School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2023/24
Upcoming School Year: 2023/24

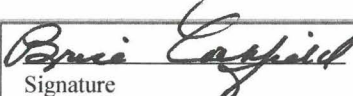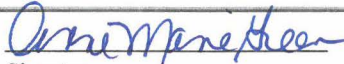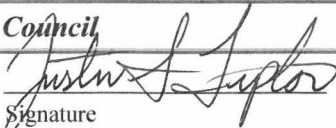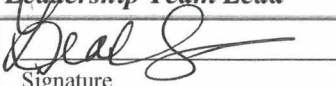|	
School Name:	Carolina Springs Middle
SIDN:	3201063
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 01
Address 1:	
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Brice LS Cockfield, Ed.D.
School Plan Contact Phone:	803-821-4900
School Plan E-mail Address:	bcockfield@lexington1.net
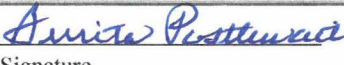
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. �59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. �59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent�s and school principal�s signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
Gerrita Postlewait, Ed.D. Printed Name	*[signature]* Signature	4-11-23 Date
Principal		
Brice Cockfield, Ed.D. Printed Name	*[signature]* Signature	3-13-23 Date
Chairperson, District Board of Trustees		
Anne Maria Green Printed Name	*[signature]* Signature	4-11-23 Date
Chairperson, School Improvement Council		
Justin Tipton Printed Name	*[signature]* Signature	3/13/2023 Date
School Read To Succeed Literacy Leadership Team Lead		
Leah Sarantopoulos Printed Name	*[signature]* Signature	3/13/2023 Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	**Principal**	Brice Cockfield, Ed.D.
2.	**Teacher**	Kristen Koester
3.	**Parent/Guardian**	Daniel Oddo
4.	**Community Member**	Cedric Wright
5.	**Paraprofessional**	Jennifer Gilley
6.	**School Improvement Council Member**	Justin Tipton
7.	**Read to Succeed Reading Coach**	Stephanie Gregory
8.	**School Read To Succeed Literacy Leadership Team Lead**	Leah Sarantopoulos
9.	**School Read To Succeed Literacy Leadership Team Member**	Sarah Jorgenson
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

> *Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	Lexington County School District One received a waiver for SBE Regulation 43-232 from the S.C. Department of Education to allow grade six dual language immersion students to earn high school credit when they demonstrate appropriate proficiency at the end of their language course. This waiver allows dual immersion students, who have been on an accelerated pathway for language acquisition in elementary school, to progress on time with the requisite skills for the next level of their language proficiency.
6. Other (*Include the SBE Regulation number to be waived*)	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education, which gives our students enrolled in the Lexington One Online Learning Academy access to a flexible pathway to the next grade level that is not bound by pace, place, or time. This waiver empowers students to demonstrate mastery of standards through synchronous and asynchronous teaching and learning experiences.

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Lexington District One Vision

Empower each child to design the future.

Lexington District One Mission

Our mission is to cultivate
a caring community
where ALL learners
are extraordinary communicators,
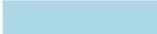collaborators, creators and critical thinkers.

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. Teaching and learning develop power skills in all students.

