



Robert Smalls Middle

43 W. K. Alston Road
Beaufort, South Carolina

Grades	6-8 Middle School	
Enrollment	562 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

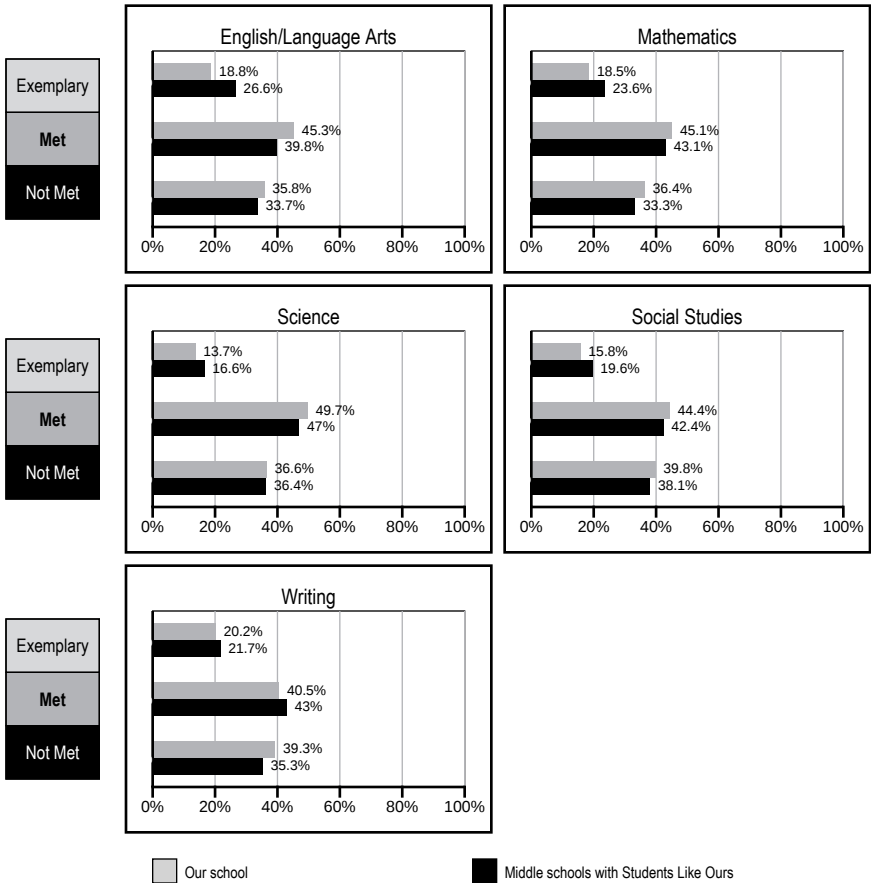
93.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	31	7	0

* Ratings are calculated with data available by 06/01/2010.

