



CAROLINA SPRINGS MIDDLE

6180 Platt Springs Road
Lexington, SC 29073

Grades	6-8 Middle School	
Enrollment	706 Students	
Principal	Alan G. Zwart	803-821-4900
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent
2009	Good	Good
2008	Average	Below Average
2007	N/A	N/A
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

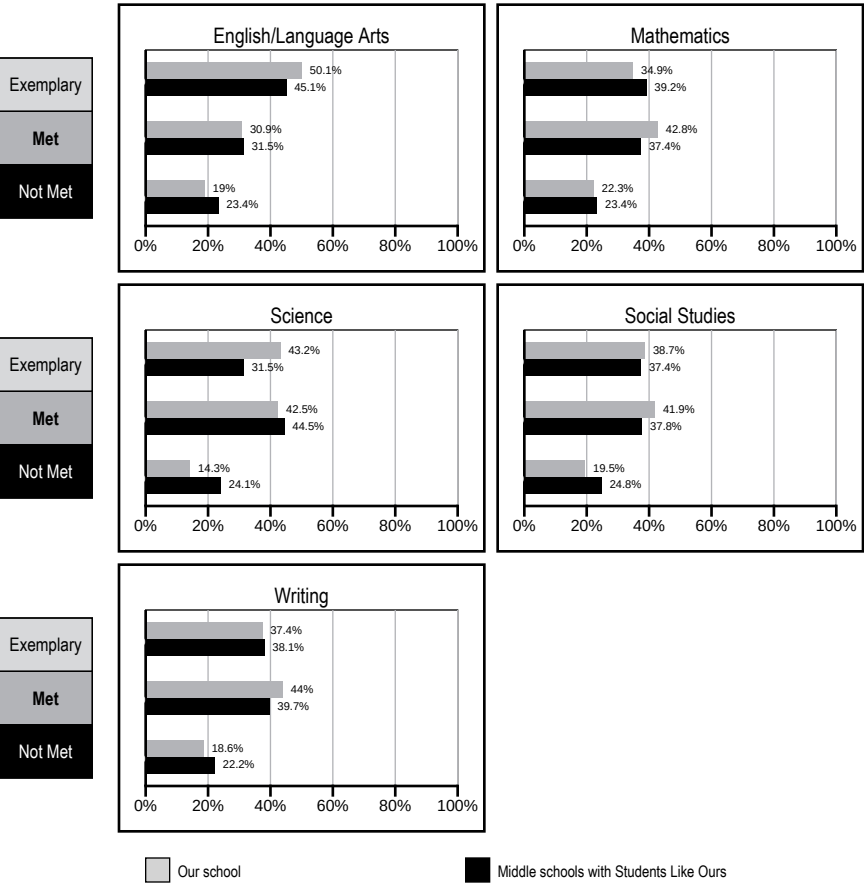
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	18	8	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	98.2%	98.6%
English 1	100.0%	98.3%
Physical Science	N/A	86.9%
US History and the Constitution	N/A	100.0%
All Subjects	99.1%	97.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=706)				
Students enrolled in high school credit courses (grades 7 & 8)	17.7%	Up from 11.7%	35.4%	24.2%
Retention rate	0.3%	Down from 0.6%	0.5%	0.7%
Attendance rate	96.1%	No Change	96.5%	95.9%
Eligible for gifted and talented	22.1%	Up from 18.9%	26.2%	16.4%
With disabilities other than speech	7.7%	Down from 9.1%	10.8%	12.0%
Older than usual for grade	0.8%	Down from 2.3%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 0.9%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	57.4%	Up from 52.8%	59.3%	58.5%
Continuing contract teachers	83.3%	Up from 71.7%	83.2%	80.0%
Teachers with emergency or provisional certificates	6.0%	Down from 8.2%	2.4%	4.0%
Teachers returning from previous year	N/A	N/A	87.8%	84.6%
Teacher attendance rate	94.7%	Down from 96.2%	95.5%	95.4%
Average teacher salary*	\$46,268	Up 2.0%	\$48,540	\$46,561
Professional development days/teacher	13.8 days	Up from 13.7 days	9.4 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	22.0 to 1	Up from 21.4 to 1	21.9 to 1	21.1 to 1
Prime instructional time	89.5%	Down from 91.1%	91.2%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.4%	Down from 99.6%	97.7%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,611	Down 15.6%	\$7,300	\$7,802
Percent of expenditures for instruction**	64.0%	Down from 66.3%	65.6%	63.8%
Percent of expenditures for teacher salaries**	62.7%	Up from 42.9%	63.6%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Carolina Springs Middle School was recently named a South Carolina Palmetto Silver Award winner. This award recognizes improved student achievement and overall student achievement as measured by the Palmetto Assessment of State Standards test results. CSMS also met the federal Adequate Yearly Progress goals for our school. All identified subgroups of students at CSMS met federal AYP target goals.