3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

[CSMS 2021-22 Report Card](#)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Middle School	Number of Students
ELA	21-22	All	All	46.1%		(402 / 872)
		ELL	Not ELL	46.4%		(396 / 853)
			ELL	31.6%		(6 / 19)
		Gender	Female	51.3%		(234 / 456)
			Male	40.4%		(168 / 416)
		InstrSetting	Not Special Ed	52.5%		(394 / 751)
			Special Ed	6.6%		(8 / 121)
		Race	Black / Latinx	31.3%		(105 / 335)
			White / Other	55.3%		(297 / 537)
	20-21	All	All	39.2%		(320 / 817)
		ELL	Not ELL	40.0%		(319 / 797)
			ELL	5.0%		(1 / 20)
		Gender	Female	47.9%		(191 / 399)
			Male	30.9%		(129 / 418)
		InstrSetting	Not Special Ed	44.0%		(307 / 698)
			Special Ed	10.9%		(13 / 119)
		Race	Black / Latinx	26.0%		(79 / 304)
			White / Other	47.0%		(241 / 513)
	18-19	All	All	44.2%		(407 / 920)
		ELL	Not ELL	45.2%		(406 / 899)
			ELL	4.8%		(1 / 21)
		Gender	Female	51.6%		(229 / 444)
			Male	37.4%		(178 / 476)
		InstrSetting	Not Special Ed	50.7%		(401 / 791)
			Special Ed	4.7%		(6 / 129)
		Race	Black / Latinx	33.3%		(94 / 282)
			White / Other	49.1%		(313 / 638)
	17-18	All	All	38.6%		(328 / 850)
		ELL	Not ELL	39.3%		(325 / 826)
			ELL	12.5%		(3 / 24)
		Gender	Female	46.5%		(205 / 441)
			Male	30.1%		(123 / 409)
		InstrSetting	Not Special Ed	44.4%		(323 / 728)
			Special Ed	4.1%		(5 / 122)
		Race	Black / Latinx	28.5%		(85 / 298)
			White / Other	44.0%		(243 / 552)
	16-17	All	All	33.7%		(267 / 792)
		ELL	Not ELL	34.7%		(264 / 760)
			ELL	9.4%		(3 / 32)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Middle School	Number of Students
ELA	16-17	Gender	Female	43.7%		(180 / 412)
			Male	22.9%		(87 / 380)
		InstrSetting	Not Special Ed	38.9%		(263 / 676)
			Special Ed	3.4%		(4 / 116)
		Race	Black / Latinx	19.4%		(43 / 222)
			White / Other	39.3%		(224 / 570)
	15-16	All	All	41.2%		(330 / 801)
		ELL	Not ELL	42.3%		(322 / 762)
			ELL	20.5%		(8 / 39)
		Gender	Female	48.1%		(195 / 405)
			Male	34.1%		(135 / 396)
		InstrSetting	Not Special Ed	47.3%		(326 / 689)
			Special Ed	3.6%		(4 / 112)
		Race	Black / Latinx	24.5%		(60 / 245)
			White / Other	48.6%		(270 / 556)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Middle School	Number of Students
Math	21-22	All	All	30.8%		(269 / 872)
		ELL	Not ELL	31.1%		(265 / 853)
			ELL	21.1%		(4 / 19)
		Gender	Female	31.4%		(143 / 456)
			Male	30.3%		(126 / 416)
		InstrSetting	Not Special Ed	34.9%		(262 / 751)
			Special Ed	5.8%		(7 / 121)
		Race	Black / Latinx	20.0%		(67 / 335)
			White / Other	37.6%		(202 / 537)
	20-21	All	All	25.3%		(206 / 815)
		ELL	Not ELL	25.8%		(205 / 795)
			ELL	5.0%		(1 / 20)
		Gender	Female	25.1%		(100 / 398)
			Male	25.4%		(106 / 417)
		InstrSetting	Not Special Ed	28.7%		(200 / 697)
			Special Ed	5.1%		(6 / 118)
		Race	Black / Latinx	14.1%		(43 / 304)
			White / Other	31.9%		(163 / 511)
	18-19	All	All	38.0%		(350 / 920)
		ELL	Not ELL	38.8%		(349 / 899)
			ELL	4.8%		(1 / 21)
		Gender	Female	37.8%		(168 / 444)
			Male	38.2%		(182 / 476)
		InstrSetting	Not Special Ed	43.6%		(345 / 791)
			Special Ed	3.9%		(5 / 129)
		Race	Black / Latinx	29.1%		(82 / 282)
			White / Other	42.0%		(268 / 638)
	17-18	All	All	39.1%		(332 / 850)
		ELL	Not ELL	40.0%		(330 / 826)
			ELL	8.3%		(2 / 24)
		Gender	Female	41.0%		(181 / 441)
			Male	36.9%		(151 / 409)
		InstrSetting	Not Special Ed	44.9%		(327 / 728)
			Special Ed	4.1%		(5 / 122)
		Race	Black / Latinx	28.2%		(84 / 298)
			White / Other	44.9%		(248 / 552)
	16-17	All	All	31.7%		(252 / 794)
		ELL	Not ELL	32.6%		(248 / 760)
			ELL	11.8%		(4 / 34)
		Gender	Female	34.9%		(144 / 413)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Middle School	Number of Students
Math	16-17	Gender	Male	28.3%		(108 / 381)
		InstrSetting	Not Special Ed	36.0%		(244 / 677)
			Special Ed	6.8%		(8 / 117)
		Race	Black / Latinx	16.5%		(37 / 224)
			White / Other	37.7%		(215 / 570)
	15-16	All	All	32.9%		(263 / 799)
		ELL	Not ELL	33.7%		(256 / 760)
			ELL	17.9%		(7 / 39)
		Gender	Female	36.1%		(146 / 404)
			Male	29.6%		(117 / 395)
		InstrSetting	Not Special Ed	37.6%		(258 / 687)
			Special Ed	4.5%		(5 / 112)
		Race	Black / Latinx	23.7%		(58 / 245)
			White / Other	37.0%		(205 / 554)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Carolina Springs Middle School	Number of Students
Science	21-22	All	All	47.5%		(141 / 297)
		ELL	Not ELL	47.6%		(138 / 290)
			ELL	42.9%		(3 / 7)
		Gender	Female	51.4%		(75 / 146)
			Male	43.7%		(66 / 151)
		InstrSetting	Not Special Ed	53.7%		(137 / 255)
			Special Ed	9.5%		(4 / 42)
		Race	Black / Latinx	34.0%		(36 / 106)
			White / Other	55.0%		(105 / 191)
	20-21	All	All	35.0%		(96 / 274)
		ELL	Not ELL	35.7%		(96 / 269)
			ELL	0.0%		(0 / 5)
		Gender	Female	38.1%		(51 / 134)
			Male	32.1%		(45 / 140)
		InstrSetting	Not Special Ed	39.4%		(91 / 231)
			Special Ed	11.6%		(5 / 43)
		Race	Black / Latinx	14.9%		(14 / 94)
			White / Other	45.6%		(82 / 180)
	18-19	All	All	45.2%		(264 / 584)
		ELL	Not ELL	46.0%		(263 / 572)
			ELL	8.3%		(1 / 12)
		Gender	Female	46.7%		(133 / 285)
			Male	43.8%		(131 / 299)
		InstrSetting	Not Special Ed	52.3%		(262 / 501)
			Special Ed	2.4%		(2 / 83)
		Race	Black / Latinx	27.6%		(50 / 181)
			White / Other	53.1%		(214 / 403)
	17-18	All	All	52.0%		(308 / 592)
		ELL	Not ELL	53.6%		(308 / 575)
			ELL	0.0%		(0 / 17)
		Gender	Female	55.1%		(163 / 296)
			Male	49.0%		(145 / 296)
		InstrSetting	Not Special Ed	59.1%		(305 / 516)
			Special Ed	3.9%		(3 / 76)
		Race	Black / Latinx	37.3%		(82 / 220)
			White / Other	60.8%		(226 / 372)
	16-17	All	All	46.7%		(371 / 795)
		ELL	Not ELL	47.7%		(363 / 761)
			ELL	23.5%		(8 / 34)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Carolina Springs Middle School	Number of Students
Science	16-17	Gender	Female	49.8%		(206 / 414)
			Male	43.3%		(165 / 381)
		InstrSetting	Not Special Ed	53.1%		(360 / 678)
			Special Ed	9.4%		(11 / 117)
		Race	Black / Latinx	24.6%		(55 / 224)
			White / Other	55.3%		(316 / 571)
	15-16	All	All	68.5%		(545 / 796)
		ELL	Not ELL	69.5%		(526 / 757)
			ELL	48.7%		(19 / 39)
		Gender	Female	70.0%		(283 / 404)
			Male	66.8%		(262 / 392)
		InstrSetting	Not Special Ed	75.9%		(521 / 686)
			Special Ed	21.8%		(24 / 110)
		Race	Black / Latinx	55.0%		(133 / 242)
			White / Other	74.4%		(412 / 554)
	14-15	All	All	74.0%		(587 / 793)
		ELL	Not ELL	74.9%		(568 / 758)
			ELL	54.3%		(19 / 35)
		Gender	Female	78.6%		(294 / 374)
			Male	69.9%		(293 / 419)
		InstrSetting	Not Special Ed	81.0%		(560 / 691)
			Special Ed	26.5%		(27 / 102)
		Race	Black / Latinx	61.4%		(143 / 233)
			White / Other	79.3%		(444 / 560)
	13-14	All	All	79.7%		(405 / 508)
		ELL	Not ELL	79.7%		(405 / 508)
		Gender	Female	81.2%		(181 / 223)
			Male	78.6%		(224 / 285)
		InstrSetting	Not Special Ed	84.8%		(386 / 455)
			Special Ed	35.8%		(19 / 53)
		Race	Black / Latinx	68.7%		(90 / 131)
			White / Other	83.6%		(315 / 377)
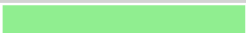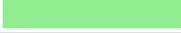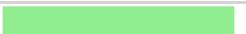
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Carolina Springs Middle School	Number of Students
