

W A PERRY MIDDLE

2600 Barhamville Rd.
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	344 Students	
Principal	Ernest Holiday	803-256-6347
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	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

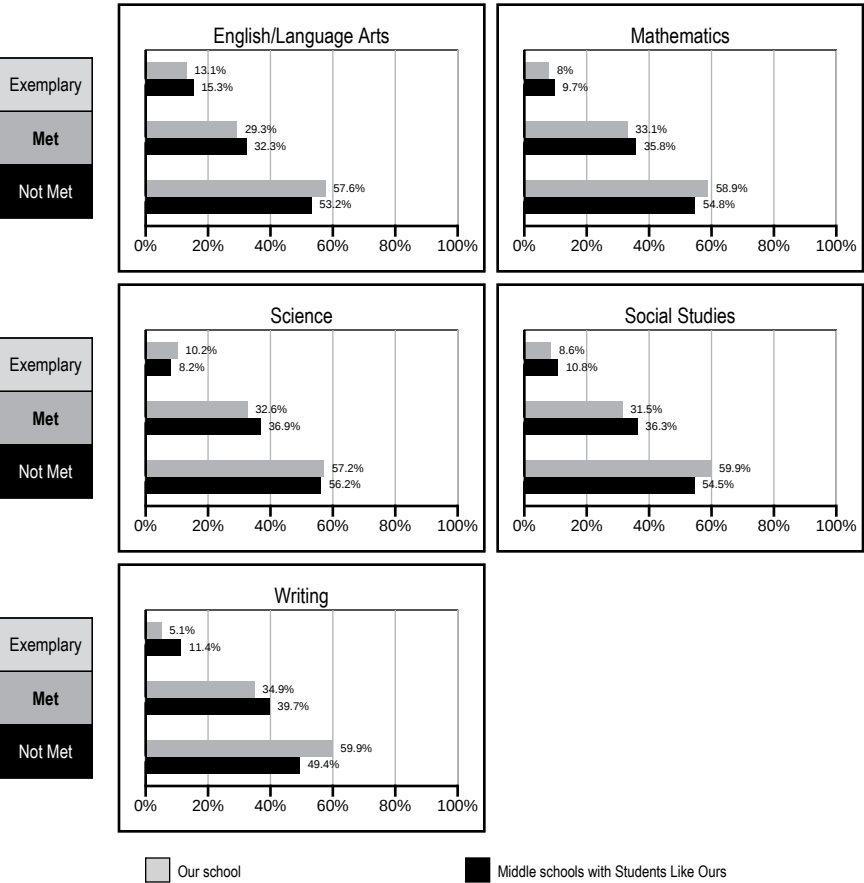
98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	18	21

* 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	61.3%	87.5%
English 1	N/A	90.1%
Physical Science	N/A	39.3%
US History and the Constitution	N/A	N/A
All Subjects	61.3%	87.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=344)				
Students enrolled in high school credit courses (grades 7 & 8)	14.0%	Down from 41.1%	15.9%	24.2%
Retention rate	0.0%	Down from 3.1%	1.1%	0.7%
Attendance rate	95.7%	Up from 94.4%	95.4%	95.9%
Eligible for gifted and talented	7.9%	Up from 5.3%	4.8%	16.4%
With disabilities other than speech	20.3%	Up from 20.1%	15.0%	12.0%
Older than usual for grade	4.7%	Down from 8.5%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.4%	0.5%
Annual dropout rate	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	85.7%	Up from 73.5%	54.2%	58.5%
Continuing contract teachers	75.0%	Up from 55.9%	67.6%	80.0%
Teachers with emergency or provisional certificates	3.8%	Down from 17.2%	11.6%	4.0%
Teachers returning from previous year	78.2%	No Change	76.9%	84.6%
Teacher attendance rate	93.5%	Up from 92.3%	95.5%	95.4%
Average teacher salary*	\$47,521	Up 0.9%	\$44,210	\$46,561
Professional development days/teacher	10.5 days	Down from 18.9 days	10.0 days	10.2 days
School				
Principal's years at school	1.0	Down from 4.0	2.3	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 14.1 to 1	16.1 to 1	21.1 to 1
Prime instructional time	86.2%	Up from 84.8%	90.0%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.5%	Down from 96.7%	97.1%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$15,075	Down 15.3%	\$10,785	\$7,802
Percent of expenditures for instruction**	62.4%	Down from 67.0%	60.2%	63.8%
Percent of expenditures for teacher salaries**	57.4%	Up from 50.8%	55.5%	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

W.A .Perry Middle School made significant accomplishments during the 2009-2010 academic year.

The mission of W.A. Perry Middle School is to educate each student and prepare him or her for a successful high school experience, so each can become a lifelong learner, achieve his or her maximum potential, and become a productive member of society, enhanced by collaboration with our parents and the community. It is the collaborations, with Trinity Episcopal Cathedral, Harmony, University of South Carolina’s TRIO Program, and the W.A. Perry Community Taskforce, that enable our school community the opportunity to enhance the program that we provide for students.

Throughout the year, W.A. Perry students maintained an attendance rate of 95.47%. We had several students receive awards in the visual arts. In addition, an eighth grade student was featured in The State newspaper for special student art and poetry. Faculty and staff along with 45 students completed the 25 books challenge. W.A. Perry was one of only two competitors at the Future City competition to win in two categories in their first year as a club. More specifically, several 7th and 8th grade students received the Future City Award, Student Choice Award, and Best Use of Systems Engineering Award for the design of a city, from Savannah River Nuclear Solutions. Also, students from the W.A. Perry concert band were selected for the Richland One Middle School Honor Band 2010.

