



HARTSVILLE MIDDLE

1427 14th Street
Hartsville, South Carolina

Grades	6-8 Middle School	
Enrollment	1,143 Students	
Principal	Meredith Taylor	843-857-3000
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	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 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

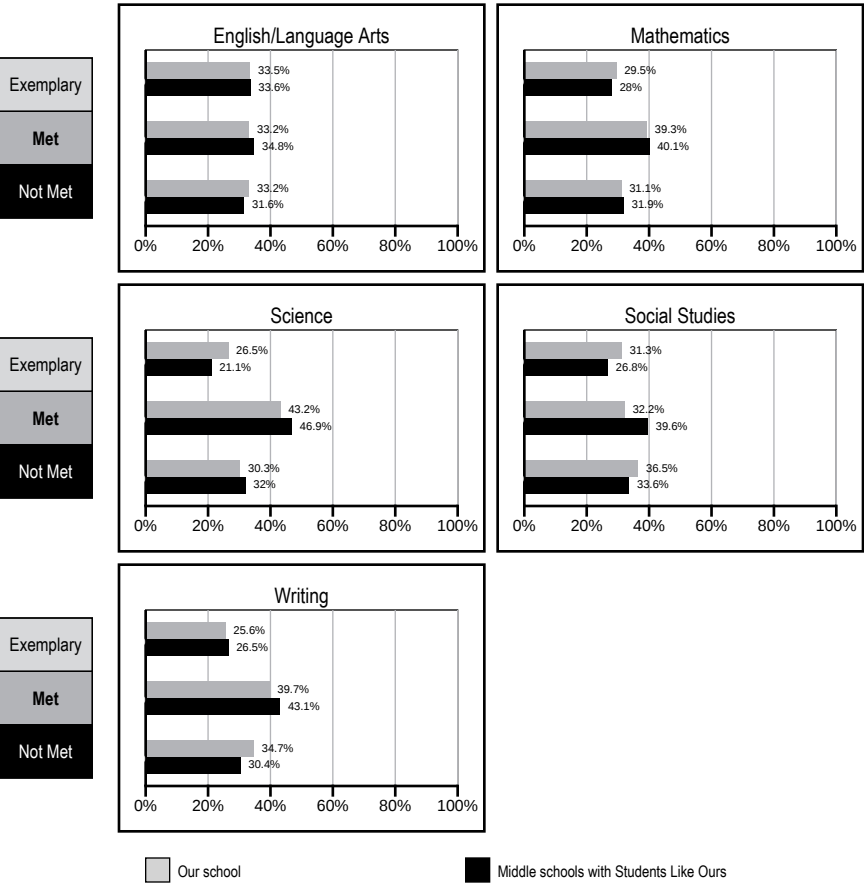
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	44	2	0

* Ratings are calculated with data available by 03/09/2011.