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%	96.8%
English 1	N/A	94.5%
Physical Science	100.0%	94.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=562)				
Students enrolled in high school credit courses (grades 7 & 8)	14.9%	Down from 18.6%	16.1%	21.6%
Retention rate	1.3%	Down from 1.5%	1.7%	1.2%
Attendance rate	95.9%	Up from 95.3%	95.5%	95.9%
Eligible for gifted and talented	18.9%	Up from 15.6%	14.1%	14.8%
With disabilities other than speech	11.8%	Up from 11.3%	13.8%	12.6%
Older than usual for grade	3.2%	No Change	3.6%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.7%	Down from 4.9%	1.0%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	60.5%	Down from 60.8%	55.4%	56.9%
Continuing contract teachers	72.1%	Up from 62.7%	72.1%	72.7%
Teachers with emergency or provisional certificates	2.5%	Down from 4.8%	4.7%	5.3%
Teachers returning from previous year	77.0%	Down from 77.7%	81.4%	82.9%
Teacher attendance rate	93.0%	Down from 94.2%	95.3%	95.2%
Average teacher salary*	\$48,528	Up 3.7%	\$45,659	\$46,599
Professional development days/teacher	16.5 days	Up from 15.7 days	10.2 days	10.8 days
School				
Principal's years at school	12.0	Up from 11.0	3.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 18.9 to 1	19.8 to 1	20.1 to 1
Prime instructional time	86.1%	Down from 88.1%	90.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.3%	Down from 97.4%	98.1%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,323	Up 19.2%	\$7,708	\$7,645
Percent of expenditures for instruction**	63.4%	Down from 64.2%	64.2%	63.4%
Percent of expenditures for teacher salaries**	52.2%	Down from 60.1%	58.1%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We began the 2008-2009 school year with an emphasis on improving student achievement in all content areas, but with special emphasis on math and English Language Arts. The 2008 PACT did show gains in social studies that exceeded the state average for 8th graders. While we celebrated these gains, we did not meet the goals set for all content areas. Our state report card rating remained as below average even with some improvements made. Our SIC members, teaching staff, and administration worked collaboratively to review data generated from MAP and PACT scores to develop a comprehensive plan to address the academic needs of all students. This team effort resulted in the following achievements: State Exemplary Writing School Award; Program Excellence Award by the International Technology Education Association; 19 South Carolina Junior Scholars; one Duke TIP Scholar; second place state chess championship; awarded state Math and Science grant; awarded grant from DOD for AVID program; excellent ratings by the Symphonic Band; 2 students made all state band; 4 students recognized as outstanding chairs by Beaufort Youth Orchestra; county, district, and state essay contest winners; service recognition for outstanding contributions made by students who raised money for the American Heart Association, Muscular Dystrophy Camp, and St. Jude's Cancer Drive; and 7th grade boys and girls second place in conference championships in basketball. The staff and administration worked throughout the year to complete the application to become an accredited International Baccalaureate Middle Years Programme.

Throughout the year teachers have worked to integrate writing across the curriculum and to increase students' problem solving, reasoning, and critical thinking skills into all curricular areas. All students were involved in completing inquiry based learning units that had a real-world focus while being based on South Carolina Curriculum Standards. Technology was used to support these curricular investigations and to provide opportunities for students to integrate it into their learning making their educational program more meaningful and relevant. Our Instructional Technology Coach provided on-site staff development for teachers to integrate the interactive white board in daily lessons that increase student participation and student achievement.

Student achievement gains as measured our students' Spring MAP scores in both English Language Arts and math did not show as much growth as was expected in these two areas. The teachers reviewed this data and developed a plan to address lack of student motivation that was prevalent among many students in the early spring. School wide writing exercises in all four academic areas were also implemented to insure comprehension of content information as well as improving communication skills. The staff began laying the foundation for end-of-course assessments in all content areas to begin in 2009 to provide feedback on our students' progress in reaching goals set for academic content areas. We believe this intense focus will provide the foundation for success needed as students move to the next level of their educational journey.

Denise R. Smith, Principal
Tiffany Harrell, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	149	53
Percent satisfied with learning environment	48.8%	71.8%	84.6%
Percent satisfied with social and physical environment	61.0%	76.4%	60.4%
Percent satisfied with school-home relations	29.3%	91.3%	78.8%

