



Clover Middle

300 Clinton Avenue
Clover, South Carolina

Grades	5-6 Middle School	
Enrollment	451 Students	
Principal	Mark S. Hopkins	803-222-9503
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

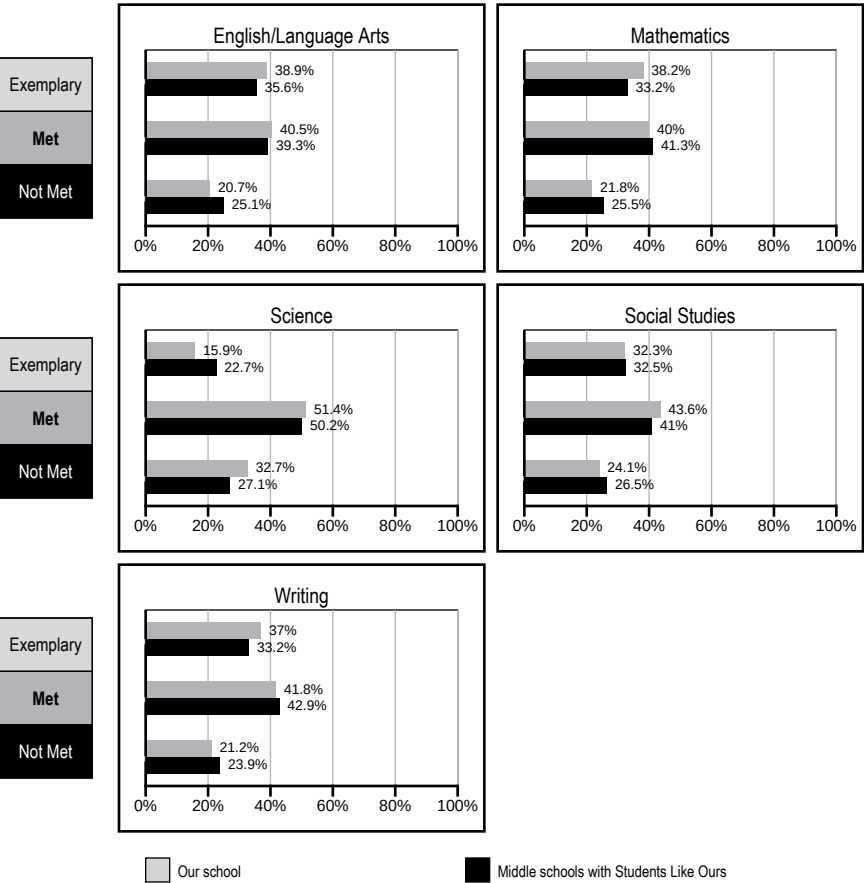
95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	23	0	0

* 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	N/A	98.4%
English 1	N/A	94.7%
Physical Science	N/A	66.7%
US History and the Constitution	N/A	N/A
All Subjects	N/A	98.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=451)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	22.6%	21.6%
Retention rate	0.2%	Up from 0.0%	1.0%	1.2%
Attendance rate	96.1%	Up from 95.7%	96.1%	95.9%
Eligible for gifted and talented	26.5%	Up from 21.7%	19.5%	14.8%
With disabilities other than speech	7.7%	Down from 10.5%	11.3%	12.6%
Older than usual for grade	0.2%	Down from 0.4%	1.6%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.4%	0.4%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	57.1%	Down from 58.3%	60.0%	56.9%
Continuing contract teachers	77.1%	Down from 80.6%	76.5%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	4.5%	5.3%
Teachers returning from previous year	86.1%	Down from 90.0%	85.6%	82.9%
Teacher attendance rate	94.2%	Up from 91.1%	95.3%	95.2%
Average teacher salary*	\$51,782	Up 5.6%	\$47,028	\$46,599
Professional development days/teacher	26.8 days	Up from 12.7 days	10.6 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 20.3 to 1	21.7 to 1	20.1 to 1
Prime instructional time	87.8%	Up from 84.3%	90.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.2%	99.3%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,573	Down 21.6%	\$6,851	\$7,645
Percent of expenditures for instruction**	59.7%	Up from 42.6%	64.1%	63.4%
Percent of expenditures for teacher salaries**	57.5%	Up from 40.3%	57.1%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

"Life is a Journey.....Enjoy the Ride" proved to be an appropriate theme for our successful year. In order to make sufficient gains and master skills, CMS implemented school-wide flexible grouping, also known as Eagle Enrichment, for thirty minutes three days a week. Students participated in both math and language arts skills using Descartes. MAP scores were used to ensure instruction was based on individual needs. The use of manipulatives and technology was emphasized to engage students during Eagle Enrichment.

Additionally, the staff participated in a book study focusing on differentiation in order to implement effective strategies in the regular education classroom. Academic teachers are teamed to teach the core subject areas. Students are scheduled into academic blocks with at least one daily activity period. Activity classes include music, band, art, guidance, chorus, health, computer, and physical education. The interactive use of the Promethean boards continues to be encouraged in each classroom. Ongoing professional development continues to focus on technology integration and how to maximize instructional time in the classroom.

The academic program is designed to provide each child with multiple opportunities for success. Our efforts include Early Eagles, Academic Assistance, and Academic Contracts. Led by our guidance department, character education and career development is regularly highlighted.

Our goal is to encourage students to discover their full potential through a variety of additional extracurricular opportunities, including Writing is Fun, Mighty Math, DEAR, Student Council, and CMS Eaglebotics. Also, all students are involved in a club each Friday afternoon based on student interests. An effective monthly incentive for positive behavior is Lunch Out. Many CMS students participated in the annual Black History Play in February. Students' talents were highlighted in the areas of public speaking, theater arts, and drama.

