

W A PERRY MIDDLE

2600 Barhamville Rd.
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	321 Students	
Principal	Selena Latimore	803-256-6347
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**At-Risk**	**At-Risk**
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	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 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.

http://ed.sc.gov
http://.eoc.sc.gov

W A PERRY MIDDLE	11/09/11-4001067

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

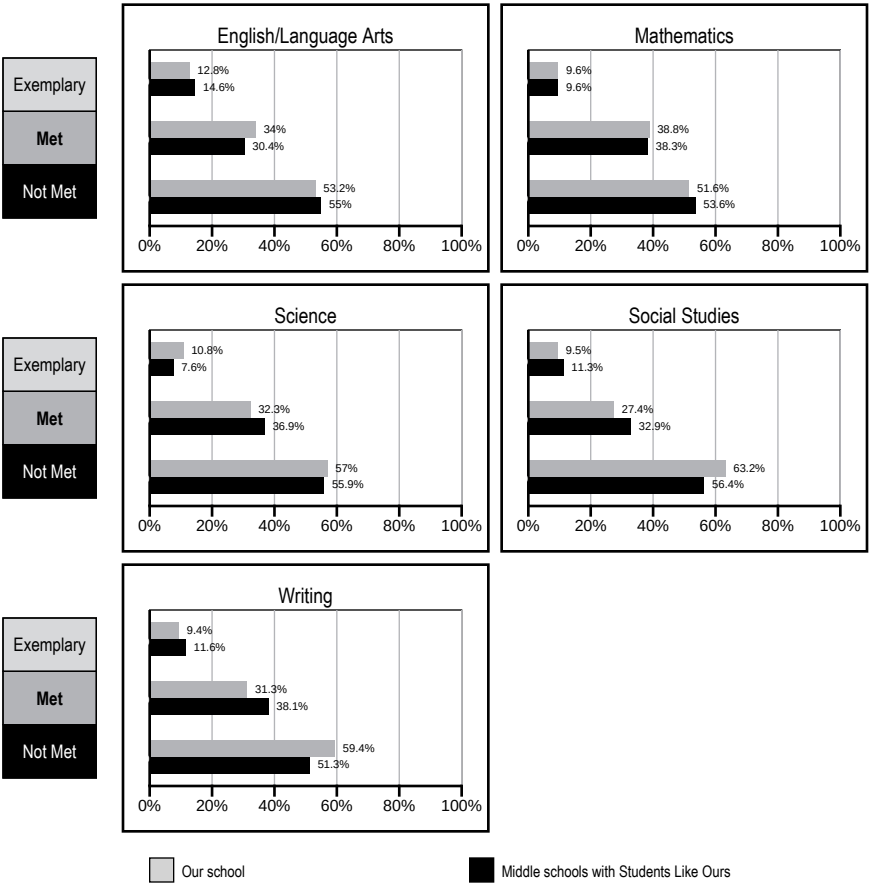
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	15	19

* Ratings are calculated with data available by 11/09/2011.

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

W A PERRY MIDDLE 11/09/11-4001067

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	76.9%	87.0%
English 1	N/A	84.3%
Biology 1/Applied Biology 2	N/A	45.4%
Physical Science	N/A	22.4%
US History and the Constitution	N/A	N/A
All Subjects	76.9%	86.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=321)				
Students enrolled in high school credit courses (grades 7 & 8)	12.1%	Down from 14.0%	14.1%	24.5%
Retention rate	0.3%	Up from 0.0%	0.8%	0.7%
Attendance rate	95.0%	Down from 95.7%	95.0%	95.9%
Served by gifted and talented program	12.5%	Up from 7.9%	5.5%	17.8%
With disabilities other than speech	15.3%	Down from 20.3%	11.7%	9.2%
Older than usual for grade	3.8%	Down from 4.7%	2.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.3%	0.2%	0.4%
Annual dropout rate	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	85.7%	No Change	59.8%	60.0%
Continuing contract teachers	78.6%	Up from 75.0%	66.7%	82.6%
Teachers returning from previous year	74.1%	Down from 78.2%	76.2%	85.6%
Teacher attendance rate	91.6%	Down from 93.5%	95.7%	95.3%
Average teacher salary*	$47,430	Down 0.2%	$43,817	$46,300
Professional development days/teacher	13.0 days	Up from 10.5 days	10.1 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 16.3 to 1	17.9 to 1	21.5 to 1
Prime instructional time	82.0%	Down from 86.2%	89.3%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 91.5%	99.1%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	$11,780	Down 21.9%	$11,139	$7,634
Percent of expenditures for instruction**	59.8%	Down from 62.4%	59.7%	64.0%
Percent of expenditures for teacher salaries**	56.2%	Down from 57.4%	55.6%	61.2%

* 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

With much uncertainty surrounding education in regard to budget issues, William Augustus Perry Middle School continues to focus on providing the best educational opportunities for its students. It is our intent to collaborate with all community stakeholders in an effort to prepare each student for a successful high school experience and to add to the foundation to facilitate lifelong learning.

W.A. Perry Middle School maintained its focus on achievement by continuing the momentum created in the 2009-2010 school year. During its fall and spring MAP administrations, W.A. Perry experienced increases on all grade levels in the measured subject areas of ELA and math. The school not only met academic goals set for the 2010-2011 school year, but W.A. Perry exceeded those goals while maintaining a student attendance rate above the South Carolina expectation of 94% and decreasing discipline referrals by 10%.

