



CLAY HILL MIDDLE

387 South Railroad
Ridgeville, South Carolina

Grades	6-8 Middle School	
Enrollment	140 Students	
Principal	Kenneth Pinkney	843-851-7386
Superintendent	Mr. Jerry G. Montjoy	(843) 563-4535
Board Chair	Dr. Kenneth Jenkins	(843) 563-3228

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

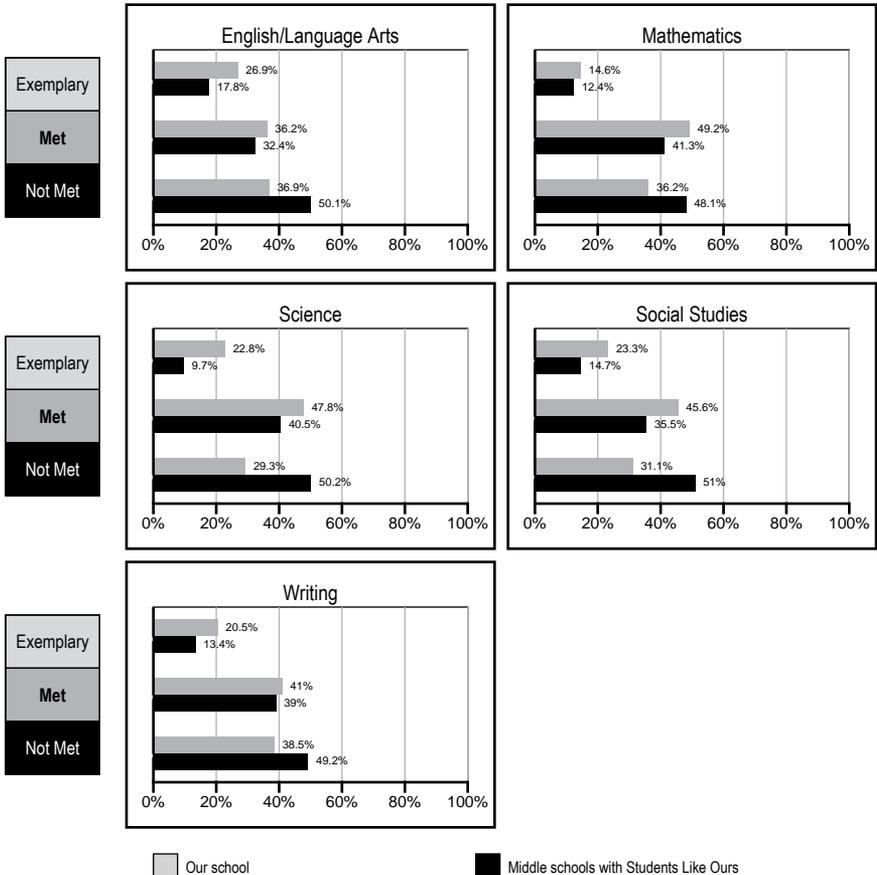
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	29	21

* 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	100.0%	89.2%
English 1	100.0%	87.6%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	88.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=140)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	13.8%	24.5%
Retention rate	0.0%	No Change	1.0%	0.7%
Attendance rate	95.9%	Up from 95.1%	95.4%	95.9%
Served by gifted and talented program	4.3%	Up from 4.2%	6.6%	17.8%
With disabilities other than speech	5.8%	Down from 9.0%	11.2%	9.2%
Older than usual for grade	2.9%	Up from 2.2%	3.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	42.9%	Up from 41.2%	58.9%	60.0%
Continuing contract teachers	57.1%	Up from 52.9%	69.9%	82.6%
Teachers returning from previous year	72.4%	Up from 69.5%	79.2%	85.6%
Teacher attendance rate	95.1%	Up from 94.9%	95.3%	95.3%
Average teacher salary*	\$44,262	Up 0.2%	\$44,262	\$46,300
Professional development days/teacher	8.5 days	Down from 9.4 days	10.4 days	9.9 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	18.9 to 1	21.5 to 1
Prime instructional time	88.7%	No Change	89.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Down from 100.0%	97.7%	98.1%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil**	\$14,703	Down 0.8%	\$9,974	\$7,634
Percent of expenditures for instruction**	57.5%	Down from 59.2%	60.4%	64.0%
Percent of expenditures for teacher salaries**	54.5%	Up from 52.7%	55.8%	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

