

## SOUTHSIDE MIDDLE

200 East Howe Springs Rd  
Florence, SC 29505

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	783 Students	
<b>Principal</b>	Mr. Craig Washington	843-664-8467
<b>Superintendent</b>	Allie E. Brooks	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
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.

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

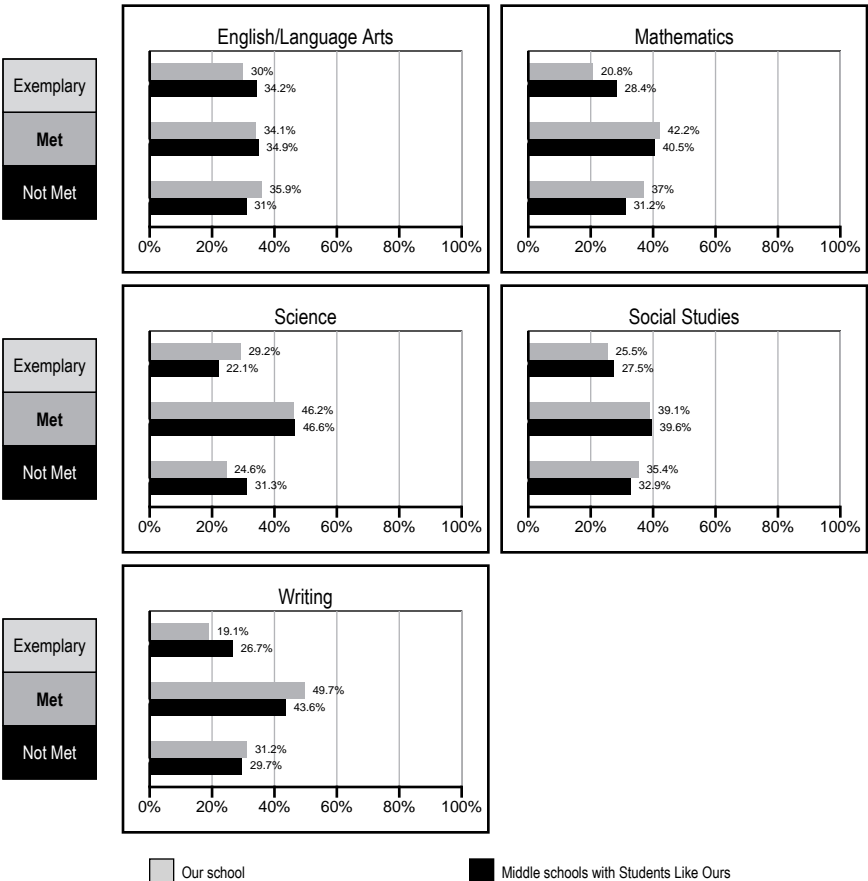
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	7	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	100.0%	97.7%
English 1	100.0%	98.3%
Physical Science	N/A	71.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.7%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=783)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	9.2%	Up from 5.9%	19.4%	24.2%
Retention rate	4.2%	Down from 4.6%	0.7%	0.7%
Attendance rate	95.6%	Up from 94.9%	95.6%	95.9%
Eligible for gifted and talented	2.1%	Down from 5.2%	18.3%	16.4%
With disabilities other than speech	18.9%	Down from 20.5%	13.4%	12.0%
Older than usual for grade	5.7%	Down from 6.9%	2.3%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.7%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=58)</b>				
Teachers with advanced degrees	62.1%	Up from 59.7%	59.2%	58.5%
Continuing contract teachers	79.3%	Down from 80.6%	81.6%	80.0%
Teachers with emergency or provisional certificates	5.6%	Down from 6.9%	2.7%	4.0%
Teachers returning from previous year	83.6%	Up from 83.5%	85.9%	84.6%
Teacher attendance rate	95.5%	No Change	95.2%	95.4%
Average teacher salary*	\$48,084	Up 0.6%	\$46,548	\$46,561
Professional development days/teacher	12.6 days	Up from 7.2 days	10.8 days	10.2 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.3	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.0 to 1	21.4 to 1	21.1 to 1
Prime instructional time	89.5%	Up from 88.8%	90.2%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 99.8%	98.0%	98.1%
Character development program	Excellent	Up from Below Average	Good	Good
Dollars spent per pupil**	\$9,014	Up 16.4%	\$7,753	\$7,802
Percent of expenditures for instruction**	67.4%	Down from 68.1%	64.2%	63.8%
Percent of expenditures for teacher salaries**	63.5%	Down from 64.8%	60.7%	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

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.
  - Selected students participated in the After-school Program and 21st Century program.
  - Student academic growth was monitored using data from MAP.
  - Faith based mentors continued mentoring students.
  - Teachers began posting POD cast of lessons taught on teacher websites to enhance instruction.
  - We continued our live morning show where we shared daily Words of Wisdom.
  - Our school and a student received a \$1000.00 fitness award from Subway.
  - 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.
  - Jeremy Trussell was selected as the 2009-2010 Teacher of the Year.
  - Our Fourth 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.
  - Our school report card improved for the first time in ten years.
- Southside achieved Red Carpet status during the 2009-2010 school year.  
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

