



BATES MIDDLE

715 Estate Street
Sumter, South Carolina

Grades	6-8 Middle School	
Enrollment	723 Students	
Principal	Dr. Vanessa R. Lancaster	803-775-0711
Superintendent	Zona W. Jefferson, Ph.D.	803-469-8536
Board Chair	Mr. Greg L. Simonson	803-778-1886

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	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

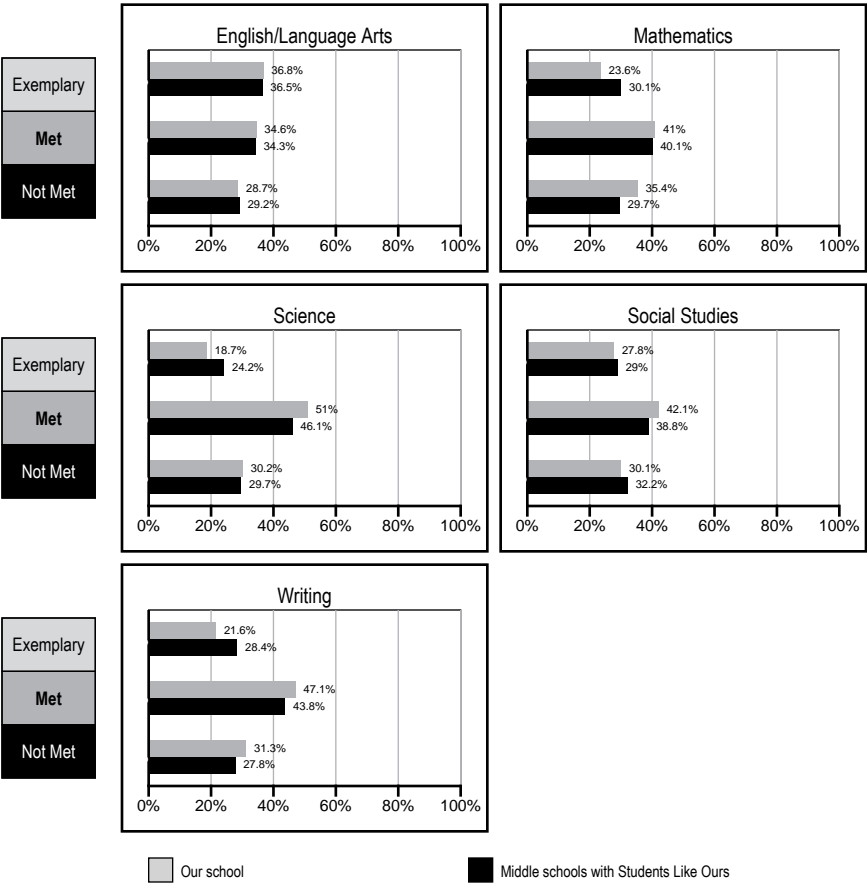
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	10	49	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	95.9%	96.6%
English 1	100.0%	97.6%
Physical Science	N/A	59.9%
US History and the Constitution	N/A	N/A
All Subjects	98.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=723)				
Students enrolled in high school credit courses (grades 7 & 8)	5.5%	Down from 21.6%	24.8%	24.2%
Retention rate	1.9%	Up from 1.1%	0.9%	0.7%
Attendance rate	96.0%	Down from 96.5%	95.7%	95.9%
Eligible for gifted and talented	23.8%	Up from 18.0%	18.7%	16.4%
With disabilities other than speech	11.3%	Up from 10.9%	13.0%	12.0%
Older than usual for grade	4.3%	Down from 4.7%	2.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Down from 2.0%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	59.6%	Up from 51.1%	61.1%	58.5%
Continuing contract teachers	66.0%	Up from 63.8%	81.8%	80.0%
Teachers with emergency or provisional certificates	21.4%	Down from 25.0%	2.6%	4.0%
Teachers returning from previous year	83.1%	Up from 81.2%	86.1%	84.6%
Teacher attendance rate	94.8%	Down from 95.5%	95.3%	95.4%
Average teacher salary*	\$41,524	Down 2.8%	\$47,479	\$46,561
Professional development days/teacher	7.2 days	Down from 8.4 days	10.8 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	25.5 to 1	Up from 24.4 to 1	21.9 to 1	21.1 to 1
Prime instructional time	89.6%	Down from 91.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.7%	98.5%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,729	Down 7.5%	\$7,694	\$7,802
Percent of expenditures for instruction**	62.5%	Up from 62.1%	63.9%	63.8%
Percent of expenditures for teacher salaries**	56.7%	Down from 56.9%	60.4%	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

At Bates Middle School, the faculty and staff are committed to providing a quality education with high expectations for all students. As we forge ahead to find ways to increase student achievement, we want to continue to place emphasis on maintaining strong and positive school and community relationships, as well as placing a high priority and focus on teaching and learning daily in the classrooms. At Bates Middle School, we have placed further emphasis on students being taught in a safe and orderly environment that is instructional and conducive for learning. In our classes, we strive to provide an environment that will foster growth for students as lifelong learners and prepare them to become productive citizens in the future for a global society.

Through the work of the faculty and staff, we will continue to strive for academic excellence in everything we do, and we will continue to find a variety of ways to strengthen our instructional program to ensure success for all students. In addition, we will continue to strive collaboratively to work towards building a strong relationship between home, school, and the community.

