



ROBERT SMALLS MIDDLE

43 W. K. Alston Road
Beaufort, South Carolina

Grades	6-8 Middle School	
Enrollment	489 Students	
Principal	Denise R. Smith	843-322-2500
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

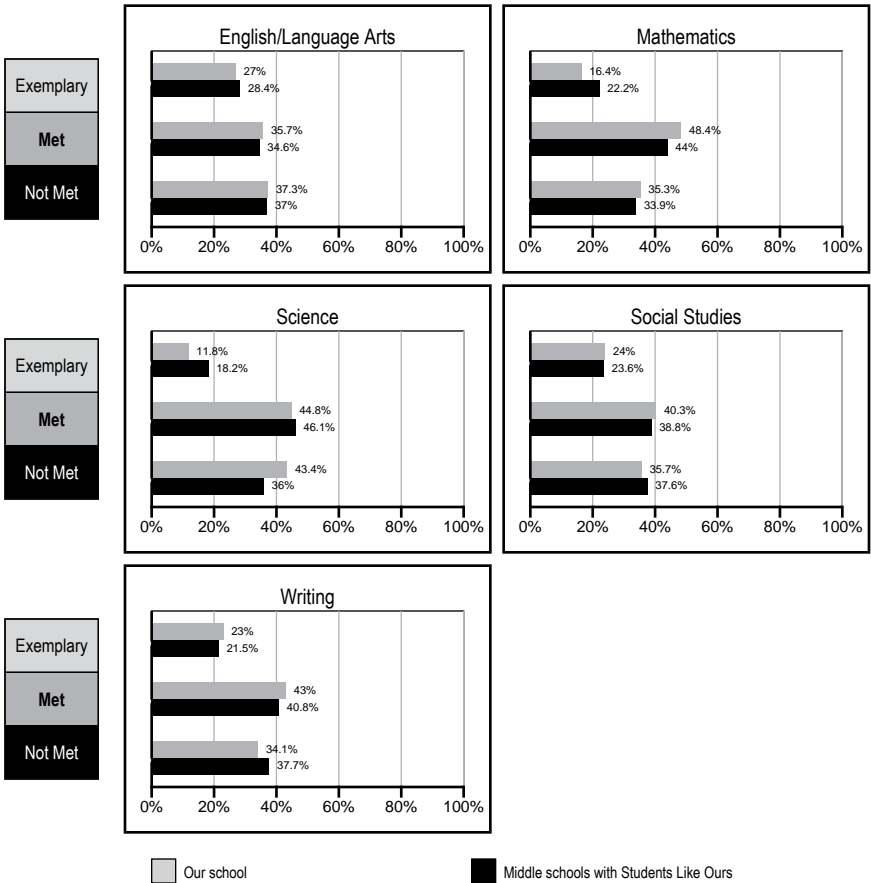
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	43	8	1

* Ratings are calculated with data available by 11/09/2011.

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%	96.1%
English 1	N/A	91.8%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	N/A	57.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	94.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=489)				
Students enrolled in high school credit courses (grades 7 & 8)	17.1%	Up from 15.3%	27.9%	24.5%
Retention rate	0.2%	Down from 0.6%	0.7%	0.7%
Attendance rate	97.0%	Down from 97.9%	95.7%	95.9%
Served by gifted and talented program	20.4%	Up from 18.0%	16.0%	17.8%
With disabilities other than speech	7.2%	Down from 11.9%	10.0%	9.2%
Older than usual for grade	0.9%	Down from 2.6%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.5%	Down from 5.0%	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	51.2%	Down from 52.2%	58.0%	60.0%
Continuing contract teachers	48.8%	Down from 65.2%	87.1%	82.6%
Teachers returning from previous year	68.5%	Down from 76.3%	83.1%	85.6%
Teacher attendance rate	95.4%	Up from 92.8%	95.4%	95.3%
Average teacher salary*	\$47,204	Down 3.1%	\$45,197	\$46,300
Professional development days/teacher	15.5 days	Down from 16.8 days	10.3 days	9.9 days
School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 20.9 to 1	21.0 to 1	21.5 to 1
Prime instructional time	90.1%	Up from 87.4%	90.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.8%	Down from 93.2%	96.4%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$9,897	Up 6.2%	\$7,487	\$7,634
Percent of expenditures for instruction**	61.1%	Down from 62.9%	62.2%	64.0%
Percent of expenditures for teacher salaries**	59.0%	Down from 60.0%	59.2%	61.2%