W.A. Perry also prides itself on providing opportunities for students to achieve in other content areas as well as co-curricular activities. Along with academic achievements in ELA and math, three W.A. Perry students won awards in the South Carolina's Region II Science Fair. Two of those awards included first place in the water award and the Columbia garden club award and the other award was "Best in 7th Grade" Top 10 Projects Award. In addition, five students won visual literacy awards in the 2010-2011 Visual Literacy Festival. By similar account, students excelled in the performing arts during 2010-2011. W.A. Perry had one student to earn first chair for the middle school bass clarinet in the district, 100% of band students passed the honor band auditions, and the drama department had one student accepted to the SC Governor's School Summer Program in theatre. Three students received first, second, and third place in the district's art show and an additional art student received the "Permanent Collection Award" which will allow the student's work to be displayed in the district office. In the athletic arena, student participation in athletics increased 40% and the boy's basketball team qualified for the play-offs.

While W.A. Perry always solicits the assistance of parents and community members as partners, it is also important that we serve as a resource for our parents and community members. Our student body raised over $1000 for the "Pennies for Patients" campaign and the student council partnered with Benedict College for "Campus Clean-up Day." One-hundred and three parents and community members enrolled in the "Parent University" general education development (GED) program provided at W.A. Perry through our 21st Century After-School Grant. Classes were also provided to parents and community members in the areas of career development and computer training. W.A. Perry hosted a number of curriculum nights for parents, a community reader's rally, and finally we utilized the Richland One mobile lab to assist our parents in accessing parent connect. We could not be successful without district support and the support of various partners that continue to provide opportunities for our students.

Ernest Holiday, Principal
Allyson Boone, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	93	57
Percent satisfied with learning environment	46.2%	72.0%	75.0%
Percent satisfied with social and physical environment	48.1%	61.3%	71.4%
Percent satisfied with school-home relations	25.9%	80.4%	69.1%

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

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School Adequate Yearly Progress	NO

This school met 13 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	95.0%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	320	99.1	52.9	34.3	12.9	60.4	78.3	82.4	No	Yes
Gender										
Male	162	98.8	59.7	25	15.3	54.2	74.3	78.7	N/A	N/A
Female	158	99.4	45.6	44.1	10.3	66.9	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	315	99.1	52.9	34.8	12.3	60.1	74.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	64	96.9	76.4	20	3.6	34.5	45.7	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	305	99.3	53.7	34.4	11.9	60	73.5	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	319	97.8	50.5	39.6	9.8	63.6	75.1	81.9	Yes	Yes
Gender										
Male	161	97.5	54.6	35.5	9.9	59.6	73.5	79.9	N/A	N/A
Female	158	98.1	46.3	44	9.7	67.9	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	314	97.8	50.9	39.1	10	63.1	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	63	92.1	78.4	17.6	3.9	31.4	40.4	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	304	98	51.3	39.2	9.4	63	69.8	74.9	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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	207	98.6	56.5	32.6	10.9	43.5	58.7	68.6
Gender								
Male	103	98.1	56.5	27.2	16.3	43.5	58.2	68.3
Female	104	99	56.5	38	5.4	43.5	59.2	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	204	98.5	57.1	32.4	10.4	42.9	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	44	97.7	81.1	16.2	2.7	18.9	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	198	99	56.5	33.9	9.6	43.5	50.1	57.3
Social Studies								
All Students	214	98.1	62.8	27.7	9.6	37.2	64.7	72.5
Gender								
Male	101	98	65.9	24.2	9.9	34.1	63.6	72
Female	113	98.2	59.8	30.9	9.3	40.2	65.8	73.1
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	211	98.1	63.2	27	9.7	36.8	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	39	97.4	86.1	8.3	5.6	13.9	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	203	98.5	63	28.2	8.8	37	56.8	62.9

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	109	98.2	59.4	31.3	9.4	40.6	66.5	73.2	95	96.1
Gender										
Male	66	97	64.9	29.8	5.3	35.1	62	67.2	94.8	95.9
Female	43	100	51.3	33.3	15.4	48.7	71.2	79.4	95.1	96.3
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	87.8	81.5	90	96.2
African American	105	98.1	59.1	32.3	8.6	40.9	60.7	61.3	95	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.8	66.7	94.1	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	21	95.2	N/AV	N/AV	N/AV	10.5	23.7	26	94	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	N/A	95.9
Socio-Economic Status										
Subsidized meals	99	98	61.8	28.1	10.1	38.2	59.1	63.2	94.9	95.9

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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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	103	100	52.2	34.4	13.3	47.8
	7	115	98.3	52	30	18	48
	8	101	93.1	66.3	25.6	8.1	33.7
2011	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	107	99.1	50.5	38.5	11	49.5
	7	102	98	56.4	30.9	12.8	43.6
	8	111	100	51.6	33.7	14.7	48.4
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	103	100	50	38.9	11.1	50
	7	115	98.3	59	32	9	41
	8	101	97	65.6	30	4.4	34.4
2011	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	107	100	40.2	48.9	10.9	59.8
	7	101	93.1	50	40.9	9.1	50
	8	111	100	61.1	29.5	9.5	38.9
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	51	100	78.6	16.7	4.8	21.4
	7	114	100	45	43	12	55
	8	48	100	61.9	26.2	11.9	38.1
2011	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	52	100	53.3	42.2	4.4	46.7
	7	101	97	58.7	33.7	7.6	41.3
	8	54	100	55.3	21.3	23.4	44.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	52	100	54.2	37.5	8.3	45.8
	7	114	100	64	28	8	36
	8	50	100	56.3	33.3	10.4	43.8
2011	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	55	98.2	44.7	48.9	6.4	55.3
	7	102	97.1	68.8	17.2	14	31.2
	8	57	100	68.8	27.1	4.2	31.3
Writing							
2010	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	105	100	54.7	38.9	6.3	45.3
	7	114	98.3	66.3	26.7	6.9	33.7
	8	102	98	57	40.9	2.2	43
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	8	109	98.2	59.4	31.3	9.4	40.6

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