

LADY'S ISLAND MIDDLE

30 Cougar Drive
Beaufort, South Carolina

Grades	5-8 Middle School	
Enrollment	750 Students	
Principal	Mr. Martin Wright	843-322-3100
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**Average**
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	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.

http://ed.sc.gov
http://www.eoc.sc.gov

LADY'S ISLAND MIDDLE 03/09/11-0701001

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

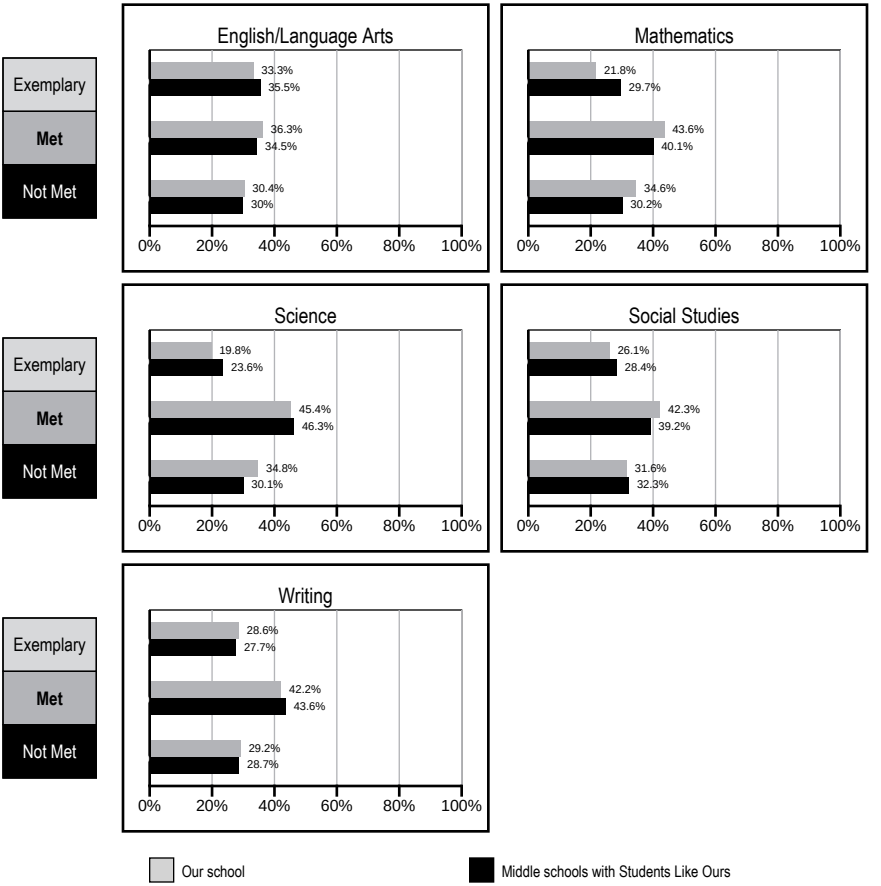
Percent of students tested in 2009-10 whose 2008-09 test scores were located	92.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	9	50	1	0

* Ratings are calculated with data available by 03/09/2011.

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	93.8%	96.7%
English 1	N/A	97.9%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	N/A
All Subjects	93.8%	96.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=750)				
Students enrolled in high school credit courses (grades 7 & 8)	31.0%	Up from 20.1%	24.8%	24.2%
Retention rate	0.7%	Down from 1.3%	0.7%	0.7%
Attendance rate	97.7%	Up from 96.1%	95.6%	95.9%
Eligible for gifted and talented	21.2%	Up from 15.6%	18.6%	16.4%
With disabilities other than speech	8.6%	Down from 10.9%	13.0%	12.0%
Older than usual for grade	2.0%	No Change	2.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.7%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	74.5%	Up from 65.9%	61.0%	58.5%
Continuing contract teachers	74.5%	Up from 70.5%	81.8%	80.0%
Teachers with emergency or provisional certificates	2.4%	Down from 2.6%	2.6%	4.0%
Teachers returning from previous year	80.8%	Down from 82.4%	86.2%	84.6%
Teacher attendance rate	90.4%	Down from 94.7%	95.3%	95.4%
Average teacher salary*	$49,633	Up 3.6%	$46,800	$46,561
Professional development days/teacher	15.0 days	Up from 10.2 days	10.3 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 21.4 to 1	21.4 to 1	21.1 to 1
Prime instructional time	83.6%	Down from 88.5%	90.2%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 100.0%	98.0%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	$8,829	Up 8.2%	$7,733	$7,802
Percent of expenditures for instruction**	61.2%	Down from 65.7%	64.3%	63.8%
Percent of expenditures for teacher salaries**	58.0%	Up from 53.3%	61.0%	60.0%