During the 2010-2011 school year, the administration, faculty, support staff, student body and parents consistently worked toward improvement in academic achievement and student character. The Clay Hill Middle School family rejoiced when we achieved Adequate Yearly Progress for three consecutive years. We take to heart, the words of Will Rogers who said. "Even if you're on the right track, you'll get run over, if you just sit there". Therefore, we continued to strive for excellence in all areas of academics and personal self-esteem for students.

Two integral parts of our instructional campaign were the continuous refinement of instructional delivery to students and the continuation of our Academic Intervention Program. Learning opportunities for teachers abounded through professional development and consultants. We enhanced our "Writing Across the Curriculum" to provide numerous opportunities for exposure to a variety of writing. Teachers received ample opportunity to coordinate lesson plans with planning time scheduled for both grade levels collaboration. Standard and support documents were used during intensive subject area planning to align objectives and assessment. These meetings were held in the curriculum specialist mobile unit, which we affectionately dubbed, "The Learning Cottage". The administrative team, teachers, and staff created and analyzed a data wall to attack our instructional weaknesses. This proved fruitful as we realized an improvement in both our Absolute Rating to Average and Growth Rating to Average.

Beyond academics, the Clay Hill family continued to thrive with "Jaguar Pride". The character building initiative focused on a school-wide code of conduct. The Pride Pledge was recited each morning following the Pledge of Allegiance, and all students were issued "Pride" cards on a monthly basis. This was followed up with students' incentives, such as a monthly school-wide activity to recognize students who exhibited good character and "Jaguar Pride". Two associated character events were "Guys in Ties Day" and "Girls in Heels and Pearls Day". Each event focused on both practical aspects of young adulthood and preparing for career success. Our Parent-Teacher Association thrived this year. This group honored teachers during Teacher Appreciation Week, as well as hosted many activities to encourage parents to become more involved in their students' education. While we have progressed, we are still not where we would like to be and will continue to strive for higher student achievement in order to prepare our students for every aspect of the future. Clay Hill Middle school learning environment will always be, "Where Great Minds are Under Construction, and Geniuses are Born".

