

CLOVER MIDDLE

1555 Highway 55 East
Clover, South Carolina

Grades	6-8 Middle School	
Enrollment	668 Students	
Principal	Melanie Wall	803-810-8300
Superintendent	Marc. J. Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Good**	**Average**
2010	Good	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE 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.

http://ed.sc.gov
http://.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

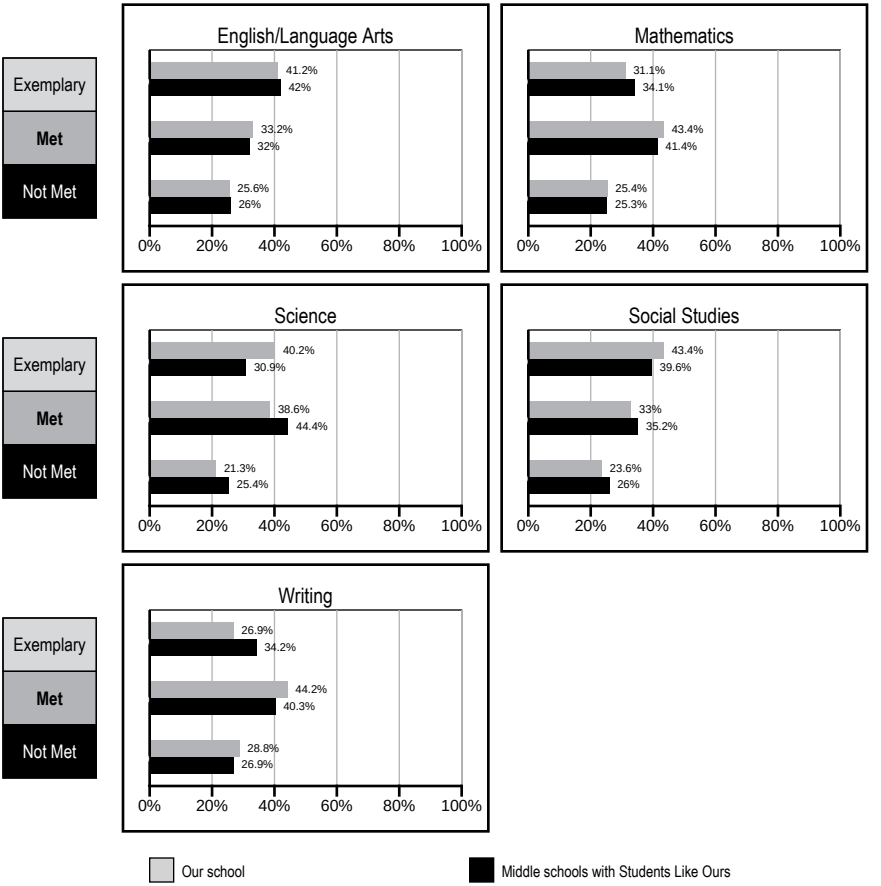
Percent of students tested in 2010-11 whose 2009-10 test scores were located	96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	23	12	0	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

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

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.6%	97.6%
English 1	98.8%	92.8%
Biology 1/Applied Biology 2	N/A	96.9%
Physical Science	N/A	24.1%
US History and the Constitution	N/A	100%
All Subjects	98.2%	95.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=668)				
Students enrolled in high school credit courses (grades 7 & 8)	22.6%	Up from 0.0%	31.0%	24.5%
Retention rate	1.2%	Up from 0.3%	0.5%	0.7%
Attendance rate	95.6%	Up from 95.5%	96.1%	95.9%
Served by gifted and talented program	29.0%	Up from 26.8%	23.8%	17.8%
With disabilities other than speech	6.4%	Down from 10.9%	8.4%	9.2%
Older than usual for grade	1.4%	Down from 2.2%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.8%	Up from 2.0%	0.4%	0.4%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	57.1%	No Change	60.9%	60.0%
Continuing contract teachers	83.7%	Down from 85.7%	82.0%	82.6%
Teachers returning from previous year	62.1%	Down from 67.9%	87.7%	85.6%
Teacher attendance rate	94.7%	Down from 95.5%	95.5%	95.3%
Average teacher salary*	$45,411	Down 2.5%	$46,790	$46,300
Professional development days/teacher	10.5 days	Up from 6.1 days	10.1 days	9.9 days
School				
Principal's years at school	1.0	Down from 3.0	5.0	4.0
Student-teacher ratio in core subjects	25.1 to 1	Up from 21.3 to 1	22.8 to 1	21.5 to 1
Prime instructional time	88.5%	Down from 89.6%	90.5%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.0%	98.1%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil**	$7,975	Down 19.1%	$7,146	$7,634
Percent of expenditures for instruction**	59.0%	Down from 62.8%	64.6%	64.0%
Percent of expenditures for teacher salaries**	57.3%	Down from 60.2%	62.4%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Attitude determines altitude…it matters! This was the prevalent theme at Clover Middle School throughout the 2010-2011 school year. Even though the year ushered in a totally new administration, the same commitment to excellence prevailed.

A high end-of-course exam passage rate in English 1 and Algebra 1, identification of 21 Junior Scholars, as well as award-winning LEGO Robotics and MathCounts teams, were a few examples of Clover Middle School's academic accolades. Clover Middle also provided support for students needing extra help through the efforts of SOAR classes, morning and lunch study tables, and before- and after-school peer tutoring sponsored by the National Junior Honor Society.

While academics were a primary focus, CMS focused on the whole child through a wide variety of clubs, sports, fine arts, and extra-curricular activities. We continued to improve our communication efforts with parents regarding student academic progress through the opening of the PowerSchool Parent Portal. Initiatives such as Seeing Blue Eagles Soar events, rising 6th grade tours and parent meetings, meet-the-teacher night, and registration day devoted solely to 6th graders helped to foster a postive transition from the elementary schools to Clover Middle School.

