



## Robert E Howard Middle

1255 Belleville Road  
Orangeburg, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	461 Students	
<b>Principal</b>	Dr. Jacqueline Vogt	803-534-5470
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Below Average	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

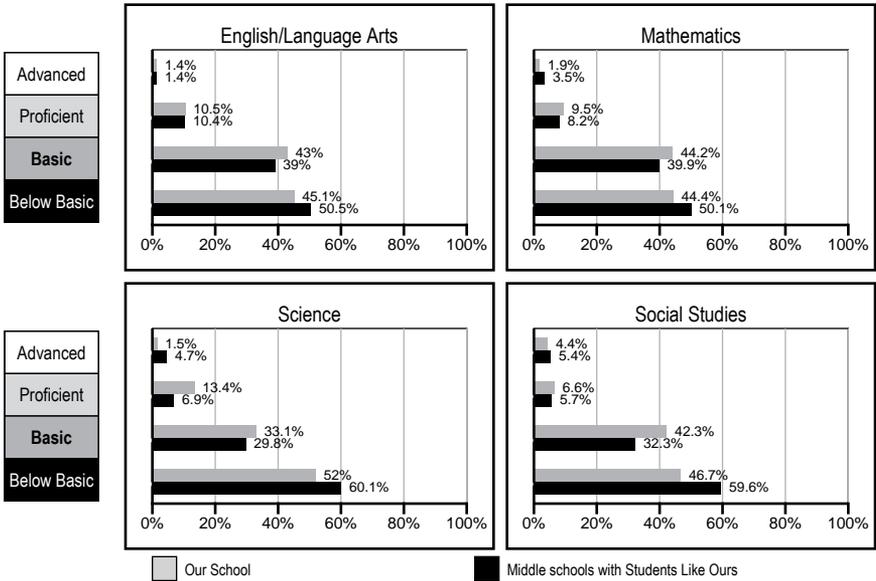
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.8%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	42

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	84.0
English 1	91.7	82.3
Physical Science	0	39.5
All Subjects	95.8	80.6

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=461)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	4.1%	Down from 5.4%	11.1%	19.4%
Retention rate	9.4%	Up from 2.2%	3.4%	1.8%
Attendance rate	94.2%	Up from 93.6%	95.0%	95.8%
Eligible for gifted and talented	2.2%	Down from 3.6%	4.0%	15.3%
With disabilities other than speech	16.2%	Down from 18.9%	13.5%	12.9%
Older than usual for grade	10.6%	Up from 3.9%	6.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 8.5%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	68.3%	Up from 62.8%	54.0%	55.0%
Continuing contract teachers	65.9%	Down from 67.4%	55.6%	70.6%
Teachers with emergency or provisional certificates	9.1%	No Change	19.0%	5.4%
Teachers returning from previous year	82.8%	Up from 80.9%	76.4%	83.4%
Teacher attendance rate	96.0%	Up from 94.7%	94.7%	94.9%
Average teacher salary	\$46,848	Up 7.4%	\$43,224	\$44,706
Professional development days/teacher	7.1 days	Down from 21.1 days	13.3 days	11.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	2.0	3.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 16.3 to 1	15.3 to 1	20.1 to 1
Prime instructional time	89.0%	Up from 87.1%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	98.0%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$9,583	Up 24.9%	\$9,234	\$7,097
Percent of expenditures for instruction*	67.0%	Up from 66.9%	62.8%	64.4%
Percent of expenditures for teacher salaries*	44.1%	Down from 59.0%	55.1%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Robert E. Howard Middle School serves approximately 448 students in grades six through eight in the city of Orangeburg. Howard offers a comprehensive program of studies serving academically talented and exceptional services students. Eighth grade students, who qualify, enroll in high school level classes, English I and Algebra I. Howard's Algebra I students had a 100% pass rate on the End of Course Exam for the third straight year. Howard's English I students had a pass rate above 90% for the third straight year.

Our academic program is enhanced by an excellent media center and two computer labs. This year, we saw increases in the usage of the media center and in the circulation of books. Our media center collection is rated excellent as measured by the state guidelines.

Positive Behavior Intervention and Support (PBIS) have been implemented to ensure that the school climate continues to improve. Behavior expectations were taught and reinforced throughout the school facility and academic year. Significant decreases are evident by the student activity data report. In addition, our student incentive program contributed to fostering a more positive school climate. The incentive program included giving positive referrals, "Caught Being Good" cards, Student of the Month recognition, positive notes and calls to parents, and fun incentive activities for students. We believe that our students are wonderful.

The Guidance Center sponsors a 'mentoring program' through which students were mentored by a number of community and school personnel throughout the school term. Through the "Character Education Lyceum" series, a number of guest speakers and presenters reinforced the "Community of Character" trait of the month. Students were afforded afterschool enrichment/tutoring opportunities throughout the year. They participated in the GEAR-UP Homework Center and Saturday Academy test preparation sessions. Howard serves the total student.

The fine arts program produced several award-winning performances, including an exemplary performance at the SC Band Concert Festival and Choral Clinic. Several students received certificates for their entries in local and state art competitions. Numerous home arts students won first, second, and third places in the state fair art competition for creative entries. Our school's Robotics Team won first place in the district's robotics competition in the areas of rescue and dance.