Dr. Vanessa R. Lancaster, Principal

Ms. Diane Kent, School Improvement Council, President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	237	71
Percent satisfied with learning environment	77.1%	58.9%	72.5%
Percent satisfied with social and physical environment	94.3%	69.9%	73.2%
Percent satisfied with school-home relations	76.5%	77.4%	69.0%

* 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

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.7%	0.0%	No
Student attendance rate	96.0%	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	724	100	30.2	34.7	35	79	82.9	83.5	Yes	Yes
Gender										
Male	356	100	36.9	31.3	31.8	72.3	79.6	80.1	N/A	N/A
Female	368	100	23.8	38.1	38.1	85.4	86.5	87	N/A	N/A
Racial/Ethnic Group										
White	222	100	18.3	31.3	50.5	89.9	93.3	89.6	Yes	Yes
African American	477	100	36.9	36.3	26.8	73	78.4	74.6	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.4	92.7	I/S	I/S
Hispanic	15	100	8.3	41.7	50	100	86.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	77	100	64	22.7	13.3	37.3	51.4	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	5	I/S	I/S	I/S	I/S	I/S	83.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	423	100	40.7	36.1	23.2	70.7	78.5	76.9	Yes	Yes

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

All Students	724	100	36.5	40.7	22.8	78.2	78.5	80.4	Yes	Yes
Gender										
Male	356	100	37.8	38.7	23.5	75.6	76.8	78.4	N/A	N/A
Female	368	100	35.2	42.7	22.1	80.8	80.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	222	100	19.7	42.8	37.5	90.9	91	87.8	Yes	Yes
African American	477	100	45.3	39.8	14.9	72.1	73	69.3	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.6	93.5	I/S	I/S
Hispanic	15	100	25	25	50	75	80.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	77	100	73.3	17.3	9.3	40	45.2	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	5	I/S	I/S	I/S	I/S	I/S	72	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	423	100	47	40.2	12.9	71.7	73.3	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	474	99.6	30.2	50.6	19.2	69.8	66.4	67.3
Gender								
Male	225	99.6	30	46.7	23.3	70	65.6	66.9
Female	249	99.6	30.4	54	15.6	69.6	67.2	67.7
Racial/Ethnic Group								
White	149	100	15	50.7	34.3	85	86.9	79.6
African American	311	99.4	37.6	50.8	11.5	62.4	57.7	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	82.6	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	47	95.7	68.2	22.7	9.1	31.8	34.5	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	4	I/S	I/S	I/S	I/S	I/S	52.4	58.6
Socio-Economic Status								
Subsidized meals	278	99.3	39.2	51.2	9.6	60.8	58.7	55.4
Social Studies								
All Students	474	99.8	30.3	41.7	28	69.7	70.4	70.9
Gender								
Male	240	99.6	29.6	39.5	30.9	70.4	69.4	70.1
Female	234	100	30.9	43.9	25.1	69.1	71.6	71.7
Racial/Ethnic Group								
White	148	100	19.1	43.3	37.6	80.9	82.9	79.2
African American	307	99.7	36.3	41.5	22.1	63.7	65	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	79.2	86.8
Hispanic	12	100	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	52	98.1	67.3	28.6	4.1	32.7	40.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.1	68
Socio-Economic Status								
Subsidized meals	273	99.6	40.5	42.1	17.5	59.5	64	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	724	98.3	31.2	47.2	21.6	68.8	66.7	72.1	96	95.8
Gender										
Male	357	98	38.1	45	16.8	61.9	60.1	65.2	95.5	95.6
Female	367	98.6	24.5	49.3	26.2	75.5	73.9	79.2	96.4	96
Racial/Ethnic Group										
White	219	99.5	18.2	50.2	31.6	81.8	82.7	80.8	95.1	95.6
African American	480	97.7	37.8	46.2	16	62.2	60	59.7	96.4	95.9
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.6	87	98.3	97.2
Hispanic	16	100	33.3	33.3	33.3	66.7	54.8	64.6	95.1	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	98.9	93.2
Disability Status										
Disabled	79	86.1	84.8	13.6	1.5	15.2	17.6	27.7	95	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	44	63.7	93.9	96.3
Socio-Economic Status										
Subsidized meals	422	97.6	40.4	47.3	12.3	59.6	58.5	61.9	95.4	95.4

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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	229	100	20.6	47.7	31.8	79.4
	7	251	100	34.2	39.5	26.3	65.8
	8	251	99.6	30.7	42.9	26.5	69.3
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	235	100	25.9	39.1	35	74.1
	7	224	100	23.7	37	39.3	76.3
	8	265	100	39.4	29.1	31.5	60.6
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	229	100	22	53.3	24.8	78
	7	251	100	35.8	44.4	19.8	64.2
	8	251	99.6	37.8	47.5	14.7	62.2
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	235	100	31.4	43.6	25	68.6
	7	224	100	32.7	44.5	22.7	67.3
	8	265	100	44.1	35	20.9	55.9
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	114	100	28	56.1	15.9	72
	7	251	100	26.7	53.5	19.8	73.3
	8	127	100	48.8	38.8	12.4	51.2
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	119	99.2	33.6	58.2	8.2	66.4
	7	223	100	22.9	55.7	21.4	77.1
	8	132	99.2	39.4	35.4	25.2	60.6

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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	116	98.3	20.8	55.7	23.6	79.2
	7	251	100	41.2	35.8	23	58.8
	8	123	100	15.4	54.7	29.9	84.6
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	117	99.2	22.9	61.5	15.6	77.1
	7	224	100	33.2	34.1	32.7	66.8
	8	133	100	31.7	37.3	31	68.3
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	228	98.7	25	48.1	26.9	75
	7	252	98	31.7	40.4	27.9	68.3
	8	250	99.6	34	43.3	22.7	66
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	235	98.3	29.5	47.9	22.6	70.5
	7	222	98.7	33	52.2	14.8	67
	8	267	98.1	31.1	42.5	26.4	68.9

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