Social Studies	18-19	All	All	67.5%		(226 / 335)
		ELL	Not ELL	68.1%		(222 / 326)
			ELL	44.4%		(4 / 9)
		Gender	Female	69.2%		(110 / 159)
			Male	65.9%		(116 / 176)
		InstrSetting	Not Special Ed	74.5%		(216 / 290)
			Special Ed	22.2%		(10 / 45)
		Race	Black / Latinx	63.4%		(64 / 101)
			White / Other	69.2%		(162 / 234)
	17-18	All	All	66.7%		(172 / 258)
		ELL	Not ELL	67.3%		(169 / 251)
			ELL	42.9%		(3 / 7)
		Gender	Female	66.2%		(96 / 145)
			Male	67.3%		(76 / 113)
		InstrSetting	Not Special Ed	76.4%		(162 / 212)
			Special Ed	21.7%		(10 / 46)
		Race	Black / Latinx	53.8%		(42 / 78)
			White / Other	72.2%		(130 / 180)
	16-17	All	All	62.7%		(498 / 794)
		ELL	Not ELL	63.8%		(485 / 760)
			ELL	38.2%		(13 / 34)
		Gender	Female	65.9%		(272 / 413)
			Male	59.3%		(226 / 381)
		InstrSetting	Not Special Ed	69.7%		(472 / 677)
			Special Ed	22.2%		(26 / 117)
		Race	Black / Latinx	46.4%		(104 / 224)
			White / Other	69.1%		(394 / 570)
	15-16	All	All	69.1%		(550 / 796)
		ELL	Not ELL	70.3%		(532 / 757)
			ELL	46.2%		(18 / 39)
		Gender	Female	69.6%		(281 / 404)
			Male	68.6%		(269 / 392)
		InstrSetting	Not Special Ed	75.5%		(518 / 686)
			Special Ed	29.1%		(32 / 110)
		Race	Black / Latinx	59.1%		(143 / 242)
			White / Other	73.5%		(407 / 554)
	14-15	All	All	77.4%		(613 / 792)
		ELL	Not ELL	78.2%		(592 / 757)
			ELL	60.0%		(21 / 35)
		Gender	Female	80.7%		(302 / 374)
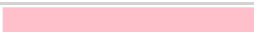
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Carolina Springs Middle School	Number of Students
Social Studies	14-15	Gender	Male	74.4%		(311 / 418)
		InstrSetting	Not Special Ed	84.5%		(583 / 690)
			Special Ed	29.4%		(30 / 102)
		Race	Black / Latinx	70.0%		(163 / 233)
			White / Other	80.5%		(450 / 559)
	13-14	All	All	78.1%		(400 / 512)
		ELL	Not ELL	78.1%		(400 / 512)
		Gender	Female	78.4%		(185 / 236)
			Male	77.9%		(215 / 276)
		InstrSetting	Not Special Ed	83.1%		(384 / 462)
			Special Ed	32.0%		(16 / 50)
		Race	Black / Latinx	73.3%		(88 / 120)
			White / Other	79.6%		(312 / 392)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Carolina Springs Middle School	Number of Students
Algebra 1	21-22	All	All	95.9%		(70 / 73)
		ELL	Not ELL	95.9%		(70 / 73)
		Gender	Female	97.7%		(43 / 44)
			Male	93.1%		(27 / 29)
		InstrSetting	Not Special Ed	95.8%		(69 / 72)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	100.0%		(18 / 18)
			White / Other	94.5%		(52 / 55)
	20-21	All	All	88.6%		(70 / 79)
		ELL	Not ELL	88.5%		(69 / 78)
			ELL	100.0%		(1 / 1)
		Gender	Female	82.9%		(34 / 41)
			Male	94.7%		(36 / 38)
		InstrSetting	Not Special Ed	88.5%		(69 / 78)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	89.3%		(25 / 28)
			White / Other	88.2%		(45 / 51)
	18-19	All	All	86.4%		(57 / 66)
		ELL	Not ELL	86.4%		(57 / 66)
		Gender	Female	85.7%		(36 / 42)
			Male	87.5%		(21 / 24)
		InstrSetting	Not Special Ed	86.2%		(56 / 65)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	83.3%		(10 / 12)
			White / Other	87.0%		(47 / 54)
	17-18	All	All	93.7%		(74 / 79)
		ELL	Not ELL	93.6%		(73 / 78)
			ELL	100.0%		(1 / 1)
		Gender	Female	89.4%		(42 / 47)
			Male	100.0%		(32 / 32)
		InstrSetting	Not Special Ed	93.7%		(74 / 79)
		Race	Black / Latinx	88.9%		(16 / 18)
			White / Other	95.0%		(57 / 60)
	16-17	All	All	93.9%		(92 / 98)
		ELL	Not ELL	93.8%		(90 / 96)
			ELL	100.0%		(2 / 2)
		Gender	Female	96.9%		(62 / 64)
			Male	88.2%		(30 / 34)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Carolina Springs Middle School	Number of Students
Algebra 1	16-17	InstrSetting	Not Special Ed	93.9%		(92 / 98)
		Race	Black / Latinx	100.0%		(18 / 18)
			White / Other	92.5%		(74 / 80)
	15-16	All	All	95.8%		(69 / 72)
		ELL	Not ELL	95.8%		(68 / 71)
			ELL	100.0%		(1 / 1)
		Gender	Female	93.5%		(29 / 31)
			Male	97.6%		(40 / 41)
		InstrSetting	Not Special Ed	95.8%		(69 / 72)
		Race	Black / Latinx	100.0%		(16 / 16)
			White / Other	94.6%		(53 / 56)
	14-15	All	All	100.0%		(66 / 66)
		ELL	Not ELL	100.0%		(64 / 64)
			ELL	100.0%		(2 / 2)
		Gender	Female	100.0%		(29 / 29)
			Male	100.0%		(37 / 37)
		InstrSetting	Not Special Ed	100.0%		(66 / 66)
		Race	Black / Latinx	100.0%		(12 / 12)
			White / Other	100.0%		(54 / 54)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Carolina Springs Middle School	Number of Students
English 1	18-19	All	All	98.7%		(74 / 75)
		ELL	Not ELL	98.7%		(74 / 75)
		Gender	Female	100.0%		(50 / 50)
			Male	96.0%		(24 / 25)
		InstrSetting	Not Special Ed	98.6%		(73 / 74)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	94.4%		(17 / 18)
			White / Other	100.0%		(57 / 57)
	17-18	All	All	98.9%		(93 / 94)
		ELL	Not ELL	98.9%		(93 / 94)
		Gender	Female	98.1%		(53 / 54)
			Male	100.0%		(40 / 40)
		InstrSetting	Not Special Ed	98.9%		(93 / 94)
		Race	Black / Latinx	95.8%		(23 / 24)
			White / Other	100.0%		(69 / 69)
	16-17	All	All	99.0%		(98 / 99)
		ELL	Not ELL	99.0%		(98 / 99)
		Gender	Female	100.0%		(63 / 63)
			Male	97.2%		(35 / 36)
		InstrSetting	Not Special Ed	99.0%		(97 / 98)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	100.0%		(12 / 12)
			White / Other	98.9%		(86 / 87)
	15-16	All	All	100.0%		(26 / 26)
		ELL	Not ELL	100.0%		(26 / 26)
		Gender	Female	100.0%		(9 / 9)
			Male	100.0%		(17 / 17)
		InstrSetting	Not Special Ed	100.0%		(26 / 26)
		Race	Black / Latinx	100.0%		(2 / 2)
			White / Other	100.0%		(24 / 24)
	14-15	All	All	98.8%		(81 / 82)
		ELL	Not ELL	98.8%		(81 / 82)
		Gender	Female	100.0%		(39 / 39)
			Male	97.7%		(42 / 43)
		InstrSetting	Not Special Ed	98.8%		(80 / 81)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	100.0%		(14 / 14)
			White / Other	98.5%		(67 / 68)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Carolina Springs Middle School	Number of Students
Accelerated/ Eagles	21-22	All	All	24.3%		(231 / 950)
		ELL	Not ELL	24.3%		(215 / 883)
			ELL	23.9%		(16 / 67)
		Gender	Female	25.7%		(126 / 491)
			Male	22.9%		(105 / 459)
		InstrSetting	Not Special Ed	28.3%		(228 / 805)
			Special Ed	2.1%		(3 / 145)
		Race	Black / Latinx	16.5%		(70 / 425)
			White / Other	30.7%		(161 / 525)
	20-21	All	All	19.7%		(184 / 936)
		ELL	Not ELL	20.0%		(176 / 878)
			ELL	13.8%		(8 / 58)
		Gender	Female	23.0%		(106 / 460)
			Male	16.4%		(78 / 476)
		InstrSetting	Not Special Ed	22.8%		(179 / 786)
			Special Ed	3.3%		(5 / 150)
		Race	Black / Latinx	12.0%		(49 / 408)
			White / Other	25.6%		(135 / 528)
	19-20	All	All	21.4%		(209 / 975)
		ELL	Not ELL	21.7%		(198 / 911)
			ELL	17.2%		(11 / 64)
		Gender	Female	22.6%		(107 / 473)
			Male	20.3%		(102 / 502)
		InstrSetting	Not Special Ed	24.7%		(203 / 823)
			Special Ed	3.9%		(6 / 152)
		Race	Black / Latinx	14.7%		(58 / 395)
			White / Other	26.0%		(151 / 580)
	18-19	All	All	23.2%		(226 / 975)
		ELL	Not ELL	23.3%		(215 / 924)
			ELL	21.6%		(11 / 51)
		Gender	Female	23.7%		(112 / 472)
			Male	22.7%		(114 / 503)
		InstrSetting	Not Special Ed	26.9%		(223 / 828)
			Special Ed	2.0%		(3 / 147)
		Race	Black / Latinx	20.7%		(74 / 358)
			White / Other	24.6%		(152 / 617)
	17-18	All	All	22.2%		(197 / 888)