Throughout the school year, our students provided leadership in a variety of service projects. Sixth-grade students and staff sponsored a Fall Festival in support of our partner school Denmark-Olar Middle. Other service projects included the Relay For Life/American Cancer Society fundraising campaign, Student Council's support of Pennies for Patients, the seventh-grade sponsored food drive, and the Beta Club's support of the Animal Protection League. We are proud that our students' artwork was not only displayed but again won awards at the S.C. State Fair. Our band, orchestra, and choral programs received Excellent and Superior ensemble and individual awards again this year. The band program won the coveted S.C. Band Directors Association's Outstanding Performance Award. Three CSMS Robotic Teams vied in regional competition, placing second, fourth, and seventh out of 21 teams. One CSMS team went on to place fifth in the State Robotics portion of the competition and 17th overall among 80 teams from around the state. Our athletic teams proudly represented CSMS by competing at high levels with good sportsmanship.

The CSMS staff continues its strong commitment to literacy across the curriculum working to ensure that all students read, comprehend, and are effective learners in all content areas. A highlight of the CSMS literacy program is the annual Family Literacy Night. Hundreds of parents, students, and staff participated in a two-for-one sale of our summer reading books, purchasing books for students' summer reading.

Our PTSA provides outstanding leadership and support throughout the year. The PTSA partnered with the Lexington One Community Coalition to sponsor a drug and alcohol education program for parents and students. The PTSA, which also provided a wonderful picnic/outdoor classroom area for students, plays a major role in recognizing students and staff throughout the school year. Our School Improvement Council continues to provide excellent leadership from parents, students, and staff.

In collaborative Professional Learning Communities throughout the year, staff planned instruction and common assessments to ensure that all students are achieving at high levels. Our staff continues to meet the challenge of providing meaningful interventions for struggling students. Measure of Academic Progress test results provide staff with data they need to identify students in need of academic interventions. The Response To Intervention Husky Time program identifies students requiring additional time and assistance in order to succeed and matches them with effective teacher interventions.

Another ongoing challenge is to identify and serve students with effective behavioral interventions. Staff will plan throughout the summer to ensure that a Positive Behavior Intervention Support program will be in place for the 2010–2011 school year, identifying students in need and providing meaningful assistance. CSMS pledges to maintain a positive learning environment where students become independent, contributing, caring, and creative learners.

Alan G. Zwart, Principal
Julie Whitman, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	203	104
Percent satisfied with learning environment	95.5%	76.4%	89.1%
Percent satisfied with social and physical environment	97.8%	80.8%	88.5%
Percent satisfied with school-home relations	86.4%	82.5%	84.5%

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

Abbreviations for Missing Data

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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	690	99.9	21	30.6	48.4	87.6	89	83.5	Yes	Yes
Gender										
Male	352	100	24.4	32.1	43.5	85.9	86.2	80.1	N/A	N/A
Female	338	99.7	17.3	29.1	53.6	89.5	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	517	99.8	19.1	27.6	53.3	89.9	90.7	89.6	Yes	Yes
African American	118	100	32.4	39.8	27.8	78.7	76.9	74.6	Yes	Yes
Asian/Pacific Islander	18	100	5.6	27.8	66.7	94.4	95.4	92.7	I/S	I/S
Hispanic	26	100	12.5	50	37.5	87.5	82.4	79.6	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	54	98.2	64.6	25	10.4	52.1	53.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	10	60	30	90	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	259	99.6	29.6	32.1	38.3	78.8	80.1	76.9	Yes	Yes

