



Leslie M. Stover School

1649 Smyrna Road
ELGIN, S.C. 29045

Grades	6-8 Middle School	
Enrollment	603 Students	
Principal	Dennis A. Reeder	803-438-7414
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

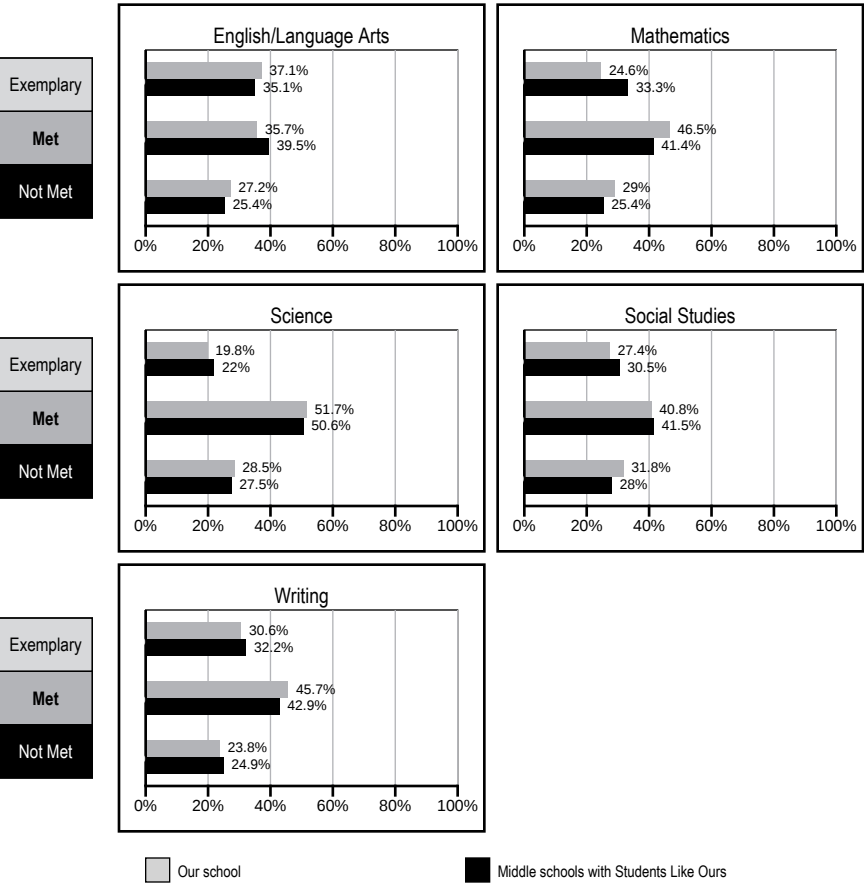
97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	32	0	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	93.8%	98.4%
English 1	98.5%	98.2%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	96.2%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=603)				
Students enrolled in high school credit courses (grades 7 & 8)	19.1%	Down from 34.9%	25.8%	21.6%
Retention rate	0.2%	No Change	1.1%	1.2%
Attendance rate	95.7%	Down from 96.0%	96.0%	95.9%
Eligible for gifted and talented	19.5%	Up from 18.1%	19.6%	14.8%
With disabilities other than speech	11.3%	Up from 11.2%	11.4%	12.6%
Older than usual for grade	1.3%	Up from 1.0%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	51.4%	Down from 52.8%	57.9%	56.9%
Continuing contract teachers	81.1%	Up from 66.7%	76.6%	72.7%
Teachers with emergency or provisional certificates	6.3%	Down from 7.1%	5.5%	5.3%
Teachers returning from previous year	82.8%	Down from 85.4%	85.3%	82.9%
Teacher attendance rate	96.2%	Up from 95.7%	95.1%	95.2%
Average teacher salary*	\$44,629	Up 3.2%	\$47,084	\$46,599
Professional development days/teacher	12.3 days	Down from 13.8 days	10.6 days	10.8 days
School				
Principal's years at school	7.0	Up from 6.0	3.5	3.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 24.0 to 1	21.9 to 1	20.1 to 1
Prime instructional time	91.5%	Up from 90.6%	89.9%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	98.8%	97.8%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$5,987	Up 1.3%	\$6,934	\$7,645
Percent of expenditures for instruction**	56.8%	Down from 59.2%	64.2%	63.4%
Percent of expenditures for teacher salaries**	55.2%	Down from 58.1%	57.5%	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