		ELL	Not ELL	22.7%		(192 / 846)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Carolina Springs Middle School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	14.0%		(6 / 43)
		Gender	Female	25.7%		(116 / 451)
			Male	18.5%		(81 / 437)
		InstrSetting	Not Special Ed	25.8%		(195 / 755)
			Special Ed	2.2%		(3 / 134)
		Race	Black / Latinx	16.5%		(53 / 322)
			White / Other	25.4%		(144 / 566)
	16-17	All	All	22.2%		(190 / 854)
		ELL	Not ELL	23.1%		(188 / 815)
			ELL	5.1%		(2 / 39)
		Gender	Female	26.5%		(116 / 437)
			Male	17.7%		(74 / 417)
		InstrSetting	Not Special Ed	26.0%		(186 / 716)
			Special Ed	2.9%		(4 / 138)
		Race	Black / Latinx	14.2%		(35 / 247)
			White / Other	25.5%		(155 / 607)
	15-16	All	All	25.4%		(216 / 852)
		ELL	Not ELL	25.6%		(208 / 812)
			ELL	20.0%		(8 / 40)
		Gender	Female	30.3%		(128 / 423)
			Male	20.5%		(88 / 429)
		InstrSetting	Not Special Ed	29.7%		(213 / 717)
			Special Ed	2.2%		(3 / 135)
		Race	Black / Latinx	16.7%		(44 / 264)
			White / Other	29.3%		(172 / 588)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Carolina Springs Middle School	Number of Students
Honors	21-22	All	All	11.2%		(106 / 950)
		ELL	Not ELL	11.3%		(100 / 883)
			ELL	9.0%		(6 / 67)
		Gender	Female	12.4%		(61 / 491)
			Male	9.8%		(45 / 459)
		InstrSetting	Not Special Ed	12.8%		(103 / 805)
			Special Ed	2.1%		(3 / 145)
		Race	Black / Latinx	7.5%		(32 / 425)
			White / Other	14.1%		(74 / 525)
	20-21	All	All	12.2%		(114 / 936)
		ELL	Not ELL	12.0%		(105 / 878)
			ELL	15.5%		(9 / 58)
		Gender	Female	13.0%		(60 / 460)
			Male	11.3%		(54 / 476)
		InstrSetting	Not Special Ed	14.4%		(113 / 786)
			Special Ed	0.7%		(1 / 150)
		Race	Black / Latinx	10.5%		(43 / 408)
			White / Other	13.4%		(71 / 528)
	19-20	All	All	15.9%		(155 / 975)
		ELL	Not ELL	15.9%		(145 / 911)
			ELL	15.6%		(10 / 64)
		Gender	Female	19.0%		(90 / 473)
			Male	12.9%		(65 / 502)
		InstrSetting	Not Special Ed	18.6%		(153 / 823)
			Special Ed	1.3%		(2 / 152)
		Race	Black / Latinx	13.7%		(54 / 395)
			White / Other	17.4%		(101 / 580)
	18-19	All	All	10.3%		(100 / 975)
		ELL	Not ELL	10.5%		(97 / 924)
			ELL	5.9%		(3 / 51)
		Gender	Female	14.4%		(68 / 472)
			Male	6.4%		(32 / 503)
		InstrSetting	Not Special Ed	11.8%		(98 / 828)
			Special Ed	1.4%		(2 / 147)
		Race	Black / Latinx	6.1%		(22 / 358)
			White / Other	12.6%		(78 / 617)
	17-18	All	All	13.4%		(119 / 888)
		ELL	Not ELL	13.4%		(113 / 846)
			ELL	14.0%		(6 / 43)
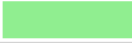
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Carolina Springs Middle School	Number of Students
Honors	17-18	Gender	Female	15.3%		(69 / 451)
			Male	11.4%		(50 / 437)
		InstrSetting	Not Special Ed	15.5%		(117 / 755)
			Special Ed	1.5%		(2 / 134)
		Race	Black / Latinx	10.9%		(35 / 322)
			White / Other	14.8%		(84 / 566)
	16-17	All	All	14.2%		(121 / 854)
		ELL	Not ELL	14.2%		(116 / 815)
			ELL	12.8%		(5 / 39)
		Gender	Female	17.2%		(75 / 437)
			Male	11.0%		(46 / 417)
		InstrSetting	Not Special Ed	16.8%		(120 / 716)
			Special Ed	0.7%		(1 / 138)
		Race	Black / Latinx	8.1%		(20 / 247)
			White / Other	16.6%		(101 / 607)
	15-16	All	All	9.5%		(81 / 852)
		ELL	Not ELL	9.9%		(80 / 812)
			ELL	2.5%		(1 / 40)
		Gender	Female	7.8%		(33 / 423)
			Male	11.2%		(48 / 429)
		InstrSetting	Not Special Ed	11.3%		(81 / 717)
			Special Ed	0.0%		(0 / 135)
		Race	Black / Latinx	8.0%		(21 / 264)
			White / Other	10.2%		(60 / 588)
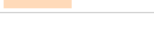
	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Carolina Springs Middle School	Number of Students
Chronic Absences	21-22	All	All	24.9%		(241 / 968)
		ELL	Not ELL	24.3%		(221 / 911)
			ELL	35.1%		(20 / 57)
		Gender	Female	25.3%		(127 / 501)
			Male	24.4%		(114 / 467)
		InstrSetting	Not Special Ed	23.9%		(195 / 816)
			Special Ed	30.3%		(46 / 152)
		Race	Black / Latinx	26.3%		(110 / 419)
			White / Other	23.9%		(131 / 549)
	20-21	All	All	26.7%		(250 / 938)
		ELL	Not ELL	26.5%		(236 / 889)
			ELL	28.6%		(14 / 49)
		Gender	Female	25.9%		(119 / 460)
			Male	27.4%		(131 / 478)
		InstrSetting	Not Special Ed	27.0%		(212 / 786)
			Special Ed	25.0%		(38 / 152)
		Race	Black / Latinx	27.6%		(113 / 409)
			White / Other	25.9%		(137 / 529)
	19-20	All	All	13.9%		(136 / 975)
		ELL	Not ELL	13.8%		(130 / 945)
			ELL	20.0%		(6 / 30)
		Gender	Female	14.4%		(68 / 473)
			Male	13.5%		(68 / 502)
		InstrSetting	Not Special Ed	12.6%		(104 / 823)
			Special Ed	21.1%		(32 / 152)
		Race	Black / Latinx	13.2%		(52 / 395)
			White / Other	14.5%		(84 / 580)
	18-19	All	All	15.6%		(152 / 975)
		ELL	Not ELL	15.3%		(145 / 950)
			ELL	28.0%		(7 / 25)
		Gender	Female	14.2%		(67 / 472)
			Male	16.9%		(85 / 503)
		InstrSetting	Not Special Ed	13.0%		(108 / 828)
			Special Ed	29.9%		(44 / 147)
		Race	Black / Latinx	11.7%		(42 / 358)
			White / Other	17.8%		(110 / 617)
	17-18	All	All	10.0%		(89 / 891)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Carolina Springs Middle School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	12.6%		(110 / 874)
			ELL	13.8%		(4 / 29)
		Gender	Female	7.5%		(34 / 452)
			Male	12.5%		(55 / 439)
		InstrSetting	Not Special Ed	8.6%		(65 / 758)
			Special Ed	18.7%		(25 / 134)
		Race	Black / Latinx	7.5%		(24 / 322)
			White / Other	11.4%		(65 / 569)
	16-17	All	All	12.2%		(106 / 868)
		ELL	Not ELL	12.1%		(101 / 832)
			ELL	13.9%		(5 / 36)
		Gender	Female	10.1%		(45 / 445)
			Male	14.4%		(61 / 423)
		InstrSetting	Not Special Ed	10.3%		(75 / 730)
			Special Ed	22.5%		(31 / 138)
		Race	Black / Latinx	11.9%		(30 / 253)
			White / Other	12.4%		(76 / 615)
	15-16	All	All	7.5%		(66 / 878)
		ELL	Not ELL	7.6%		(63 / 829)
			ELL	4.9%		(2 / 41)
		Gender	Female	5.7%		(25 / 440)
			Male	9.4%		(41 / 438)
		InstrSetting	Not Special Ed	6.3%		(46 / 735)
			Special Ed	14.0%		(20 / 143)
		Race	Black / Latinx	5.4%		(15 / 280)
			White / Other	8.5%		(51 / 598)
	14-15	All	All	7.1%		(61 / 857)
		ELL	Not ELL	6.6%		(54 / 813)
			ELL	8.3%		(3 / 36)
		Gender	Female	6.4%		(26 / 408)
			Male	7.8%		(35 / 449)
		InstrSetting	Not Special Ed	5.6%		(41 / 734)
			Special Ed	16.3%		(20 / 123)
		Race	Black / Latinx	6.3%		(16 / 253)
			White / Other	7.5%		(45 / 604)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Middle School	Number of Students
Referrals	21-22	All	All	44.9%		(434 / 966)
		ELL	Not ELL	45.2%		(411 / 909)
			ELL	40.4%		(23 / 57)
		Gender	Female	38.0%		(190 / 500)
			Male	52.4%		(244 / 466)
		InstrSetting	Not Special Ed	44.7%		(365 / 816)
			Special Ed	46.0%		(69 / 150)
		Race	Black / Latinx	52.9%		(201 / 380)
			White / Other	39.8%		(233 / 586)
	20-21	All	All	20.8%		(195 / 936)
		ELL	Not ELL	21.5%		(191 / 887)
			ELL	8.2%		(4 / 49)
		Gender	Female	13.3%		(61 / 460)
			Male	28.2%		(134 / 476)
		InstrSetting	Not Special Ed	19.1%		(150 / 786)
			Special Ed	30.0%		(45 / 150)
		Race	Black / Latinx	25.2%		(90 / 357)
			White / Other	18.1%		(105 / 579)
	19-20	All	All	54.5%		(531 / 975)
		ELL	Not ELL	55.0%		(504 / 917)
			ELL	46.6%		(27 / 58)
		Gender	Female	45.5%		(215 / 473)
			Male	62.9%		(316 / 502)
		InstrSetting	Not Special Ed	53.1%		(437 / 823)
			Special Ed	61.8%		(94 / 152)
