

Scott's Branch Middle

1154 Fourth St.
Summerton, SC 29148

Grades	6-8 Middle School	
Enrollment	191 Students	
Principal	Dr. Gwendolyn Harris	803-485-2043
Superintendent	Dr. Rose H. Wilder	803-485-2325
Board Chair	Mr. John D. Bonaparte	803-505-2222

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**At-Risk**	**Below Average**
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	Below Average
2004	Below Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

http://ed.sc.gov
http://www.sceoc.org

Scott's Branch Middle	03/02/09-1401020

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

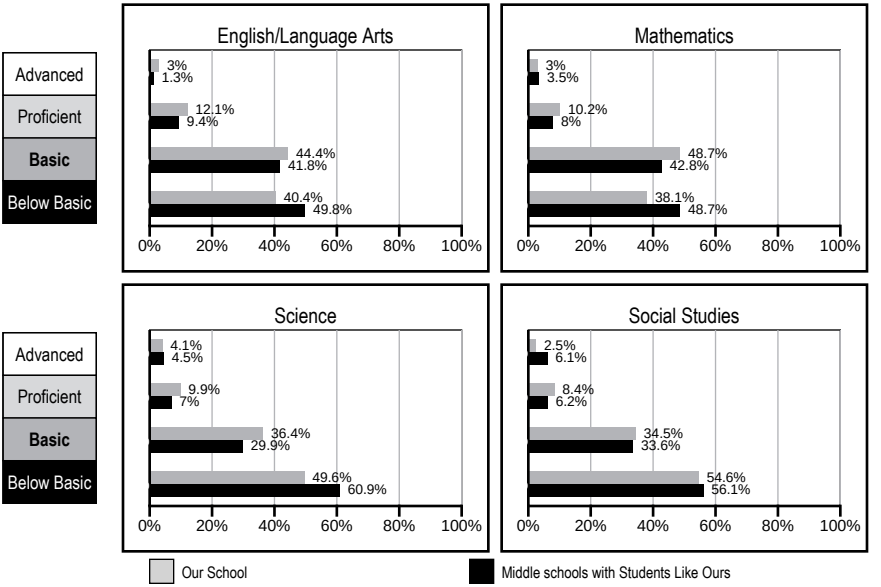
Percent of students tested in 2007-08 whose 2006-07 test scores were located	98.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	25

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

Scott's Branch Middle 03/02/09-1401020

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	90.0	82.4
English 1	95.2	84.4
Physical Science	0	39.7
All Subjects	92.7	79.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=191)				
Students enrolled in high school credit courses (grades 7 & 8)	16.7%	Up from 14.7%	11.5%	19.4%
Retention rate	1.1%	Down from 3.9%	3.3%	1.8%
Attendance rate	96.0%	Down from 97.1%	95.0%	95.8%
Eligible for gifted and talented	11.1%	Up from 10.3%	3.8%	15.3%
With disabilities other than speech	14.2%	Up from 13.3%	13.5%	12.9%
Older than usual for grade	5.2%	Up from 2.6%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	1.0%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	53.3%	Down from 64.0%	54.3%	55.0%
Continuing contract teachers	46.7%	Down from 64.0%	55.6%	70.6%
Teachers with emergency or provisional certificates	21.4%	Up from 0.0%	19.0%	5.4%
Teachers returning from previous year	50.8%	Down from 69.7%	76.3%	83.4%
Teacher attendance rate	97.1%	Up from 95.1%	94.7%	94.9%
Average teacher salary	$41,298	Down 5.4%	$43,167	$44,706
Professional development days/teacher	14.0 days	Down from 26.3 days	12.8 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	14.2 to 1	Down from 16.1 to 1	15.6 to 1	20.1 to 1
Prime instructional time	91.4%	Up from 89.8%	88.9%	89.3%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	58.5%	Down from 79.2%	98.0%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	$8,450	Up 32.1%	$9,234	$7,097
Percent of expenditures for instruction*	66.0%	Up from 57.9%	62.8%	64.4%
Percent of expenditures for teacher salaries*	62.6%	Up from 55.2%	55.1%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The Scott's Branch Middle School family continues to embrace the vision of creating productive citizens who will be able to successfully compete with students across the globe. To this end, our faculty, staff, parents, and community members have demonstrated a determination to do their part to help every child maximize his/her potential. We have also committed to standing beside each other during challenging times and working together to combat obstacles to change the course of history at Scott's Branch Middle School.

Numerous strategies have been implemented that include greater use of technology, single-gender classes, more hands-on activities, and integration of the performing arts into instruction. We have spent countless hours assessing our curriculum and instruction in an effort to provide every child with a rigorous, standards-based learning environment. Teachers received extensive professional development in all content areas that was focused on maximizing classroom instruction.

Student effort reached new heights through intense instruction and our ongoing incentive program. Gift certificates, books, thumb drives, and bonus time were just a few of the incentives given to top readers and students who met specific benchmarks. Our ongoing Battle of the Mind competition provided the perfect incentive among our single-gender students who wanted to prove who was smarter. Because students were recognized and rewarded throughout the school year, a climate of respect and increased productivity was the result.

As we endeavored to increase the motivational and academic levels of our students, high expectations continue to permeate the school environment. We are excited that stakeholders are committed about being active partners in the education of our children. While parent and community involvement continues to increase, we persist in seeking ways to involve every parent or guardian as a leader, teacher, learner, and advocate for his/her child's education.