Leslie M. Stover Middle School had an outstanding 2008-2009 school year. Literacy across the curriculum was our main focus and will continue into 2009-2010. Over the past two years, a reading emphasis was held on Fridays; next year this emphasis will be addressed daily with a separate class period devoted to reading enrichment. Our eighth grade class had a record total of twenty students who qualified as Junior Scholars. Two of our eighth grade students each completed two high school math courses through South Carolina Virtual Schools. One seventh grader was recognized as a Duke TIP Scholar for his achievement on the Scholastic Aptitude Test. The Stover related arts program produced a record fifty students in all-region band, and two of these students went on to qualify as all-state band members. A record of thirteen students qualified for all-state chorus. Our girls' basketball team won the school's first conference championship. Student government created Stover's first student store that was made available for school supplies two days per week. Teachers and students collected over \$5400.00 to support Relay for Life. Our art program aligned an interesting technological project to instill reading and artistic creativity with Stover seventh graders and Blaney Elementary School's second grade. Stover seventh graders produced children's books including all language and art. They shared this information and took questions through a video conferencing tool called "Skype." Through Skype, seventh and second graders were able to interact and exchange ideas concerning the books being produced. At the end of the semester, second graders visited Stover where the books were shared and read by seventh graders. Leslie M. Stover Middle was one of five middle schools in South Carolina to be considered as a "Schools to Watch." Though we did not reach this recognition this year, we will continue to seek improvement to better serve our students. Dennis Reeder, Principal; Mark Sury, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	185	48
Percent satisfied with learning environment	89.5%	67.4%	79.2%
Percent satisfied with social and physical environment	81.6%	69.0%	83.0%
Percent satisfied with school-home relations	86.8%	79.2%	66.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 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	1.5%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	95.7%	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	594	99.8	29.2	37.1	33.7	80.6	86.1	82.8	Yes	Yes
Gender										
Male	293	99.7	32.9	35.7	31.4	76.7	82.7	79.3	N/A	N/A
Female	301	100	25.6	38.4	36	84.4	89.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	448	99.8	27	37	36	82	89.7	89.5	Yes	Yes
African American	118	100	38.9	35.4	25.7	73.5	78.3	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	22	100	28.6	38.1	33.3	85.7	82.6	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	82.5	I/S	I/S
Disability Status										
Disabled	67	100	72.3	20	7.7	41.5	55.3	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	77.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	259	100	39	37.3	23.7	72.3	79.5	75.5	Yes	Yes

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

All Students	594	99.7	30.1	49	20.8	80.4	81.7	78.9	Yes	Yes
Gender										
Male	293	99.7	31.4	47.7	20.8	78.1	79.6	77	N/A	N/A
Female	301	99.7	28.8	50.3	20.8	82.6	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	448	99.6	26.6	50	23.4	82.4	86.7	87.2	Yes	Yes
African American	118	100	43.4	45.1	11.5	72.6	70.8	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	22	100	33.3	42.9	23.8	81	77.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	79.5	I/S	I/S
Disability Status										
Disabled	67	100	73.8	18.5	7.7	44.6	49	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	73.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	259	100	40.6	47	12.4	72.3	73.5	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	398	100	28.4	51.6	20.1	71.6	70.6	67.5
Gender								
Male	193	100	30.3	50.5	19.1	69.7	69.1	67
Female	205	100	26.5	52.6	20.9	73.5	72.3	68
Racial/Ethnic Group								
White	305	100	25.8	51.9	22.4	74.2	77.5	79.5
African American	76	100	39.2	48.6	12.2	60.8	56.3	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.3	84.3
Hispanic	12	100	36.4	54.5	9.1	63.6	59.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	50	100	70.8	22.9	6.3	29.2	39.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	51.9	59.6
Socio-Economic Status								
Subsided meals	169	100	38	51.5	10.4	62	60.2	55.1

Social Studies								
All Students	404	99.5	31.3	40.8	27.9	68.7	73.4	72.3
Gender								
Male	199	99.5	31.8	37.5	30.7	68.2	72.6	71.5
Female	205	99.5	30.8	43.9	25.3	69.2	74.3	73.2
Racial/Ethnic Group								
White	300	99.3	29.1	39	31.8	70.9	78.4	80.7
African American	83	100	34.6	52.6	12.8	65.4	62.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.1	88.5
Hispanic	18	100	47.1	23.5	29.4	52.9	67.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	42	100	64.3	26.2	9.5	35.7	48.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	60.6	67.9
Socio-Economic Status								
Subsided meals	178	100	38	39.2	22.8	62	64	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	598	99.8	23.8	45.7	30.6	76.2	75.7	70.2	95.7	95.7
Gender										
Male	296	99.7	31.8	44.1	24.1	68.2	69.1	63.2	95.1	95.5
Female	302	100	15.9	47.2	36.9	84.1	82.6	77.5	96.3	95.9
Racial/Ethnic Group										
White	453	99.8	22.6	45	32.4	77.4	80.9	79.1	95.3	95.5
African American	118	100	30.4	46.4	23.2	69.6	64	57.6	97.1	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.9	86.2	97.2	96.1
Hispanic	22	100	19	47.6	33.3	81	71.3	62.6	96.9	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	68.7	88.8	91.7
Disability Status										
Disabled	68	98.5	73.8	23.1	3.1	26.2	29.9	26.1	94	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70.3	61.2	96	96.2
Socio-Economic Status										
Subsidized meals	230	100	36.1	42.5	21.5	63.9	64.8	58.9	95	95.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	189	100	30.2	39.7	30.2	69.8
	7	208	99.5	26.7	36.6	36.6	73.3
	8	197	100	30.9	35.1	34	69.1
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	189	99.5	28.1	53.4	18.5	71.9
	7	208	99.5	27.7	51	21.3	72.3
	8	197	100	34.6	42.9	22.5	65.4
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	94	100	34.8	59.6	5.6	65.2
	7	208	100	27.1	49.3	23.6	72.9
	8	96	100	25	48.9	26.1	75
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	95	97.9	21.6	64.8	13.6	78.4
	7	208	100	37.4	31.5	31	62.6
	8	101	100	27.3	38.4	34.3	72.7
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	189	100	22.5	46.7	30.8	77.5
	7	210	99.5	23.6	43.8	32.5	76.4
	8	199	100	25.1	46.6	28.3	74.9

Abbreviations for Missing Data

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