		Race	Black / Latinx	61.4%		(208 / 339)
			White / Other	50.8%		(323 / 636)
	18-19	All	All	47.0%		(458 / 975)
		ELL	Not ELL	47.9%		(443 / 925)
			ELL	30.0%		(15 / 50)
		Gender	Female	34.7%		(164 / 472)
			Male	58.4%		(294 / 503)
		InstrSetting	Not Special Ed	46.4%		(384 / 828)
			Special Ed	50.3%		(74 / 147)
		Race	Black / Latinx	56.9%		(174 / 306)
			White / Other	42.5%		(284 / 669)
	17-18	All	All	42.9%		(393 / 917)
		ELL	Not ELL	43.5%		(380 / 873)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Middle School	Number of Students
Referrals	17-18	ELL	ELL	29.5%		(13 / 44)
		Gender	Female	31.7%		(148 / 467)
			Male	54.4%		(245 / 450)
		InstrSetting	Not Special Ed	42.3%		(326 / 771)
			Special Ed	45.9%		(67 / 146)
		Race	Black / Latinx	53.5%		(147 / 275)
			White / Other	38.3%		(246 / 642)
	16-17	All	All	53.9%		(468 / 868)
		ELL	Not ELL	54.2%		(451 / 832)
			ELL	47.2%		(17 / 36)
		Gender	Female	44.3%		(197 / 445)
			Male	64.1%		(271 / 423)
		InstrSetting	Not Special Ed	53.4%		(390 / 730)
			Special Ed	56.5%		(78 / 138)
		Race	Black / Latinx	68.3%		(172 / 252)
			White / Other	48.1%		(296 / 616)
	15-16	All	All	55.3%		(484 / 876)
		ELL	Not ELL	55.6%		(464 / 835)
			ELL	48.8%		(20 / 41)
		Gender	Female	45.8%		(201 / 439)
			Male	64.8%		(283 / 437)
		InstrSetting	Not Special Ed	54.0%		(396 / 734)
			Special Ed	62.0%		(88 / 142)
		Race	Black / Latinx	63.4%		(175 / 276)
			White / Other	51.5%		(309 / 600)
	14-15	All	All	44.2%		(377 / 853)
		ELL	Not ELL	44.3%		(362 / 817)
			ELL	41.7%		(15 / 36)
		Gender	Female	28.9%		(117 / 405)
			Male	58.0%		(260 / 448)
		InstrSetting	Not Special Ed	42.8%		(313 / 731)
			Special Ed	52.5%		(64 / 122)
		Race	Black / Latinx	62.0%		(155 / 250)
			White / Other	36.8%		(222 / 603)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Middle School	Number of Students
In School Suspensions	21-22	All	All	29.2%		(282 / 966)
		ELL	Not ELL	29.5%		(268 / 909)
			ELL	24.6%		(14 / 57)
		Gender	Female	24.0%		(120 / 500)
			Male	34.8%		(162 / 466)
		InstrSetting	Not Special Ed	28.1%		(229 / 816)
			Special Ed	35.3%		(53 / 150)
		Race	Black / Latinx	39.5%		(150 / 380)
			White / Other	22.5%		(132 / 586)
	20-21	All	All	7.8%		(73 / 936)
		ELL	Not ELL	8.1%		(72 / 887)
			ELL	2.0%		(1 / 49)
		Gender	Female	5.2%		(24 / 460)
			Male	10.3%		(49 / 476)
		InstrSetting	Not Special Ed	6.5%		(51 / 786)
			Special Ed	14.7%		(22 / 150)
		Race	Black / Latinx	10.6%		(38 / 357)
			White / Other	6.0%		(35 / 579)
	19-20	All	All	16.0%		(156 / 975)
		ELL	Not ELL	16.2%		(149 / 917)
			ELL	12.1%		(7 / 58)
		Gender	Female	8.7%		(41 / 473)
			Male	22.9%		(115 / 502)
		InstrSetting	Not Special Ed	14.5%		(119 / 823)
			Special Ed	24.3%		(37 / 152)
		Race	Black / Latinx	20.1%		(68 / 339)
			White / Other	13.8%		(88 / 636)
	18-19	All	All	20.2%		(197 / 975)
		ELL	Not ELL	20.6%		(191 / 925)
			ELL	12.0%		(6 / 50)
		Gender	Female	13.3%		(63 / 472)
			Male	26.6%		(134 / 503)
		InstrSetting	Not Special Ed	19.8%		(164 / 828)
			Special Ed	22.4%		(33 / 147)
		Race	Black / Latinx	28.4%		(87 / 306)
			White / Other	16.4%		(110 / 669)
	17-18	All	All	22.0%		(202 / 917)
		ELL	Not ELL	22.7%		(198 / 873)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Middle School	Number of Students
In School Suspensions	17-18	ELL	ELL	9.1%		(4 / 44)
		Gender	Female	13.5%		(63 / 467)
			Male	30.9%		(139 / 450)
		InstrSetting	Not Special Ed	21.4%		(165 / 771)
			Special Ed	25.3%		(37 / 146)
		Race	Black / Latinx	33.1%		(91 / 275)
			White / Other	17.3%		(111 / 642)
	16-17	All	All	22.5%		(195 / 868)
		ELL	Not ELL	22.5%		(187 / 832)
			ELL	22.2%		(8 / 36)
		Gender	Female	15.5%		(69 / 445)
			Male	29.8%		(126 / 423)
		InstrSetting	Not Special Ed	21.5%		(157 / 730)
			Special Ed	27.5%		(38 / 138)
		Race	Black / Latinx	36.5%		(92 / 252)
			White / Other	16.7%		(103 / 616)
	15-16	All	All	21.9%		(192 / 876)
		ELL	Not ELL	22.0%		(184 / 835)
			ELL	19.5%		(8 / 41)
		Gender	Female	15.5%		(68 / 439)
			Male	28.4%		(124 / 437)
		InstrSetting	Not Special Ed	20.6%		(151 / 734)
			Special Ed	28.9%		(41 / 142)
		Race	Black / Latinx	31.2%		(86 / 276)
			White / Other	17.7%		(106 / 600)
	14-15	All	All	19.9%		(170 / 853)
		ELL	Not ELL	20.4%		(167 / 817)
			ELL	8.3%		(3 / 36)
		Gender	Female	9.9%		(40 / 405)
			Male	29.0%		(130 / 448)
		InstrSetting	Not Special Ed	18.9%		(138 / 731)
			Special Ed	26.2%		(32 / 122)
		Race	Black / Latinx	31.2%		(78 / 250)
			White / Other	15.3%		(92 / 603)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Middle School	Number of Students
Out of School Suspensions	21-22	All	All	11.5%		(111 / 966)
		ELL	Not ELL	12.1%		(110 / 909)
			ELL	1.8%		(1 / 57)
		Gender	Female	9.4%		(47 / 500)
			Male	13.7%		(64 / 466)
		InstrSetting	Not Special Ed	10.4%		(85 / 816)
			Special Ed	17.3%		(26 / 150)
		Race	Black / Latinx	17.1%		(65 / 380)
			White / Other	7.8%		(46 / 586)
	20-21	All	All	2.9%		(27 / 936)
		ELL	Not ELL	3.0%		(27 / 887)
			ELL	0.0%		(0 / 49)
		Gender	Female	1.5%		(7 / 460)
			Male	4.2%		(20 / 476)
		InstrSetting	Not Special Ed	2.2%		(17 / 786)
			Special Ed	6.7%		(10 / 150)
		Race	Black / Latinx	4.5%		(16 / 357)
			White / Other	1.9%		(11 / 579)
	19-20	All	All	9.3%		(91 / 975)
		ELL	Not ELL	9.7%		(89 / 917)
			ELL	3.4%		(2 / 58)
		Gender	Female	3.8%		(18 / 473)
			Male	14.5%		(73 / 502)
		InstrSetting	Not Special Ed	8.1%		(67 / 823)
			Special Ed	15.8%		(24 / 152)
		Race	Black / Latinx	13.9%		(47 / 339)
			White / Other	6.9%		(44 / 636)
	18-19	All	All	14.3%		(139 / 975)
		ELL	Not ELL	14.6%		(135 / 925)
			ELL	8.0%		(4 / 50)
		Gender	Female	7.0%		(33 / 472)
			Male	21.1%		(106 / 503)
		InstrSetting	Not Special Ed	12.8%		(106 / 828)
			Special Ed	22.4%		(33 / 147)
		Race	Black / Latinx	22.5%		(69 / 306)
			White / Other	10.5%		(70 / 669)
	17-18	All	All	11.6%		(106 / 917)
		ELL	Not ELL	11.9%		(104 / 873)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Middle School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	4.5%		(2 / 44)
		Gender	Female	6.6%		(31 / 467)
			Male	16.7%		(75 / 450)
		InstrSetting	Not Special Ed	9.9%		(76 / 771)
			Special Ed	20.5%		(30 / 146)
		Race	Black / Latinx	16.4%		(45 / 275)
			White / Other	9.5%		(61 / 642)
	16-17	All	All	13.4%		(116 / 868)
		ELL	Not ELL	13.6%		(113 / 832)
			ELL	8.3%		(3 / 36)
		Gender	Female	7.0%		(31 / 445)
			Male	20.1%		(85 / 423)
		InstrSetting	Not Special Ed	12.2%		(89 / 730)
			Special Ed	19.6%		(27 / 138)
		Race	Black / Latinx	23.8%		(60 / 252)
			White / Other	9.1%		(56 / 616)
	15-16	All	All	11.6%		(102 / 876)
		ELL	Not ELL	11.6%		(97 / 835)
			ELL	12.2%		(5 / 41)
		Gender	Female	5.2%		(23 / 439)
			Male	18.1%		(79 / 437)
		InstrSetting	Not Special Ed	10.9%		(80 / 734)
			Special Ed	15.5%		(22 / 142)
		Race	Black / Latinx	18.5%		(51 / 276)
			White / Other	8.5%		(51 / 600)
	14-15	All	All	9.7%		(83 / 853)
		ELL	Not ELL	9.8%		(80 / 817)
			ELL	8.3%		(3 / 36)
		Gender	Female	4.0%		(16 / 405)
			Male	15.0%		(67 / 448)
		InstrSetting	Not Special Ed	8.5%		(62 / 731)
			Special Ed	17.2%		(21 / 122)
		Race	Black / Latinx	17.6%		(44 / 250)
			White / Other	6.5%		(39 / 603)