Angie Newman, Chairperson of School Improvement Council/APTS President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	263	131
Percent satisfied with learning environment	87.0%	76.0%	79.2%
Percent satisfied with social and physical environment	87.0%	74.5%	77.3%
Percent satisfied with school-home relations	66.7%	80.8%	76.0%

\* 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

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

<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	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.6%	0.0%	No
Student attendance rate	95.6%	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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	763	100	36.3	34.1	29.6	74.3	84.6	83.5	Yes	Yes
<b>Gender</b>										
Male	416	100	39.8	30.9	29.3	71	82.1	80.1	N/A	N/A
Female	345	100	32.4	37.6	30	77.9	87.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	371	100	24.3	34.7	41	84.2	90.9	89.6	Yes	Yes
African American	364	100	50.2	32.6	17.3	62.9	78.5	74.6	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.3	92.7	I/S	I/S
Hispanic	16	100	26.7	60	13.3	73.3	85.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	139	100	63.3	17.2	19.5	39.1	56.1	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	84.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	447	100	48.5	33.1	18.4	66.2	79.2	76.9	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	763	100	37.9	43.6	18.5	75.9	78.9	80.4	Yes	Yes
<b>Gender</b>										
Male	416	100	38.1	40.9	21	73.5	77.1	78.4	N/A	N/A
Female	345	100	37.6	46.7	15.8	78.5	80.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	371	100	26	47.2	26.8	82.2	88.2	87.8	Yes	Yes
African American	364	100	53	37.7	9.3	67.4	69.8	69.3	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.9	93.5	I/S	I/S
Hispanic	16	100	13.3	73.3	13.3	86.7	81.5	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	139	100	65.6	24.2	10.2	39.1	46.5	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	85.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	447	100	50.5	39.2	10.3	66.2	71.5	72.8	Yes	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
<b>Science</b>								
All Students	598	99.3	24	45.4	30.5	76	67.8	67.3
<b>Gender</b>								
Male	320	99.1	24.6	40.9	34.4	75.4	68.4	66.9
Female	276	99.6	23.4	50.2	26.4	76.6	67.2	67.7
<b>Racial/Ethnic Group</b>								
White	280	99.3	15.4	38.7	45.9	84.6	82.4	79.6
African American	298	99.3	33.1	52	15	66.9	53.3	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	13	100	16.7	66.7	16.7	83.3	70.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.9	69.5
<b>Disability Status</b>								
Disabled	116	98.3	54.6	25.9	19.4	45.4	42	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70.1	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	358	99.7	32.5	49.7	17.8	67.5	57	55.4
<b>Social Studies</b>								
All Students	571	99.7	34.6	39.1	26.3	65.4	71	70.9
<b>Gender</b>								
Male	304	99.3	33.1	36.9	30	66.9	70.6	70.1
Female	266	100	36.2	41.2	22.6	63.8	71.4	71.7
<b>Racial/Ethnic Group</b>								
White	279	99.6	25.2	39.5	35.3	74.8	80.2	79.2
African American	271	99.6	46.6	37.5	15.9	53.4	62.1	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.2	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	91	98.9	67.9	19.8	12.3	32.1	45.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	73.6	68
<b>Socio-Economic Status</b>								
Subsidized meals	328	99.7	43.6	40.2	16.2	56.4	62.2	60.8

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	763	96.9	30.7	50.1	19.3	69.3	73	72.1	95.6	95.8
<b>Gender</b>										
Male	416	95.9	37.4	47.7	14.9	62.6	66	65.2	95	95.6
Female	346	98	23.4	52.6	24	76.6	80.3	79.2	96.4	95.9
<b>Racial/Ethnic Group</b>										
White	369	97.6	22.7	51.5	25.9	77.3	81.4	80.8	95.7	95.6
African American	369	95.9	40.1	49.2	10.7	59.9	64.8	59.7	95.6	95.8
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	90.1	87	97.6	97.5
Hispanic	14	100	28.6	35.7	35.7	71.4	69.7	64.6	94.5	94.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.5	73.4	96.8	97
<b>Disability Status</b>										
Disabled	129	86.1	74.8	24.3	1	25.2	30.8	27.7	94.4	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	66.7	63.7	95.5	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	447	96.6	39	49.8	11.3	61	64.9	61.9	95.1	95.3

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
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>2010</b>	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	0	N/A	N/A	N/A	N/A	N/A
	7	408	100	32	34.1	33.9	68
	8	355	100	41.2	34.1	24.8	58.8
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	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	0	N/A	N/A	N/A	N/A	N/A
	7	408	100	35.2	41.2	23.6	64.8
	8	355	100	40.9	46.4	12.7	59.1
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	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	0	N/A	N/A	N/A	N/A	N/A
	7	408	99.8	19.6	48.9	31.5	80.4
	8	190	98.4	33.7	37.9	28.4	66.3

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
<b>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	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	0	N/A	N/A	N/A	N/A	N/A
	7	406	99.8	36.3	38.3	25.4	63.7
	8	165	99.4	30.5	41.1	28.5	69.5
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	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	411	96.6	29.8	50.4	19.8	70.2
	8	352	97.2	31.7	49.7	18.6	68.3

Abbreviations for Missing Data

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