



## Bates Middle School

715 Estate Street  
Sumter, SC 29150

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School      |              |
| <b>Enrollment</b>     | 752 Students           |              |
| <b>Principal</b>      | Dr. Ayesha Hunter      | 803-775-0711 |
| <b>Superintendent</b> | Randolph D. Bynum, Sr. | 803-469-6900 |
| <b>Board Chair</b>    | Larry D. Addison       | 803-469-6900 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2012</b> | <b>Average</b>  | <b>Average</b> |
| 2011        | Average         | Average        |
| 2010        | Average         | Average        |
| 2009        | Average         | Average        |
| 2008        | 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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

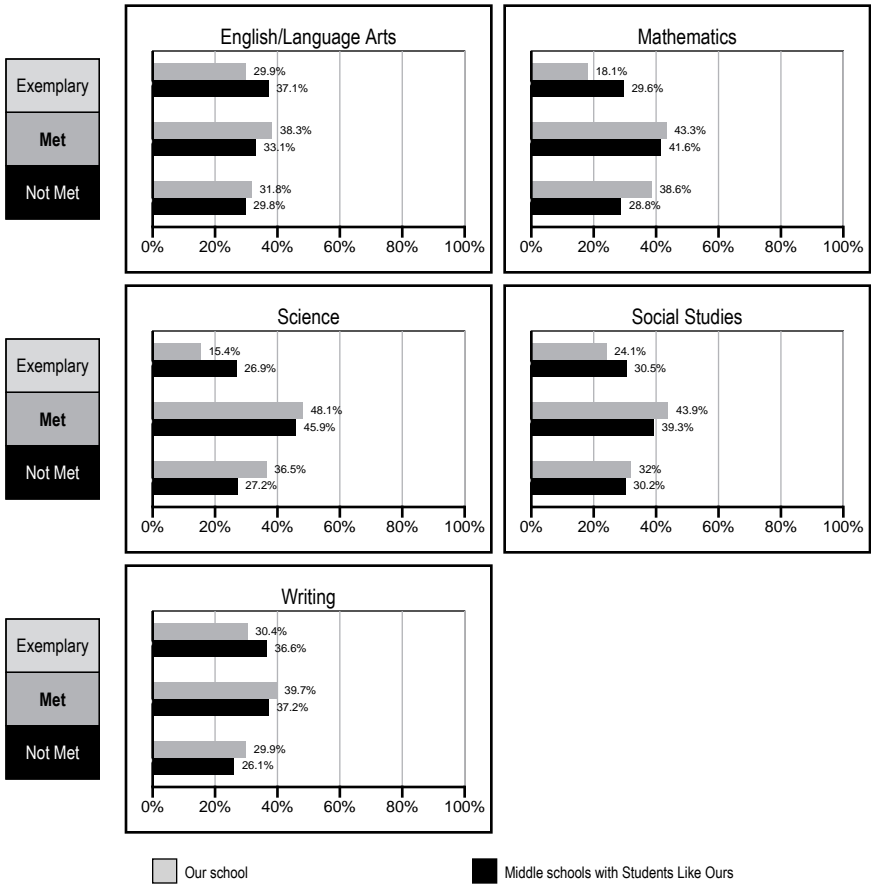
95.2%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 6         | 18   | 36      | 2             | 0       |

\* Ratings are calculated with data available by 11/07/2012.

**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           | 92.9%             | 97.5%                                  |
| English 1                                       | 100.0%            | 97.5%                                  |
| Physical Science                                | N/A               | N/A                                    |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | 96.1%             | 97.2%                                  |

## School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=752)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 16.2%      | N/R                   | 24.9%                                  | 22.9%                |
| Retention rate   | 1.2%       | N/A                   | 0.8%                                   | 0.8%                 |
| Attendance rate  | 96.0%      | N/A                   | 95.8%                                  | 96.2%                |
| Served by gifted and talented program  | N/AV       | N/AV                  | N/AV                                   | N/AV                 |
| With disabilities other than speech  | N/AV       | N/AV                  | N/AV                                   | N/AV                 |
| Older than usual for grade   | N/AV       | N/AV                  | N/AV                                   | N/AV                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | N/R                   | 0.6%                                   | 0.5%                 |
| Annual dropout rate  | 0.0%       | N/A                   | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=40)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 70.0%      | N/A                   | 61.4%                                  | 61.3%                |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                   | N/AV                 |
| Teachers returning from previous year  | 83.1%      | N/A                   | 87.4%                                  | 86.7%                |
| Teacher attendance rate  | 95.5%      | N/R                   | 95.0%                                  | 95.2%                |
| Average teacher salary*  | \$43,117   | I/S                   | \$46,806                               | \$46,422             |
| Professional development days/teacher  | 7.0 days   | N/R                   | 9.9 days                               | 10.0 days            |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 1.0        | N/R                   | 5.0                                    | 4.0                  |
| Student-teacher ratio in core subjects                                       | 30.2 to 1  | N/R                   | 22.3 to 1                              | 22.0 to 1            |
| Prime instructional time   | 90.9%      | N/R                   | 89.5%                                  | 90.1%                |
| Opportunities in the arts  | Good       | N/R                   | Good                                   | Good                 |
| SACS accreditation   | Yes        | N/R                   | Yes                                    | Yes                  |
| Parents attending conferences  | 53.2%      | N/R                   | 99.1%                                  | 98.8%                |
| Character development program  | Average    | N/R                   | Good                                   | Good                 |
| Dollars spent per pupil**  | N/A        | N/A                   | \$7,088                                | \$7,245              |
| Percent of expenditures for instruction**                                    | N/A        | N/A                   | 64.4%                                  | 63.1%                |
| Percent of expenditures for teacher salaries**                               | N/A        | N/A                   | 63.0%                                  | 60.9%                |