SCDE Survey Results

0 - 74.9% Red   75 - 84.9% Yellow   85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			48	87.5%		
	18-19			53	64.2%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			48	89.6%		
	18-19			53	73.6%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			45	82.2%		
	20-21			48	98.0%		
	18-19			53	98.1%		
I feel supported by administrators at my school.	21-22			44	97.8%		
	20-21			48	91.7%		
	18-19			53	77.3%		
The faculty and staff at my school have a shared vision.	21-22			45	82.2%		
	20-21			48	85.4%		
	18-19			53	83.0%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			44	61.4%		
	20-21			48	95.8%		
	18-19			53	98.1%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			44	79.5%		
	20-21			47	80.8%		
	18-19			53	73.5%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			44	93.2%		
	20-21			48	87.5%		
	18-19			53	75.5%		
My decisions in areas such as instruction and student progress are supported.	21-22			44	79.5%		
	20-21			48	93.8%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and stude	18-19			53	90.6%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			44	93.2%		
	20-21			48	93.8%		
	18-19			53	92.4%		
I feel comfortable raising issues and concerns that are important to me.	21-22			44	79.5%		
	20-21			48	85.5%		
	18-19			53	84.9%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			45	77.8%		
	20-21			48	89.6%		
	18-19			53	88.7%		
My class sizes allow me to meet the educational needs of my students.	21-22			45	71.1%		
	20-21			48	75.0%		
	18-19			53	47.2%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			45	77.8%		
	20-21			48	93.8%		
	18-19			53	79.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	619	92.5%			25	76.0%
	20-21	175	79.4%	48	87.5%	139	69.8%
	18-19	241	78.8%	53	71.7%	110	60.0%
My parent knows what I am expected to learn in school.	21-22	650	92.9%			35	65.7%
	20-21	175	79.4%			139	81.3%
	18-19	241	79.3%			108	74.1%
My parent knows how well I am doing in school.	21-22	649	96.9%				
	20-21	175	91.4%				
	18-19	240	92.1%				
My school informs parents about school programs and activities.	21-22	646	93.5%	43	90.7%		
	20-21	174	85.6%	48	100.0%		
	18-19	241	80.5%	53	86.8%		
Parents at my school know their children's homework assignments.	21-22	620	71.9%	43	51.2%		
	20-21	173	54.3%	48	68.8%		
	18-19	239	50.6%	53	56.6%		
My parent helps me with my homework when I need it.	21-22	630	85.9%				
	20-21	173	72.3%				
	18-19	240	75.9%				
Parents are welcomed at my school.	21-22	610	94.1%				
	20-21	172	89.6%				
	18-19	240	93.8%				
Parents volunteer and participate in activities at my school.	21-22	604	71.7%	38	50.0%		
	20-21	171	51.4%	48	47.9%		
	18-19	241	83.0%	53	54.7%		
My child's teachers contact me to say good things about my child.	21-22					35	25.7%
	20-21					139	79.9%
	18-19					109	40.3%
My child's teachers tell me how I can help my child learn.	21-22					34	47.1%
	20-21					137	50.4%
	18-19					110	49.1%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					33	87.9%
	20-21					137	57.0%
	18-19					109	33.9%
My child's school returns my phone calls or e-mails promptly.	21-22					32	87.5%
	20-21					137	82.5%
	18-19					109	80.8%
Parents are involved in school decisions.	21-22			45	91.1%		
	20-21			48	66.7%	138	66.7%
	18-19			53	73.5%	106	66.9%
My child's school considers changes based on what parents say.	21-22					33	90.9%
	20-21					139	32.4%
	18-19					109	46.8%
My child's school schedules activities at times that I can attend.	21-22					33	90.9%
	20-21					139	60.4%
	18-19					108	84.3%
My child's school treats all students fairly.	21-22					34	100.0%
	20-21					139	86.4%
	18-19					105	62.9%
The principal at my child's school is available and welcoming.	21-22					31	93.5%
	20-21					139	76.3%
	18-19					108	88.9%
Parents at my school are aware of school policies.	21-22			44	79.6%		
	20-21			48	91.7%		
	18-19			53	79.3%		
Parents at my school understand the school's instructional programs.	21-22			42	78.6%		
	20-21			48	89.6%		
	18-19			53	81.1%		
Parents at my school support instructional decisions regarding their children.	21-22			42	69.1%		
	20-21			48	91.7%		
	18-19			53	75.5%		
Parents attend conferences requested by teachers at my school.	21-22			42	85.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			48	87.5%		
	18-19			52	78.8%		
Parents at my school cooperate regarding discipline problems.	21-22			43	60.4%		
	20-21			48	89.6%		
	18-19			53	73.6%		
Parents attend school meetings and other school events.	21-22			40	70.0%		
	20-21			48	87.5%		
	18-19			53	75.5%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	622	82.2%	45	88.9%	34	82.3%
	20-21	176	72.8%	48	87.6%	139	68.3%
	18-19	241	61.9%	53	73.5%	109	75.3%
My classes are challenging (not too easy; they make me think).	21-22	649	81.0%	45	100.0%	34	88.3%
	20-21	177	74.6%	48	93.8%	139	89.9%
	18-19	241	81.3%	53	92.5%	110	90.0%
My teachers want me to understand what I am learning, not just remember facts.	21-22	638	92.0%	44	97.8%		
	20-21	177	83.6%	48	100.0%		
	18-19	240	82.1%	53	96.2%		
My teachers expect students to learn.	21-22	651	97.7%	45	95.5%	34	85.3%
	20-21	177	97.7%	48	89.6%	139	84.9%
	18-19	240	92.5%	53	96.2%	109	88.1%
My teachers expect students to behave.	21-22	648	98.8%				
	20-21	177	94.9%				
	18-19	240	92.6%				
My teachers spend enough time helping me learn.	21-22	642	84.6%	45	91.1%		
	20-21	177	80.2%	48	93.8%		
	18-19	240	70.8%	53	86.8%		
My teachers help students when they do not understand something.	21-22	651	89.9%	44	93.2%	32	78.1%
	20-21	177	87.0%	48	91.6%	139	78.4%
	18-19	240	85.4%	53	86.8%	107	72.9%
My teachers do a good job teaching me mathematics.	21-22	643	85.4%				
	20-21	177	84.2%				
	18-19	239	86.2%				
My teachers do a good job teaching me English language arts.	21-22	657	94.9%				
	20-21	177	97.2%				
	18-19	240	95.0%				
My teachers give tests on what I learn in class.	21-22	652	97.4%				
	20-21	176	95.4%				
	18-19	241	92.1%				

