

SC Annual School Report Card Summary

ST ANDREWS MIDDLE
Charleston
Grades: 6-8 Enrollment: 510
Principal: Benjamin Bragg
Superintendent: Dr. Nancy J. McGinley
Board Chair: Mrs. Ruth Jordan

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Average	Average	TBD	TBD	Met	N/A
2009	Average	Average	N/A	N/A	Met	N/A
2008	Below Average	At-Risk	N/A	N/A	Not Met	N/A

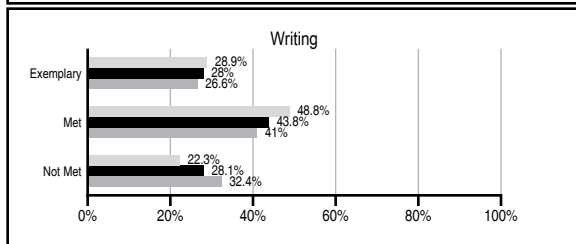
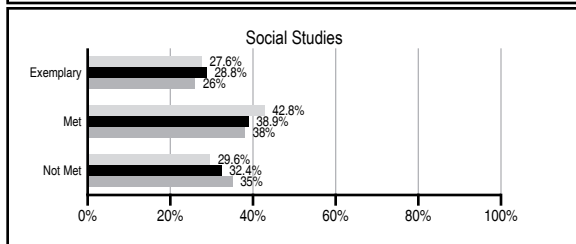
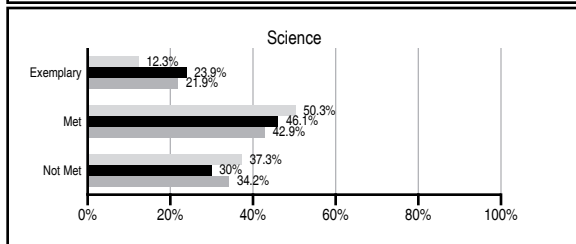
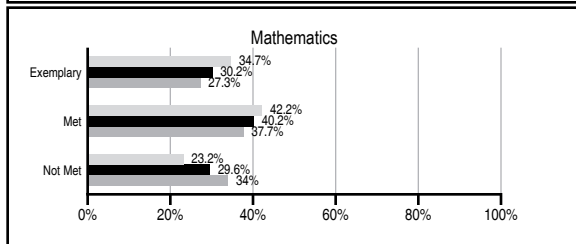
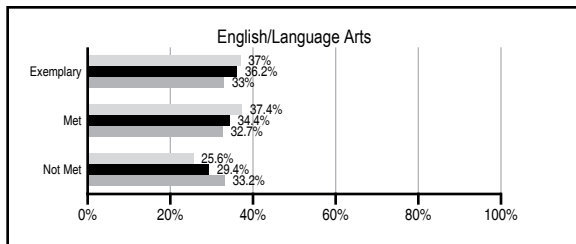
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	10	52	1	0

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

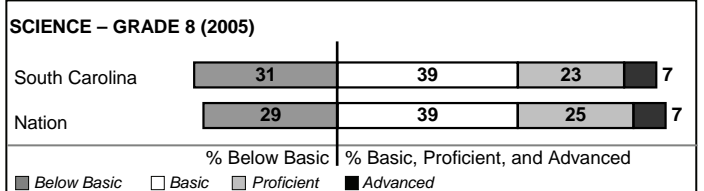
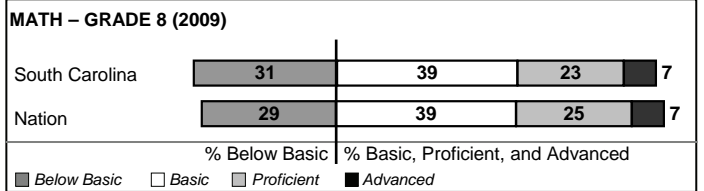
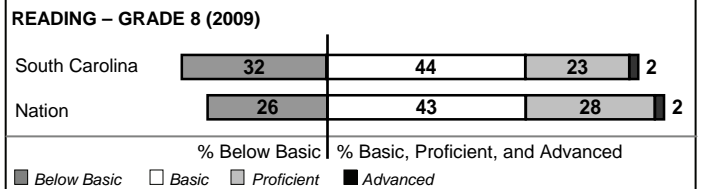
PASS PERFORMANCE

Our School
 Middle Schools with Students Like Ours
 Middle schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



END OF COURSE TESTS - 2010

% of students scoring 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

SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

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 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

ST ANDREWS MIDDLE [Charleston]

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
Classes not taught by highly qualified teachers	19.8%	Up from 0.0%	0.0%	1.3%
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%
% of AYP objectives met	100.0%	No Change	92.5%	92.3%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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