

SPAULDING MIDDLE

400 E. Cartersville Hwy
Lamar, SC 29069

Grades	6-8 Middle School	
Enrollment	288 Students	
Principal	Derrick Glover	843-326-7625
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Charles Govan	843-332-2288

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	Excellent
2009	Below Average	Average
2008	At-Risk	Below Average
2007	Below Average	Below Average

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

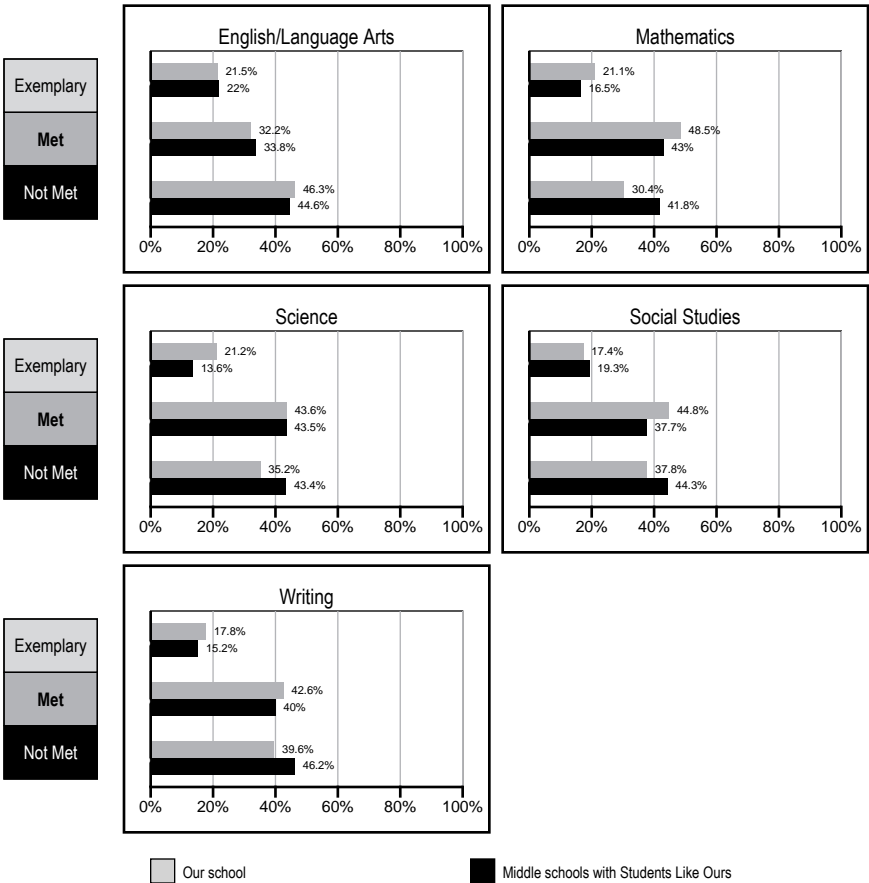
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	30	23	8

* 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%	93.6%
English 1	95.7%	91.3%
Biology 1/Applied Biology 2	N/A	31.0%
Physical Science	N/A	30.2%
US History and the Constitution	N/A	N/A
All Subjects	97.1%	92.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=288)				
Students enrolled in high school credit courses (grades 7 & 8)	12.0%	Down from 13.7%	14.2%	24.5%
Retention rate	4.2%	Up from 0.4%	0.7%	0.7%
Attendance rate	94.7%	Down from 96.6%	95.7%	95.9%
Served by gifted and talented program	7.0%	Down from 8.1%	10.9%	17.8%
With disabilities other than speech	9.1%	Down from 9.3%	10.6%	9.2%
Older than usual for grade	2.4%	Up from 1.6%	2.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.5%	0.4%
Annual dropout rate	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	60.0%	Up from 52.9%	59.8%	60.0%
Continuing contract teachers	86.7%	Down from 88.2%	73.2%	82.6%
Teachers returning from previous year	77.5%	Down from 80.2%	82.6%	85.6%
Teacher attendance rate	91.6%	Down from 96.2%	95.2%	95.3%
Average teacher salary*	\$44,927	Down 0.6%	\$44,636	\$46,300
Professional development days/teacher	15.6 days	Up from 15.2 days	10.9 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	28.2 to 1	Up from 24.2 to 1	19.9 to 1	21.5 to 1
Prime instructional time	85.0%	Down from 91.5%	90.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.8%	Up from 92.3%	97.3%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$10,118	Up 0.9%	\$8,854	\$7,634
Percent of expenditures for instruction**	54.9%	Up from 53.8%	62.3%	64.0%
Percent of expenditures for teacher salaries**	52.1%	Up from 49.8%	59.0%	61.2%

