

## WILLIAMS MEMORIAL ELEMENTARY

290 S. Metts Street  
St. George, SC 29477

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	636 Students	
<b>Principal</b>	Jeffrey Beckwith	843-563-3231
<b>Superintendent</b>	Mr. Jerry G. Montjoy	843-563-4535
<b>Board Chair</b>	Mrs. Cheryl Mushrush	(843) 563-4640

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Excellent*</b>
2009	Average	Average
2008	Average	Average
2007	Average	Below Average
2006	Average	Average

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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 2009-10 whose 2008-09 test scores were located

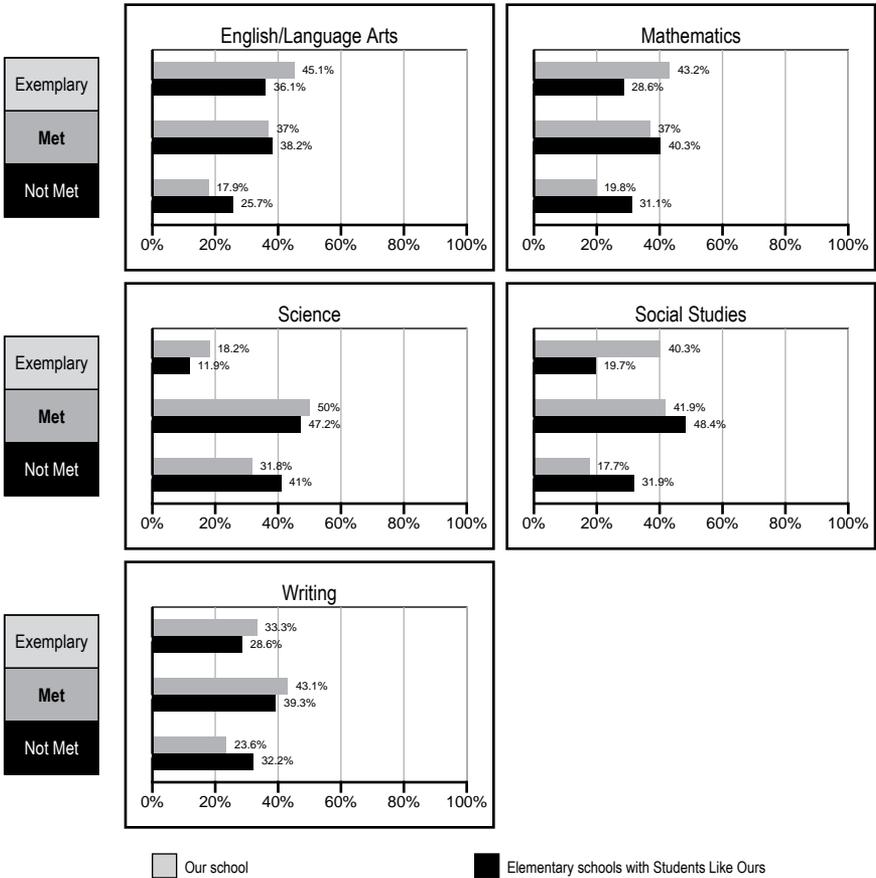
94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	15	97	11	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=636)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Down from 4.2%	1.4%	1.2%
Attendance rate	94.7%	Down from 95.0%	95.7%	96.1%
Eligible for gifted and talented	7.2%	Up from 0.0%	10.0%	11.7%
With disabilities other than speech	8.7%	Up from 5.4%	9.1%	8.0%
Older than usual for grade	1.1%	Up from 1.0%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	76.1%	Down from 78.7%	59.8%	60.5%
Continuing contract teachers	80.4%	Down from 85.1%	85.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.9%	Down from 93.8%	87.5%	87.0%
Teacher attendance rate	92.5%	Down from 93.7%	94.8%	95.4%
Average teacher salary*	\$50,146	Up 0.3%	\$46,876	\$47,288
Professional development days/teacher	10.6 days	Up from 4.3 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 15.1 to 1	19.2 to 1	19.2 to 1
Prime instructional time	86.1%	Down from 87.3%	89.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,343	Up 0.2%	\$7,647	\$7,548
Percent of expenditures for instruction**	70.9%	Up from 68.5%	67.5%	68.7%
Percent of expenditures for teacher salaries**	68.7%	Up from 65.5%	64.4%	65.1%

\* 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

Williams Memorial Elementary continued in its efforts to provide a quality education to all of its 660 students through dynamic, hands-on instructional opportunities. In addition to their quality instruction, teachers made a point of connecting their students' learning to real-life experiences. This year, all students at WMES took part in at least two field trips, with some students going to four different locations throughout Charleston and Columbia. In the classroom, WMES continued to implement initiatives, such as; Literacy Work Stations, Orthon-Gillingham, Small Group Instruction, RTI, school-wide problem solving, and reading and writing across the curriculum.

Opportunities through extracurricular activities continue to be a focus for WMES. This year over 400 students in Kindergarten through the fifth grade participated in our Book Clubs, Art Clubs, Chorus, Recycling Troopers, TV News Crew, Technology Club, Cheerleading, Soccer, and Basketball programs. Thirty of our Math Club students competed in a state competition with several of them finishing in the top 5% for their grade levels.

The WMES PTA has continued to be instrumental in the growth of WMES. Their support with finances as well as their willingness to volunteer and be a part of our students' development shows the importance of working together for a common goal. Our parents, grandparents and Veterans have been and always will be a great support, taking part in our different luncheons, programs and events.

At WMES, we feel that it takes a great team to make every year better than the last. Our team of staff, faculty, administrators, and teachers continue to work together to make this possible. All of the teachers at WMES are Highly Qualified, with 13 of them being National Board Certified. This year also marked the fourth consecutive year that WMES housed the District's Teacher of the Year.

As the future continues to bring us many challenges, our WMES team will continue to strive in meeting each child's academic and social needs, because at Williams Memorial Elementary, we will always be "PAWS"-itively the Best.

Jeffrey Beckwith, Principal  
Marquita Deas, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	86	58
Percent satisfied with learning environment	97.8%	75.3%	91.1%
Percent satisfied with social and physical environment	93.3%	60.7%	85.7%
Percent satisfied with school-home relations	84.4%	84.9%	78.6%

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

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No Child Left Behind

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

R

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	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
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	297	99.3	18.1	36.6	45.3	91.7	78	83.5	Yes	Yes
<b>Gender</b>										
Male	152	98.7	23.7	34.5	41.7	87.1	74.5	80.1	N/A	N/A
Female	145	100	12.4	38.7	48.9	96.4	81.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	126	99.2	8	32.7	59.3	94.7	86.3	89.6	Yes	Yes
African American	160	100	26.1	39.9	34	89.5	73.3	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	100	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	57.9	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	44	97.7	62.5	30	7.5	57.5	44.3	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	92.9	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	226	99.6	22	38.8	39.2	90	75.8	76.9	Yes	Yes

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

All Students	297	99.7	19.9	37	43.1	88.4	74	80.4	Yes	Yes
<b>Gender</b>										
Male	152	99.3	20.9	39.6	39.6	86.3	70.5	78.4	N/A	N/A
Female	145	100	19	34.3	46.7	90.5	77.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	126	100	12.4	32.7	54.9	93.8	84	87.8	Yes	Yes
African American	160	100	26.8	41.8	31.4	83.7	68	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	90.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	68.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	44	100	60	30	10	50	39.3	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	92.9	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	226	100	24.4	37.3	38.3	85.2	71.7	72.8	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
<b>Science</b>								
All Students	204	98.5	31.6	49.7	18.7	68.4	58.5	67.3
<b>Gender</b>								
Male	97	97.9	34.1	49.5	16.5	65.9	57.6	66.9
Female	107	99.1	29.4	50	20.6	70.6	59.5	67.7
<b>Racial/Ethnic Group</b>								
White	87	98.9	12.7	60.8	26.6	87.3	77.5	79.6
African American	110	99.1	46.3	40.7	13	53.7	47.2	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	91.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	50	69.5
<b>Disability Status</b>								
Disabled	32	96.9	60	30	10	40	30.5	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	162	98.8	37.3	47.1	15.7	62.7	55.3	55.4
<b>Social Studies</b>								
All Students	204	98	17.6	41.5	41	82.4	71.4	70.9
<b>Gender</b>								
Male	105	98.1	19.8	35.4	44.8	80.2	71.7	70.1
Female	99	98	15.2	47.8	37	84.8	71	71.7
<b>Racial/Ethnic Group</b>								
White	83	97.6	8	41.3	50.7	92	81	79.2
African American	113	99.1	25.5	44.3	30.2	74.5	66.6	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	41.7	71.2
<b>Disability Status</b>								
Disabled	31	93.6	50	35.7	14.3	50	43.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	68
<b>Socio-Economic Status</b>								
Subsidized meals	151	98.7	22.3	43.9	33.8	77.7	68	60.8

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
<b>Writing</b>										
All Students	299	98.7	23.6	43.1	33.3	76.4	67.9	72.1	94.7	94.6
<b>Gender</b>										
Male	150	98.7	30.9	45.3	23.7	69.1	60.5	65.2	94.4	94.6
Female	149	98.7	16.1	40.9	43.1	83.9	75.9	79.2	94.9	94.7
<b>Racial/Ethnic Group</b>										
White	128	99.2	15.8	37.7	46.5	84.2	77.2	80.8	93.5	93.2
African American	160	98.1	30.5	47.7	21.9	69.5	61.8	59.7	95.5	95.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	87	97.3	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	90.5	64.6	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	64.7	73.4	97.6	93.7
<b>Disability Status</b>										
Disabled	45	91.1	N/AV	N/AV	N/AV	23.7	24.3	27.7	92.4	92.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	92.9	63.7	98.7
<b>Socio-Economic Status</b>										
Subsidized meals	231	99.1	28.9	42.7	28.4	71.1	64.4	61.9	94.3	94.4

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
<b>English/Language Arts</b>							
<b>2009</b>	3	103	100	30.3	36.4	33.3	69.7
	4	90	100	26.1	43.2	30.7	73.9
	5	95	100	20.2	50	29.8	79.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	93	98.9	9.1	33	58	90.9
	4	110	100	22.9	36.2	41	77.1
	5	94	98.9	21.7	41	37.3	78.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	103	100	33.3	33.3	33.3	66.7
	4	90	100	20.5	48.9	30.7	79.5
	5	95	100	36.2	43.6	20.2	63.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	93	100	15.9	23.9	60.2	84.1
	4	110	100	20	42.9	37.1	80
	5	94	98.9	24.1	43.4	32.5	75.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	54	100	34.6	42.3	23.1	65.4
	4	89	100	27.6	63.2	9.2	72.4
	5	51	100	26	60	14	74
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	46	100	35.6	28.9	35.6	64.4
	4	110	100	28.6	56.2	15.2	71.4
	5	48	93.8	34.9	55.8	9.3	65.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
<b>Social Studies</b>							
<b>2009</b>	3	49	100	14.9	48.9	36.2	85.1
	4	90	100	14.8	60.2	25	85.2
	5	45	100	17.8	46.7	35.6	82.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	47	97.9	9.3	32.6	58.1	90.7
	4	109	100	16.2	49.5	34.3	83.8
	5	48	93.8	30	30	40	70
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	103	99	33.3	30.3	36.4	66.7
	4	90	98.9	35.6	44.8	19.5	64.4
	5	95	97.9	26.1	27.2	46.7	73.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	93	100	20.2	36	43.8	79.8
	4	111	99.1	26.7	46.7	26.7	73.3
	5	95	96.8	23.2	46.3	30.5	76.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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