* 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

Greeting to the parents, students, and community of Lady's Island Intermediate & Middle School!

This was another very exciting school year. It was also a year of transitions. With a third year middle school principal still making many changes in personnel, curriculum, and other programs, the future is very bright for Lady's Island Intermediate & Middle School. Big 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 with the PTO support, 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. Kathy Ingram was named the Dance Teacher of the Year for the State, the creation of the Intermediate School to handle 5th graders was put in place, communication efforts were increased to keep the parents and community informed, a student chess club was started, and community involvement was stressed with fundraisers for CAPA, the American Heart Association, and the American Cancer Society.

During the 2009-2010 school year, the teachers and staff continued to work relentlessly on providing the students of our school with the best core curriculum available. With our drive to be the best, implementation of the state curriculum has given the students, the teachers, and the 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. Our efforts have come to fruition – the school received its best report card EVER in 2009! We still have a ways to go, but we are on the correct path.

Lady's Island Intermediate & 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 must be addressed: low student attendance, high student tardiness, low test scores, an aging building, two schedules, 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 Intermediate & 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 – parents, business partners, the arts community, retirees, and even former students – to come into the school and make our school the best it can be for our students!

Mr. Terry G. Bennett, Principal
Mr. Garner Jones, Assistant Principal
Mrs. Karen Walker, Assistant Principal
Mr. Calvin White, Dean of Students
Mr. Robert White, School Improvement Council Chairperson
Mrs. Cyndi Simpkins, PTO President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	164	82
Percent satisfied with learning environment	94.4%	64.0%	72.0%
Percent satisfied with social and physical environment	96.3%	70.7%	70.7%
Percent satisfied with school-home relations	79.6%	75.2%	76.3%

* 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 24 out of 25 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	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	97.7%	94.0%*	Yes

* Or greater than last year

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LADY'S ISLAND MIDDLE										03/09/11-0701001
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	749	99.6	30.3	36.4	33.3	79.5	83.6	83.5	Yes	Yes
Gender										
Male	390	99.7	33.7	35.4	30.9	76.2	80.3	80.1	N/A	N/A
Female	359	99.4	26.6	37.5	36	83.1	87	87	N/A	N/A
Racial/Ethnic Group										
White	328	99.4	11.8	32.7	55.6	92.8	92.8	89.6	Yes	Yes
African American	364	99.7	45.5	40.4	14.1	68.6	73.5	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92.7	92.7	I/S	I/S
Hispanic	43	100	51.2	29.3	19.5	65.9	78.3	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.9	85.1	I/S	I/S
Disability Status										
Disabled	71	98.6	81.5	15.4	3.1	33.8	44.9	51.7	No	Yes
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	54.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	45.8	33.3	20.8	66.7	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	430	99.5	42.3	40.6	17.1	71.4	76.5	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	749	99.6	35.8	43.6	20.6	77.6	80.4	80.4	Yes	Yes
Gender										
Male	390	99.7	35.9	41.7	22.4	75.1	78.9	78.4	N/A	N/A
Female	359	99.4	35.6	45.6	18.7	80.4	82	82.5	N/A	N/A
Racial/Ethnic Group										
White	328	99.4	16	47.4	36.6	91.8	91.4	87.8	Yes	Yes
African American	364	99.7	53	40.4	6.6	65	66.5	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90	93.5	I/S	I/S
Hispanic	43	100	43.9	43.9	12.2	70.7	77.6	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.8	83.2	I/S	I/S
Disability Status										
Disabled	71	98.6	73.8	24.6	1.5	36.9	41.5	46.1	Yes	Yes
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	63.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	41.7	37.5	20.8	70.8	75.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	430	99.5	48.2	42.3	9.5	68.7	72.4	72.8	Yes	Yes