Clover Middle School believes in recognizing students for their achievements. Students were recognized in the school Geography bee, Spelling bee, and the district art show. Proudly, we also applaud a CMS student for winning the district Lieutenant Governor's Writing Award. Each quarter, students are recognized for their academic success at a High Achievers' Breakfast. Also, teachers recognize Soaring Eagles for those students that "soar" in the classroom.

Parent outreach is critical to the success of our school. Events such as Parent-Teacher Organization, School Improvement Council, and monthly skate nights encourage parental involvement. The Spring Extravaganza's hallway displays and musical performances illustrate the multiple talents of our students. CMS is confident that students are highly prepared for the next "journey" in their academic career.

Respectfully submitted,

Kathryne S. Weathers, Principal

Dennis Wilson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	207	157
Percent satisfied with learning environment	96.8%	80.8%	86.9%
Percent satisfied with social and physical environment	100.0%	82.5%	85.7%
Percent satisfied with school-home relations	90.3%	85.8%	82.6%

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

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School Adequate Yearly Progress

YES

This school met 19 out of 19 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	1.1%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	463	100	20.7	40.5	38.9	86.4	89.1	82.8	Yes	Yes
Gender										
Male	245	100	23.7	38.4	37.9	82.8	85.3	79.3	N/A	N/A
Female	218	100	17.3	42.8	39.9	90.4	93.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	375	100	17.9	39.4	42.7	88.8	90.7	89.5	Yes	Yes
African American	62	100	38.6	49.1	12.3	68.4	74.7	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93.5	92.3	I/S	I/S
Hispanic	15	100	35.7	35.7	28.6	85.7	91.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	42	100	64.1	30.8	5.1	48.7	53.5	52	I/S	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	10	I/S	I/S	I/S	I/S	I/S	88.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	204	100	33.5	44.1	22.3	76.6	78	75.5	Yes	Yes

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

All Students	463	100	21.8	40	38.2	84.5	88.8	78.9	Yes	Yes
Gender										
Male	245	100	20.7	40.1	39.2	84.5	86.9	77	N/A	N/A
Female	218	100	23.1	39.9	37	84.6	90.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	375	100	19	38.5	42.5	85.5	90.2	87.2	Yes	Yes
African American	62	100	38.6	52.6	8.8	75.4	77.1	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.3	93	I/S	I/S
Hispanic	15	100	35.7	28.6	35.7	85.7	88.9	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	42	100	59	33.3	7.7	48.7	56.5	45.5	I/S	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	10	I/S	I/S	I/S	I/S	I/S	88.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	204	100	31.9	45.2	22.9	76.1	77.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	233	99.6	32.4	51.6	16	67.6	79.9	67.5
Gender								
Male	120	100	29.2	52.2	18.6	70.8	79.1	67
Female	113	99.1	35.8	50.9	13.2	64.2	80.7	68
Racial/Ethnic Group								
White	190	100	25.8	55.1	19.1	74.2	82.8	79.5
African American	32	96.9	N/AV	N/AV	N/AV	36.7	57.5	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	38.1	57.1	4.8	61.9	50.3	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	7	I/S	I/S	I/S	I/S	I/S	77.3	59.6
Socio-Economic Status								
Subsided meals	98	99	51.7	40.4	7.9	48.3	61.9	55.1

Social Studies

All Students	230	100	24.1	43.6	32.3	75.9	83	72.3
Gender								
Male	125	100	21.8	38.7	39.5	78.2	81.6	71.5
Female	105	100	26.7	49.5	23.8	73.3	84.4	73.2
Racial/Ethnic Group								
White	185	100	23.3	43.3	33.3	76.7	84.2	80.7
African American	30	100	38.5	42.3	19.2	61.5	69.1	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	84	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	20	100	50	44.4	5.6	50	46.5	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	86.5	67.9
Socio-Economic Status								
Subsided meals	106	100	34.7	41.8	23.5	65.3	68.9	62.1

Abbreviations for Missing Data

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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	464	99.8	21	41.9	37.1	79	81.5	70.2	96.1	96.2
Gender										
Male	244	100	27.5	41.2	31.3	72.5	75.2	63.2	96.1	96.2
Female	220	99.6	13.9	42.6	43.5	86.1	88.2	77.5	96.1	96.2
Racial/Ethnic Group										
White	375	99.7	18.7	40.8	40.5	81.3	83.3	79.1	96	96.1
African American	62	100	34.5	53.4	12.1	65.5	65.7	57.6	96.6	96.8
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.3	86.2	98.5	97.4
Hispanic	16	100	33.3	33.3	33.3	66.7	78.1	62.6	97.4	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.7	94.4
Disability Status										
Disabled	42	97.6	64.1	25.6	10.3	35.9	36.9	26.1	94.3	95.2
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	12	100	I/S	I/S	I/S	I/S	79.7	61.2	97.8	97.5
Socio-Economic Status										
Subsidized meals	201	99.5	31.9	47.9	20.2	68.1	67	58.9	95.5	95.4

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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	246	100	16.5	38.1	45.5	83.5
	6	217	100	25.4	43.1	31.6	74.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	246	100	20.8	36.4	42.9	79.2
	6	217	100	23	44	33	77
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	123	100	26.1	54.8	19.1	73.9
	6	110	99.1	39.4	48.1	12.5	60.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	123	100	19	36.2	44.8	81
	6	107	100	29.8	51.9	18.3	70.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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	244	99.6	17	38.7	44.3	83
	6	220	100	25.5	45.3	29.2	74.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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