* 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

The 2010-2011 school year began with continuing the student achievement gains made the previous year in all content areas, but with special emphasis on math and English Language Arts. The 2010 PASS scores did show gains in both of these areas. Robert Smalls Middle was recognized by the State Education Oversight Committee with a Palmetto Silver Achievement Award for closing the achievement gap among minority students. Our state report card rating was average. Our SIC members, teaching staff, and administration worked collaboratively to review data generated from MAP and PASS scores to develop a comprehensive plan to address academic needs of all students. This team effort resulted in the following achievements: State PBIS Award, 9 South Carolina Junior Scholars, two Duke TIP Scholars, 7th grade recognized as a participant of the District's River of Words project, AVID program expanded to two grades, 8 students participated in the regional science fair, 4 science teachers and the principal selected to participate in the Lowcountry Institute Master Naturalist Program, teacher awarded grant from the Community Foundation of the Lowcountry, excellent ratings by the Band, Gentleman's Club involved in service learning projects, service recognition for outstanding contributions made by students who raised money for the Relay for Life, American Heart Association, Muscular Dystrophy Camp, and St. Jude's Cancer Drive, and 7th grade boys placed second in the conference championship in basketball. The staff and administration worked collaboratively throughout the year to implement fully an accredited International Baccalaureate Middle Years Programme.

During the year teachers worked to integrate reading and writing across the curriculum and to increase students' problem solving, reasoning, and critical thinking skills into all curricular areas. Students were involved in completing inquiry based learning units that had a real-world focus while being based on South Carolina Standards. Technology was used to support these curricular investigations and to provide opportunities for students to integrate it into their learning.

Student achievement gains as measured by our students' Spring MAP scores in both English Language Arts and math showed much growth. Our 6th grade students' Spring Math MAP scores was the highest in the district among middle schools. The staff began laying the foundation for end-of-course assessments in all content areas to be implemented next school year. The SIC members and staff believe that an intense focus on a balanced literacy program will provide the foundation for success needed as students move to the next level of their educational journey. We look forward to working with our SIC and PTO members, staff, parents, and community during the 2011-2012 school year to establish Robert Smalls Middle as a premier school in our state.

Denise R. Smith, Principal

Melina Lee, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	123	22
Percent satisfied with learning environment	54.2%	67.2%	81.0%
Percent satisfied with social and physical environment	57.1%	70.2%	76.2%
Percent satisfied with school-home relations	45.8%	81.7%	63.6%

