



ST ANDREWS MIDDLE

721 Wappoo Road
Charleston, SC 29407

Grades	6-8 Middle School	
Enrollment	510 Students	
Principal	Benjamin Bragg	843-763-1533
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

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	At-Risk
2007	Below Average	At-Risk
2006	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 2009-10 whose 2008-09 test scores were located

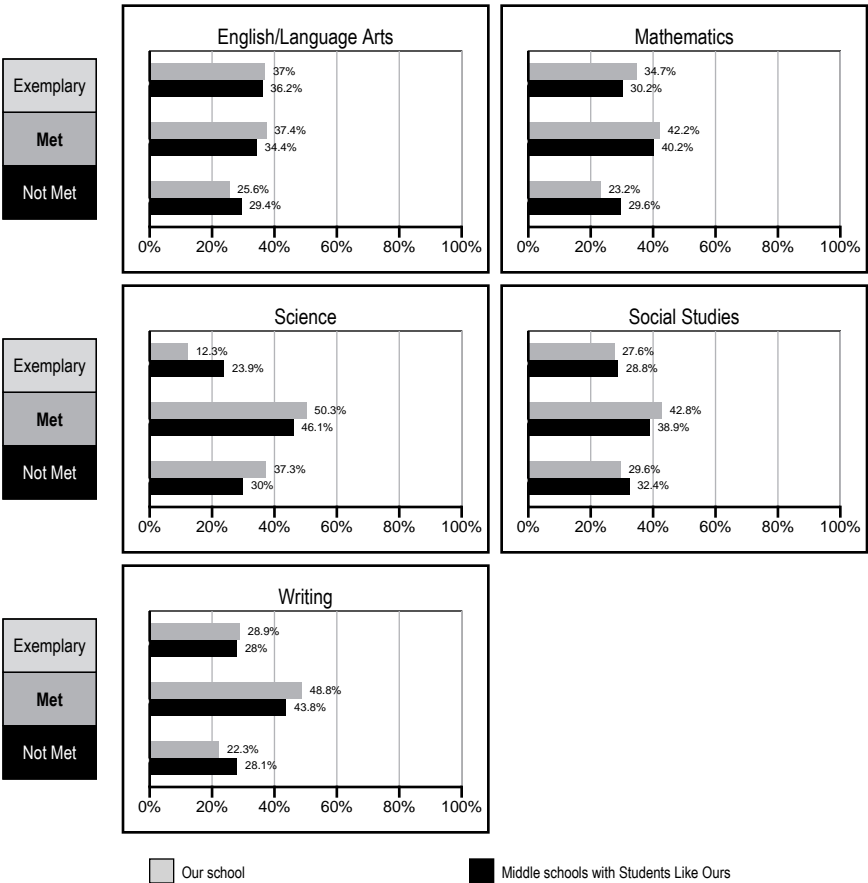
96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	10	52	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	94.5%	96.7%
English 1	94.3%	97.7%
Physical Science	N/A	63.2%
US History and the Constitution	N/A	N/A
All Subjects	94.4%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=510)				
Students enrolled in high school credit courses (grades 7 & 8)	25.0%	Up from 17.6%	24.8%	24.2%
Retention rate	1.2%	Down from 2.2%	0.9%	0.7%
Attendance rate	95.7%	Down from 97.5%	95.7%	95.9%
Eligible for gifted and talented	18.7%	Up from 11.4%	18.8%	16.4%
With disabilities other than speech	10.0%	Down from 12.7%	13.0%	12.0%
Older than usual for grade	2.2%	Down from 3.5%	2.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.7%	Down from 9.0%	0.9%	0.5%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	63.9%	Up from 61.1%	60.7%	58.5%
Continuing contract teachers	69.4%	Down from 75.0%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.7%	4.0%
Teachers returning from previous year	76.8%	Up from 67.5%	86.1%	84.6%
Teacher attendance rate	96.6%	Up from 91.1%	95.3%	95.4%
Average teacher salary*	\$44,997	Down 1.6%	\$47,454	\$46,561
Professional development days/teacher	21.1 days	Down from 21.7 days	10.7 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 21.8 to 1	21.9 to 1	21.1 to 1
Prime instructional time	92.2%	Up from 88.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.5%	Up from 93.8%	98.4%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,606	Down 3.4%	\$7,737	\$7,802
Percent of expenditures for instruction**	65.5%	Up from 63.1%	64.0%	63.8%
Percent of expenditures for teacher salaries**	62.1%	Up from 59.7%	60.5%	60.0%

* 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

Over the past year, the St. Andrew's Middle School community has made significant improvements to our school program through the hard work of our teachers, students, parents, support staff, and administration. The staff at St. Andrew's Middle School continues their quest to provide the best educational opportunities to help students achieve excellence.