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	21-22	635	75.0%			33	72.7%
	20-21	175	62.3%			139	79.2%
	18-19	241	60.2%			110	75.5%
My classes are interesting and fun.	21-22	630	66.2%				
	20-21	177	50.9%				
	18-19	241	46.1%				
Students at my school believe they can do good work.	21-22	615	64.8%				
	20-21	176	52.3%				
	18-19	241	45.7%				
My teachers praise students when they do good work.	21-22	631	77.3%				
	20-21	177	77.9%				
	18-19	241	67.6%				
Work done by students can be seen on the walls of my school.	21-22	635	83.7%				
	20-21	177	70.6%				
	18-19	240	73.8%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	632	61.1%				
	20-21	176	39.2%				
	18-19	241	49.8%				
The media center at my school has a good selection of books.	21-22	635	91.2%	44	100.0%		
	20-21	175	78.9%	48	97.9%		
	18-19	241	78.4%	53	92.5%		
I use computers and other technology at my school to help me learn.	21-22	652	98.0%	44	97.8%		
	20-21	176	94.8%	48	89.6%		
	18-19	241	85.9%	53	86.8%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			45	97.8%		
	20-21			48	100.0%		
	18-19			53	98.1%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			44	97.7%		
	20-21			48	95.9%		
	18-19			53	96.2%		
My school offers effective programs for students with disabilities.	21-22			44	93.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			48	97.9%		
	18-19			53	92.5%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			44	86.4%		
	20-21			48	89.6%		
	18-19			53	92.5%		
The level of teacher and staff morale is high at my school.	21-22			44	45.5%		
	20-21			48	79.2%		
	18-19			53	64.2%		
Teachers respect each other at my school.	21-22			44	93.2%		
	20-21			48	95.8%		
	18-19			53	96.2%		
Teachers at my school are recognized and appreciated for good work.	21-22			44	79.5%		
	20-21			48	93.8%		
	18-19			53	84.9%		
Students at my school are motivated and interested in learning.	21-22			44	50.0%		
	20-21			48	70.8%		
	18-19			53	62.2%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			45	100.0%		
	20-21			48	100.0%		
	18-19			53	90.6%		
Our school has sufficient computers for instructional use.	21-22			45	100.0%		
	20-21			48	97.9%		
	18-19			53	88.6%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			45	91.1%		
	20-21			48	85.4%		
	18-19			53	88.7%		
The school administration communicates clear instructional goals for the school.	21-22			45	82.2%		
	20-21			48	81.3%		
	18-19			53	84.9%		
The school administration sets high standards for students.	21-22			45	68.9%		
	20-21			48	85.5%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for s	18-19			53	73.5%		
The school administration has high expectations for teacher performance.	21-22			45	91.1%		
	20-21			48	98.0%		
	18-19			53	92.4%		
The school administration provides effective instructional leadership.	21-22			45	86.6%		
	20-21			48	87.5%		
	18-19			53	79.2%		
Student assessment information is used to set goals and plan programs for my school.	21-22			43	97.7%		
	20-21			48	89.6%		
	18-19			53	92.4%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			43	97.6%		
	20-21			48	93.8%		
	18-19			53	84.9%		
School administrators visit classrooms to observe instruction.	21-22			45	88.9%		
	20-21			48	91.7%		
	18-19			53	86.8%		
The school administration arranges for collaborative planning and decision making.	21-22			45	86.7%		
	20-21			47	87.3%		
	18-19			53	84.9%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	625	83.9%	45	73.3%	33	87.9%
	20-21	177	75.2%	48	93.8%	63	46.0%
	18-19	241	73.4%	53	84.9%	110	72.7%
The grounds around my school are kept clean.	21-22	638	84.6%	45	100.0%		
	20-21	177	87.1%	48	100.0%		
	18-19	241	81.8%	53	98.1%		
The hallways at my school are kept clean.	21-22	641	88.9%	45	100.0%	34	100.0%
	20-21	176	95.4%	48	100.0%	139	76.9%
	18-19	240	86.7%	53	98.1%	109	92.6%
The bathrooms at my school are kept clean.	21-22	632	61.8%	45	97.8%		
	20-21	176	79.5%	48	100.0%		
	18-19	241	68.1%	53	98.1%		
Broken things at my school get fixed.	21-22	620	91.5%	45	97.8%		
	20-21	176	88.1%	48	100.0%		
	18-19	240	79.2%	53	94.3%		
There is enough room for students to learn at my school.	21-22	638	92.8%	44	91.0%		
	20-21	177	88.2%	48	91.7%		
	18-19	241	81.4%	53	88.6%		
Students at my school behave well in class.	21-22	617	49.3%	44	52.3%		
	20-21	177	51.4%	48	93.8%	139	87.8%
	18-19	241	36.9%	53	49.1%	109	49.6%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	627	36.2%	44	52.3%		
	20-21	176	48.8%	48	83.4%		
	18-19	241	34.5%	53	41.5%		
Students at my school know the rules and what happens when students break the rules.	21-22	640	86.1%	45	53.3%		
	20-21	177	85.8%	48	81.3%		
	18-19	241	79.2%	53	50.9%		
The rules about how students should behave in my school are fair.	21-22	621	83.0%	45	86.7%		
	20-21	176	72.7%	48	91.7%		
	18-19	241	70.5%	53	69.8%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	615	90.2%	45	48.9%		
	20-21	176	85.2%	48	83.4%		
	18-19	241	87.2%	53	50.9%		
I feel safe at my school before and after school hours.	21-22	628	89.8%	45	95.5%		
	20-21	177	85.3%	48	98.0%		
	18-19	241	78.4%	53	92.4%		
I feel safe at my school during the school day.	21-22	630	86.1%	44	84.1%	34	76.4%
	20-21	176	87.5%	48	97.9%	139	55.4%
	18-19	241	79.7%	53	90.6%	110	80.0%
I feel safe going to or coming from my school.	21-22	639	93.3%	45	100.0%		
	20-21	177	91.0%	48	100.0%		
	18-19	241	85.5%	53	96.2%		
Students from different backgrounds get along well at my school.	21-22	614	78.9%	44	77.3%		
	20-21	177	77.9%	48	97.9%		
	18-19	241	64.3%	53	86.8%		
Teachers and students get along well with each other at my school.	21-22	626	81.0%	43	79.1%		
	20-21	176	81.3%	48	98.0%		
	18-19	241	66.0%	53	81.1%		
Teachers work together to help students at my school.	21-22	628	90.1%	45	86.7%		
	20-21	176	84.1%	48	100.0%		
	18-19	241	81.7%	53	92.5%		
**I have seen or know of another student being bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	610	55.2%	44	15.9%		
	20-21	176	43.2%	48	10.5%		
	18-19	240	62.1%	53	11.3%		
**I have been bullied at the school during the school day.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	621	28.0%				
	20-21	176	22.1%				
	18-19	240	32.9%				
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	623	6.5%	44	40.9%		
	20-21	176	2.3%	48	16.7%		
	18-19	241	11.6%	53	30.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
		**(Denotes reverse coded questions) 0 - 14.9% Green		15 - 24.9% Yellow		25% plus Red	
**I have been bullied while going to or from school.	21-22	627	14.0%				
	20-21	176	11.4%				
	18-19	240	13.8%				
		**(Denotes reverse coded questions) 0 - 14.9% Green		15 - 24.9% Yellow		25% plus Red	
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	21-22	627	13.8%				
	20-21	176	9.1%				
	18-19	240	22.1%				
Adults at my school prevent bullying from happening.	21-22	609	70.5%	43	86.1%	30	60.0%
	20-21	175	62.9%	48	89.6%	139	52.5%
	18-19	241	57.7%	53	92.4%	110	56.4%
I can always go to adults at my school if I am being bullied.	21-22	616	74.8%				
	20-21	175	61.7%				
	18-19	241	59.7%				
An adult at my school has talked to me about bullying.	21-22	604	58.8%				
	20-21	176	55.7%				
	18-19	241	70.1%				
My child's teachers care about my child as an individual.	21-22					26	84.6%
	20-21					139	81.3%
	18-19					110	75.5%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					26	84.6%
	20-21					139	81.3%
	18-19					110	50.9%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					61	47.5%
	18-19					109	86.2%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					61	50.9%
	18-19					109	89.0%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21					137	40.9%
	18-19					109	93.6%