Community partnerships, most notably through our expanded job shadowing initiative and the inception and continued development of the Gloria Reid Garden, were an important part of Clover Middle School life.

Our parent group, PALs (Parents As Leaders) continued to thrive and support our students and teachers. Their fund-raising efforts provided opportunities for student recognition and reward.

Together, our students, teachers, administrators, parents and the community worked to maintain an environment in which all students were provided every opportunity to learn and grow.

Melanie Wall, Principal

Mary Edmunds, SIC Chair

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.

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School Adequate Yearly Progress	NO

This school met 18 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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

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CLOVER MIDDLE										11/09/11-4602013
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	663	99.9	25.7	33.1	41.1	82.6	89.4	82.4	Yes	Yes
Gender										
Male	343	99.7	30.7	32.5	36.8	77.8	86.7	78.7	N/A	N/A
Female	320	100	20.5	33.8	45.8	87.7	92.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	523	99.8	23.6	31.7	44.6	84.1	90.7	88.9	Yes	Yes
African American	100	100	42.1	33.7	24.2	70.5	80	72.9	Yes	Yes
Asian/Pacific Islander	11	100	9.1	27.3	63.6	100	90.9	93	I/S	I/S
Hispanic	24	100	17.4	60.9	21.7	87	88.3	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	100	83	I/S	I/S
Disability Status										
Disabled	60	100	73.7	17.5	8.8	38.6	50.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	16.7	50	33.3	94.4	87.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	336	100	35.8	36.5	27.7	76.1	81.2	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	663	99.7	25.6	43.5	30.9	84.6	90.8	81.9	Yes	Yes
Gender										
Male	343	99.7	29.2	40.7	30.1	81.8	88.8	79.9	N/A	N/A
Female	320	99.7	21.8	46.4	31.8	87.7	92.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	523	99.8	25.8	40.7	33.5	84.5	92	88.9	Yes	Yes
African American	100	99	29.5	55.8	14.7	81.1	82.9	71.4	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	90.9	94.6	I/S	I/S
Hispanic	24	100	21.7	47.8	30.4	91.3	87.2	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	100	84.4	I/S	I/S
Disability Status										
Disabled	60	100	N/AV	N/AV	N/AV	43.9	59.4	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	16.7	66.7	16.7	94.4	86	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	336	100	35.2	45.6	19.2	77.4	82.5	74.9	No	Yes

***** Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	448	99.8	21.4	38.4	40.2	78.6	83.6	68.6
Gender								
Male	233	99.6	24.2	34.5	41.3	75.8	81.6	68.3
Female	215	100	18.4	42.5	39.1	81.6	85.9	68.9
Racial/Ethnic Group								
White	350	100	18.2	38.1	43.8	81.8	86.4	80.7
African American	66	98.5	42.2	35.9	21.9	57.8	67.6	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	81.1	85.3
Hispanic	20	100	21.1	36.8	42.1	78.9	76.5	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	38	100	69.4	25	5.6	30.6	44.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	9	I/S	18.2	63.6	18.2	81.8	70.7	60.7
Socio-Economic Status								
Subsidized meals	230	99.6	28.7	43.1	28.2	71.3	72.9	57.3
Social Studies								
All Students	442	100	23.9	32.8	43.3	76.1	84.9	72.5
Gender								
Male	228	100	23.6	27.7	48.6	76.4	84.6	72
Female	214	100	24.2	38.2	37.7	75.8	85.2	73.1
Racial/Ethnic Group								
White	362	100	22.3	32.3	45.4	77.7	86.4	81
African American	61	100	37.9	39.7	22.4	62.1	72.7	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	83.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	37	100	61.8	26.5	11.8	38.2	50.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	86.8	69.7
Socio-Economic Status								
Subsidized meals	221	100	34	36.8	29.2	66	73.5	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	222	98.7	28.8	44.2	26.9	71.2	83.6	73.2	95.6	96.4
Gender										
Male	114	98.3	37	42.6	20.4	63	78.7	67.2	95.6	96.4
Female	108	99.1	20	46	34	80	88.8	79.4	95.7	96.5
Racial/Ethnic Group										
White	172	98.8	29	40.1	30.9	71	85.2	81.5	95.3	96.3
African American	34	97.1	38.7	54.8	6.5	61.3	71	61.3	96.8	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	72.7	87	98	97.4
Hispanic	11	100	I/S	I/S	I/S	I/S	87.5	66.7	97.4	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	92.2	95.6
Disability Status										
Disabled	24	87.5	N/AV	N/AV	N/AV	15	35.5	26	95.4	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	67.7	65.7	97.8	97.6
Socio-Economic Status										
Subsidized meals	114	98.3	37.7	49.1	13.2	62.3	73.8	63.2	94.7	95.7

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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							
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
2011	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	214	99.5	24.5	34.6	40.9	75.5
	7	228	100	22.4	30.1	47.5	77.6
	8	221	100	30.5	34.8	34.8	69.5
Mathematics							
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
2011	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	214	99.5	25	47.6	27.4	75
	7	228	100	20.1	35.6	44.3	79.9
	8	221	99.6	31.9	47.6	20.5	68.1
Science							
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
2011	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	108	99.1	26.7	49.5	23.8	73.3
	7	228	100	19.2	36.5	44.3	80.8
	8	112	100	20.8	31.1	48.1	79.2

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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							
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
2011	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	106	100	15.4	37.5	47.1	84.6
	7	228	100	22.4	29.7	47.9	77.6
	8	108	100	35.6	34.6	29.8	64.4
Writing							
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
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	222	98.7	28.8	44.2	26.9	71.2

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