



Southside Middle

200 East Howe Springs Rd
Florence, SC 29505

Grades	7-8 Middle School	
Enrollment	779 Students	
Principal	Mr. Craig Washington	843-664-8467
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

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	At-Risk
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

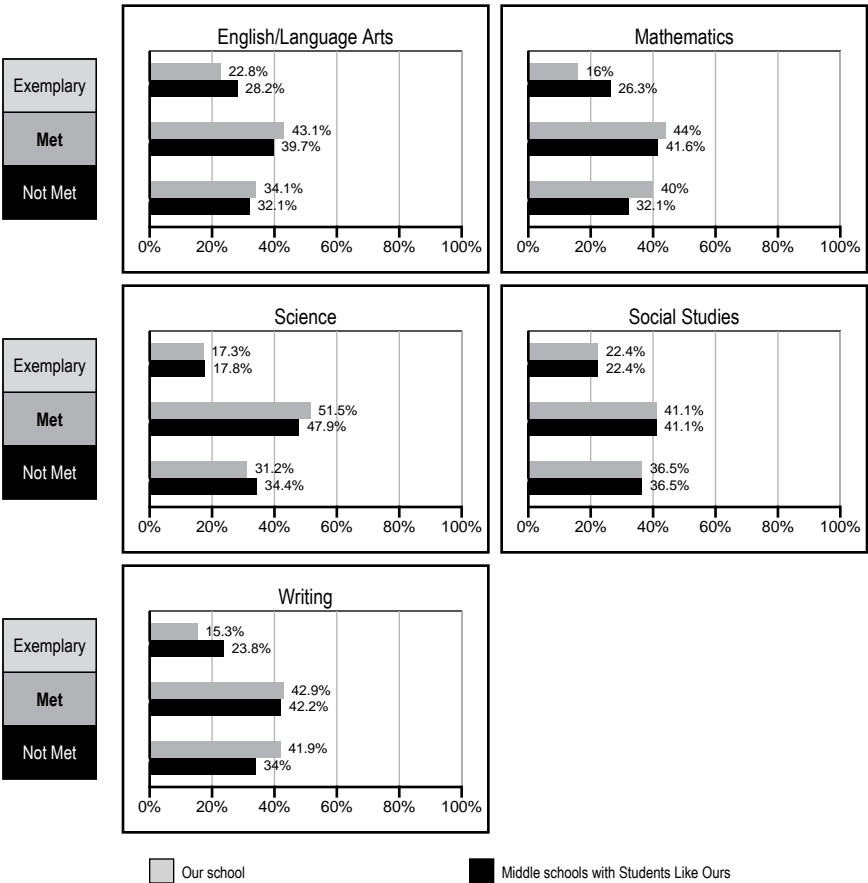
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	45	4	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	96.0%	97.7%
English 1	97.8%	96.8%
Physical Science	N/A	90.9%
US History and the Constitution	N/A	N/A
All Subjects	96.8%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=779)				
Students enrolled in high school credit courses (grades 7 & 8)	5.9%	Down from 7.9%	18.2%	21.6%
Retention rate	4.6%	Up from 4.3%	1.5%	1.2%
Attendance rate	94.9%	Down from 95.1%	95.7%	95.9%
Eligible for gifted and talented	5.2%	Down from 6.4%	15.7%	14.8%
With disabilities other than speech	20.5%	Up from 19.1%	13.6%	12.6%
Older than usual for grade	6.9%	Up from 6.6%	3.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.5%	0.6%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	59.7%	Up from 56.5%	54.6%	56.9%
Continuing contract teachers	80.6%	Down from 82.3%	75.0%	72.7%
Teachers with emergency or provisional certificates	6.9%	Up from 5.3%	4.1%	5.3%
Teachers returning from previous year	83.5%	Up from 83.2%	83.3%	82.9%
Teacher attendance rate	95.5%	Up from 95.0%	95.2%	95.2%
Average teacher salary*	\$47,815	Up 4.2%	\$45,808	\$46,599
Professional development days/teacher	7.2 days	Down from 16.0 days	10.8 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 23.3 to 1	20.2 to 1	20.1 to 1
Prime instructional time	88.8%	Up from 88.5%	89.7%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 98.3%	97.5%	97.8%
Character development program	Below Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,741	Up 0.7%	\$7,429	\$7,645
Percent of expenditures for instruction**	68.1%	Up from 67.4%	64.3%	63.4%
Percent of expenditures for teacher salaries**	64.8%	Down from 65.1%	59.6%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Southside Middle School is to maximize the potential of all students in order to prepare them to become productive and responsible citizens who are able to succeed in an ever-changing society.

Southside Middle School staff and partners set out this year to make a positive impact. The following are a few of the initiatives and accomplishments we achieved:

- Our school continues to use data to drive staff development and to select instructional practices.
- Teams/departments documented discussions regarding instructional strategies, challenges, and how data is used to guide instruction.
- Students participated in the After-school Program with a 98% success rate.
- Student academic growth was monitored using data from MAP. Teachers completed MAP Goal Sheets with all students to monitor their academic growth.
- Students also had increased access to technology opportunity with the implementation of a POD casting class.
- We continued our live morning show where we shared daily Words of Wisdom.
- Carolina's Hospital System remained a Partner in Education with us.
- We hosted our annual Swinging with Seniors Event, which was a huge success. We had over 600 senior citizens join us for food and entertainment. Our Consumer Science students and our partners at Carolinas Hospital System hosted the event.
- Bridget Richardson was selected as the 2008-2009 Teacher of the Year.
- Our Third Annual Veteran's Day program was a great success.
- We continued our collaboration with Dewey L. Carter Elementary and South Florence High School with a project entitled "Bridging the Divide." The project is directed toward academically at-risk students at Dewey L. Carter Elementary School and incorporates technology-based teaching tools beginning in the 7th grade and continues throughout their attendance at Southside Middle School and South Florence High School. Preliminary results indicate the program has been successful.