We are excited about our 2007-2008 accomplishments. We have accepted the challenge that has been placed before us and we are convinced that "the best is yet to come."

Gwendolyn Hudson Harris, Principal Specialist
Dorothy Thomas, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	46	7
Percent satisfied with learning environment	93.3%	63.6%	I/S
Percent satisfied with social and physical environment	87.5%	68.9%	I/S
Percent satisfied with school-home relations	56.3%	77.8%	I/S

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

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School Adequate Yearly Progress	NO

This school met 7 out of 13 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	Restructure

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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.8%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

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Scott's Branch Middle											03/02/09-1401020
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	187	97.3	40.5	45.1	12.1	2.3	23.1	34.8	48.2	No	Yes
Gender											
Male	86	97.7	50	35	11.3	3.8	21.3	31.2	41.7	N/A	N/A
Female	101	97	32.3	53.8	12.9	1.1	24.7	38.1	55	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
African American	175	97.7	42.3	44.2	11.7	1.8	22.7	35.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	36	97.2	94.1	5.9	0	0	0	10.8	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	178	97.8	41.3	44.3	12	2.4	23.4	34	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	187	97.3	36.4	52	8.1	3.5	23.1	26.5	45.8	No	Yes
Gender											
Male	86	97.7	42.5	43.8	7.5	6.3	22.5	26	45.6	N/A	N/A
Female	101	97	31.2	59.1	8.6	1.1	23.7	27	45.9	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59	I/S	I/S
African American	175	97.7	37.4	53.4	6.7	2.5	21.5	25.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	36	97.2	85.3	11.8	2.9	0	2.9	4.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	178	97.8	37.1	51.5	7.8	3.6	22.2	25.4	31.4	No	Yes

***** Adj - Adjusted to account for natural variation in performance.

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Scott's Branch Middle											03/02/09-1401020
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	127	98.4	48.7	37	10.1	4.2	14.3	18.9	35.7	96	96.3
Gender											
Male	58	98.3	50	37	9.3	3.7	13	17.6	37.4	95.1	96.1
Female	69	98.6	47.7	36.9	10.8	4.6	15.4	20	33.8	96.8	96.5
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	49.2	96.8	94.2
African American	123	98.4	49.6	36.5	9.6	4.3	13.9	19	17	96	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	96.6	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	26	100	76.9	23.1	0	0	0	2.3	14	96.1	96.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	99.9	99.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	24.4	N/A	N/A
Socio-Economic Status											
Subsized meals	124	98.4	49.6	36.8	10.3	3.4	13.7	18.2	21.1	96	96.3
Social Studies											
All Students	125	99.2	54.2	34.7	8.5	2.5	11	26.3	34	96	96.3
Gender											
Male	58	98.3	56.6	30.2	9.4	3.8	13.2	31.9	36.6	95.1	96.1
Female	67	100	52.3	38.5	7.7	1.5	9.2	21	31.3	96.8	96.5
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	44.5	96.8	94.2
African American	117	99.2	55.9	34.2	9	0.9	9.9	26.2	19.1	96	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	96.6	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	23	100	86.4	13.6	0	0	0	4.4	14.4	96.1	96.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	99.9	99.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	27.3	N/A	N/A
Socio-Economic Status											
Subsized meals	118	99.2	56.3	33	8	2.7	10.7	25.4	21	96	96.3

***** Adj - Adjusted to account for natural variation in performance.

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Scott's Branch Middle 03/02/09-1401020

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	62	100	25.9	51.7	20.7	1.7	22.4
	5	63	98.4	58.3	26.7	15	0	15
	6	75	100	55.1	31.9	10.1	2.9	13
	7	68	100	40.6	43.8	14.1	1.6	15.6
	8	80	100	47.9	45.2	5.5	1.4	6.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	58	96.6	47.3	40	10.9	1.8	12.7
	7	69	98.6	41.5	47.7	9.2	1.5	10.8
	8	60	96.7	32.1	47.2	17	3.8	20.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	62	100	34.5	50	12.1	3.4	15.5
	5	63	98.4	55	40	3.3	1.7	5
	6	75	100	49.3	34.8	10.1	5.8	15.9
	7	68	100	31.3	57.8	9.4	1.6	10.9
	8	80	100	61.6	35.6	2.7	0	2.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	58	96.6	41.8	40	14.5	3.6	18.2
	7	69	98.6	33.8	55.4	4.6	6.2	10.8
	8	60	96.7	34	60.4	5.7	0	5.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	62	100	60.3	25.9	10.3	3.4	13.8
	5	32	100	67.7	22.6	9.7	0	9.7
	6	37	100	58.8	26.5	8.8	5.9	14.7
	7	68	100	45.3	32.8	15.6	6.3	21.9
	8	41	100	62.2	35.1	2.7	0	2.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	27	100	74.1	25.9	0	0	0
	7	69	98.6	38.5	41.5	12.3	7.7	20
	8	31	96.8	48.1	37	14.8	0	14.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	62	100	55.2	25.9	12.1	6.9	19
	5	31	96.8	69	17.2	0	13.8	13.8
	6	38	100	34.3	45.7	11.4	8.6	20
	7	68	100	56.3	37.5	4.7	1.6	6.3
	8	39	100	41.7	55.6	2.8	0	2.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	29	100	32.1	42.9	17.9	7.1	25
	7	69	98.6	72.3	21.5	4.6	1.5	6.2
	8	27	100	32	60	8	0	8

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