



## Sterling School

99 John McCarroll Blvd  
Greenville, South Carolina

<b>Grades</b>	PK-8 Middle School	
<b>Enrollment</b>	540 Students	
<b>Principal</b>	David M. Johnstone	864-355-4480
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent</b>
2008	Excellent	Good
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

## 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**

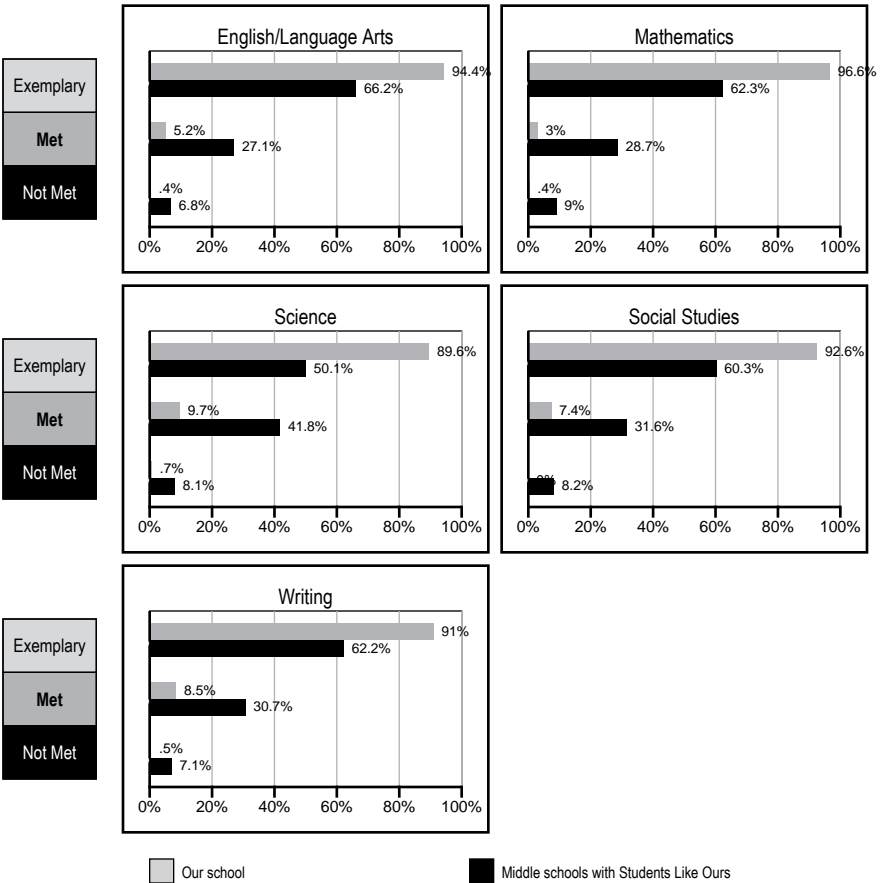
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.8%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
10	0	0	0	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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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	100.0%	99.4%
English 1	100.0%	100.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.4%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=540)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	100.0%	Up from 98.1%	50.0%	21.6%
Retention rate	0.2%	Up from 0.0%	0.2%	1.2%
Attendance rate	97.5%	Down from 97.9%	97.1%	95.9%
Eligible for gifted and talented	100.0%	No Change	41.0%	14.8%
With disabilities other than speech	1.5%	Up from 1.4%	5.3%	12.6%
Older than usual for grade	0.0%	No Change	0.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.3%	0.6%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	63.2%	Down from 69.6%	62.5%	56.9%
Continuing contract teachers	68.4%	Down from 78.3%	80.8%	72.7%
Teachers with emergency or provisional certificates	2.9%	Down from 5.3%	3.1%	5.3%
Teachers returning from previous year	N/A	N/A	85.3%	82.9%
Teacher attendance rate	96.0%	Up from 95.2%	95.5%	95.2%
Average teacher salary*	\$47,398	Up 0.5%	\$50,262	\$46,599
Professional development days/teacher	9.3 days	Up from 8.3 days	8.8 days	10.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.3	3.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 20.1 to 1	20.0 to 1	20.1 to 1
Prime instructional time	92.9%	Up from 92.0%	91.4%	89.9%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	100.0%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$7,531	Down 9.6%	\$7,185	\$7,645
Percent of expenditures for instruction**	66.7%	Up from 60.2%	66.2%	63.4%
Percent of expenditures for teacher salaries**	55.8%	Down from 60.2%	58.5%	57.0%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

