

SPAULDING MIDDLE

400 E. Cartersville Hwy
Lamar, SC 29069

Grades	6-8 Middle School	
Enrollment	249 Students	
Principal	Derrick Glover	843-326-7625
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	Excellent
2009	Below Average	Average
2008	At-Risk	Below Average
2007	Below Average	Below Average
2006	Below 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 2009-10 whose 2008-09 test scores were located

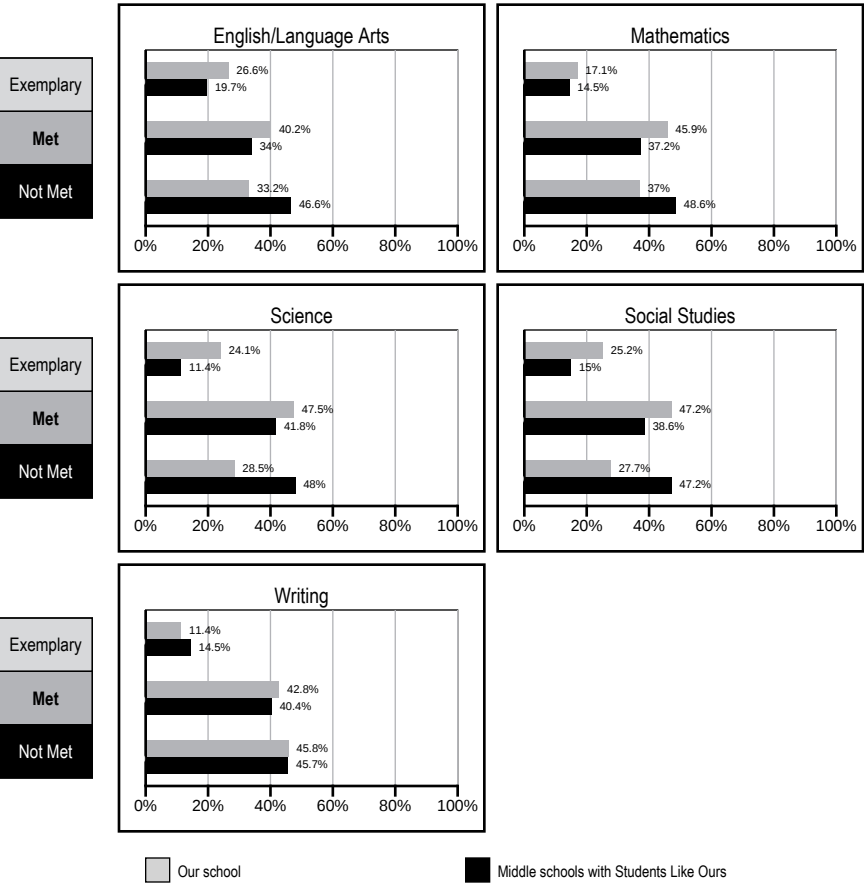
98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	28	11

* 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	100.0%	90.9%
English 1	95.2%	86.5%
Physical Science	N/A	72.3%
US History and the Constitution	N/A	N/A
All Subjects	96.9%	88.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=249)				
Students enrolled in high school credit courses (grades 7 & 8)	13.7%	Up from 12.6%	13.4%	24.2%
Retention rate	0.4%	Down from 2.4%	1.0%	0.7%
Attendance rate	96.6%	Up from 95.2%	95.2%	95.9%
Eligible for gifted and talented	8.1%	Up from 6.7%	8.3%	16.4%
With disabilities other than speech	9.3%	Down from 14.3%	14.4%	12.0%
Older than usual for grade	1.6%	Down from 2.0%	4.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	52.9%	Up from 47.6%	58.3%	58.5%
Continuing contract teachers	88.2%	Up from 61.9%	68.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 10.0%	11.6%	4.0%
Teachers returning from previous year	80.2%	Down from 83.7%	78.8%	84.6%
Teacher attendance rate	96.2%	No Change	95.5%	95.4%
Average teacher salary*	\$45,215	Down 3.8%	\$44,716	\$46,561
Professional development days/teacher	15.2 days	Down from 15.6 days	11.3 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	24.2 to 1	Up from 23.2 to 1	19.5 to 1	21.1 to 1
Prime instructional time	91.5%	Up from 89.4%	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.3%	Up from 79.5%	95.6%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$10,023	Down 7.8%	\$9,205	\$7,802
Percent of expenditures for instruction**	53.8%	Down from 55.1%	61.3%	63.8%
Percent of expenditures for teacher salaries**	49.8%	Down from 51.3%	56.1%	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

Collaborative planning, dedicated educators, engaging instruction, data-driven decision making, active stakeholders, and respectful students who are focused on academic achievement are the key components that make Spaulding Middle School a great place for teaching and learning. It is our vision to provide students with a top-quality education so that they can become productive citizens and life-long learners. This continues to be our driving force as we increase student achievement in all areas.

We are excited about the gains our students are making! During the 2008-2009 school year, we moved out of the "at-risk" category and are continuing our efforts to improve our ratings on the School Report Card.

Ongoing, relevant professional development has been an integral component of our goal to provide quality instruction to our students. Teachers participated in weekly professional learning communities to collaborate and plan instruction. In addition, teachers attended local, state, and national professional development sessions. Because of the knowledge and skills gained through on-going professional development, teachers continue to facilitate high quality, engaging instruction for our students.

Benchmark testing in ELA, math, and science continues to be a strategy used to measure student progress and provide data on student instructional needs. Measures of Academic Progress (MAP) was administered in ELA and math three times this year. Students participated in individual conferences with teachers to discuss test results and strategies for academic growth. In addition, targeted students were provided with the opportunity to use COMPASS Learning, a computer-based program, to address areas of weakness in math and ELA.