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	97.3%	96.6%
English 1	96.6%	97.8%
Physical Science	94.1%	66.0%
US History and the Constitution	N/A	N/A
All Subjects	96.2%	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,143)				
Students enrolled in high school credit courses (grades 7 & 8)	9.9%	Down from 14.7%	24.8%	24.2%
Retention rate	2.3%	Down from 5.2%	0.7%	0.7%
Attendance rate	95.4%	Down from 95.6%	95.6%	95.9%
Eligible for gifted and talented	20.3%	Up from 15.7%	18.0%	16.4%
With disabilities other than speech	14.1%	Down from 16.2%	13.1%	12.0%
Older than usual for grade	3.3%	Down from 3.6%	2.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.7%	0.5%
Annual dropout rate	0.1%	Down from 0.3%	0.0%	0.0%
Teachers (n=67)				
Teachers with advanced degrees	47.8%	Up from 46.4%	57.1%	58.5%
Continuing contract teachers	77.6%	Up from 72.5%	81.1%	80.0%
Teachers with emergency or provisional certificates	11.7%	Up from 11.1%	3.0%	4.0%
Teachers returning from previous year	86.0%	Up from 84.3%	84.5%	84.6%
Teacher attendance rate	95.0%	Down from 96.0%	95.2%	95.4%
Average teacher salary*	\$45,078	Down 1.6%	\$45,911	\$46,561
Professional development days/teacher	12.2 days	Down from 12.8 days	10.1 days	10.2 days
School				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.9 to 1	21.3 to 1	21.1 to 1
Prime instructional time	89.3%	Down from 90.2%	90.2%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	80.8%	Down from 84.9%	97.7%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,273	Up 4.2%	\$7,740	\$7,802
Percent of expenditures for instruction**	64.9%	Down from 66.8%	64.2%	63.8%
Percent of expenditures for teacher salaries**	63.4%	Down from 63.9%	60.4%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Hartsville Middle School's academic goals for 2009-2010 were increasing rigor and providing appropriate academic support for the success of all students. Student performance and needs were assessed based on the Measures of Academic Progress Tests (MAP), benchmark tests, and classroom assessments. This information was reviewed by teachers, coordinating teachers, and administrators in quarterly data meetings. These meetings resulted in teachers identifying opportunities to provide more individualized instruction, recognition of trends in grade levels and subject areas, analysis of strengths, and areas in need of improvement. Student achievement was celebrated based on student growth and performance in areas above grade level.

The Byerly Foundation made a three-year financial commitment to the Team Foxes Learning Academy. This support provided funding for an additional administrator, two additional teachers, and two additional support staff members. Students were given extra academic and behavioral support to increase achievement levels.

The arts magnet program provided students opportunities to showcase talents and creativity. Several students were recognized during the 2009-10 school year at the district and state levels for vocal, instrumental, or visual arts achievement.

The administration and faculty at Hartsville Middle School remain committed to ensuring all students are provided multiple opportunities to excel during their middle school years. We see nothing but success on the horizon!

Meredith Taylor, Principal
Annette Wint, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	326	148
Percent satisfied with learning environment	89.4%	53.1%	75.0%
Percent satisfied with social and physical environment	95.5%	64.5%	71.4%
Percent satisfied with school-home relations	81.5%	79.8%	64.6%

* 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 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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	95.4%	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	1113	100	35.5	33.3	31.2	74.9	79.8	83.5	Yes	Yes
Gender										
Male	557	100	37.6	32.1	30.3	71.6	76.4	80.1	N/A	N/A
Female	556	100	33.4	34.5	32.1	78.2	83.3	87	N/A	N/A
Racial/Ethnic Group										
White	550	100	19.4	33	47.5	85.8	87.6	89.6	Yes	Yes
African American	534	100	52.1	34.4	13.5	63.7	74	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	92.7	I/S	I/S
Hispanic	22	100	40.9	22.7	36.4	68.2	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	158	100	77	17.6	5.4	35.1	50.5	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	40.9	18.2	40.9	68.2	78.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	694	100	48.1	34.4	17.4	65.9	75.1	76.9	Yes	Yes

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

All Students	1113	100	33.6	39.6	26.8	77	77.1	80.4	Yes	Yes
Gender										
Male	557	100	32.5	37.9	29.5	78.3	75.2	78.4	N/A	N/A
Female	556	100	34.7	41.1	24.2	75.6	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	550	100	22.1	37.4	40.6	87.7	85.8	87.8	Yes	Yes
African American	534	100	45.6	42.5	12	65.8	70.6	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	93.5	I/S	I/S
Hispanic	22	100	40.9	22.7	36.4	72.7	77.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	158	100	77	19.6	3.4	35.8	43.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	40.9	22.7	36.4	72.7	77.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	694	100	43.3	41.4	15.3	69.2	72	72.8	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	749	99.7	32.3	42.9	24.8	67.7	64.5	67.3
Gender								
Male	372	99.7	30.2	40.1	29.7	69.8	63.5	66.9
Female	377	99.7	34.2	45.7	20.1	65.8	65.6	67.7
Racial/Ethnic Group								
White	379	99.7	17	47	36	83	79.2	79.6
African American	352	99.7	48.8	38.8	12.4	51.2	53.7	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.8	84.4
Hispanic	13	100	38.5	38.5	23.1	61.5	63.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	115	98.3	79.8	16.3	3.8	20.2	31.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	10	I/S	33.3	33.3	33.3	66.7	66	58.6
Socio-Economic Status								
Subsidized meals	467	99.6	44.8	39.5	15.7	55.2	56.5	55.4