Sterling School serves students from 4-year-old kindergarten through eighth grade. The test scores reported are based on the Sterling School enrollment in the 2008-2009 school year and grades three through seven from the Charles Townes Center, a center for highly-gifted students located in Sterling School. The Sterling School operates with one mission, to provide a differentiated, challenging education to meet the distinctive intellectual, social, and emotional needs of our students.

Sterling School has the highest expectations for our students. Our School Improvement Council and faculty have worked together to develop goals, strategies, and benchmarks for our comprehensive school improvement plan. We further developed and implemented the school's leadership theme across the school and across the curriculum, with focus on leadership traits, skills, and attributes. We also established committees around the inquiry-based program (grades 4k-2nd grade) and gifted needs for the Charles Townes Center (grades 3-8). We developed a buildings and grounds master plan and received \$6,000 in grant money from Lowes to support this initiative. We have benefited from the addition of a Career Development Facilitator and have been building a comprehensive community and business partnership plan.

Our goals align with district objectives to raise the academic challenge and performance of students and provide a school environment supportive of learning.

Currently in our sixth year, the Sterling School continues to build and refine instructional units that meet or exceed state standards. Various techniques are used to enhance the learning process. Through the integration of multiple subjects, points of view, and cultures, students are encouraged to develop a deep understanding of topics and perspectives. Students at all grade levels have completed multiple units of integrated study and critical thinking. Students are also involved in extensive research, using technology to explore and present information. Students continue to exceed district and state benchmarks, while teachers constantly review student progress to improve program implementation and student achievement.

David Johnstone, Principal  
Lisa Wells, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	49	58
Percent satisfied with learning environment	96.9%	93.9%	89.5%
Percent satisfied with social and physical environment	100.0%	93.8%	96.6%
Percent satisfied with school-home relations	93.8%	95.9%	80.7%

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

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 9 out of 9 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.5%	94.0%*	Yes

\* Or greater than last year

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

All Students	423	99.8	N/AV	N/AV	N/AV	100	84	82.8	Yes	Yes
<b>Gender</b>										
Male	243	99.6	N/AV	N/AV	N/AV	100	80.8	79.3	N/A	N/A
Female	180	100	N/AV	N/AV	N/AV	100	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	388	99.7	N/AV	N/AV	N/AV	100	89.5	89.5	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	72.7	73.7	I/S	I/S
Asian/Pacific Islander	22	100	N/AV	N/AV	N/AV	100	93	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	N/AV	N/AV	N/AV	100	52.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	22	100	N/AV	N/AV	N/AV	100	74.4	75.5	I/S	I/S

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

All Students	423	99.8	N/AV	N/AV	N/AV	100	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	243	99.6	N/AV	N/AV	N/AV	100	79.6	77	N/A	N/A
Female	180	100	N/AV	N/AV	N/AV	100	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	388	99.7	N/AV	N/AV	N/AV	100	87	87.2	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	66.3	66.7	I/S	I/S
Asian/Pacific Islander	22	100	N/AV	N/AV	N/AV	100	94.3	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	N/AV	N/AV	N/AV	100	48.1	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	22	100	N/AV	N/AV	N/AV	100	70.5	70.2	I/S	I/S