Spaulding Middle School, a Title I school-wide site, is committed to providing the children in the Lamar area with a high quality education. We will continue to work toward that goal and welcome the support of community and business members.

Derrick Glover, Principal
Tina McElveen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	75	63
Percent satisfied with learning environment	100.0%	86.7%	82.5%
Percent satisfied with social and physical environment	100.0%	90.7%	82.3%
Percent satisfied with school-home relations	76.2%	85.3%	90.2%

* 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

YES

This school met 17 out of 17 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	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	243	100	34	39.6	26.4	75.7	79.8	83.5	Yes	Yes
Gender										
Male	134	100	35.9	41.2	22.9	74	76.4	80.1	N/A	N/A
Female	109	100	31.7	37.5	30.8	77.9	83.3	87	N/A	N/A
Racial/Ethnic Group										
White	82	100	16.5	44.3	39.2	89.9	87.6	89.6	Yes	Yes
African American	160	100	42.6	37.4	20	69	74	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	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	23	100	63.6	22.7	13.6	40.9	50.5	51.7	I/S	I/S
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	1	I/S	I/S	I/S	I/S	I/S	78.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	204	100	36.5	41.1	22.3	73.6	75.1	76.9	Yes	Yes

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

All Students	243	99.6	38.5	46.6	15	74.8	77.1	80.4	Yes	Yes
Gender										
Male	134	99.3	42.3	42.3	15.4	66.2	75.2	78.4	N/A	N/A
Female	109	100	33.7	51.9	14.4	85.6	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	82	100	27.8	48.1	24.1	83.5	85.8	87.8	Yes	Yes
African American	160	99.4	43.5	46.1	10.4	70.1	70.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	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	23	100	81.8	13.6	4.5	40.9	43.8	46.1	I/S	I/S
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	1	I/S	I/S	I/S	I/S	I/S	77.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	204	99.5	41.3	46.4	12.2	73.5	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

	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	164	100	28.5	47.5	24.1	71.5	64.5	67.3
Gender								
Male	85	100	32.9	42.7	24.4	67.1	63.5	66.9
Female	79	100	23.7	52.6	23.7	76.3	65.6	67.7
Racial/Ethnic Group								
White	60	100	17.2	41.4	41.4	82.8	79.2	79.6
African American	103	100	35.4	50.5	14.1	64.6	53.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.8	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	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	15	100	64.3	21.4	14.3	35.7	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	1	I/S	I/S	I/S	I/S	I/S	66	58.6
Socio-Economic Status								
Subsidized meals	137	100	29.5	49.2	21.2	70.5	56.5	55.4

Social Studies

All Students	165	99.4	27.2	47.5	25.3	72.8	69.5	70.9
Gender								
Male	97	99	26.3	47.4	26.3	73.7	68.6	70.1
Female	68	100	28.6	47.6	23.8	71.4	70.5	71.7
Racial/Ethnic Group								
White	53	100	17.6	41.2	41.2	82.4	79.7	79.2
African American	112	99.1	31.8	50.5	17.8	68.2	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	68.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	61.9	28.6	9.5	38.1	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	0	N/A	N/A	N/A	N/A	N/A	67.5	68
Socio-Economic Status								
Subsidized meals	139	99.3	28.8	50.8	20.5	71.2	63.5	60.8

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	244	99.6	45.5	43	11.5	54.5	65.2	72.1	96.6	95.5
Gender										
Male	136	99.3	53.1	36.9	10	46.9	58.3	65.2	96.7	95.2
Female	108	100	36.2	50.5	13.3	63.8	72.4	79.2	96.6	95.8
Racial/Ethnic Group										
White	84	100	30	48.8	21.3	70	76.2	80.8	95.9	94.9
African American	159	99.4	53.2	40.3	6.5	46.8	57.1	59.7	97	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	N/A	96.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.6	64.6	99.6	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	99.2	94.7
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	4.5	20.5	27.7	94.8	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	1	I/S	I/S	I/S	I/S	I/S	61.8	63.7	99.6	97.1
Socio-Economic Status										
Subsidized meals	201	99.5	49.7	40	10.3	50.3	58.3	61.9	96.6	95.2

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	90	100	45.3	33.7	20.9	54.7
	7	75	100	45.1	45.1	9.9	54.9
	8	80	100	42.9	39	18.2	57.1
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	83	100	31.6	48.1	20.3	68.4
	7	86	100	40.2	26.8	32.9	59.8
	8	74	100	29.7	44.6	25.7	70.3

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	90	100	40.7	47.7	11.6	59.3
	7	75	100	42.3	43.7	14.1	57.7
	8	80	100	51.9	36.4	11.7	48.1
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	83	100	38	48.1	13.9	62
	7	86	100	40.2	46.3	13.4	59.8
	8	74	98.7	37	45.2	17.8	63

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	44	100	N/AV	N/AV	N/AV	32.6
	7	75	100	36.6	57.7	5.6	63.4
	8	40	100	45.9	43.2	10.8	54.1
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	42	100	45	52.5	2.5	55
	7	86	100	25.6	46.3	28	74.4
	8	36	100	16.7	44.4	38.9	83.3

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
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	46	100	27.9	69.8	2.3	72.1
	7	75	100	43.7	36.6	19.7	56.3
	8	40	100	40	50	10	60
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	41	100	12.8	51.3	35.9	87.2
	7	86	100	36.6	41.5	22	63.4
	8	38	97.4	21.6	56.8	21.6	78.4
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	89	100	43	37.2	19.8	57
	7	77	100	46.6	42.5	11	53.4
	8	81	100	48.7	39.7	11.5	51.3
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	83	98.8	44.9	43.6	11.5	55.1
	7	85	100	57.3	31.7	11	42.7
	8	76	100	33.3	54.7	12	66.7

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