* 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

Highly effective teachers, challenging, rigorous curricula, and engaging, technology-driven, student-centered instruction make Spaulding Middle School a great place for students to achieve at optimal levels. This continues to be our driving force as we increase student achievement in all areas.

We are excited about the gains our students are making! During the 2009-2010 school year, we increased our absolute rating to "average" on the School Report Card. In addition to receiving "excellent" on our improvement rating, Spaulding Middle School met 17 of 17 objectives and made Adequate Yearly Progress (AYP) as outlined in the federal mandate of No Child Left Behind. As a result of these accomplishments, Spaulding Middle School received a Palmetto Gold Award for General Performance and a Palmetto Silver Award for Closing the Achievement Gap from the SC Department of Education.

On-going, authentic professional development has been an integral component of our goal to provide quality instruction to our students. Teachers participated in weekly professional learning communities to collaborate and plan instruction. In addition, teachers attended local, state, and national professional development sessions. Teachers continue to facilitate high quality, engaging instruction for our students.

Benchmark testing in ELA, math, and science continues to be a strategy used to measure student progress and provide data on student instructional needs. Measures of Academic Progress (MAP) was administered in ELA and math three times this year. Students participated in individual conferences with teachers to discuss test results and strategies for academic growth. In addition, targeted students were provided with the opportunity to use COMPASS Learning, a computer-based program, to address areas of weakness in math and ELA.

Our students are also excelling in extra-curricular activities. Our football team and the boys and girls basketball teams all had successful seasons. The academic challenge team represented our school well in all of its matches and demonstrated excellence in the regional conference. Our top achieving students became eligible for membership in the Junior Beta Club. Our award winning music program continued to offer performing opportunities for our students.

Spaulding Middle School, a Title I school-wide site, is committed to providing the children in the Lamar area with a high quality education. We will continue to work toward that goal and welcome the support of community and business members.