Executive Summary of Needs Assessment Data Findings

School Name: *Carolina Springs Middle School*

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:
http://ed.sc.gov/data/report-cards/state-report-cards/

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

| **Student Achievement**

Primary School (K - 2) Student

Elementary/ Middle School (3 - 8) Student

High School (9 - 12) Student | *The Carolina Springs Middle School team will continue to increase the percentage of students who are progressing on time with the requisite skills for success at their current grade level. Although academic achievement as measured SC READY in ELA and mathematics has returned to pre-COVID levels, we must continue to implement high-leverage pedagogy to increase achievement for all students, especially our special education students. We are proud that our English Language Learners have excelled, outperforming South Carolina's proficiency by 30% in 2022.*

At Carolina Springs Middle school we are doing this through our continual improvement related to the implementation of the workshop model and AVID instructional strategies. This year, we are focusing on the intentional planning and implementation of collaborative grouping structures across all content areas and classes as well as data-driven, teacher-led small groups as part of the teacher's weekly instructional design.

By the end of 22-23 school year, 36% of children will score proficient or exceeding on grade level standards for math, and 43% will score proficient or exceed on grade level standards for ELA, as measured by SC Ready. CSMS students are closing the gap |

Executive Summary of Needs Assessment Data Findings

	between cohorts of children, and thus the performance on the SC Ready ELA and math assessments will reflect a 5% decrease in the difference of students scoring meeting or exceeding between Black, Latino, and White cohorts. *ype your paragraph here.*
Teacher/Administrator Quality	*CSMS will increase opportunities for school personnel to participate in collaborative professional learning opportunities that impact student achievement. Teachers are encouraged to pursue professional learning opportunities related to individually-identified areas of growth.* *Based on teacher feedback on our school work plan, all teachers and instructional assistants were provided with training to support students of poverty and trauma. By the end of the 22-23 school year, 100% of CSMS faculty will have received training and support in teaching children of poverty and trauma response.Throughout the school year, we are providing professional learning to support our instructional goals related to collaborative grouping strategies and teacher-led small groups.* *As a result of our professional learning efforts, by the end of the 22-23 school year, 80% of teachers will report that they intentionally plan and implement collaborative grouping structures a minimum of once per week across each of their classes. Additionally, by the end of the 22-23 school year, 80% of teachers will report that they intentionally plan and implement teacher-led, small groups in their instructional design at least once per week across each of their classes. Evidence of these practices will be measured through classroom walk through data, lesson plans, and weeks at a glance.* *CSMS will continue to implement strategies to improve customer service, parent engagement and community involvement and increase the percentage of students and parents satisfied with the learning environment and those satisfied with home/school relations to 90%.*
School Climate	*CSMS will continue to improve the conditions that lead to student success by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.* *We will increase the percentage of survey respondents who are satisfied with the learning environment to 90% for teacher, parents, and students and increase the percentage of survey respondents who are satisfied with the social and physical environment of the school to 90% for teachers, parents, and students. Additionally, we will Increase the percentage of parents satisfied with home-school relations to 90%.*

Executive Summary of Needs Assessment Data Findings

	By the end of the 22-23 school year, 5% fewer children will receive a written referral for subjective discipline infractions, including: class disruptions, refusal to obey/defiance, and disrespect. By the end of the 22-23 school year, the relative risk for male students at CSMS to receive a referral will decrease from 1.4 to 1.0. This will be supported through our intentional professional learning efforts and regular reflection on our school discipline data throughout the year. *By the end of the 22023 school year, the mean "Positive School Experiences" resiliency score for CSMS respondents will be 4.74 or higher.*

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. Teaching and learning develop power skills in all students.

3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis

- Literacy and Numeracy
- High Impact Teaching and Learning
- Leadership Development
- Opportunity and Access

South Carolina State Department of Education Required Goal Categories

- Student Achievement
- Teacher and Administrator Quality
- School Climate
- Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

2. The district will implement strategies to improve equity in high level coursework.

3. The district will implement strategies to improve performance in high level coursework.

4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 6-8	38.6%	40.5%	42.5%	41.7%	43.7%	45.7%
			(Actual)	44.2%		39.2%	46.1%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 6-8	39.1%	41.0%	43.0%	39.7%	41.7%	43.7%
			(Actual)	38.0%		25.3%	30.9%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 0.5 points.	Grade 8	8.6%	8.0%	7.5%	7.0%	6.5%	6.0%
			(Actual)	10.4%	14.9%	16.2%	14.0%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services, implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	May 2018 - June 2019	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 – June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 – June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey results, professional learning plans based upon observation data

Performance Goal 2 : The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	Accelerated/honors course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.689	0.719	0.749	0.749	0.779	0.809
			(Actual)	0.797	0.718	0.630	0.639	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 3 :   The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% scoring Exceeds on SC READY ELA subject test will increase by 1.5 points annually	Grades 6-8	13.3%	14.7%	16.2%	17.7%	19.2%	20.7%
			(Actual)	16.2%		13.7%	19.3%	
	% scoring Exceeds on SC READY Math subject test will increase by 1.5 points annually	Grades 6-8	17.8%	19.2%	20.7%	20.2%	21.7%	23.2%
			(Actual)	18.4%		9.1%	14.0%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1.5 points annually	Grades 6-8	21.3%	22.7%	24.2%	25.7%	27.2%	28.7%
			(Actual)	21.2%		11.0%	17.5%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1.5 points annually	Grades 6-8	38.0%	39.4%	40.9%	42.4%	43.9%	45.4%
			(Actual)	36.1%				

Action Plan for Performance Goal 3:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Principal, Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2018 – August 2018	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018

coursework.				to 2018-2019.

Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of students chronically absent will decrease by 0.5 points annually.	Grades 6-8	13.0%	12.5%	12.0%	11.5%	11.0%	10.5%
			(Actual)	15.6%	14.0%	26.6%	24.8%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 6-8	11.6%	11.0%	10.5%	11.4%	10.9%	10.3%
			(Actual)	14.3%	9.3%	2.9%	11.5%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.675	0.705	0.735	0.765	0.795	0.825
			(Actual)	0.759		0.623	0.667	

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2018	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018- Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018- Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness,	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling,			Status updates from School Wellness Teams and school-level directors of school counseling

suspension, etc.		Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			

Carolina Springs Middle School

Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		89.6%	92.4%	95.2%	98.0%	98.0%	98.0%
			(Actual)	88.7%		89.6%	77.8%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		91.6%	93.7%	95.9%	98.0%	98.0%	98.0%
			(Actual)	92.4%		93.8%	93.2%	

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2018 - December 2018	Principal, Director of Professional Learning and Leadership Development	$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2018 - June 2019	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2018 – Nov. 2018	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018
5. Create model classrooms and labsites for visible	2018-2019 PK-	ELA Coordinator,	None	n/a	Professional learning

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data

Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		75.2%	85.1%	95.0%	95.0%	95.0%	95.0%
			(Actual)	73.2%		67.5%	84.1%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		77.2%	86.1%	95.0%	95.0%	95.0%	95.0%
			(Actual)	72.9%		75.2%	91.9%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school's ongoing improvement meetings with central services.	August 2018 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2018	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2018 - ongoing	Principal, Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard