



Clover Junior High

1555 Hwy 55 East
Clover, SC 29710

Grades	7-8 Middle School	
Enrollment	1,017 Students	
Principal	Mark S. Hopkins	803-810-8300
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	Good	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Average
2005	Average	Below Average

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

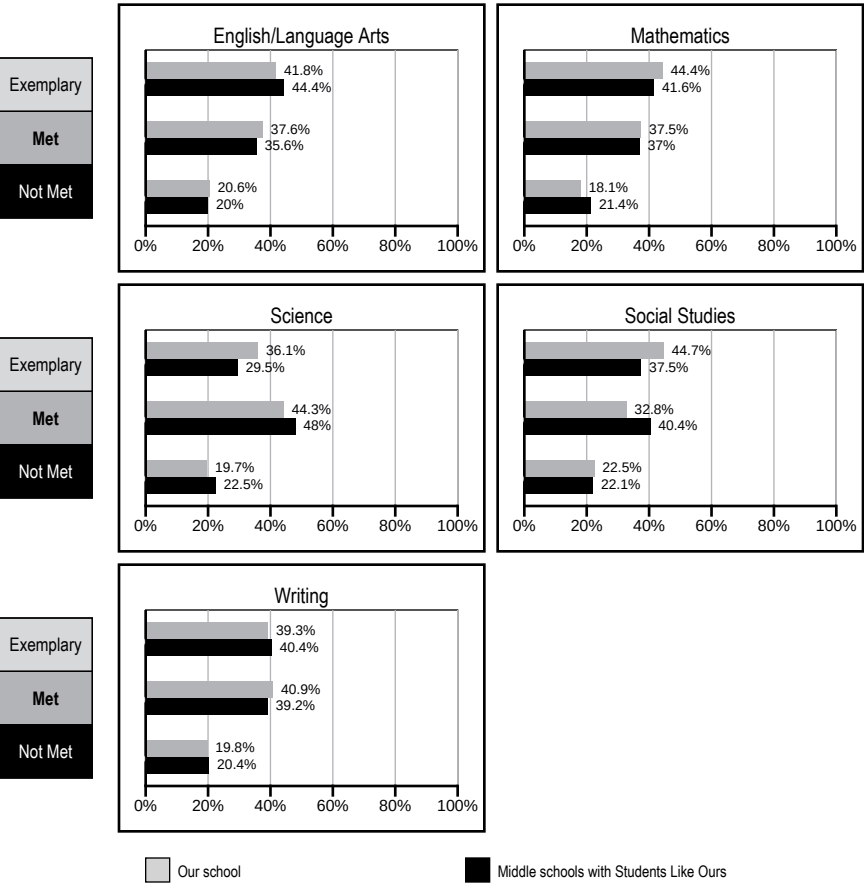
95.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	6	3	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	98.7%	99.6%
English 1	96.4%	98.8%
Physical Science	100.0%	100.0%
US History and the Constitution	N/A	N/A
All Subjects	97.5%	99.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,017)				
Students enrolled in high school credit courses (grades 7 & 8)	24.4%	Up from 21.6%	29.3%	21.6%
Retention rate	1.6%	Up from 0.8%	0.7%	1.2%
Attendance rate	95.6%	Down from 95.8%	96.3%	95.9%
Eligible for gifted and talented	28.5%	Up from 27.9%	24.8%	14.8%
With disabilities other than speech	10.5%	Up from 9.5%	9.9%	12.6%
Older than usual for grade	1.7%	Down from 2.0%	1.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.2%	Up from 3.2%	1.2%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	54.0%	Down from 54.8%	56.4%	56.9%
Continuing contract teachers	76.2%	Up from 71.0%	77.5%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	3.1%	5.3%
Teachers returning from previous year	75.6%	Up from 74.6%	83.8%	82.9%
Teacher attendance rate	94.6%	Down from 95.3%	95.4%	95.2%
Average teacher salary*	\$46,933	Up 8.9%	\$47,815	\$46,599
Professional development days/teacher	14.2 days	Down from 14.8 days	8.6 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	7.3	3.0
Student-teacher ratio in core subjects	24.5 to 1	Up from 23.6 to 1	22.6 to 1	20.1 to 1
Prime instructional time	88.5%	Down from 88.9%	91.0%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	97.1%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,596	Down 2.3%	\$6,645	\$7,645
Percent of expenditures for instruction**	62.2%	Up from 58.9%	64.5%	63.4%
Percent of expenditures for teacher salaries**	59.6%	Up from 56.3%	59.7%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Another successful year at Clover Junior High School has been completed!

CJHS posted improvements in all areas of PACT, including the fourth highest science gains in the state. Our eighth graders taking EOC courses had a passing rate of 96% on EOC exams. We also had sixty-eight Junior Scholars at CJHS, more than any other middle school in our consortium network including York, Chester, Lancaster, Cherokee, and Fairfield counties.

In athletics, we posted three conference championships. In fine arts, our eighth grade band was awarded superior ratings as the highest rated middle school band at the state festival. Our Summit Chorus won our fourth state middle school chorus championship in the last five years!

Though we had a great year, this is a bittersweet time for CJHS because this school year marks the end of an era. In 2009-2010, CJHS will become Clover Middle School in name, and will bid farewell to many of our seventh grade students and parents as the new Oakridge Middle School is established in the Lake Wylie community. Both schools will inherit a sixth grade class and will prepare grades 6-8 for the rigors of Clover High School.

The current instructional program, extracurricular program, and daily organization of CJHS will be the model upon which both new middle schools will be initially based. The current CJHS staff will also serve as the foundation of the teaching faculties of both schools.