In the area of academics, Measures of Academic Progress (MAP) scores indicated significant gains in all academic areas. District common assessments indicate gains in ELA across all grade levels. Teachers from our science department presented at the 2009-2010 state and national science conferences. Continued attention to detail in the teaching and learning process, prescribed professional development driven by data, and focused student interventions promise to foster continued improvement in achievement at W.A. Perry.

At W.A. Perry Middle School, it is our belief that the needs of our students should be the primary focus. Instruction and assessment of students should be differentiated based on the student in an effort to increase success. In addition, creating positive relationships among family, community, and school is vital to the success of our school and community. Parent participation in school conferences and activities increased this year, but continues to require significant encouragement from all stakeholders within our community.

Ernest Holiday, Principal

Allyson Boone, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	32	85	40
Percent satisfied with learning environment	68.8%	68.2%	87.5%
Percent satisfied with social and physical environment	79.3%	64.6%	76.3%
Percent satisfied with school-home relations	53.3%	75.9%	71.8%

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

School Adequate Yearly Progress

NO

This school met 10 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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	319	97.2	56.5	30.1	13.4	58.7	78.2	83.5	No	Yes
Gender										
Male	153	96.1	64.8	21.1	14.1	54.7	74.7	80.1	N/A	N/A
Female	166	98.2	49.3	37.8	12.8	62.2	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	316	97.2	56.8	30	13.2	58.2	74.2	74.6	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.8	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	70	92.9	78	18.6	3.4	32.2	45.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	302	97.4	56.8	30.8	12.4	58.6	73.1	76.9	No	Yes

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

All Students	319	98.4	58.2	33.6	8.2	56.4	72	80.4	No	Yes
Gender										
Male	153	97.4	60.8	30	9.2	47.7	70.3	78.4	N/A	N/A
Female	166	99.4	56	36.7	7.3	64	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	316	98.4	58.8	33.2	7.9	56	67	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.8	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	70	97.1	85.5	9.7	4.8	21	34.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	302	98.7	58.5	34.1	7.4	56.3	65.9	72.8	No	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	213	100	56.5	33.2	10.3	43.5	56.5	67.3
Gender								
Male	105	100	58.4	28.1	13.5	41.6	56.1	66.9
Female	108	100	54.7	37.9	7.4	45.3	56.8	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.3	79.6
African American	211	100	57.1	33	9.9	42.9	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	49	100	83.3	14.3	2.4	16.7	23.9	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	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	202	100	56.4	34.1	9.5	43.6	46.5	55.4

Social Studies

All Students	216	100	59.7	31.6	8.7	40.3	64	70.9
Gender								
Male	104	100	62.1	26.3	11.6	37.9	61.9	70.1
Female	112	100	57.4	36.6	5.9	42.6	66.1	71.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	213	100	60.1	31.1	8.8	39.9	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	47	100	N/A	N/A	N/A	14	31.7	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	65.2	68
Socio-Economic Status								
Subsidized meals	203	100	60.6	31.9	7.4	39.4	56.5	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	321	98.8	59.5	35.3	5.2	40.5	63.4	72.1	95.7	95.9
Gender										
Male	151	98.7	68.7	26.1	5.2	31.3	56.3	65.2	94.9	95.7
Female	170	98.8	51.6	43.2	5.2	48.4	70.4	79.2	96.4	96.1
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	86.2	80.8	92.2	96
African American	318	98.7	59.8	35	5.2	40.2	57.3	59.7	95.7	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.9	64.6	99	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	70	97.1	88.9	9.5	1.6	11.1	21.1	27.7	94.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	306	98.7	59.9	36.1	4	40.1	55.2	61.9	95.7	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	117	100	45.7	41	13.3	54.3
	7	112	99.1	66	29	5	34
	8	81	100	51.5	39.4	9.1	48.5
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	103	100	52.2	34.4	13.3	47.8
	7	115	98.3	52	30	18	48
	8	101	93.1	66.3	25.6	8.1	33.7
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	117	100	52.4	39	8.6	47.6
	7	112	99.1	71	25	4	29
	8	81	100	66.7	25.8	7.6	33.3
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	103	100	50	38.9	11.1	50
	7	115	98.3	59	32	9	41
	8	101	97	65.6	30	4.4	34.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	60	100	56.6	37.7	5.7	43.4
	7	112	99.1	54	36	10	46
	8	43	100	71.4	22.9	5.7	28.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	51	100	78.6	16.7	4.8	21.4
	7	114	100	45	43	12	55
	8	48	100	61.9	26.2	11.9	38.1

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	57	98.3	52.9	37.3	9.8	47.1
	7	112	99.1	80	16	4	20
	8	38	100	51.6	35.5	12.9	48.4
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	52	100	54.2	37.5	8.3	45.8
	7	114	100	64	28	8	36
	8	50	100	56.3	33.3	10.4	43.8
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	124	95.2	51	37.5	11.5	49
	7	112	95.5	67	32	1	33
	8	85	96.5	51.4	40	8.6	48.6
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	105	100	54.7	38.9	6.3	45.3
	7	114	98.3	66.3	26.7	6.9	33.7
	8	102	98	57	40.9	2.2	43

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