



CLOVER MIDDLE

1555 Hwy 55 East
Clover, South Carolina

Grades	6-8 Middle School	
Enrollment	689 Students	
Principal	Melanie Wall	803-810-8300
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	N/A	N/A

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

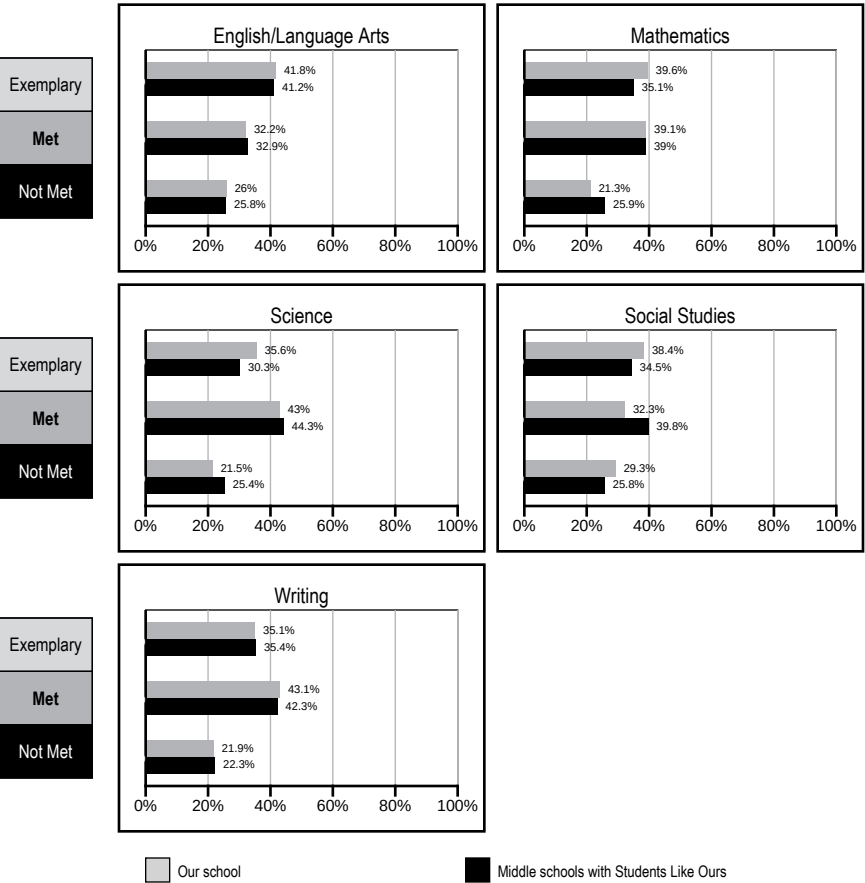
96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	14	16	0	1

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.6%
English 1	99.1%	97.0%
Physical Science	N/A	27.4%
US History and the Constitution	N/A	N/A
All Subjects	99.5%	96.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=689)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	N/R	26.1%	24.2%
Retention rate	0.3%	Up from 0.2%	0.5%	0.7%
Attendance rate	95.5%	Down from 96.1%	96.1%	95.9%
Eligible for gifted and talented	26.8%	Up from 26.5%	22.6%	16.4%
With disabilities other than speech	10.9%	Up from 7.7%	11.1%	12.0%
Older than usual for grade	2.2%	Up from 0.2%	1.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Up from 0.2%	0.4%	0.5%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	57.1%	No Change	60.0%	58.5%
Continuing contract teachers	85.7%	Up from 77.1%	82.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	3.0%	4.0%
Teachers returning from previous year	67.9%	Down from 86.1%	86.9%	84.6%
Teacher attendance rate	95.5%	Up from 94.2%	95.5%	95.4%
Average teacher salary*	\$46,560	Down 10.1%	\$47,050	\$46,561
Professional development days/teacher	6.1 days	Down from 26.8 days	10.2 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.4 to 1	21.8 to 1	21.1 to 1
Prime instructional time	89.6%	Up from 87.8%	90.9%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.9%	98.1%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$9,853	Up 2.9%	\$7,202	\$7,802
Percent of expenditures for instruction**	62.8%	Up from 59.7%	64.2%	63.8%
Percent of expenditures for teacher salaries**	60.2%	Up from 57.5%	60.9%	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

Year one of the “new” Clover Middle School is behind us!

The 2009-2010 school year ushered in a new beginning: What was once a traditional 7-8 junior high was reborn as a 6-8 middle school. Excited about our new name and grade configuration, we maintained the middle school model, while welcoming a sixth grade for the first time in our building.

Even though an additional grade was added, Clover Middle School enrollment declined with the opening of a second middle school. A smaller enrollment fostered opportunities for increased student involvement in our full array of activities, including athletics, clubs, societies, and student council, to name a few.

CMS continued the former CJHS tradition of academic excellence, boasting the highest EOC passage rate in the school's history and producing 26 Junior Scholars. Additionally, CMS continues supporting an award-winning fine arts program, in which our new sixth grade played a vital role.

Our Parent group, Parents As Leaders (PALs), continues to grow in membership and is increasing its engagement at all levels within our school by sponsoring an annual fundraiser and supporting our students and teachers.

We believe that the foundations built over the course of this school year will sustain growth and movement towards meeting all of our academic and social goals for our students.

Yes, 2009-2010 was truly a great time to be a Blue Eagle!