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	38	15
Percent satisfied with learning environment	85.7%	63.2%	86.7%
Percent satisfied with social and physical environment	78.6%	73.7%	93.3%
Percent satisfied with school-home relations	71.4%	76.3%	93.3%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 15 out of 15 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.1%	0.0%	No
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	139	100	36.9	36.2	26.9	74.6	76.6	82.4	Yes	Yes
Gender										
Male	69	100	45.5	28.8	25.8	68.2	73.2	78.7	N/A	N/A
Female	69	100	28.1	43.8	28.1	81.3	80.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	42	100	31.6	42.1	26.3	81.6	85.4	88.9	I/S	Yes
African American	81	100	35.5	35.5	28.9	75	71.1	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	84.6	79.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	61.1	83	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	37.5	48.1	I/S	I/S
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	7	I/S	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	115	100	38.1	37.2	24.8	73.5	74.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	139	100	36.2	49.2	14.6	76.2	77.5	81.9	Yes	Yes
Gender										
Male	69	100	40.9	42.4	16.7	69.7	75.1	79.9	N/A	N/A
Female	69	100	31.3	56.3	12.5	82.8	80.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	42	100	23.7	57.9	18.4	86.8	85.8	88.9	I/S	Yes
African American	81	100	42.1	47.4	10.5	72.4	71.5	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	84.6	81.1	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	83.3	84.4	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	46.1	47.3	I/S	I/S
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	7	I/S	I/S	I/S	I/S	I/S	81.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	115	100	37.2	50.4	12.4	75.2	75.3	74.9	Yes	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	99	100	29.3	47.8	22.8	70.7	67	68.6
Gender								
Male	53	100	40	36	24	60	62.9	68.3
Female	45	100	16.7	61.9	21.4	83.3	71.5	68.9
Racial/Ethnic Group								
White	28	100	23.1	53.8	23.1	76.9	80.2	80.7
African American	60	100	30.9	47.3	21.8	69.1	57.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	73.7	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	75	70.8
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	39.6	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	6	I/S	I/S	I/S	I/S	I/S	76.9	60.7
Socio-Economic Status								
Subsidized meals	78	100	30.8	48.7	20.5	69.2	64.1	57.3
Social Studies								
All Students	96	99	31.1	45.6	23.3	68.9	72.9	72.5
Gender								
Male	47	100	38.6	34.1	27.3	61.4	72.6	72
Female	49	98	23.9	56.5	19.6	76.1	73.3	73.1
Racial/Ethnic Group								
White	32	96.9	27.6	55.2	17.2	72.4	82.9	81
African American	51	100	29.2	43.8	27.1	70.8	65.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	88.2	69.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	68.8	73.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	44	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	4	I/S	I/S	I/S	I/S	I/S	81.8	69.7
Socio-Economic Status								
Subsidized meals	81	98.8	31.6	45.6	22.8	68.4	69.4	62.9

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	41	97.6	36.8	42.1	21.1	63.2	65	73.2	95.9	96.4
Gender										
Male	18	94.4	64.7	17.6	17.6	35.3	52.6	67.2	95.9	96.5
Female	22	100	14.3	61.9	23.8	85.7	76.6	79.4	96	96.3
Racial/Ethnic Group										
White	14	100	16.7	50	33.3	83.3	76.5	81.5	93.7	95.6
African American	23	95.7	45.5	36.4	18.2	54.5	58.5	61.3	96.9	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	98.3	97.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.4	93.9
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	22.7	26	94.9	95.5
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	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	98.1	98.1
Socio-Economic Status										
Subsidized meals	35	97.1	33.3	48.5	18.2	66.7	62.4	63.2	95.9	96.3

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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	51	100	29.5	43.2	27.3	70.5
	7	44	100	47.5	27.5	25	52.5
	8	47	100	51.1	35.6	13.3	48.9
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	42	100	35.9	38.5	25.6	64.1
	7	56	100	40.4	26.9	32.7	59.6
	8	41	100	33.3	46.2	20.5	66.7
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	51	100	25	52.3	22.7	75
	7	44	100	42.5	35	22.5	57.5
	8	47	100	48.9	44.4	6.7	51.1
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	42	100	35.9	43.6	20.5	64.1
	7	56	100	34.6	53.8	11.5	65.4
	8	41	100	38.5	48.7	12.8	61.5
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	25	96	39.1	52.2	8.7	60.9
	7	44	100	45	37.5	17.5	55
	8	23	95.7	50	22.7	27.3	50
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	22	100	35	55	10	65
	7	56	100	28.8	46.2	25	71.2
	8	21	100	25	45	30	75

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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	26	92.3	14.3	66.7	19	85.7
	7	44	100	52.5	37.5	10	47.5
	8	24	91.7	35	50	15	65
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	20	100	N/AV	N/AV	N/AV	73.7
	7	56	100	30.8	34.6	34.6	69.2
	8	20	95	36.8	47.4	15.8	63.2
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	50	100	22.7	43.2	34.1	77.3
	7	44	100	37.5	50	12.5	62.5
	8	48	97.9	50	40.9	9.1	50
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	41	97.6	36.8	42.1	21.1	63.2

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