Howard's faculty and staff members participated in ongoing professional development throughout the school year to enhance the performance of all educators. Professional development included assistance with classroom assessments, differentiating instruction, classroom management, teambuilding, and analyzing classroom data.

Mrs. Marcia Taylor, School Improvement Council Chairperson  
Dr. Jacqueline Vogt, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	43	108	43
Percent satisfied with learning environment	93.0%	78.7%	78.0%
Percent satisfied with social and physical environment	95.3%	80.4%	66.7%
Percent satisfied with school-home relations	54.8%	85.2%	69.2%

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

## Abbreviations for Missing Data

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## School Adequate Yearly Progress

NO

This school met 9 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

Plan to Restructure

## 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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	94.2%	94.0%	Yes

\* Or greater than last year

## Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	441	100	45	43.1	10.5	1.5	19.5	35	48.2	No	Yes
<b>Gender</b>											
Male	236	100	56.6	33.5	9	0.9	14.9	29.1	41.7	N/A	N/A
Female	205	100	31.6	54.2	12.1	2.1	24.7	41.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	46	60	I/S	I/S
African American	429	100	44.3	43.8	10.5	1.5	19.8	33.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	79	100	85.3	12	1.3	1.3	2.7	12.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	398	100	45.6	44.3	9.5	0.5	17.8	30.7	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	441	100	45.5	43.8	8.5	2.2	17.3	29	45.8	No	Yes
<b>Gender</b>											
Male	236	100	50.2	39.8	8.1	1.8	14	27.4	45.6	N/A	N/A
Female	205	100	40	48.4	8.9	2.6	21.1	30.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	43.3	59	I/S	I/S
African American	429	100	45	44.5	8.3	2.3	17.3	27.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	79	100	76	18.7	2.7	2.7	5.3	13.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	398	100	46.9	43.2	8.2	1.6	16.4	25.4	31.4	No	Yes

\* Adj - 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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	292	100	51.7	33.2	13.3	1.8	15.1	22	35.7	94.2	96
<b>Gender</b>											
Male	159	100	54.1	31.1	12.8	2	14.9	23.5	37.4	93.3	95.8
Female	133	100	48.8	35.8	13.8	1.6	15.4	20.5	33.8	95.3	96.2
<b>Racial/Ethnic Group</b>											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	36.6	49.2	93	94.6
African American	284	100	51.7	33.1	13.3	1.9	15.2	20.1	17	94.3	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	N/A	95.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	94.8	93.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	73	84.6
<b>Disability Status</b>											
Disabled	58	100	85.2	9.3	1.9	3.7	5.6	8.1	14	93	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	95.3	92.8
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	94.8	94
<b>Socio-Economic Status</b>											
Subsided meals	267	100	51.4	34	13	1.6	14.6	18.7	21.1	93.9	95.8

**Social Studies**

All Students	291	100	46.5	42.2	6.5	4.7	11.3	24.2	34	94.2	96
<b>Gender</b>											
Male	157	100	52	36.5	5.4	6.1	11.5	25.8	36.6	93.3	95.8
Female	134	100	40.2	48.8	7.9	3.1	11	22.4	31.3	95.3	96.2
<b>Racial/Ethnic Group</b>											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	30.5	44.5	93	94.6
African American	283	100	45.9	42.5	6.7	4.9	11.6	23.5	19.1	94.3	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	N/A	95.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	94.8	93.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	73	84.6
<b>Disability Status</b>											
Disabled	56	100	85.2	11.1	0	3.7	3.7	9.8	14.4	93	95.3
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	95.3	92.8
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	94.8	94
<b>Socio-Economic Status</b>											
Subsided meals	264	100	48.4	42.1	6	3.6	9.5	20.9	21	93.9	95.8

\* Adj - Adjusted to account for natural variation in performance.

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	151	100	52.5	37.6	9.9	0	9.9
	7	156	99.4	52.1	35.2	11.3	1.4	12.7
	8	174	98.9	33.8	45	18.8	2.5	21.3
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	164	100	44.1	41.4	12.5	2	14.5
	7	142	100	48.9	43.7	6.7	0.7	7.4
	8	135	100	41.9	44.4	12.1	1.6	13.7
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	151	99.3	37.9	47.1	12.1	2.9	15
	7	156	99.4	40.1	47.2	5.6	7	12.7
	8	174	99.4	42.9	44.7	8.1	4.3	12.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	164	100	42.1	42.1	13.2	2.6	15.8
	7	142	100	48.9	45.2	4.4	1.5	5.9
	8	135	100	46	44.4	7.3	2.4	9.7
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	74	100	52.1	40.8	5.6	1.4	7
	7	156	99.4	52.8	31	9.2	7	16.2
	8	87	98.9	43.2	48.1	3.7	4.9	8.6
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	83	100	78.7	14.7	5.3	1.3	6.7
	7	142	100	31.9	44.4	20.7	3	23.7
	8	67	100	62.3	31.1	6.6	0	6.6
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	77	100	35.2	49.3	12.7	2.8	15.5
	7	156	99.4	50.7	38.7	5.6	4.9	10.6
	8	87	100	33.8	53.8	10	2.5	12.5
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	81	100	37.7	45.5	13	3.9	16.9
	7	142	100	51.1	37.8	4.4	6.7	11.1
	8	68	100	47.6	47.6	3.2	1.6	4.8

Abbreviations for Missing Data

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