With continued support from parents, community, and the school district, we will be successful in our endeavors. Thanks to all of you who invested your time and energy into Southside.

Craig Washington, Principal
 Cathy DeLung, Chairperson of School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	307	151
Percent satisfied with learning environment	84.1%	73.0%	77.6%
Percent satisfied with social and physical environment	90.9%	71.1%	70.3%
Percent satisfied with school-home relations	72.7%	81.7%	75.7%

* 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 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.8%	0.0%	No
Student attendance rate	94.9%	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	774	98.3	34.7	43.8	21.5	73.6	85	82.8	Yes	Yes
Gender										
Male	420	98.3	40.4	40.4	19.2	68.6	82.3	79.3	N/A	N/A
Female	354	98.3	27.8	47.9	24.3	79.6	87.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	372	98.7	24.3	49.1	26.6	81.6	91.7	89.5	Yes	Yes
African American	381	99	46.3	38.4	15.3	64.7	78.3	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	97.4	92.3	I/S	I/S
Hispanic	13	84.6	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	161	93.2	63.8	24.6	11.5	34.6	58.8	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	444	98.4	42.9	40.8	16.3	66.1	78.6	75.5	Yes	Yes

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

All Students	774	98.3	40.9	46	13.1	69.6	79	78.9	Yes	Yes
Gender										
Male	420	98.3	42.5	41.5	16	68	77	77	N/A	N/A
Female	354	98.3	38.8	51.5	9.7	71.5	81	80.9	N/A	N/A
Racial/Ethnic Group										
White	372	98.7	27.5	54.7	17.8	79.8	88.6	87.2	Yes	Yes
African American	381	99	56.3	36.9	6.9	57.8	69.3	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	97.4	93	I/S	I/S
Hispanic	13	84.6	I/S	I/S	I/S	I/S	82.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	161	93.2	66.9	27.7	5.4	36.2	47.6	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	444	98.4	52.2	40.1	7.8	60.7	70.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	571	99.8	29.8	52.4	17.8	70.2	67.8	67.5
Gender								
Male	321	100	30.8	48.1	21.1	69.2	68.2	67
Female	250	99.6	28.6	58.1	13.4	71.4	67.3	68
Racial/Ethnic Group								
White	274	99.6	18.1	55.9	26	81.9	81.5	79.5
African American	283	100	42.7	48.1	9.2	57.3	54.2	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.4	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	118	99.2	57.7	34.6	7.7	42.3	41.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	59.4	59.6
Socio-Economic Status								
Subsided meals	329	99.7	38.7	52.3	9.1	61.3	55.3	55.1
Social Studies								
All Students	550	99.8	36.1	41.3	22.6	63.9	72.3	72.3
Gender								
Male	298	100	36.1	38.7	25.3	63.9	71.7	71.5
Female	252	99.6	36.1	44.5	19.4	63.9	73	73.2
Racial/Ethnic Group								
White	277	99.6	29.3	42.9	27.8	70.7	81.7	80.7
African American	259	100	44.6	40.6	14.7	55.4	62.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	100	99	68.6	26.7	4.7	31.4	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.7	67.9
Socio-Economic Status								
Subsided meals	318	99.7	44.4	38.5	17.1	55.6	61.8	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	773	94.4	41.5	43.1	15.4	58.5	72.6	70.2	94.9	95.6
Gender										
Male	422	94.1	51.1	37.8	11.1	48.9	66	63.2	94.4	95.4
Female	351	94.9	30	49.5	20.5	70	79.3	77.5	95.6	95.8
Racial/Ethnic Group										
White	373	96.3	33.5	47.2	19.2	66.5	80.9	79.1	94.8	95.5
African American	378	93.4	51.3	38.3	10.4	48.7	64.1	57.6	95.1	95.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.1	86.2	95.4	97.5
Hispanic	13	84.6	18.2	54.5	27.3	81.8	71.6	62.6	93.3	95.1
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	69.2	68.7	99.9	95.9
Disability Status										
Disabled	161	77.6	84.3	14.8	0.9	15.7	30.9	26.1	93.7	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	20	20
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.3	61.2	91.6	96.1
Socio-Economic Status										
Subsidized meals	445	93.7	49.7	39.9	10.3	50.3	62.9	58.9	94.3	95

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	360	99.7	32.7	42.9	24.4	67.3
	8	414	97.1	36.4	44.6	18.9	63.6

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	360	99.7	35.8	47.8	16.4	64.2
	8	414	97.1	45.5	44.4	10.2	54.5

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	360	99.7	23.5	56.2	20.4	76.5
	8	211	100	41.2	45.6	13.2	58.8

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	358	99.7	38.4	35.9	25.7	61.6
	8	192	100	31.8	51.4	16.8	68.2

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	365	96.7	40	44.3	15.7	60
	8	408	92.4	42.9	42	15.1	57.1

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