



William J Clark Middle

919 Bennett Avenue
Orangeburg, South

Grades	6-8 Middle School	
Enrollment	684 Students	
Principal	Dr. Lana Williams	803-531-2200
Superintendent	Mr. Melvin Smoak	803-534-5454
Board Chair	Mr. Julius Page	803-534-5454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

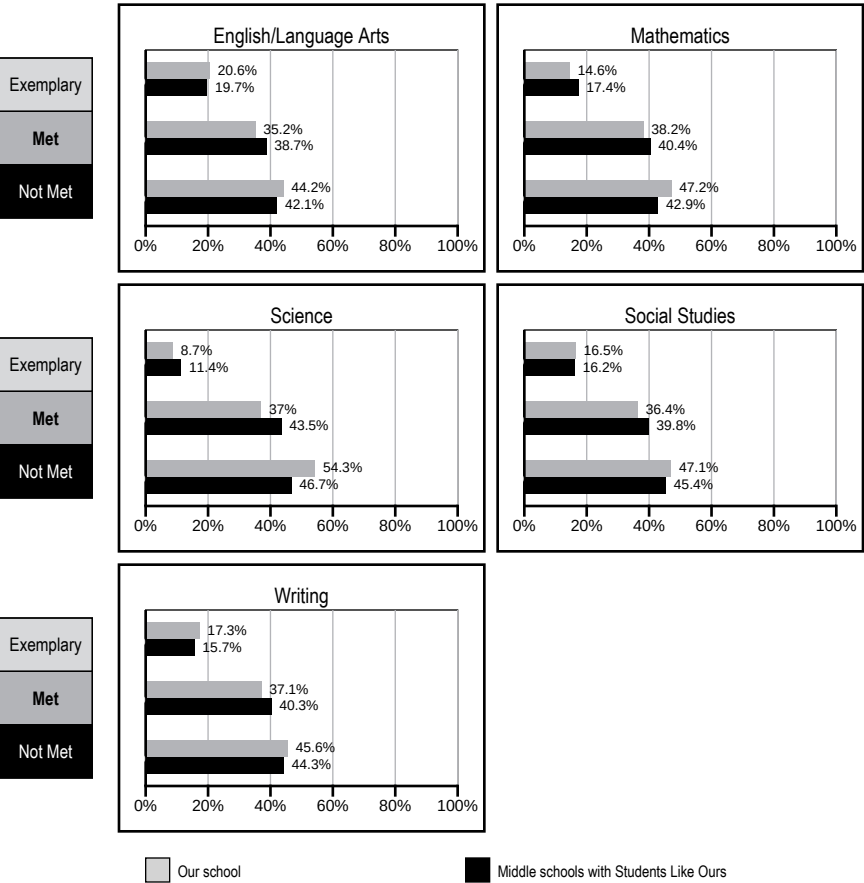
97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	21	6

* 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	89.5%	90.3%
English 1	97.4%	88.3%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	93.4%	89.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=684)				
Students enrolled in high school credit courses (grades 7 & 8)	17.3%	Up from 11.6%	15.0%	21.6%
Retention rate	2.7%	Down from 4.9%	1.9%	1.2%
Attendance rate	94.4%	Up from 94.2%	95.2%	95.9%
Eligible for gifted and talented	6.4%	Down from 7.4%	9.2%	14.8%
With disabilities other than speech	14.6%	Up from 13.1%	14.6%	12.6%
Older than usual for grade	8.0%	Up from 6.0%	4.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.5%	Up from 0.0%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	69.2%	Up from 63.8%	57.1%	56.9%
Continuing contract teachers	65.4%	Up from 63.8%	65.6%	72.7%
Teachers with emergency or provisional certificates	14.9%	Down from 19.6%	10.0%	5.3%
Teachers returning from previous year	77.1%	No Change	80.3%	82.9%
Teacher attendance rate	95.3%	No Change	95.0%	95.2%
Average teacher salary*	\$49,297	Up 6.3%	\$46,482	\$46,599
Professional development days/teacher	17.4 days	Up from 11.7 days	10.9 days	10.8 days
School				
Principal's years at school	4.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.8 to 1	18.6 to 1	20.1 to 1
Prime instructional time	88.6%	Up from 87.5%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.0%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$8,942	Up 8.4%	\$8,714	\$7,645
Percent of expenditures for instruction**	65.7%	Up from 64.4%	62.7%	63.4%
Percent of expenditures for teacher salaries**	60.7%	Up from 47.3%	55.2%	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

William J. Clark Middle School made great strides towards achievement of reaching our academic and social goals this school year. These strides were made because of the hard work, dedication, and teamwork of the students, parents, faculty, and support staff. The continuation of excellence of our Arts department and the enhancement of our school environment and culture made this school year a very successful one.

We have continually strengthened our instructional program by providing professional development for teachers and support staff. A plethora of workshops and conferences have been made available and utilized by our faculty and staff. I am especially proud of our school-wide effort to incorporate the ten key practices associated with the Making Middle Grades Work model. We have certainly continued to build upon our dream for William J. Clark.

This year, William J. Clark Middle School students and teachers earned numerous local, state, and regional awards. One of our students was a National Finalist in the Heinz Corporation Award. We are also proud of our seven SC Junior Scholars, our two Duke Tip Scholars, and our basketball, volleyball, and track teams for being the district middle school champions for the 2008-2009 school year. William J. Clark has been a catalyst for academic, artistic, and athletic successes.