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

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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	466	100	34.6	45.5	19.9	65.4	65.1	67.3
Gender								
Male	233	100	33.9	43.6	22.5	66.1	64.8	66.9
Female	233	100	35.3	47.4	17.2	64.7	65.4	67.7
Racial/Ethnic Group								
White	200	100	11.8	51.9	36.4	88.2	83.8	79.6
African American	232	100	54.4	39.1	6.5	45.6	45.5	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	79.5	84.4
Hispanic	26	100	32	52	16	68	54	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	66.7	69.5
Disability Status								
Disabled	39	100	77.1	20	2.9	22.9	29.8	33.8
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	12	100	38.5	53.8	7.7	61.5	49.5	58.6
Socio-Economic Status								
Subsidized meals	278	100	45.5	44.8	9.7	54.5	51.4	55.4
Social Studies								
All Students	470	99.8	31.3	42.5	26.2	68.7	69.4	70.9
Gender								
Male	253	99.6	30.3	40.6	29.1	69.7	69.2	70.1
Female	217	100	32.3	44.8	22.9	67.7	69.5	71.7
Racial/Ethnic Group								
White	197	100	14.5	39.2	46.2	85.5	83.1	79.2
African American	232	99.6	46.2	44.8	9	53.8	53	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.1	86.8
Hispanic	31	100	37.9	37.9	24.1	62.1	62.7	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75	71.2
Disability Status								
Disabled	48	97.9	62.2	33.3	4.4	37.8	36	39.3
Migrant Status								
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	17	100	26.3	52.6	21.1	73.7	59.3	68
Socio-Economic Status								
Subsidized meals	276	99.6	42.5	44.8	12.6	57.5	57.6	60.8

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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	746	99.2	28.7	42.5	28.8	71.3	70.5	72.1	97.7	96.7
Gender										
Male	392	99.2	33.8	43.1	23.2	66.2	63.9	65.2	97.3	96.7
Female	354	99.2	22.9	41.9	35.2	77.1	77.1	79.2	98.2	96.8
Racial/Ethnic Group										
White	324	99.7	13.4	36.8	49.8	86.6	84.8	80.8	98.1	96.5
African American	365	98.6	43.2	45.9	10.8	56.8	55.6	59.7	97.2	97.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	85.3	87	99.1	97.1
Hispanic	44	100	31	59.5	9.5	69	60.8	64.6	98.1	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.4	73.4	98.4	96
Disability Status										
Disabled	72	95.8	N/AV	N/AV	N/AV	18.8	22.1	27.7	96.7	96
Migrant Status										
Migrant	5	I/S	N/A	N/A	N/A	N/A	N/A	63.5	98.4	97.7
English Proficiency										
Limited English Proficient	21	100	41.7	37.5	20.8	58.3	56.2	63.7	99.1	96.8
Socio-Economic Status										
Subsidized meals	432	98.8	38.9	46.5	14.7	61.1	58.7	61.9	97.1	96.6

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LADY'S ISLAND MIDDLE 03/09/11-0701001

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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	143	100	17.3	40.6	42.1	82.7
	6	234	100	32	29.2	38.8	68
	7	192	99	29	40.3	30.7	71
	8	180	99.4	40	38.2	21.8	60
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	143	100	28.6	42.9	28.6	71.4
	6	234	100	34.2	47.5	18.3	65.8
	7	192	99	36.9	39.8	23.3	63.1
	8	180	99.4	42.4	43	14.5	57.6
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	72	100	19.4	58.2	22.4	80.6
	6	116	100	43.6	40.9	15.5	56.4
	7	190	100	30.1	49.4	20.5	69.9
	8	88	100	45	32.5	22.5	55

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	71	100	15.2	36.4	48.5	84.8
	6	118	100	30.3	51.4	18.3	69.7
	7	190	99.5	37.7	37.7	24.6	62.3
	8	91	100	31.8	45.9	22.4	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	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
2010	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	144	100	23	37	40	77
	6	230	98.7	29.3	37.7	33	70.7
	7	193	100	31.7	45	23.3	68.3
	8	179	98.3	29.3	50.6	20.1	70.7

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