* 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

School Adequate Yearly Progress

NO

This school met 23 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	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	538	99.6	35.4	45.6	18.9	74.3	81.8	82.8	Yes	Yes
Gender										
Male	297	99.3	40.5	43.9	15.6	68.4	78.2	79.3	N/A	N/A
Female	241	100	29.3	47.7	23	81.5	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	193	99.5	22.9	53.6	23.5	86	92.4	89.5	Yes	Yes
African American	292	99.7	43.7	40.3	16	67.3	71.8	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	46	100	40.5	42.9	16.7	66.7	72.4	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
Disability Status										
Disabled	65	98.5	N/AV	N/AV	N/AV	17.3	41.7	52	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	63.6	27.3	9.1	40.9	68.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	345	99.7	41.8	44.1	14.1	70.4	73.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	538	99.6	38.3	46.6	15.1	73.1	77.3	78.9	Yes	Yes
Gender										
Male	297	99.3	43.5	42	14.5	68.8	75.8	77	N/A	N/A
Female	241	100	32	52.3	15.8	78.4	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	193	99.5	22.3	53.1	24.6	86.6	89.8	87.2	Yes	Yes
African American	292	99.7	51	40.7	8.4	62.7	62.7	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	46	100	33.3	54.8	11.9	76.2	71	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
Disability Status										
Disabled	65	98.5	84.6	11.5	3.8	23.1	37.5	45.5	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	N/AV	N/AV	N/AV	68.2	69.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	345	99.7	43.4	46.9	9.6	68.2	66.9	70.2	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	359	99.7	36.2	50.5	13.3	63.8	66.1	67.5
Gender								
Male	201	99.5	35.9	47.5	16.6	64.1	66.1	67
Female	158	100	36.6	54.2	9.2	63.4	66.1	68
Racial/Ethnic Group								
White	135	100	20.2	58.1	21.8	79.8	82.9	79.5
African American	187	99.5	49.4	43.4	7.2	50.6	48.1	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	32	100	35.7	53.6	10.7	64.3	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
Disability Status								
Disabled	50	100	80.5	17.1	2.4	19.5	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	16	100	N/AV	N/AV	N/AV	38.5	49.9	59.6
Socio-Economic Status								
Subsided meals	220	99.6	43.6	48.7	7.7	56.4	51.8	55.1

Social Studies

All Students	354	99.7	39.6	44.5	15.9	60.4	70.3	72.3
Gender								
Male	185	99.5	42.7	39.8	17.5	57.3	70	71.5
Female	169	100	36.3	49.7	14	63.7	70.6	73.2
Racial/Ethnic Group								
White	125	100	28.8	45.8	25.4	71.2	82.6	80.7
African American	194	99.5	47.5	45.2	7.3	52.5	58.2	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	31	100	34.5	37.9	27.6	65.5	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	37	100	N/AV	N/AV	N/AV	16.7	36.9	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	15	100	50	42.9	7.1	50	56.2	67.9
Socio-Economic Status								
Subsided meals	240	100	45.5	43.6	10.9	54.5	58.6	62.1

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 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	539	98.9	38.6	41	20.4	61.4	68.6	70.2	95.9	96.4
Gender										
Male	298	98.7	48.7	37.7	13.6	51.3	61.3	63.2	95.9	96.3
Female	241	99.2	26.1	45	28.8	73.9	76.2	77.5	96	96.6
Racial/Ethnic Group										
White	191	99.5	29.3	44.8	26	70.7	82.7	79.1	94.9	96.4
African American	294	98.6	46.2	38.6	15.2	53.8	54.5	57.6	96.6	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.1	86.2	97.1	97.1
Hispanic	46	97.8	35.7	45.2	19	64.3	57.4	62.6	95.4	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	N/A	96.3
Disability Status										
Disabled	66	98.5	N/AV	N/AV	N/AV	13	23.8	26.1	95.4	95.7
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	99.9	97.8
English Proficiency										
Limited English Proficient	25	96	59.1	36.4	4.5	40.9	53.1	61.2	95	96.6
Socio-Economic Status										
Subsidized meals	348	99.1	42.1	41.1	16.8	57.9	55.9	58.9	95.7	96.1

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
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English/Language Arts

2009	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	170	100	35	45.6	19.4	65
	7	182	99.5	33.5	50.6	15.9	66.5
	8	186	99.5	37.7	40.7	21.6	62.3

Mathematics

2009	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	170	100	40	48.8	11.3	60
	7	182	99.5	32.3	50.6	17.1	67.7
	8	186	99.5	42.5	40.7	16.8	57.5

Science

2009	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	84	98.8	45.5	51.9	2.6	54.5
	7	179	100	28.8	54	17.2	71.2
	8	96	100	42.2	42.2	15.7	57.8

Social Studies

2009	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	86	98.8	23.5	70.4	6.2	76.5
	7	179	100	47.2	33.1	19.6	52.8
	8	89	100	40.5	41.7	17.9	59.5

Writing

2009	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	172	97.7	40	45	15	60
	7	183	100	32.9	43.1	24	67.1
	8	184	98.9	42.9	35.1	22	57.1

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample