



## Williams Memorial Elementary

290 S. Metts Street  
St. George, SC 29477

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	655 Students	
<b>Principal</b>	Jeffrey Beckwith	843-563-3231
<b>Superintendent</b>	Jerry Montjoy	843-563-4535
<b>Board Chair</b>	Kenneth Jenkins, Ed.D	843-563-3228

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	Below Average
2006	Average	Average
2005	Average	Below Average
2004	Good	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

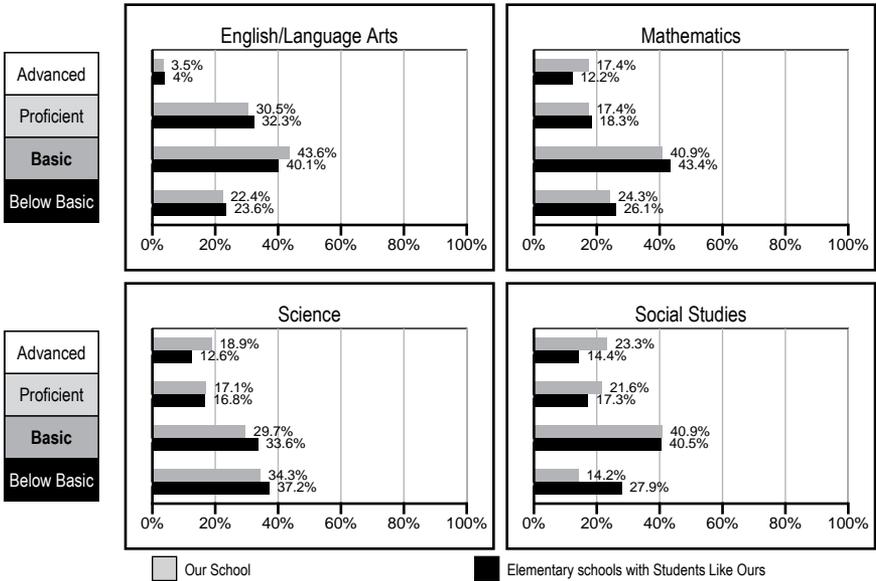
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	2	34	44	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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 Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=655)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 3.5%	2.9%	2.3%
Attendance rate	95.4%	Up from 95.2%	96.1%	96.3%
Eligible for gifted and talented	4.9%	Up from 4.6%	8.2%	10.4%
With disabilities other than speech	4.9%	Down from 7.9%	9.0%	7.5%
Older than usual for grade	1.0%	Up from 0.8%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	79.2%	Up from 77.6%	54.8%	56.7%
Continuing contract teachers	87.5%	Up from 85.7%	78.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.2%	Up from 91.4%	86.5%	86.4%
Teacher attendance rate	93.1%	Up from 92.8%	94.7%	94.9%
Average teacher salary	\$47,976	Up 6.3%	\$45,059	\$45,345
Professional development days/teacher	18.0 days	Down from 25.4 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 14.2 to 1	18.4 to 1	18.5 to 1
Prime instructional time	87.1%	Up from 86.5%	89.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	17.4%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,170	Up 5.1%	\$7,265	\$7,052
Percent of expenditures for instruction*	66.9%	Down from 67.0%	68.4%	69.1%
Percent of expenditures for teacher salaries*	63.8%	Up from 48.9%	62.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The 2007-2008 school year at Williams Memorial Elementary was filled with excitement, enthusiasm and successes. Our teachers, students, parents and community came together, providing our children with every opportunity to be successful.

Our mission statement discusses powerful learning experiences, which was accomplished through hands on learning and instructional field trips. Students had the opportunity this year to take advantage of our StarLab as well as visit places throughout the state, including the USS Yorktown, State Museum, State House, Fort Sumter, Riverbanks Zoo and many other places that allowed our children to make real world connections to their learning. Additionally, students were given the opportunity to take part in extra-curricular programs such as Book Clubs, Recycling Team, TNT News Crew, Basketball League, Soccer League, Cheerleading and Chorus.

The parents and community supported the school through a number of generous donations and participation in school events including the PTA Fall Carnival, Family Academic Days, Academic Night, Veteran's Day and Grandparent's Day Luncheons, and the Black History Month Program. Our PTA generously purchased new playground equipment, teacher grants, overhead projectors, digital cameras, printers, and DVD players for each classroom.

The teachers at WMES have continued to improve themselves through professional development with three more teachers receiving their National Board Certification and several receiving Master's degrees. Additionally, thirty of our teachers wrote grants, many of which have already been approved for Interactive White Boards and additional funding.

At WMES the cooperation and support of our families, community members, teachers and administrative staff are what make our school one of the finest schools in the area. Although we are very proud of our accomplishments to date, we look forward to continued growth and success over the 2008-2009 school year.

Jeffrey Beckwith, Principal  
Marquita Deas, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	48	81	54
Percent satisfied with learning environment	91.7%	79.0%	77.4%
Percent satisfied with social and physical environment	91.7%	85.2%	74.1%
Percent satisfied with school-home relations	72.9%	86.4%	74.1%

\* Only students at the highest elementary 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

Plan to Restructure

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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	277	100	22.1	43.1	30.2	4.6	45.4	36.6	48.2	Yes	Yes
<b>Gender</b>											
Male	153	100	25.9	38.1	31.3	4.8	45.6	31.5	41.7	N/A	N/A
Female	124	100	17.4	49.6	28.7	4.3	45.2	42.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	113	100	12.8	33	45.9	8.3	62.4	51.5	60	Yes	Yes
African American	158	100	29.3	50.3	18.4	2	32.7	29.6	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.1	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	32	47	I/S	I/S
<b>Disability Status</b>											
Disabled	34	100	67.7	22.6	0	9.7	12.9	10.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	200	100	28	46	23.8	2.1	37	32.5	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	277	100	24	40.5	17.6	17.9	46.6	32.1	45.8	Yes	Yes
<b>Gender</b>											
Male	153	100	24.5	35.4	17.7	22.4	49.7	31.5	45.6	N/A	N/A
Female	124	100	23.5	47	17.4	12.2	42.6	32.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	113	100	11	32.1	24.8	32.1	69.7	54	59	Yes	Yes
African American	158	100	34	46.9	12.2	6.8	28.6	21.1	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	30.8	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	34	100	74.2	12.9	6.5	6.5	16.1	12.3	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	200	100	29.1	42.9	18	10.1	37.6	27.1	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	189	99.5	33.5	29.5	17	19.9	36.9	26.6	35.7	95.4	95.4
<b>Gender</b>											
Male	106	99.1	34.3	23.2	19.2	23.2	42.4	26.5	37.4	95.5	95.3
Female	83	100	32.5	37.7	14.3	15.6	29.9	26.7	33.8	95.3	95.4
<b>Racial/Ethnic Group</b>											
White	83	98.8	13.9	24.1	25.3	36.7	62	46.2	49.2	94.5	94.4
African American	103	100	50	35.1	9.6	5.3	14.9	15.2	17	96	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.2	97.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	96.1	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	23.8	37.4	95.6	91.7
<b>Disability Status</b>											
Disabled	23	100	70	15	0	15	15	14.1	14	93.6	93.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.8	97.4
<b>Socio-Economic Status</b>											
Subsided meals	137	99.3	42.9	30.2	12.7	14.3	27	22.1	21.1	95.2	95.2
<b>Social Studies</b>											
All Students	187	99.5	14.1	40.7	22	23.2	45.2	27.5	34	95.4	95.4
<b>Gender</b>											
Male	105	99.1	11	32	26	31	57	32.6	36.6	95.5	95.3
Female	82	100	18.2	51.9	16.9	13	29.9	22.1	31.3	95.3	95.4
<b>Racial/Ethnic Group</b>											
White	73	98.6	5.7	31.4	24.3	38.6	62.9	43	44.5	94.5	94.4
African American	109	100	19.6	48	20.6	11.8	32.4	19.7	19.1	96	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.2	97.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	96.1	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	20	32.7	95.6	91.7
<b>Disability Status</b>											
Disabled	25	96	30.4	52.2	13	4.3	17.4	9.1	14.4	93.6	93.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.8	97.4
<b>Socio-Economic Status</b>											
Subsided meals	131	100	16.9	46.8	19.4	16.9	36.3	22.5	21	95.2	95.2

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	99	98	22.1	32.6	41.1	4.2	45.3
	4	84	98.8	24.4	41	32.1	2.6	34.6
	5	95	99	22.5	43.8	31.5	2.2	33.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	94	100	17	42	31.8	9.1	40.9
	4	99	100	19.4	44.1	35.5	1.1	36.6
	5	84	100	30.9	43.2	22.2	3.7	25.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	99	100	29.9	40.2	16.5	13.4	29.9
	4	83	100	28.2	34.6	21.8	15.4	37.2
	5	95	99	12.4	39.3	24.7	23.6	48.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	94	100	21.6	53.4	5.7	19.3	25
	4	99	100	24.7	35.5	17.2	22.6	39.8
	5	84	100	25.9	32.1	30.9	11.1	42
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	49	100	41.7	35.4	10.4	12.5	22.9
	4	83	100	46.2	34.6	6.4	12.8	19.2
	5	48	100	38.6	34.1	13.6	13.6	27.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	47	100	32.6	32.6	16.3	18.6	34.9
	4	99	100	32.3	30.1	21.5	16.1	37.6
	5	43	97.7	37.5	25	7.5	30	37.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	50	100	10.4	56.3	22.9	10.4	33.3
	4	83	100	20.5	46.2	20.5	12.8	33.3
	5	47	97.9	16.3	41.9	16.3	25.6	41.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	48	97.9	8.9	33.3	24.4	33.3	57.8
	4	98	100	15.2	45.7	22.8	16.3	39.1
	5	41	100	17.5	37.5	17.5	27.5	45
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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