We have continued formalizing our use of CCSD's Coherent Curriculum, which provided our teachers a blueprint for their professional collaboration during common planning conferences. We introduced a Voyager math and English program to target individual academic needs of our students through the continual monitoring of individual student data. We provided an after-school tutoring program, where students who need extra assistance in English Language Arts (ELA) and Mathematics met with certified teachers to work on necessary strategies in these areas. We provided a math intervention class and focused on low-level math skills based on MAP and PASS data. Our honors students had the opportunity to work in small groups as an intervention to improve our exemplary students.

Our students participated in basketball, cheerleading, football, volleyball, baseball, tennis, and track. Our related arts program included art, band, banking, marketing, entrepreneurship, health and physical education, and strings. We continued to implement our character education and positive behavior programs to improve discipline. We provided students with a stamp program for meeting positive behaviors focused on trustworthiness, respect, responsibility, caring, and fairness as good citizens. We continued our Intensified Learning Center as an intervention for disruptive classroom behaviors to encourage student success.

We participated in a professional staff development focusing on single-gender brain research and strategies to teach to male and female students. We also continued our professional growth in the areas of multiple intelligences, literacy, and middle-level philosophy. We also provided professional book studies to support our development needs, and practiced live exercises dedicated to school safety and security.

We have improved our Academic Rigor by providing high level problem-solving activities to challenge students. We offered students the opportunity to take algebra, English I, and virtual Spanish for high school credit. We continued with our single-gender education strategies this past school year focusing on two separate academies within our school. We provide a separate wing for female students and a separate wing for male students. We will continue all these successful programs for the 2010-2011 school year.

Benjamin Bragg, Principal
Robert Ledford, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	126	80
Percent satisfied with learning environment	83.3%	69.6%	76.6%
Percent satisfied with social and physical environment	83.3%	75.4%	76.6%
Percent satisfied with school-home relations	72.2%	83.3%	80.5%

* 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 21 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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.8%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	500	99.6	25.8	37.6	36.7	84.8	85	83.5	Yes	Yes
Gender										
Male	251	99.6	29.1	39.6	31.3	82.2	81.6	80.1	N/A	N/A
Female	249	99.6	22.5	35.6	41.9	87.3	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	196	99.5	11.8	32.3	55.9	92.5	95.3	89.6	Yes	Yes
African American	272	99.6	37.7	41.7	20.6	78.2	75.2	74.6	Yes	Yes
Asian/Pacific Islander	13	100	18.2	18.2	63.6	90.9	96.1	92.7	I/S	I/S
Hispanic	15	100	7.1	50	42.9	92.9	80.1	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	47	100	50	40.9	9.1	65.9	49	51.7	Yes	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	7.1	50	42.9	92.9	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	289	99.7	34.3	41.8	23.9	79.9	76.4	76.9	Yes	Yes

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

All Students	500	99.6	24.2	44.2	31.5	83.7	81	80.4	Yes	Yes
Gender										
Male	251	99.6	19.1	48.7	32.2	86.1	78.9	78.4	N/A	N/A
Female	249	99.6	29.2	39.8	30.9	81.4	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	196	99.5	8.1	40.9	51.1	93.5	94.5	87.8	Yes	Yes
African American	272	99.6	37.3	47.6	15.1	75.4	68	69.3	Yes	Yes
Asian/Pacific Islander	13	100	9.1	36.4	54.5	90.9	96.1	93.5	I/S	I/S
Hispanic	15	100	21.4	42.9	35.7	92.9	77.2	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	47	100	50	43.2	6.8	59.1	43.8	46.1	Yes	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	21.4	35.7	42.9	92.9	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	289	99.7	33.2	48.1	18.7	78	70.2	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	335	98.8	36.7	50.5	12.8	63.3	67.4	67.3
Gender								
Male	170	97.7	33.3	50.6	16	66.7	66.2	66.9
Female	165	100	40.1	50.3	9.6	59.9	68.5	67.7
Racial/Ethnic Group								
White	122	99.2	17.9	55.6	26.5	82.1	89	79.6
African American	191	98.4	49.7	46.9	3.4	50.3	46.7	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.8	69.5
Disability Status								
Disabled	31	93.6	50	42.9	7.1	50	29.2	33.8
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	203	98.5	47.9	44.1	8	52.1	49.3	55.4
Social Studies								
All Students	330	99.4	29.4	43.6	27.1	70.6	73.8	70.9
Gender								
Male	172	98.8	32.9	38.7	28.4	67.1	72.3	70.1
Female	158	100	25.7	48.6	25.7	74.3	75.3	71.7
Racial/Ethnic Group								
White	129	99.2	14.8	38.5	46.7	85.2	90.1	79.2
African American	178	99.4	39.5	48.8	11.7	60.5	58.4	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	88.6	71.2
Disability Status								
Disabled	34	100	45.2	45.2	9.7	54.8	38.9	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	188	99.5	38	46.8	15.2	62	60.2	60.8

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	500	97.8	22	49	29	78	75	72.1	95.7	95.7
Gender										
Male	250	96.8	27.7	50.9	21.4	72.3	69.1	65.2	95.3	95.5
Female	250	98.8	16.6	47.2	36.2	83.4	81	79.2	96	95.8
Racial/Ethnic Group										
White	196	99	10.9	45.1	44	89.1	91	80.8	95.5	95.8
African American	271	97.1	30.6	52.4	16.9	69.4	60.2	59.7	95.7	95.5
Asian/Pacific Islander	14	92.9	I/S	I/S	I/S	I/S	89.2	87	97.4	97
Hispanic	15	100	21.4	42.9	35.7	78.6	63.7	64.6	97	96
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.1	73.4	92.2	95.6
Disability Status										
Disabled	47	80.9	63.9	33.3	2.8	36.1	28.4	27.7	95	94.5
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	99.9	97.7
English Proficiency										
Limited English Proficient	14	100	14.3	42.9	42.9	85.7	63.5	63.7	98	96.3
Socio-Economic Status										
Subsidized meals	283	97.2	27.8	54.8	17.4	72.2	61.1	61.9	95.3	95.2

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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	155	100	22.9	48.6	28.5	77.1
	7	138	97.8	29	50	21	71
	8	152	100	34.3	46.2	19.6	65.7
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	0	N/A	N/A	N/A	N/A	N/A
	6	190	100	18.6	40.4	41	81.4
	7	167	100	28.9	32.9	38.2	71.1
	8	143	98.6	32.1	38.9	29	67.9
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	155	100	22.2	41.7	36.1	77.8
	7	138	98.6	20.8	47.2	32	79.2
	8	152	100	41.3	41.3	17.5	58.7
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	0	N/A	N/A	N/A	N/A	N/A
	6	190	100	15.8	43.7	40.4	84.2
	7	167	100	34.9	37.5	27.6	65.1
	8	143	98.6	23.7	52.7	23.7	76.3
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	77	100	36.6	57.7	5.6	63.4
	7	135	98.5	42.6	47.5	9.8	57.4
	8	76	98.7	43.8	46.6	9.6	56.2
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	0	N/A	N/A	N/A	N/A	N/A
	6	97	99	25.5	56.4	18.1	74.5
	7	166	99.4	38.7	50	11.3	61.3
	8	72	97.2	47.8	43.5	8.7	52.2

Abbreviations for Missing Data

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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	80	100	18.7	66.7	14.7	81.3
	7	136	98.5	35.5	41.1	23.4	64.5
	8	76	98.7	44.3	48.6	7.1	55.7
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	0	N/A	N/A	N/A	N/A	N/A
	6	95	99	5.6	51.1	43.3	94.4
	7	166	100	40.4	39.1	20.5	59.6
	8	69	98.6	37.1	43.5	19.4	62.9
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	160	94.4	28.6	37.9	33.6	71.4
	7	136	94.9	22.5	47.5	30	77.5
	8	154	98.7	28.2	50	21.8	71.8
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	192	98.4	20.4	46.4	33.1	79.6
	7	167	96.4	21.6	51.4	27	78.4
	8	141	98.6	24.6	50	25.4	75.4

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