As we continue to "Sprint towards Excellence and Dream the Same Dream," we cannot rest on our laurels because there is still much work to be done. Our efforts are ongoing, involving all stakeholders: parents, guardians, students, teachers, support staff, and the community in helping to make sure that the dream that we have for William J. Clark Middle School becomes a reality! Let's continue the dream of providing a quality education for each student at William J. Clark Middle School alive!

Dr. Lana E. Williams, Principal
Rev. Jerome Anderson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	215	116
Percent satisfied with learning environment	68.5%	43.9%	59.1%
Percent satisfied with social and physical environment	66.7%	56.1%	60.5%
Percent satisfied with school-home relations	51.9%	71.8%	62.3%

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

School Adequate Yearly Progress

NO

This school met 15 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

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	4.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.5%	0.0%	No
Student attendance rate	94.4%	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	665	99.4	47	33.8	19.2	66.8	75.6	82.8	Yes	Yes
Gender										
Male	324	99.4	52.1	34	13.9	60.4	70.3	79.3	N/A	N/A
Female	341	99.4	42.1	33.6	24.3	72.9	81.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	33	100	29	29	41.9	90.3	82.8	89.5	I/S	I/S
African American	616	99.4	47.6	34.6	17.8	65.9	74.9	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	54.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	106	98.1	76.6	19.1	4.3	31.9	52.3	52	No	Yes
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	4	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	537	99.4	52.3	32.4	15.3	62.4	73	75.5	Yes	Yes

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

All Students	665	99.6	48.2	39.7	12.2	65.9	66.3	78.9	Yes	Yes
Gender										
Male	324	99.7	52.3	36.8	10.9	60.9	62.5	77	N/A	N/A
Female	341	99.4	44.2	42.4	13.4	70.7	70.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	33	100	35.5	41.9	22.6	77.4	77.3	87.2	I/S	I/S
African American	616	99.5	49.2	39.6	11.2	65.1	65.1	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.7	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	58.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	106	98.1	80.9	17	2.1	36.2	37.9	45.5	No	Yes
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	4	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	537	99.6	54	36.9	9.1	60.7	62.9	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	443	99.8	54.2	37.1	8.7	45.8	52.6	67.5
Gender								
Male	207	100	56.4	34.9	8.7	43.6	51.1	67
Female	236	99.6	52.3	39.1	8.6	47.7	54	68
Racial/Ethnic Group								
White	19	100	17.6	58.8	23.5	82.4	64.7	79.5
African American	414	99.8	55.8	37	7.2	44.2	51.3	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.3	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	21.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	67	100	N/AV	N/AV	N/AV	15	27.2	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	3	I/S	I/S	I/S	I/S	I/S	41.7	59.6
Socio-Economic Status								
Subsided meals	362	99.7	60.9	32.8	6.2	39.1	47.5	55.1

Social Studies

All Students	438	99.8	46.7	36.8	16.5	53.3	61.2	72.3
Gender								
Male	215	99.5	45.8	36.3	17.9	54.2	59	71.5
Female	223	100	47.6	37.3	15.1	52.4	63.6	73.2
Racial/Ethnic Group								
White	23	100	34.8	26.1	39.1	65.2	74.7	80.7
African American	402	99.8	47.1	38.4	14.6	52.9	60	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	30	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	69	100	N/AV	N/AV	N/AV	21.9	39.3	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	3	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	353	99.7	52.9	36.3	10.8	47.1	56.8	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	662	98	45.2	37.4	17.4	54.8	61	70.2	94.4	95.8
Gender										
Male	323	97.8	53.3	32.5	14.2	46.7	54	63.2	93.8	95.5
Female	339	98.2	37.7	42	20.4	62.3	68.4	77.5	94.9	96.1
Racial/Ethnic Group										
White	32	96.9	22.6	45.2	32.3	77.4	64.8	79.1	92	94.4
African American	615	98.4	46.2	37.6	16.2	53.8	60.6	57.6	94.5	96
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	86.2	96.1	95.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	40	62.6	91.8	94
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	66.7	96.8
Disability Status										
Disabled	105	92.4	89	7.7	3.3	11	23.4	26.1	92.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.7
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	56.3	61.2	95.1	94.8
Socio-Economic Status										
Subsidized meals	535	97.8	50.1	35.6	14.3	49.9	57.5	58.9	93.7	95.5

Abbreviations for Missing Data

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	212	99.5	41.5	42	16.4	58.5
	7	217	100	50.7	29.1	20.2	49.3
	8	236	98.7	48.6	30.4	21	51.4
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	212	100	39.9	44.7	15.4	60.1
	7	217	100	40.9	50.2	8.9	59.1
	8	236	98.7	63.1	24.8	12.1	36.9
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	110	99.1	48.1	37.7	14.2	51.9
	7	217	100	52.7	39.9	7.4	47.3
	8	116	100	63.2	31.1	5.7	36.8
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	103	99	29.4	54.9	15.7	70.6
	7	217	100	55.2	27.6	17.2	44.8
	8	118	100	47.2	37	15.7	52.8
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	215	97.7	46.4	33.5	20.1	53.6
	7	215	98.6	45.3	38.9	15.8	54.7
	8	232	97.8	43.9	39.7	16.4	56.1

Abbreviations for Missing Data

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