

Sterling School

99 John McCarroll Blvd
Greenville, South Carolina

Grades	3-7 Middle School	
Enrollment	346 Students	
Principal	David M. Johnstone	864-355-4480
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Excellent**	**Good**
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

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

Sterling School	03/02/09-2301116

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

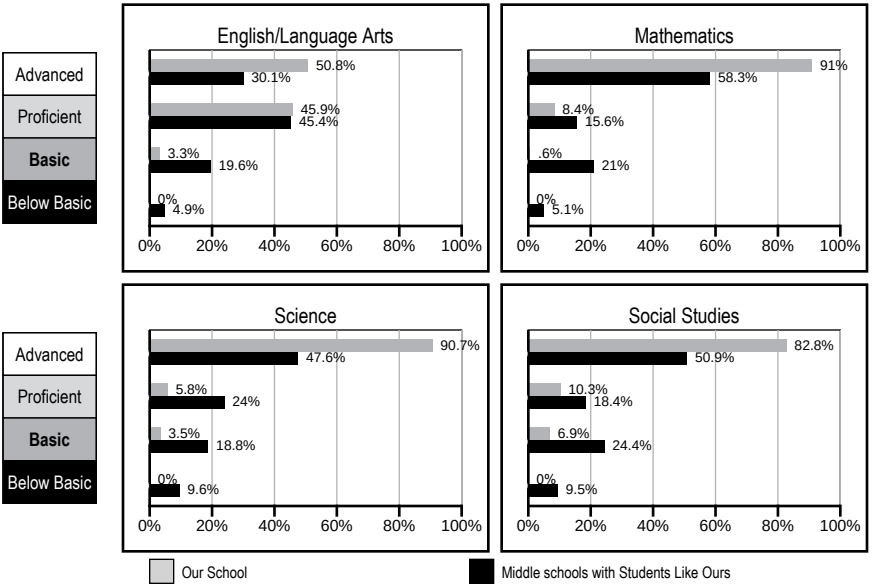
Percent of students tested in 2007-08 whose 2006-07 test scores were located	97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	0	0	0

* 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

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	100.0
English 1	0	100.0
Physical Science	0	0
All Subjects	100.0	100.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=346)				
Students enrolled in high school credit courses (grades 7 & 8)	98.1%	N/R	82.2%	19.4%
Retention rate	0.0%	N/A	0.0%	1.8%
Attendance rate	97.9%	N/A	97.8%	95.8%
Eligible for gifted and talented	100.0%	N/A	67.7%	15.3%
With disabilities other than speech	1.4%	N/A	0.7%	12.9%
Older than usual for grade	0.0%	N/A	0.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.5%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	69.6%	N/A	56.3%	55.0%
Continuing contract teachers	78.3%	N/A	46.3%	70.6%
Teachers with emergency or provisional certificates	5.3%	N/A	11.0%	5.4%
Teachers returning from previous year	N/A	N/A	N/A	83.4%
Teacher attendance rate	95.2%	N/R	94.1%	94.9%
Average teacher salary	$47,160	I/S	$43,327	$44,706
Professional development days/teacher	8.3 days	N/R	9.5 days	11.8 days
School				
Principal's years at school	3.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	N/R	22.2 to 1	20.1 to 1
Prime instructional time	92.0%	N/R	91.1%	89.3%
Opportunities in the arts	Good	N/R	Fair	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	99.2%	N/R	99.6%	98.0%
Character development program	Excellent	N/R	Excellent	Good
Dollars spent per pupil*	$8,257	N/A	$6,586	$7,097
Percent of expenditures for instruction*	60.2%	N/A	58.6%	64.4%
Percent of expenditures for teacher salaries*	60.2%	N/A	56.0%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Sterling School currently serves students from 4-year-old kindergarten through eighth grade. The test scores reported are based on the Sterling School enrollment in the 2007-2008 school year, grades three through seven from the Charles Townes Center, a center for highly gifted students. The kindergarten through 2nd grade program was added in the fall of 2008, as was an eighth grade to the Charles Townes Center. The Sterling School operates with one mission: to provide a differentiated, challenging education to meet the distinctive intellectual, social, and emotional needs of our students.

Sterling School has the highest expectations for our students. Our School Improvement Council and Faculty Planning Teams have worked together to develop goals, strategies, and evaluation measures of our comprehensive school improvement plan. A major program initiated in the 2007-2008 school year is the development and integration of leadership theme to the school, focusing on developing leadership traits, skills, and attributes across the school and across the curriculum.

Our goals align with district objectives, including raising the academic challenge and performance of students. We measure progress toward these goals by methods including evaluating student work and test scores, as well as analyzing parent, student, and teacher surveys. The Sterling School goals are as follows: 1) Student performance will improve in all subcategories on the Palmetto Achievement Test (PACT) to 100% Proficient and Advanced by 2011-2012; 2) All personnel will be identified as highly qualified and specialized by 2005-2006 and maintain 100% of this status until 2011-2012; 3) Students, Parents, and Teachers will be rated at an 85% overall approval rating on the state report card annually until 2011-2012.

Currently in our fifth year, the Sterling School continues to build and refine instructional units that meet or exceed state standards. Various techniques are used to enhance the learning process. Through the integration of multiple subjects, points of view, and cultures, students are encouraged to develop a deep understanding of topics and perspectives. Students at all grade levels have completed multiple units of integrated study and critical thinking. Students are also involved in extensive research, using technology to explore and present information. Students continue to exceed district and state benchmarks, while teachers constantly review student progress to improve program implementation and student achievement.

David Johnstone, Principal
Jim O'Connor, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	50	24
Percent satisfied with learning environment	100.0%	78.0%	91.7%
Percent satisfied with social and physical environment	100.0%	86.0%	91.7%
Percent satisfied with school-home relations	100.0%	88.0%	79.2%

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

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School Adequate Yearly Progress	YES

This school met 9 out of 9 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. 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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	97.9%	94.0%	Yes

* Or greater than last year

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Sterling School											03/02/09-2301116
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	342	100	0	2.1	47.6	50.3	99.7	52.4	48.2	Yes	Yes
Gender											
Male	195	100	0	3.1	54.2	42.7	99.5	46.1	41.7	N/A	N/A
Female	147	100	N/AV	N/AV	N/AV	N/AV	N/AV	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	316	100	0	2.2	49.2	48.6	99.7	62.3	60	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	31.7	31.7	I/S	I/S
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	N/AV	N/AV	74.9	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	20.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	11	100	N/AV	N/AV	N/AV	N/AV	N/AV	34.3	34	I/S	I/S
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	342	100	N/AV	N/AV	N/AV	N/AV	N/AV	49.5	45.8	Yes	Yes
Gender											
Male	195	100	N/AV	N/AV	N/AV	N/AV	N/AV	49.9	45.6	N/A	N/A
Female	147	100	N/AV	N/AV	N/AV	N/AV	N/AV	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	316	100	N/AV	N/AV	N/AV	N/AV	N/AV	59.4	59	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	27.2	26.9	I/S	I/S
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	N/AV	N/AV	75.3	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	20.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	11	100	N/AV	N/AV	N/AV	N/AV	N/AV	32.2	31.4	I/S	I/S

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

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Sterling School											03/02/09-2301116
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	232	100	0	3	13.4	83.6	97	39.3	35.7	97.9	96.5
Gender											
Male	125	100	0	1.6	13.6	84.8	98.4	41.6	37.4	97.6	96.4
Female	107	100	0	4.7	13.1	82.2	95.3	36.9	33.8	98.2	96.6
Racial/Ethnic Group											
White	214	100	0	3.3	14	82.7	96.7	49.7	49.2	97.8	96.4
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	18.2	17	98	96.4
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	N/AV	N/AV	60.9	58	98.5	97.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.7	24.9	97	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	N/A	95.3
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	16.3	14	98.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	97.2	97.2
Socio-Economic Status											
Subsized meals	7	I/S	I/S	I/S	I/S	I/S	I/S	21.3	21.1	95.2	95.8
Social Studies											
All Students	233	100	0	3.1	8.7	88.2	96.9	38.1	34	97.9	96.5
Gender											
Male	139	100	0	2.2	6.6	91.2	97.8	41	36.6	97.6	96.4
Female	94	100	0	4.3	11.8	83.9	95.7	35	31.3	98.2	96.6
Racial/Ethnic Group											
White	218	100	0	3.3	9.3	87.4	96.7	46.1	44.5	97.8	96.4
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	20.5	19.1	98	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98.5	97.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	27.7	27.5	97	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	N/A	95.3
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	17.1	14.4	98.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	97.2	97.2
Socio-Economic Status											
Subsized meals	8	I/S	I/S	I/S	I/S	I/S	I/S	22.8	21	95.2	95.8

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

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Sterling School 03/02/09-2301116

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	74	100	N/AV	N/AV	N/AV	N/AV	N/AV
	4	70	100	N/AV	N/AV	N/AV	N/AV	N/AV
	5	76	100	1.3	2.6	60.5	35.5	96.1
	6	54	100	0	5.6	50	44.4	94.4
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	74	100	N/AV	N/AV	N/AV	N/AV	N/AV
	4	72	100	N/AV	N/AV	N/AV	N/AV	N/AV
	5	74	100	0	4.2	63.4	32.4	95.8
	6	70	100	0	2.9	37.1	60	97.1
	7	52	100	0	3.8	57.7	38.5	96.2
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	74	100	0	2.7	14.9	82.4	97.3
	4	70	100	N/AV	N/AV	N/AV	N/AV	N/AV
	5	76	100	0	1.3	13.2	85.5	98.7
	6	54	100	0	1.9	11.1	87	98.1
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	74	100	N/AV	N/AV	N/AV	N/AV	N/AV
	4	72	100	0	1.4	18.1	80.6	98.6
	5	74	100	N/AV	N/AV	N/AV	N/AV	N/AV
	6	70	100	N/AV	N/AV	N/AV	N/AV	N/AV
	7	52	100	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	37	100	0	2.7	16.2	81.1	97.3
	4	70	100	N/AV	N/AV	N/AV	N/AV	N/AV
	5	37	100	N/AV	N/AV	N/AV	N/AV	N/AV
	6	27	100	0	3.7	0	96.3	96.3
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	0	2.7	18.9	78.4	97.3
	4	72	100	0	4.2	20.8	75	95.8
	5	37	100	N/AV	N/AV	N/AV	N/AV	N/AV
	6	34	100	N/AV	N/AV	N/AV	N/AV	N/AV
	7	52	100	0	5.8	9.6	84.6	94.2
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	37	100	N/AV	N/AV	N/AV	N/AV	N/AV
	4	70	100	N/AV	N/AV	N/AV	N/AV	N/AV
	5	39	100	0	5.1	10.3	84.6	94.9
	6	27	100	0	7.4	11.1	81.5	92.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	N/AV	N/AV	N/AV	N/AV	N/AV
	4	72	100	N/AV	N/AV	N/AV	N/AV	N/AV
	5	37	100	0	2.9	2.9	94.1	97.1
	6	35	100	N/AV	N/AV	N/AV	N/AV	N/AV
	7	52	100	0	11.5	9.6	78.8	88.5
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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