



Clay Hill Middle

387 South Railroad
Ridgeville, South Carolina

Grades	6-8 Middle School	
Enrollment	147 Students	
Principal	Kenneth Pinkney	843-851-7386
Superintendent	Jerry Montjoy	843-563-4535
Board Chair	Kenneth Jenkins, Ed.D	843-563-3228

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	Below Average	Below Average
2005	N/A	N/A

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 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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

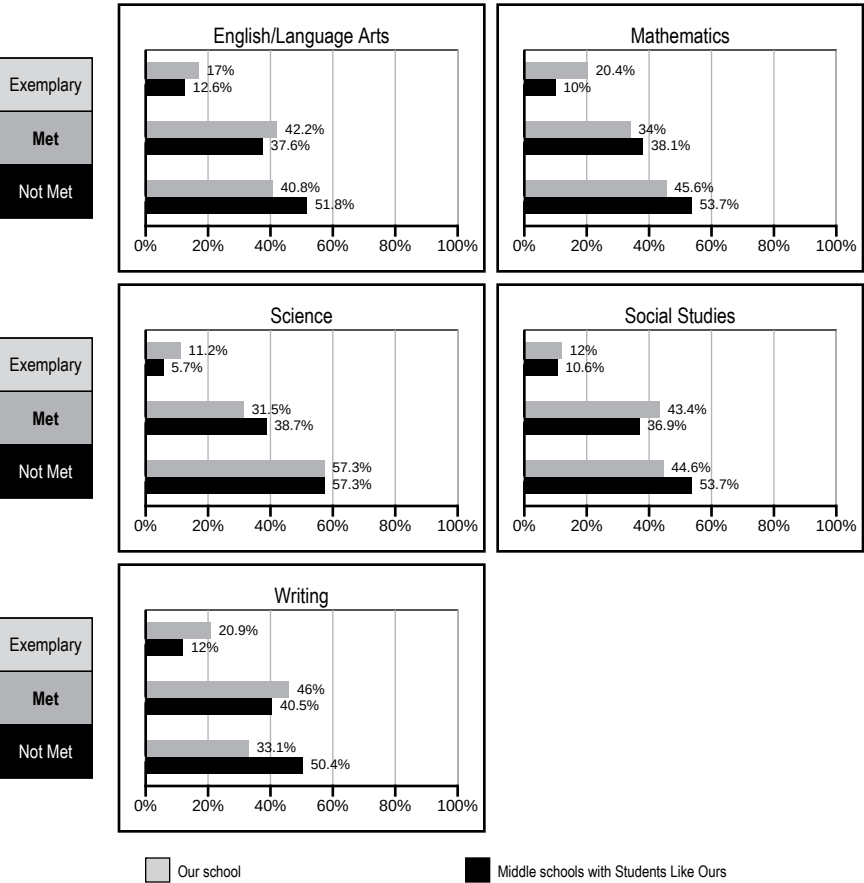
92.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	36	24

* Ratings are calculated with data available by 06/01/2010.

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%	85.6%
English 1	100.0%	82.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	83.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=147)				
Students enrolled in high school credit courses (grades 7 & 8)	57.9%	Up from 15.5%	16.3%	21.6%
Retention rate	0.0%	Down from 2.6%	2.3%	1.2%
Attendance rate	95.7%	N/A	95.5%	95.9%
Eligible for gifted and talented	0.0%	Down from 9.7%	4.2%	14.8%
With disabilities other than speech	12.5%	Up from 10.3%	14.1%	12.6%
Older than usual for grade	2.0%	Down from 2.2%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	53.8%	Up from 50.0%	54.4%	56.9%
Continuing contract teachers	61.5%	Up from 33.3%	61.1%	72.7%
Teachers with emergency or provisional certificates	18.2%	Down from 40.0%	15.4%	5.3%
Teachers returning from previous year	60.7%	N/A	76.0%	82.9%
Teacher attendance rate	93.8%	Down from 93.9%	94.9%	95.2%
Average teacher salary*	\$46,386	Up 6.2%	\$44,760	\$46,599
Professional development days/teacher	9.3 days	Up from 7.7 days	11.0 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 17.3 to 1	16.5 to 1	20.1 to 1
Prime instructional time	88.5%	N/R	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	96.5%	97.8%
Character development program	Average	Up from Below Average	Excellent	Good
Dollars spent per pupil**	\$14,234	Up 11.0%	\$10,159	\$7,645
Percent of expenditures for instruction**	54.4%	Down from 55.9%	60.5%	63.4%
Percent of expenditures for teacher salaries**	44.5%	Up from 41.4%	54.4%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The entire staff and student body of Clay Hill Middle School have been diligently at work during the 2008-2009 school year. Faced with an Absolute Rating of Unsatisfactory, an Improvement Rating of Below Average, and Inadequate Yearly Progress, we knew our work was cut out for us. Meetings with our designated External Review Liaison began in early August and continued as our Focused School Renewal Plan was revised and implemented.

The goal of our Focused School Renewal Plan was to raise student achievement in Reading, Language Usage, and Mathematics. Our staff intensified implementation of unit planning across the curriculum and differentiated instructional delivery to increase student interest and achievement. Each student received individual attention through personalized student-teacher conferences. These conferences included discussion of test scores, student goal setting, and analysis of writing samples. Small group tutoring by intervention teachers/tutors and integrating technology into the lesson delivery were maximized this year. Smart Boards were used in most of the classrooms to upgrade presentation of standards-based lessons. An online tutorial of South Carolina's educational standards provided us with many examples of practice and was used by students at home and at school.

The students responded and excelled by raising achievement in all three targeted areas. According to the MAP (Measures of Academic Progress) testing, 82% of students met or exceeded target growth expectations in Language Usage; 79% did so in Reading; and 67% did so in Mathematics. Since the MAP test is the best indicator we have to predict student academic performance on the new Palmetto Assessment of State Standards or PASS, we are expecting good things from our test results this year. Furthermore, 100% of our English I and Algebra I students passed the End-of-Course Exam.

Raising the bar academically was not our only focus. We believe well-rounded students should participate in a variety of activities. Two students from our school band were selected for SC Region Four Jr. Band; several of our students participated in the high school marching band; eight girls participated in Columbia College Math Day; one hundred and forty-four students wrote, illustrated, and published books for Young Author's Day; and one of our students was the district Spelling Bee winner.

Finally, our school family pulled together for a successful Relay For Life team effort, raising \$2,190.00 for the Upper Dorchester County Relay For Life, which received national recognition on the American Cancer Society website for raising over \$85,000.

Clay Hill Middle School is proud to nurture our students in a caring environment which emphasizes student growth and achievement in many areas of life.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	47	7
Percent satisfied with learning environment	85.7%	76.6%	I/S
Percent satisfied with social and physical environment	100.0%	80.9%	I/S
Percent satisfied with school-home relations	71.4%	78.7%	I/S

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

Abbreviations for Missing Data

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

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 CSI-DELAY

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	7.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.2%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	148	99.3	43.4	41.9	14.7	69.9	77.1	82.8	Yes	Yes
Gender										
Male	78	100	41.4	47.1	11.4	64.3	71.7	79.3	N/A	N/A
Female	70	98.6	45.5	36.4	18.2	75.8	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	40	97.5	26.5	44.1	29.4	79.4	83.7	89.5	I/S	Yes
African American	96	100	46.7	44.6	8.7	68.5	73.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	84.6	76.5	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	71.4	82.5	I/S	I/S
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	29.4	36.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	114	100	45.8	41.1	13.1	67.3	75.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	148	99.3	46.3	35.3	18.4	66.9	70.6	78.9	Yes	Yes
Gender										
Male	78	100	45.7	35.7	18.6	67.1	65.9	77	N/A	N/A
Female	70	98.6	47	34.8	18.2	66.7	75.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	40	97.5	26.5	38.2	35.3	79.4	82.4	87.2	I/S	Yes
African American	96	100	53.3	33.7	13	64.1	64.3	66.7	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	3	I/S	I/S	I/S	I/S	I/S	92.3	76	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	71.4	79.5	I/S	I/S
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	29.4	34.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	114	100	47.7	34.6	17.8	65.4	68.8	70.2	Yes	Yes

* 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

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	94	97.9	56.3	32.2	11.5	43.7	60.3	67.5
Gender								
Male	47	97.9	57.1	31	11.9	42.9	58.6	67
Female	47	97.9	55.6	33.3	11.1	44.4	61.9	68
Racial/Ethnic Group								
White	23	91.3	29.4	41.2	29.4	70.6	78.7	79.5
African American	67	100	62.1	31.8	6.1	37.9	50.9	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	33.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	74	100	62	26.8	11.3	38	55.6	55.1

Social Studies

All Students	94	98.9	43.9	43.9	12.2	56.1	69.7	72.3
Gender								
Male	51	100	39.5	48.8	11.6	60.5	70.3	71.5
Female	43	97.7	48.7	38.5	12.8	51.3	69.1	73.2
Racial/Ethnic Group								
White	30	96.7	33.3	50	16.7	66.7	80	80.7
African American	56	100	46.2	44.2	9.6	53.8	65.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	50	72.2
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	25	43.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	67	100	48.3	40	11.7	51.7	67.6	62.1

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	148	99.3	32.6	46.4	21	67.4	64.4	70.2	95.7	95
Gender										
Male	77	98.7	39.1	44.9	15.9	60.9	57.1	63.2	95.8	94.9
Female	71	100	26.1	47.8	26.1	73.9	72	77.5	95.7	95.2
Racial/Ethnic Group										
White	38	100	27.8	47.2	25	72.2	74.7	79.1	94.4	94.1
African American	97	100	32.3	48.4	19.4	67.7	59.2	57.6	96.5	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.9	62.6	98	96.7
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	52.6	68.7	91.7	93.1
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	11.1	16.5	26.1	96	93.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	97.1
Socio-Economic Status										
Subsidized meals	113	99.1	34.3	45.4	20.4	65.7	61.9	58.9	95.9	94.9

Abbreviations for Missing Data

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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							
2009	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	53	100	38.8	46.9	14.3	61.2
	7	40	97.5	35.3	47.1	17.6	64.7
	8	55	100	52.8	34	13.2	47.2
Mathematics							
2009	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	53	100	44.9	30.6	24.5	55.1
	7	40	97.5	47.1	32.4	20.6	52.9
	8	55	100	47.2	41.5	11.3	52.8
Science							
2009	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	26	100	61.5	26.9	11.5	38.5
	7	40	97.5	44.1	44.1	11.8	55.9
	8	28	96.4	66.7	22.2	11.1	33.3
Social Studies							
2009	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	27	100	26.1	60.9	13	73.9
	7	40	97.5	47.1	47.1	5.9	52.9
	8	27	100	56	24	20	44
Writing							
2009	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	53	100	46	34	20	54
	7	39	100	27.8	44.4	27.8	72.2
	8	56	98.2	23.1	59.6	17.3	76.9

Abbreviations for Missing Data

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