* 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 20 out of 25 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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.4%	0.0%	No
Student attendance rate	97.0%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	464	99.4	37.1	35.7	27.2	74.4	83.3	82.4	No	Yes
Gender										
Male	251	99.2	40.1	38.4	21.5	72.2	80.1	78.7	N/A	N/A
Female	213	99.5	33.5	32.5	34	77	86.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	152	98.7	20.7	42.9	36.4	89.3	93.3	88.9	Yes	Yes
African American	256	99.6	47.8	30.2	22	64.5	72.2	72.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	49	100	30.4	39.1	30.4	80.4	78.4	79.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.2	83	I/S	I/S
Disability Status										
Disabled	56	98.2	81.6	10.2	8.2	24.5	44.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	51.7	27.6	20.7	69	76.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	331	99.4	43.8	34.3	21.9	69.5	75.6	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	464	99.1	35.2	48.3	16.5	75.1	83.2	81.9	Yes	Yes
Gender										
Male	251	98.8	35.9	46.4	17.7	75.1	81.6	79.9	N/A	N/A
Female	213	99.5	34.5	50.5	15	75	84.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	152	98.7	18.6	55	26.4	87.1	93.2	88.9	Yes	Yes
African American	256	99.6	46.1	43.7	10.2	66.9	70.6	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	49	100	32.6	50	17.4	78.3	81.2	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.5	84.4	I/S	I/S
Disability Status										
Disabled	56	98.2	79.6	16.3	4.1	30.6	46.7	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	29	96.6	37.9	58.6	3.4	72.4	80	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	331	99.4	40.3	47.6	12.1	71.1	75.6	74.9	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	314	98.1	42.9	45.2	11.9	57.1	67.8	68.6
Gender								
Male	170	97.1	39.9	46.8	13.3	60.1	68.4	68.3
Female	144	99.3	46.3	43.4	10.3	53.7	67.3	68.9
Racial/Ethnic Group								
White	108	99.1	23.5	52	24.5	76.5	85.5	80.7
African American	173	97.1	56.5	38.5	5	43.5	49.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	32	100	36.7	56.7	6.7	63.3	56.9	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	83.3	70.8
Disability Status								
Disabled	38	97.4	N/AV	N/AV	N/AV	14.7	31.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	19	100	47.6	47.6	4.8	52.4	53.8	60.7
Socio-Economic Status								
Subsidized meals	220	98.2	49.5	43.8	6.7	50.5	55.2	57.3
Social Studies								
All Students	317	98.1	34.6	40.9	24.5	65.4	71.9	72.5
Gender								
Male	166	97	35.5	34.8	29.7	64.5	72	72
Female	151	99.3	33.6	47.6	18.9	66.4	71.8	73.1
Racial/Ethnic Group								
White	102	99	20.2	36.2	43.6	79.8	85	81
African American	175	97.1	46.7	40	13.3	53.3	57.1	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	34	100	21.2	54.5	24.2	78.8	65.7	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.7	73.5
Disability Status								
Disabled	39	97.4	74.3	17.1	8.6	25.7	37.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
English Proficiency								
Limited English Proficient	21	100	21.7	60.9	17.4	78.3	62.4	69.7
Socio-Economic Status								
Subsidized meals	230	97.8	37.3	44.2	18.4	62.7	61.7	62.9

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	145	98.6	33.6	43.3	23.1	66.4	73.8	73.2	97	96.5
Gender										
Male	82	98.8	40.3	36.4	23.4	59.7	67.9	67.2	96.7	96.5
Female	63	98.4	24.6	52.6	22.8	75.4	79.9	79.4	97.4	96.6
Racial/Ethnic Group										
White	51	98	21.7	45.7	32.6	78.3	87.4	81.5	96.4	96.3
African American	77	98.7	42.5	41.1	16.4	57.5	59.1	61.3	97.2	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.5	87	98.5	96.9
Hispanic	15	100	30.8	46.2	23.1	69.2	65	66.7	97.6	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	95.6
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	23.5	26	96	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.1	65.7	97.9	96.7
Socio-Economic Status										
Subsidized meals	92	97.8	38.6	45.5	15.9	61.4	62.7	63.2	97.1	96.4

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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							
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	188	100	39.8	39.8	20.5	60.2
	7	160	100	29.5	37.7	32.9	70.5
	8	179	100	35.4	43.9	20.7	64.6
2011	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	148	100	37.7	37.7	24.6	62.3
	7	170	98.8	38.4	32.9	28.7	61.6
	8	146	99.3	34.8	37	28.1	65.2
Mathematics							
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	187	99.5	46.3	39.4	14.3	53.7
	7	160	100	42.5	49.3	8.2	57.5
	8	179	100	45.7	41.5	12.8	54.3
2011	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	148	100	34.1	47.8	18.1	65.9
	7	170	98.8	38.4	42.7	18.9	61.6
	8	146	98.6	32.6	55.6	11.9	67.4
Science							
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	94	97.9	57.3	37.1	5.6	42.7
	7	160	99.4	30.8	56.2	13	69.2
	8	88	100	31.3	41.3	27.5	68.8
2011	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	74	94.6	46.9	51.6	1.6	53.1
	7	170	98.8	42.7	42.7	14.6	57.3
	8	70	100	39.4	45.5	15.2	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							
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	93	100	44.7	50.6	4.7	55.3
	7	158	100	37.2	42.8	20	62.8
	8	91	98.9	35.3	49.4	15.3	64.7
2011	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	74	94.6	24.2	60.6	15.2	75.8
	7	169	98.8	43.6	32.5	23.9	56.4
	8	74	100	23.2	42	34.8	76.8
Writing							
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	188	98.4	37.1	48.6	14.3	62.9
	7	162	98.2	37	45.2	17.8	63
	8	177	100	33.5	48.2	18.3	66.5
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	8	145	98.6	33.6	43.3	23.1	66.4

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