



## William J Clark Middle

919 Bennett Avenue  
Orangeburg, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	704 Students	
<b>Principal</b>	Lana E. Williams	803-531-2200
<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>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Below Average	Below Average

## 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

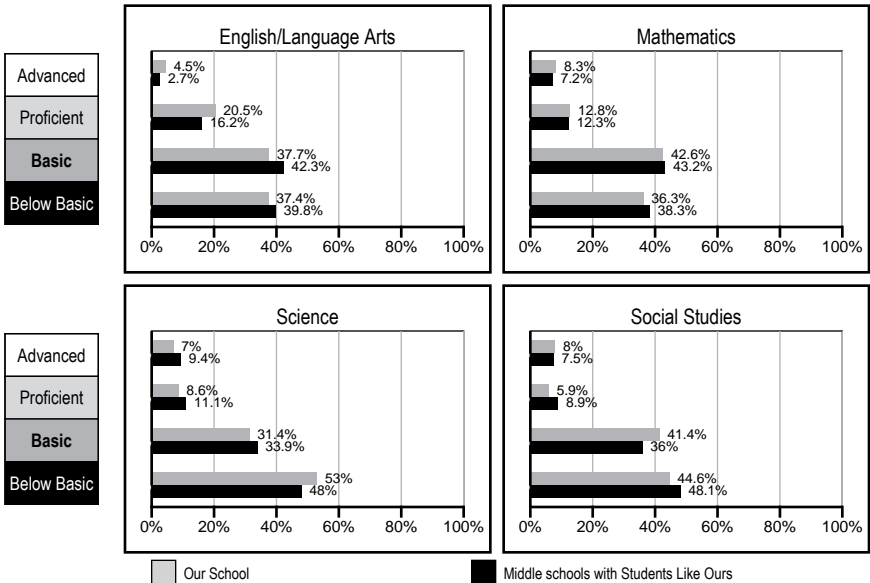
97%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	1	11	26

\* 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	85.5	92.4
English 1	96.4	92.7
Physical Science	0	0
All Subjects	91.0	90.4

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=704)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	11.6%	Down from 15.2%	13.3%	19.4%
Retention rate	4.9%	Up from 2.5%	2.6%	1.8%
Attendance rate	94.2%	Up from 93.1%	95.2%	95.8%
Eligible for gifted and talented	7.4%	Up from 6.6%	10.0%	15.3%
With disabilities other than speech	13.1%	Up from 10.6%	13.9%	12.9%
Older than usual for grade	6.0%	Up from 2.6%	5.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 6.8%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=58)</b>				
Teachers with advanced degrees	63.8%	Down from 73.2%	53.4%	55.0%
Continuing contract teachers	63.8%	Down from 66.1%	57.9%	70.6%
Teachers with emergency or provisional certificates	19.6%	Up from 16.0%	16.7%	5.4%
Teachers returning from previous year	77.1%	Down from 83.0%	77.1%	83.4%
Teacher attendance rate	95.3%	Down from 95.6%	94.9%	94.9%
Average teacher salary	\$46,366	Up 3.3%	\$44,283	\$44,706
Professional development days/teacher	11.7 days	Down from 15.8 days	11.8 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 19.0 to 1	17.8 to 1	20.1 to 1
Prime instructional time	87.5%	Up from 87.2%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 86.0%	94.6%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$8,250	Down 0.3%	\$7,666	\$7,097
Percent of expenditures for instruction*	64.4%	Down from 68.5%	63.2%	64.4%
Percent of expenditures for teacher salaries*	47.3%	Down from 62.9%	58.5%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

At William J. Clark Middle School, student learning is the chief priority and the focus of all decisions. Our mission is to provide and promote opportunities for all stakeholders to contribute to the success and development of a community of lifelong learners. We believe that all teachers, administrators, parents, and community members share the responsibility for advancing this mission. We continue to follow our SACS School Improvement Plan and address the action steps of our Making Middle Grades Work Program Goals.

Academic and extracurricular accomplishments of our students included fifteen South Carolina Junior Scholars, twenty students who were recognized at the state level, and a district runner-up of the Lt. Governor's Essay Contest. Fine Arts awards included twelve region honor band students and one honors Orchestra and 15 district honors Chorus recipients. Our outstanding athletic program brought home the district championships in girls' volleyball in addition to boys' and girls' basketball. Our boys' basketball team also made it to the region championship game while our girls and boys track teams were the district champions and placed third overall in the region championship. In the area of Visual Arts, we had several students receive state and national awards. We also had several students win district awards, and one of our art instructors is the Middle Level Visual Arts instructor of the year! This shows that our Greyhounds excel in and out of the classroom!

William J. Clark's parents and business partners provide continuous support for our students and academic programs. Claflin University provides an afterschool program and various summer enrichment opportunities for our students through the GEAR UP and Upward Bound Programs. South Carolina State University provides summer activities through the Gifted and Talented Arts Consortium. William J. Clark is proud to announce that we had over fifty students who qualified to participate in this program.

We will continue to implement programs and strategies which will increase student achievement in all academic areas. A school-wide focus on standards-based instruction and assessment, Classroom Walk-Throughs, and data analysis at the classroom level will be utilized to facilitate student learning and foster academic success for all of our students. We are certainly proud of the academic and extracurricular strides that we have made at William J. Clark Middle!

Dr. Lana E. Williams, Principal  
Mr. Albert Ulmer, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	49	188	72
Percent satisfied with learning environment	69.4%	56.4%	66.7%
Percent satisfied with social and physical environment	81.3%	69.7%	62.0%
Percent satisfied with school-home relations	59.2%	83.3%	78.6%

\* 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

NO

This school met 14 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. 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	3.8%	0.0%	No
Student attendance rate	94.2%	94.0%	Yes

\* Or greater than last year

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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	702	100	38.5	37.9	20.3	3.4	33.4	35	48.2	Yes	Yes
<b>Gender</b>											
Male	330	100	48.2	36.2	14.3	1.3	24.8	29.1	41.7	N/A	N/A
Female	372	100	29.9	39.4	25.6	5.2	41.1	41.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	51	100	33.3	31.1	22.2	13.3	40	46	60	No	Yes
African American	633	100	38.8	38.8	20.1	2.4	32.7	33.6	31.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	99	100	77.8	14.4	5.6	2.2	12.2	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	4	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	564	100	43.6	37.2	16.7	2.5	28.5	30.7	34	Yes	Yes

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

All Students	702	99.9	35.5	44.3	12.8	7.3	28.9	29	45.8	No	Yes
<b>Gender</b>											
Male	330	99.7	39.9	42.8	11.8	5.6	25.2	27.4	45.6	N/A	N/A
Female	372	100	31.6	45.7	13.8	8.9	32.2	30.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	51	98	38.6	31.8	20.5	9.1	43.2	43.3	59	No	Yes
African American	633	100	35.4	45.7	12.3	6.6	27.3	27.4	26.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	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	99	99	70.8	23.6	5.6	0	11.2	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	4	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	564	99.8	39.2	44.5	10.3	6.1	24.9	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
<b>Science</b>											
All Students	475	99.8	52.8	31.6	8.6	7	15.6	22	35.7	94.2	96
<b>Gender</b>											
Male	227	100	51.7	32.2	8.1	8.1	16.1	23.5	37.4	93.6	95.8
Female	248	99.6	53.9	31	9.1	6	15.1	20.5	33.8	94.7	96.2
<b>Racial/Ethnic Group</b>											
White	32	100	42.9	39.3	10.7	7.1	17.9	36.6	49.2	91.4	94.6
African American	430	99.8	53.8	31.8	8.4	6	14.4	20.1	17	94.5	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	94	95.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	87.5	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	84.6
<b>Disability Status</b>											
Disabled	71	98.6	81	15.9	3.2	0	3.2	8.1	14	92.9	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	91	92.8
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	88.8	94
<b>Socio-Economic Status</b>											
Subsided meals	376	99.7	59.5	27.9	7.1	5.4	12.5	18.7	21.1	93.7	95.8
<b>Social Studies</b>											
All Students	471	99.8	44.2	41.5	6.4	8	14.4	24.2	34	94.2	96
<b>Gender</b>											
Male	216	99.5	47.3	35.8	8.5	8.5	16.9	25.8	36.6	93.6	95.8
Female	255	100	41.6	46.2	4.6	7.6	12.2	22.4	31.3	94.7	96.2
<b>Racial/Ethnic Group</b>											
White	40	97.5	33.3	48.5	6.1	12.1	18.2	30.5	44.5	91.4	94.6
African American	420	100	45.1	41.3	6.6	7.1	13.7	23.5	19.1	94.5	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	94	95.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	87.5	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	84.6
<b>Disability Status</b>											
Disabled	71	98.6	81.5	9.2	7.7	1.5	9.2	9.8	14.4	92.9	95.3
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	91	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	88.8	94
<b>Socio-Economic Status</b>											
Subsided meals	379	99.7	49.2	38.7	6.5	5.6	12.1	20.9	21	93.7	95.8

\* 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 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	254	99.6	43	37.7	13.9	5.3	19.3
	7	215	99.5	41.6	39.7	16.7	1.9	18.7
	8	234	98.3	46.6	39.9	12.6	0.9	13.5
<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	229	100	36.1	41.7	19	3.2	22.2
	7	245	100	41.3	37.8	18.7	2.2	20.9
	8	228	100	37.8	34	23.4	4.8	28.2
<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	254	99.6	35.2	41.8	16	7	23
	7	215	100	26.3	54.1	11	8.6	19.6
	8	234	99.2	52.9	39.9	5.8	1.3	7.2
<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	229	100	37.5	32.4	18.5	11.6	30.1
	7	245	100	31.3	52.2	9.6	7	16.5
	8	228	99.6	38	48.1	10.6	3.4	13.9
<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	124	98.4	62.4	29.1	2.6	6	8.5
	7	215	99.5	37.5	37.5	17.8	7.2	25
	8	117	100	48.7	41.6	7.1	2.7	9.7
<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	113	100	64.2	17.9	10.4	7.5	17.9
	7	245	99.6	47.2	39.7	7.4	5.7	13.1
	8	117	100	53.7	27.8	9.3	9.3	18.5
<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	132	100	25.4	49.2	16.4	9	25.4
	7	215	99.5	51.4	38.9	6.3	3.4	9.6
	8	115	99.1	41.8	51.8	4.5	1.8	6.4
<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	116	100	32.7	46.4	6.4	14.5	20.9
	7	244	100	50.2	33.6	7.9	8.3	16.2
	8	111	99.1	43	54	3	0	3

Abbreviations for Missing Data

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