Social Studies

All Students	747	99.6	36.6	32.2	31.2	63.4	69.5	70.9
Gender								
Male	374	99.7	34.2	29.2	36.7	65.8	68.6	70.1
Female	373	99.5	39.1	35.2	25.8	60.9	70.5	71.7
Racial/Ethnic Group								
White	365	99.5	22.3	33	44.7	77.7	79.7	79.2
African American	359	99.7	51.3	32.4	16.3	48.7	62.1	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	18	100	38.9	16.7	44.4	61.1	68.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	105	99.1	76	17.7	6.3	24	38.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	43.8	12.5	43.8	56.3	67.5	68
Socio-Economic Status								
Subsidized meals	471	99.4	46.7	34.2	19.2	53.3	63.5	60.8

Abbreviations for Missing Data

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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	1120	98.8	34.4	39.9	25.7	65.6	65.2	72.1	95.4	95.5
Gender										
Male	560	98.6	39.6	37.2	23.2	60.4	58.3	65.2	95.1	95.2
Female	560	99.1	29.3	42.5	28.2	70.7	72.4	79.2	95.6	95.8
Racial/Ethnic Group										
White	555	98.9	21.1	40.7	38.2	78.9	76.2	80.8	95	94.9
African American	535	98.7	48.5	39.1	12.4	51.5	57.1	59.7	95.7	95.9
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.5	87	97	96.7
Hispanic	23	100	34.8	30.4	34.8	65.2	61.6	64.6	96.8	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	94.7
Disability Status										
Disabled	155	94.8	83.7	12.1	4.3	16.3	20.5	27.7	93.4	94.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	14	100	34.8	34.8	30.4	65.2	61.8	63.7	96.8	97.1
Socio-Economic Status										
Subsidized meals	694	98.6	46.1	39.7	14.2	53.9	58.3	61.9	94.8	95.2

Abbreviations for Missing Data

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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	401	99.8	36.5	37.6	25.9	63.5
	7	379	100	34	40.1	25.9	66
	8	392	99.7	39.2	40.8	20	60.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	360	100	30	36.6	33.4	70
	7	384	100	36.1	32.9	31	63.9
	8	369	100	40.2	30.6	29.2	59.8

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	400	100	31.3	43	25.6	68.7
	7	379	99.7	30.7	43	26.3	69.3
	8	392	99.7	43.1	43.9	13	56.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	360	100	27.1	42.3	30.6	72.9
	7	384	100	33.7	35.3	31	66.3
	8	369	100	39.9	41.3	18.8	60.1

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	203	98.5	34.9	44.8	20.3	65.1
	7	378	99.7	25.5	50.4	24.1	74.5
	8	198	99.5	39.4	45.1	15.5	60.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	180	100	38.7	49.1	12.1	61.3
	7	383	100	29.7	37.3	33	70.3
	8	186	98.9	31.3	48.6	20.1	68.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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	197	99	32.6	50.5	16.8	67.4
	7	379	100	42.1	37.6	20.3	57.9
	8	193	99.5	41.1	40.5	18.4	58.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	180	100	31.1	35.6	33.3	68.9
	7	384	99.5	39.2	31.1	29.7	60.8
	8	183	99.5	36.8	31	32.2	63.2

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	401	99	37.5	36.2	26.4	62.5
	7	379	98.2	33.2	40.8	25.9	66.8
	8	399	98	39.7	42.9	17.4	60.3
2010	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	361	99.2	31.3	41	27.6	68.7
	7	386	98.7	33.4	40.2	26.4	66.6
	8	373	98.7	38.5	38.5	23	61.5

Abbreviations for Missing Data

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