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

All Students	690	99.9	24.6	44.6	30.8	83.9	86.2	80.4	Yes	Yes
Gender										
Male	352	100	25.3	44.1	30.6	82.1	84.9	78.4	N/A	N/A
Female	338	99.7	23.8	45.2	31	85.8	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	517	99.8	20.5	45.7	33.8	86.7	88.2	87.8	Yes	Yes
African American	118	100	40.7	42.6	16.7	72.2	72	69.3	Yes	Yes
Asian/Pacific Islander	18	100	16.7	38.9	44.4	88.9	93.9	93.5	I/S	I/S
Hispanic	26	100	33.3	41.7	25	87.5	78.2	78.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	54	98.2	64.6	27.1	8.3	54.2	52.7	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	30	45	25	85	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	259	99.6	36.7	42.1	21.3	75.8	76.1	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	464	99.8	14.9	42.2	42.9	85.1	80.7	67.3
Gender								
Male	237	100	14.2	38.9	46.9	85.8	80.2	66.9
Female	227	99.6	15.7	45.6	38.7	84.3	81.2	67.7
Racial/Ethnic Group								
White	350	100	12.9	42.6	44.4	87.1	83.4	79.6
African American	78	100	27.5	44.9	27.5	72.5	59.9	49.7
Asian/Pacific Islander	13	100	N/A	N/A	N/A	100	90.4	84.4
Hispanic	17	94.1	13.3	40	46.7	86.7	70	59.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	38	97.4	51.5	45.5	3	48.5	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	12	100	15.4	53.8	30.8	84.6	69.9	58.6
Socio-Economic Status								
Subsidized meals	177	99.4	22.8	45.7	31.5	77.2	68	55.4

Social Studies								
All Students	458	99.8	19.7	42	38.3	80.3	81.5	70.9
Gender								
Male	226	100	19.6	36.5	43.8	80.4	81.5	70.1
Female	232	99.6	19.8	47.3	32.9	80.2	81.4	71.7
Racial/Ethnic Group								
White	338	99.7	18.5	40.4	41	81.5	82.9	79.2
African American	83	100	28.2	43.6	28.2	71.8	68.5	58.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	19	100	11.8	41.2	47.1	88.2	78.6	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	38	97.4	54.5	30.3	15.2	45.5	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	15	100	28.6	42.9	28.6	71.4	79.2	68
Socio-Economic Status								
Subsidized meals	169	99.4	31.4	39.7	28.8	68.6	69.1	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
Writing										
All Students	683	98.7	18.3	44.1	37.6	81.7	79.4	72.1	96.1	97.1
Gender										
Male	349	99.1	23.4	47.9	28.7	76.6	73.4	65.2	96.1	97.1
Female	334	98.2	12.9	40.1	47	87.1	85.6	79.2	96	97.2
Racial/Ethnic Group										
White	511	98.6	15.7	44.6	39.7	84.3	81.6	80.8	95.8	97.1
African American	116	100	30.6	41.7	27.8	69.4	65.2	59.7	97	97.3
Asian/Pacific Islander	18	100	11.1	44.4	44.4	88.9	87.7	87	98.2	97.9
Hispanic	26	92.3	18.2	45.5	36.4	81.8	66.3	64.6	96	97.2
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	82.8	73.4	94.9	96.3
Disability Status										
Disabled	51	86.3	59.5	31	9.5	40.5	35.6	27.7	94.2	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	20	50	30	80	67.1	63.7	97.6	97.8
Socio-Economic Status										
Subsidized meals	254	97.2	27.6	40.9	31.5	72.4	66.5	61.9	95.2	96.3

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
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	241	100	16.4	42	41.6	83.6
	7	217	99.5	21.7	43.8	34.5	78.3
	8	227	98.7	20.9	34.4	44.7	79.1
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	244	99.6	17.2	33.2	49.6	82.8
	7	234	100	19.2	29.5	51.3	80.8
	8	212	100	27.4	28.9	43.8	72.6
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	241	100	23.9	46.5	29.6	76.1
	7	217	99.5	25.6	44.8	29.6	74.4
	8	227	98.7	27.9	49.8	22.3	72.1
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	244	99.6	16	46.2	37.8	84
	7	234	100	31.7	42.4	25.9	68.3
	8	212	100	26.9	45.3	27.9	73.1
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	122	100	19.3	50	30.7	80.7
	7	214	99.5	21.9	53.2	24.9	78.1
	8	116	100	12.5	43.8	43.8	87.5
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	0	N/A	N/A	N/A	N/A	N/A
	6	124	100	13.2	54.5	32.2	86.8
	7	233	99.6	15.8	45	39.2	84.2
	8	107	100	15	21	64	85

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
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	122	100	10.5	43	46.5	89.5
	7	215	99.1	27.5	36.5	36	72.5
	8	108	100	20.4	47.6	32	79.6
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	121	100	11.8	49.6	38.7	88.2
	7	232	99.6	22.6	40.7	36.7	77.4
	8	105	100	22.8	35.6	41.6	77.2
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	234	97.4	21.7	37.1	41.2	78.3
	7	215	97.2	29	42	29	71
	8	223	98.7	22.4	46.3	31.3	77.6
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	241	98.3	17.1	42.3	40.6	82.9
	7	232	98.3	18.1	43.4	38.5	81.9
	8	210	99.5	20	47	33	80

Abbreviations for Missing Data

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