Derrick Glover, Principal
Tina McElveen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	79	56
Percent satisfied with learning environment	100.0%	71.4%	74.5%
Percent satisfied with social and physical environment	100.0%	81.8%	76.8%
Percent satisfied with school-home relations	92.9%	83.1%	71.4%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 out of 17 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	286	100	46.3	32.2	21.5	66.3	77.6	82.4	No	Yes
Gender										
Male	152	100	48.6	30.7	20.7	62.1	73.7	78.7	N/A	N/A
Female	134	100	43.8	33.8	22.3	70.8	81.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	90	100	24.4	36	39.5	82.6	86.6	88.9	Yes	Yes
African American	190	100	56.7	31.1	12.2	58.3	70.9	72.9	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	85	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	27	100	73.9	13	13	39.1	47.6	48.1	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	239	100	50.7	31.1	18.2	63.1	72.5	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	286	99.7	30.1	48.7	21.2	81.8	80.5	81.9	Yes	Yes
Gender										
Male	152	99.3	35.3	41.7	23	75.5	78.6	79.9	N/A	N/A
Female	134	100	24.6	56.2	19.2	88.5	82.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	90	100	20.9	43	36	90.7	88	88.9	Yes	Yes
African American	190	99.5	33.5	52.5	14	77.7	74.8	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	85	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	86.3	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	27	100	60.9	34.8	4.3	47.8	51.2	47.3	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	86.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	239	99.6	32.6	51.8	15.6	80.8	76.4	74.9	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
Science								
All Students	187	99.5	34.8	43.8	21.3	65.2	66.2	68.6
Gender								
Male	94	98.9	33.3	37.9	28.7	66.7	67.3	68.3
Female	93	100	36.3	49.5	14.3	63.7	65	68.9
Racial/Ethnic Group								
White	65	100	16.1	45.2	38.7	83.9	81.3	80.7
African American	118	99.2	46	41.6	12.4	54	55	51.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	62.7	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	25	42.9	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.5	60.7
Socio-Economic Status								
Subsidized meals	156	99.4	37.8	44.6	17.6	62.2	59.3	57.3
Social Studies								
All Students	183	100	37.8	44.8	17.4	62.2	71	72.5
Gender								
Male	103	100	31.9	46.8	21.3	68.1	71.1	72
Female	80	100	44.9	42.3	12.8	55.1	70.9	73.1
Racial/Ethnic Group								
White	51	100	30.6	42.9	26.5	69.4	80.9	81
African American	128	100	40.5	45.5	14	59.5	63.1	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	80	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	84	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	12	100	I/S	I/S	I/S	I/S	42.6	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	84	69.7
Socio-Economic Status								
Subsidized meals	153	100	40.3	45.1	14.6	59.7	65	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	104	100	39.6	42.6	17.8	60.4	67.4	73.2	94.7	95.4
Gender										
Male	60	100	42.4	45.8	11.9	57.6	61.2	67.2	94.3	95.1
Female	44	100	35.7	38.1	26.2	64.3	74	79.4	95.2	95.7
Racial/Ethnic Group										
White	36	100	25.7	48.6	25.7	74.3	78.1	81.5	94.2	94.9
African American	68	100	47	39.4	13.6	53	59.5	61.3	95	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	96.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	57.9	66.7	98.8	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	83.6	93.5
Disability Status										
Disabled	16	100	86.7	6.7	6.7	13.3	19.7	26	91.5	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	98.5	98.5
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75	65.7	99	96.8
Socio-Economic Status										
Subsidized meals	85	100	42.7	41.5	15.9	57.3	60.7	63.2	94.5	95.1

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							
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	83	100	31.6	48.1	20.3	68.4
	7	86	100	40.2	26.8	32.9	59.8
	8	74	100	29.7	44.6	25.7	70.3
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	99	100	48.9	28.9	22.2	51.1
	7	84	100	49.4	27.2	23.5	50.6
	8	103	100	41.4	39.4	19.2	58.6
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	83	100	38	48.1	13.9	62
	7	86	100	40.2	46.3	13.4	59.8
	8	74	98.7	37	45.2	17.8	63
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	99	100	30	48.9	21.1	70
	7	84	100	30.9	45.7	23.5	69.1
	8	103	99	29.6	51	19.4	70.4
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	42	100	45	52.5	2.5	55
	7	86	100	25.6	46.3	28	74.4
	8	36	100	16.7	44.4	38.9	83.3
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	51	100	44.7	48.9	6.4	55.3
	7	84	100	28.4	50.6	21	71.6
	8	52	98.1	36	28	36	64

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							
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	41	100	12.8	51.3	35.9	87.2
	7	86	100	36.6	41.5	22	63.4
	8	38	97.4	21.6	56.8	21.6	78.4
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	48	100	23.3	60.5	16.3	76.7
	7	84	100	48.1	32.1	19.8	51.9
	8	51	100	33.3	52.1	14.6	66.7
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	83	98.8	44.9	43.6	11.5	55.1
	7	85	100	57.3	31.7	11	42.7
	8	76	100	33.3	54.7	12	66.7
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	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	104	100	39.6	42.6	17.8	60.4

Abbreviations for Missing Data

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