.6	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	19	100	75	18.8	6.3	25	36.6	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	115	100	63.6	32.7	3.7	36.4	50.2	55.1

Social Studies

All Students	139	100	55.9	37.8	6.3	44.1	76.8	72.3
Gender								
Male	74	100	59.4	34.8	5.8	40.6	75.3	71.5
Female	65	100	51.7	41.4	6.9	48.3	78.4	73.2
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	128	100	55.1	39.8	5.1	44.9	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	7.7	46.6	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	114	100	57.7	37.5	4.8	42.3	64	62.1

Abbreviations for Missing Data

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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	215	99.1	42.3	46.8	10.9	57.7	74.1	70.2	95.5	96
Gender										
Male	116	99.1	50.5	42.1	7.5	49.5	67.8	63.2	94.7	95.9
Female	99	99	33	52.1	14.9	67	80.6	77.5	96.5	96.1
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	90.4	79.1	93	95.9
African American	195	99	42.1	46.4	11.5	57.9	59.2	57.6	95.7	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	10	I/S	I/S	I/S	I/S	I/S	61.1	62.6	94.9	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	29.2	29.6	26.1	93.6	95
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	97.2	97.4
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	60.2	61.2	95	96.5
Socio-Economic Status										
Subsidized meals	176	98.9	45.1	44.5	10.4	54.9	59.1	58.9	95.3	95.7

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	68	100	63.3	30	6.7	36.7
	7	60	100	46.4	42.9	10.7	53.6
	8	90	98.9	61.4	33.7	4.8	38.6
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	68	100	58.3	36.7	5	41.7
	7	60	100	44.6	53.6	1.8	55.4
	8	90	98.9	68.7	26.5	4.8	31.3
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	33	100	N/AV	N/AV	N/AV	20.7
	7	60	100	44.6	50	5.4	55.4
	8	46	100	65.1	30.2	4.7	34.9
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	35	100	48.4	48.4	3.2	51.6
	7	60	100	57.1	35.7	7.1	42.9
	8	44	100	60	32.5	7.5	40
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	69	98.6	40.3	45.2	14.5	59.7
	7	59	100	32.1	57.1	10.7	67.9
	8	87	98.9	50.6	41	8.4	49.4

Abbreviations for Missing Data

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