We send our sincerest thanks to all former faculty and staff, students, parents, and our community for helping to cement Clover Junior High into the memories of our school district!

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	451	126
Percent satisfied with learning environment	97.6%	85.8%	91.7%
Percent satisfied with social and physical environment	97.6%	88.8%	86.1%
Percent satisfied with school-home relations	92.9%	88.4%	87.7%

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

School Adequate Yearly Progress

NO

This school met 19 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. 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	2.4%	0.0%	No
Student attendance rate	95.6%	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	1013	99.7	22.4	37.9	39.7	84.2	89.1	82.8	Yes	Yes
Gender										
Male	531	99.6	28.9	34.6	36.5	78.3	85.3	79.3	N/A	N/A
Female	482	99.8	15.3	41.5	43.2	90.8	93.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	855	99.7	21.4	36.9	41.7	85.3	90.7	89.5	Yes	Yes
African American	104	100	37.3	43.1	19.6	69.6	74.7	73.7	Yes	Yes
Asian/Pacific Islander	21	100	4.8	42.9	52.4	100	93.5	92.3	I/S	I/S
Hispanic	22	100	13.6	50	36.4	90.9	91.7	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	106	99.1	74.5	22.3	3.2	36.2	53.5	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	14	100	21.4	42.9	35.7	92.9	88.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	320	99.4	38.9	41.5	19.6	70.1	78	75.5	Yes	Yes

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

All Students	1011	99.8	20.4	40.6	39	87	88.8	78.9	Yes	Yes
Gender										
Male	530	99.6	24.8	38.1	37.1	83.4	86.9	77	N/A	N/A
Female	481	100	15.5	43.4	41.1	91	90.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	853	99.8	19.1	40.4	40.4	87.7	90.2	87.2	Yes	Yes
African American	104	100	36.3	42.2	21.6	76.5	77.1	66.7	Yes	Yes
Asian/Pacific Islander	21	100	4.8	33.3	61.9	95.2	91.3	93	I/S	I/S
Hispanic	22	100	18.2	45.5	36.4	95.5	88.9	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	105	99.1	69.1	25.5	5.3	48.9	56.5	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	14	100	7.1	64.3	28.6	100	88.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	318	100	37.9	41.9	20.3	74.1	77.9	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	757	99.9	19.7	44.3	36	80.3	79.9	67.5
Gender								
Male	396	99.8	23	40.5	36.6	77	79.1	67
Female	361	100	16.1	48.6	35.3	83.9	80.7	68
Racial/Ethnic Group								
White	637	99.8	17.8	45.6	36.6	82.2	82.8	79.5
African American	82	100	40.7	37	22.2	59.3	57.5	50.3
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	84	84.3
Hispanic	16	100	12.5	37.5	50	87.5	78	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	73	100	60.6	34.8	4.5	39.4	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	11	100	9.1	36.4	54.5	90.9	77.3	59.6
Socio-Economic Status								
Subsided meals	241	100	36.7	46.5	16.8	63.3	61.9	55.1

Social Studies

All Students	757	99.7	22.5	32.8	44.7	77.5	83	72.3
Gender								
Male	394	99.5	24.2	27.4	48.4	75.8	81.6	71.5
Female	363	100	20.7	38.6	40.6	79.3	84.4	73.2
Racial/Ethnic Group								
White	632	99.7	22.2	33.8	44	77.8	84.2	80.7
African American	78	100	34.2	34.2	31.6	65.8	69.1	60
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	100	88.5
Hispanic	20	100	20	25	55	80	84	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	82	98.8	68.9	20.3	10.8	31.1	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	11	100	9.1	27.3	63.6	90.9	86.5	67.9
Socio-Economic Status								
Subsided meals	238	100	41.3	34.2	24.4	58.7	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	1015	99.8	19.7	41	39.4	80.3	81.5	70.2	95.6	96.2
Gender										
Male	530	100	27.1	41.2	31.7	72.9	75.2	63.2	95.6	96.2
Female	485	99.6	11.5	40.7	47.8	88.5	88.2	77.5	95.6	96.2
Racial/Ethnic Group										
White	854	99.8	18.5	40.7	40.7	81.5	83.3	79.1	95.4	96.1
African American	107	100	35.2	41.9	22.9	64.8	65.7	57.6	96.2	96.8
Asian/Pacific Islander	21	100	N/AV	N/AV	N/AV	100	91.3	86.2	97.8	97.4
Hispanic	22	100	18.2	50	31.8	81.8	78.1	62.6	97.5	97
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	93.9	94.4
Disability Status										
Disabled	102	99	72.3	26.6	1.1	27.7	36.9	26.1	94	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	14	100	7.1	42.9	50	92.9	79.7	61.2	98.3	97.5
Socio-Economic Status										
Subsidized meals	324	99.7	36.5	40.4	23.1	63.5	67	58.9	93.9	95.4

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	505	99.4	20	36	44	80
	8	508	100	24.8	39.7	35.4	75.2
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	503	99.8	17.9	38.9	43.2	82.1
	8	508	99.8	22.8	42.4	34.8	77.2
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	503	99.8	17.3	44.9	37.9	82.7
	8	254	100	24.5	43.3	32.2	75.5
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	503	99.8	23.7	31.5	44.9	76.3
	8	254	99.6	20.3	35.4	44.3	79.7
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	508	99.8	18.1	38.2	43.7	81.9
	8	507	99.8	21.3	43.7	35	78.7

Abbreviations for Missing Data

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