\* 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**

Our mission at Bates Middle School is to ensure an excellent education for all students by providing innovative, challenging, and diverse learning opportunities in a secure environment. At Bates Middle School, we provide an array of opportunities for our students in areas where they can excel in academics, athletics, and fine arts. We offer a challenging and standards driven curriculum that is supported by highly qualified faculty and staff.

Although we are proud of the accomplishments and improvements made this school year, we are always looking for ways to address our areas, which are in need of improvement. This effort is a continuous endeavor that is focused on daily. As we continue to research strategies to improve as a school, we will focus on ways to improve our PASS scores with emphasis on professional development, utilization of research-based programs, best practice strategies and techniques in the classroom, and foster an environment and a school culture for high expectations for student achievement and success. As we prepare our students for a global society, we feel that this is pertinent because the Bates' community envisions developing lifelong learners into confident, competent, and contributing members of society.

Dr. Ayesha A. Hunter, Principal  
 Ms. Jennifer Jackson, President, School Improvement Council

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 36              | 201              | 50              |
| Percent satisfied with learning environment            | 97.2%           | 65.7%            | 77.1%           |
| Percent satisfied with social and physical environment | 97.2%           | 73.4%            | 70.0%           |
| Percent satisfied with school-home relations           | 82.4%           | 84.8%            | 69.4%           |

\* 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

## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

|                               |      |
|-------------------------------|------|
| Overall Weighted Points Total | 73.2 |
| Overall Grade Conversion      | C    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

## Accountability Indicator for Title I Schools

Bates Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.0%         | 2.6%  |
| Classes in high poverty schools not taught by highly qualified teachers | 4.9%         | 5.1%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 9.1%       | 0.0%            | No                  |
| Student attendance rate                         | 96.0%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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## Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 6-8</b>                 |          |           |              |                     |              |               |
| All Students                      | 639.2    | 630.8     | 616.5        | 625.4               | 99.7         | 99.7          |
| Male                              | 634.5    | 631.4     | 616.3        | 628.1               | 99.5         | 99.5          |
| Female                            | 643.8    | 630.2     | 616.7        | 622.5               | 100.0        | 100.0         |
| White                             | 659.5    | 647.1     | 639.1        | 640.3               | 99.1         | 99.1          |
| African American                  | 629.0    | 622.4     | 605.6        | 616.6               | 100.0        | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | 587.6    | 591.6     | 575.4        | 585.8               | 100.0        | 100.0         |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 628.8    | 621.8     | 606.3        | 615.3               | 99.6         | 99.6          |
| Annual Measurable Objective (AMO) | 624.0    | 624.0     | 624.0        | 624.0               | 95.0         | 95.0          |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 3     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2012</b>                  | 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     | 277                           | 100      | 32.7      | 36.6  | 30.7        | 67.3               |
|                              | 7     | 246                           | 100      | 25.8      | 42.7  | 31.6        | 74.2               |
|                              | 8     | 225                           | 99.1     | 35.8      | 32.4  | 31.9        | 64.2               |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 3     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2012</b>                  | 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     | 277                           | 100      | 36.6      | 42.4  | 21          | 63.4               |
|                              | 7     | 246                           | 100      | 33.8      | 43.1  | 23.1        | 66.2               |
|                              | 8     | 225                           | 99.1     | 44.1      | 43.6  | 12.3        | 55.9               |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 3     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2012</b>                  | 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     | 138                           | 100      | 49.6      | 40    | 10.4        | 50.4               |
|                              | 7     | 244                           | 100      | 28.3      | 53.8  | 17.9        | 71.7               |
|                              | 8     | 111                           | 100      | 36.5      | 40.4  | 23.1        | 63.5               |

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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 3     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 6     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2012</b>           | 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     | 141                           | 100      | 27.6      | 51.5  | 20.9        | 72.4               |
|                       | 7     | 244                           | 100      | 38.1      | 39    | 22.9        | 61.9               |
|                       | 8     | 112                           | 100      | 22        | 42    | 36          | 78                 |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 3     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 6     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2012</b>           | 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     | 224                           | 97.8     | 29.6      | 39.9  | 30.5        | 70.4               |

Abbreviations for Missing Data

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