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.2%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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	689	99.3	27.3	32.4	40.3	80.3	89.8	83.5	Yes	Yes
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Gender

Male	370	99.7	30.9	32	37.1	76.6	86.8	80.1	N/A	N/A
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Female	319	98.8	23.3	32.8	43.9	84.6	93	87	N/A	N/A
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Racial/Ethnic Group

White	563	99.3	24.3	31.8	43.8	82.2	91.3	89.6	Yes	Yes
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African American	88	98.9	49.4	32.5	18.1	65.1	80.4	74.6	Yes	Yes
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Asian/Pacific Islander	11	100	9.1	54.5	36.4	100	81.4	92.7	I/S	I/S
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Hispanic	22	100	31.8	36.4	31.8	77.3	79.2	79.6	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
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Disability Status

Disabled	75	96	73.8	21.5	4.6	35.4	52.8	51.7	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	13	100	28.6	57.1	14.3	85.7	79.5	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	321	99.4	40.9	33.9	25.2	70.1	80	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	689	99.1	22.8	41.9	35.3	86.1	91.2	80.4	Yes	Yes
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Gender

Male	370	99.5	24.9	41.8	33.2	83.4	89.5	78.4	N/A	N/A
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Female	319	98.8	20.3	42	37.7	89.2	93.1	82.5	N/A	N/A
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Racial/Ethnic Group

White	563	99.1	20.6	41.5	37.9	87.2	92.5	87.8	Yes	Yes
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African American	88	98.9	41	42.2	16.9	74.7	82	69.3	Yes	Yes
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Asian/Pacific Islander	11	100	N/A	N/A	N/A	100	95.3	93.5	I/S	I/S
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Hispanic	22	100	22.7	45.5	31.8	90.9	87	78.3	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92.3	83.2	I/S	I/S
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Disability Status

Disabled	75	94.7	65.6	29.7	4.7	48.4	56.6	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	13	100	21.4	64.3	14.3	92.9	87.7	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	321	99.4	30.9	46.3	22.8	78.9	83.8	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	447	100	20.9	43.4	35.7	79.1	82.9	67.3
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Gender

Male	241	100	21.9	43.9	34.2	78.1	82	66.9
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Female	206	100	19.7	42.9	37.4	80.3	84	67.7
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Racial/Ethnic Group

White	357	100	18.4	43.1	38.5	81.6	85.8	79.6
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African American	63	100	41	39.3	19.7	59	63.3	49.7
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Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	78.8	84.4
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Hispanic	18	100	11.1	55.6	33.3	88.9	73.6	59.4
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
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Disability Status

Disabled	45	100	61.9	31	7.1	38.1	47.2	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69.8	58.6
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Socio-Economic Status

Subsidized meals	219	100	30.3	45.7	24	69.7	70.1	55.4
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Social Studies

All Students	451	100	29.8	32.1	38.1	70.2	81.5	70.9
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Gender

Male	240	100	31.2	24.7	44.2	68.8	80.6	70.1
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Female	211	100	28.2	40.6	31.2	71.8	82.5	71.7
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Racial/Ethnic Group

White	371	100	30.1	28.7	41.3	69.9	82.8	79.2
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African American	55	100	34.6	48.1	17.3	65.4	69.3	58.4
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.7	86.8
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Hispanic	13	100	23.1	53.8	23.1	76.9	79.2	68
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
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Disability Status

Disabled	51	100	63	23.9	13	37	47	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	11	100	25	50	25	75	80.8	68
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Socio-Economic Status

Subsidized meals	209	100	42.1	34.4	23.6	57.9	68.1	60.8
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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	684	98.7	21.3	43.4	35.3	78.7	83.7	72.1	95.5	96.3
Gender										
Male	366	98.9	26.6	45.6	27.8	73.4	78.2	65.2	95.4	96.3
Female	318	98.4	15.1	41	43.9	84.9	89.5	79.2	95.7	96.4
Racial/Ethnic Group										
White	559	98.8	20	41.8	38.2	80	85.6	80.8	95.2	96.2
African American	86	97.7	35.4	50	14.6	64.6	68.9	59.7	96.4	97
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	85.4	87	98.5	97.9
Hispanic	22	100	13.6	63.6	22.7	86.4	84.4	64.6	98.4	97
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	73.4	98.6	94.4
Disability Status										
Disabled	75	92	71	27.4	1.6	29	35.4	27.7	94.4	95.5
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	13	100	14.3	71.4	14.3	85.7	78.4	63.7	98.5	97.5
Socio-Economic Status										
Subsidized meals	304	98.7	32.5	45.2	22.3	67.5	69.2	61.9	94.3	95.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	246	100	16.5	38.1	45.5	83.5
	6	217	100	25.4	43.1	31.6	74.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	227	100	21.8	37.5	40.7	78.2
	7	215	100	27.6	31.9	40.5	72.4
	8	247	98	32.3	27.9	39.7	67.7
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	246	100	20.8	36.4	42.9	79.2
	6	217	100	23	44	33	77
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	227	100	17.1	39.4	43.5	82.9
	7	215	100	21.4	43.3	35.2	78.6
	8	247	97.6	29.4	43	27.6	70.6
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	123	100	26.1	54.8	19.1	73.9
	6	110	99.1	39.4	48.1	12.5	60.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	112	100	23.4	58.9	17.8	76.6
	7	215	100	17.6	39	43.3	82.4
	8	120	100	24.6	36.8	38.6	75.4

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	123	100	19	36.2	44.8	81
	6	107	100	29.8	51.9	18.3	70.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	115	100	15.6	38.5	45.9	84.4
	7	214	100	34.9	28.7	36.4	65.1
	8	122	100	33.9	32.2	33.9	66.1
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	244	99.6	17	38.7	44.3	83
	6	220	100	25.5	45.3	29.2	74.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	224	99.1	18.1	39.8	42.1	81.9
	7	216	98.6	25	49.5	25.5	75
	8	244	98.4	20.9	41.3	37.8	79.1

Abbreviations for Missing Data

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