\* 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
<b>Science</b>								
All Students	282	100	N/AV	N/AV	N/AV	100	71.3	67.5
<b>Gender</b>								
Male	162	100	N/AV	N/AV	N/AV	100	70.8	67
Female	120	100	N/AV	N/AV	N/AV	100	71.8	68
<b>Racial/Ethnic Group</b>								
White	254	100	N/AV	N/AV	N/AV	100	79.5	79.5
African American	9	I/S	I/S	I/S	I/S	I/S	53	50.3
Asian/Pacific Islander	18	100	N/AV	N/AV	N/AV	100	86.9	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.4	59.6
<b>Socio-Economic Status</b>								
Subsidized meals	15	100	N/AV	N/AV	N/AV	100	57.5	55.1
<b>Social Studies</b>								
All Students	284	100	N/AV	N/AV	N/AV	100	75.7	72.3
<b>Gender</b>								
Male	162	100	N/AV	N/AV	N/AV	100	75.1	71.5
Female	122	100	N/AV	N/AV	N/AV	100	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	263	100	N/AV	N/AV	N/AV	100	81.7	80.7
African American	7	I/S	I/S	I/S	I/S	I/S	61.5	60
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	88	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69	67.9
<b>Socio-Economic Status</b>								
Subsidized meals	14	100	N/AV	N/AV	N/AV	100	63.9	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
<b>Writing</b>										
All Students	423	99.8	0.2	6.2	93.6	99.8	72.9	70.2	97.5	96.5
<b>Gender</b>										
Male	242	99.6	0.4	8.4	91.2	99.6	66.4	63.2	97.5	96.4
Female	181	100	N/AV	N/AV	N/AV	100	79.7	77.5	97.5	96.5
<b>Racial/Ethnic Group</b>										
White	388	99.7	0.3	6	93.8	99.7	80.5	79.1	97.5	96.3
African American	10	I/S	I/S	I/S	I/S	I/S	57.1	57.6	97.3	96.5
Asian/Pacific Islander	22	100	N/AV	N/AV	N/AV	100	87.3	86.2	97.9	97.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.3	62.6	96.7	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
<b>Disability Status</b>										
Disabled	14	100	N/AV	N/AV	N/AV	100	28.4	26.1	96.7	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.5	61.2	96.7	97.2
<b>Socio-Economic Status</b>										
Subsided meals	22	100	N/AV	N/AV	N/AV	100	58.8	58.9	96.4	95.8

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	75	100	N/AV	N/AV	N/AV	100
	4	74	100	N/AV	N/AV	N/AV	100
	5	74	100	N/AV	N/AV	N/AV	100
	6	75	98.7	N/AV	N/AV	N/AV	100
	7	70	100	N/AV	N/AV	N/AV	100
	8	55	100	N/AV	N/AV	N/AV	100
<b>Mathematics</b>							
<b>2009</b>	3	75	100	N/AV	N/AV	N/AV	100
	4	74	100	N/AV	N/AV	N/AV	100
	5	74	100	N/AV	N/AV	N/AV	100
	6	75	98.7	N/AV	N/AV	N/AV	100
	7	70	100	N/AV	N/AV	N/AV	100
	8	55	100	N/AV	N/AV	N/AV	100
<b>Science</b>							
<b>2009</b>	3	38	100	N/AV	N/AV	N/AV	100
	4	74	100	N/AV	N/AV	N/AV	100
	5	37	100	N/AV	N/AV	N/AV	100
	6	36	100	N/AV	N/AV	N/AV	100
	7	70	100	N/AV	N/AV	N/AV	100
	8	27	100	N/AV	N/AV	N/AV	100
<b>Social Studies</b>							
<b>2009</b>	3	37	100	N/AV	N/AV	N/AV	100
	4	74	100	N/AV	N/AV	N/AV	100
	5	37	100	N/AV	N/AV	N/AV	100
	6	38	100	N/AV	N/AV	N/AV	100
	7	70	100	N/AV	N/AV	N/AV	100
	8	28	100	N/AV	N/AV	N/AV	100
<b>Writing</b>							
<b>2009</b>	3	75	98.7	N/AV	N/AV	N/AV	100
	4	75	100	N/AV	N/AV	N/AV	100
	5	74	100	N/AV	N/AV	N/AV	100
	6	75	100	N/AV	N/AV	N/AV	100
	7	70	100	1.4	2.9	95.7	98.6
	8	54	100	N/AV	N/AV	N/AV	100

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