



# SC Annual School Report Card Summary

W A Perry Middle  
 Richland 1  
 Grades: 6-8 Enrollment: 308  
 Principal: Demetria N. Clemons  
 Superintendent: Dr. Percy Mack  
 Board Chair: Wendy Brawley

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	At-Risk	At-Risk	TBD	Not Met	N/A
2007	At-Risk	At-Risk	N/A	Not Met	N/A
2006	At-Risk	Below Average	N/A	Not Met	N/A

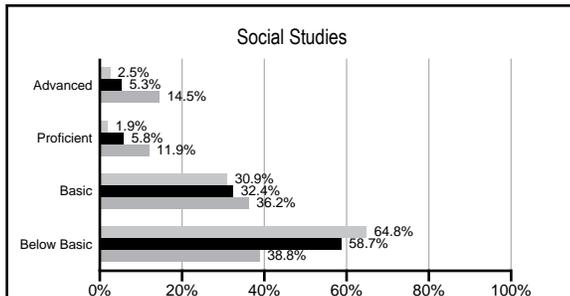
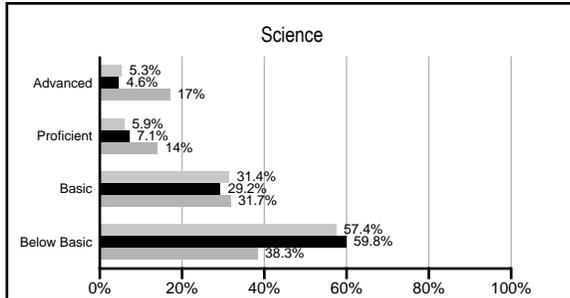
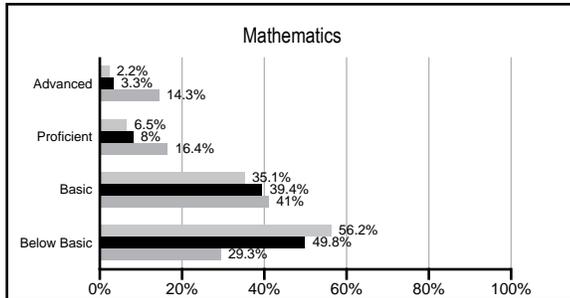
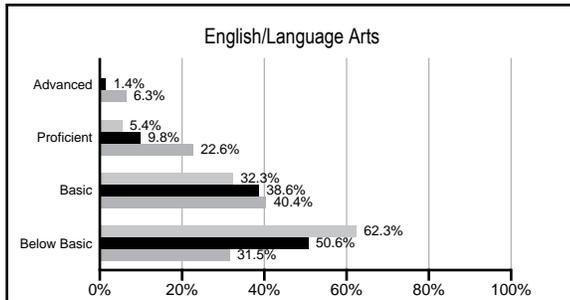
## ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	4	36

\* Ratings are calculated with data available by 03/02/2009. Schools with Students like Ours are Middle Schools with poverty indices of no more than 5% above or below the index for this school.

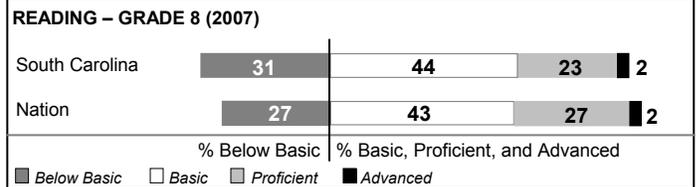
## PACT PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## END OF COURSE TESTS - 2008

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	78.9%	83.3%
English 1	0%	82.7%
Physical Science	0%	39.5%
All Subjects	75.0%	80.3%

## SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

### Abbreviations Key

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 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

# W A Perry Middle [Richland 1]

## SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=308)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	43.5%	Up from 38.5%	11.5%	19.4%
Retention rate	2.9%	Down from 3.8%	3.4%	1.8%
Attendance rate	93.9%	Up from 92.9%	95.0%	95.8%
Eligible for gifted and talented	5.9%	Down from 7.4%	3.8%	15.3%
With disabilities other than speech	17.9%	Up from 16.9%	13.5%	12.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.7%	0.8%	0.7%
Annual dropout rate	1.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	54.3%	Up from 40.0%	55.4%	55.0%
Continuing contract teachers	45.7%	Down from 47.5%	55.1%	70.6%
Teachers with emergency or provisional certificates	25.9%	Down from 32.3%	19.4%	5.4%
Teachers returning from previous year	73.2%	Up from 71.9%	75.3%	83.4%
Teacher attendance rate	94.9%	Up from 94.3%	94.7%	94.9%
Average teacher salary	\$43,798	Up 8.3%	\$43,252	\$44,706
Classes not taught by highly qualified teachers	4.1%	Down from 21.2%	10.1%	2.9%
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	13.6 to 1	Down from 15.1 to 1	15.3 to 1	20.1 to 1
Prime instructional time	87.5%	Up from 86.3%	88.8%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$11,653	Down 14.9%	\$9,368	\$7,097
Percent of expenditures for instruction*	61.4%	Up from 60.6%	62.5%	64.4%
Percent of expenditures for teacher salaries*	55.4%	Up from 53.7%	55.1%	59.4%
% of AYP objectives met	52.9%		53.8%	69.0%

\* Prior year audited financial data available.

## EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	32	92	77
Percent satisfied with learning environment	75.0%	63.7%	71.2%
Percent satisfied with social and physical environment	68.8%	76.4%	65.8%
Percent satisfied with school-home relations	43.8%	84.3%	68.9%

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

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W. A. Perry Middle School made significant accomplishments during the 2007-08 academic year.

In the area of academics, one student was named a Duke University Talent Identification (TIP) Scholar. One student was identified as a South Carolina Junior Scholar and eight students were named as Richland One Middle School Scholars. In the area of arts, several students were district winners in the Visual Literacy Festival photography, editorial cartoons, computers, and book production contests. One student was featured on a national Web page for his oratorical presentation of excerpts from the "I Have a Dream" speech of Dr. Martin Luther King Jr.

The philosophy of W. A. Perry Middle School is based on the foundation the school must provide an environment for intellectual, social, and physical development of the middle school child. W. A. Perry Middle School was the recipient of a public choice innovation grant to incorporate a school-within-a-school model focusing on aerospace education starting in 2008-09 academic year.

Our vision is to become a shining example of excellence through high quality academic instruction, staff and community involvement with parental support to achieve student success. Collaboration with health and human service agencies, our faith-based partner, and our community task force has enhanced our instructional program. Those efforts include USC's TRIO Program, Palmetto Health, Trinity Episcopal, and W. A. Perry Community Taskforce.

Test results on PACT indicated significant gains on 7th and 8th grade social studies and 6th grade science. Results on the district benchmarks have shown gains in ELA and mathematics across all grade levels. During the 2007-08 year, our school developed a focused school renewal plan that centered on accelerating student achievement in reading and mathematics. Strategies developed were based upon the needs assessments of our students, performance on formative, interim and summative assessments.

Our progress towards a larger percentage of students scoring proficient on PACT and district benchmarks hinges on students performance and professional development. Strategies utilized this year to assist teachers included five hours a week of professional development. Areas covered in professional development included data analysis, unwrapping the standards, high-yield strategies, and developing authentic assessments. Technical assistance was provided that included district instructional facilitators in the areas of mathematics, social studies, science, and special needs.

Parent participation in school conferences and activities increased this year but continues to require significant encouragement from school faculty and staff. We plan to continue our community initiatives and intensify our parental involvement strategies.

Demetria Clemons, Principal Specialist  
LaTonya Warner, SIC Chairperson

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