

## NEW ELLENTON MIDDLE

814 Main St. South  
New Ellenton, SC 29809

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	182 Students	
<b>Principal</b>	Elisa Sanders-Pee	803-652-8200
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	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

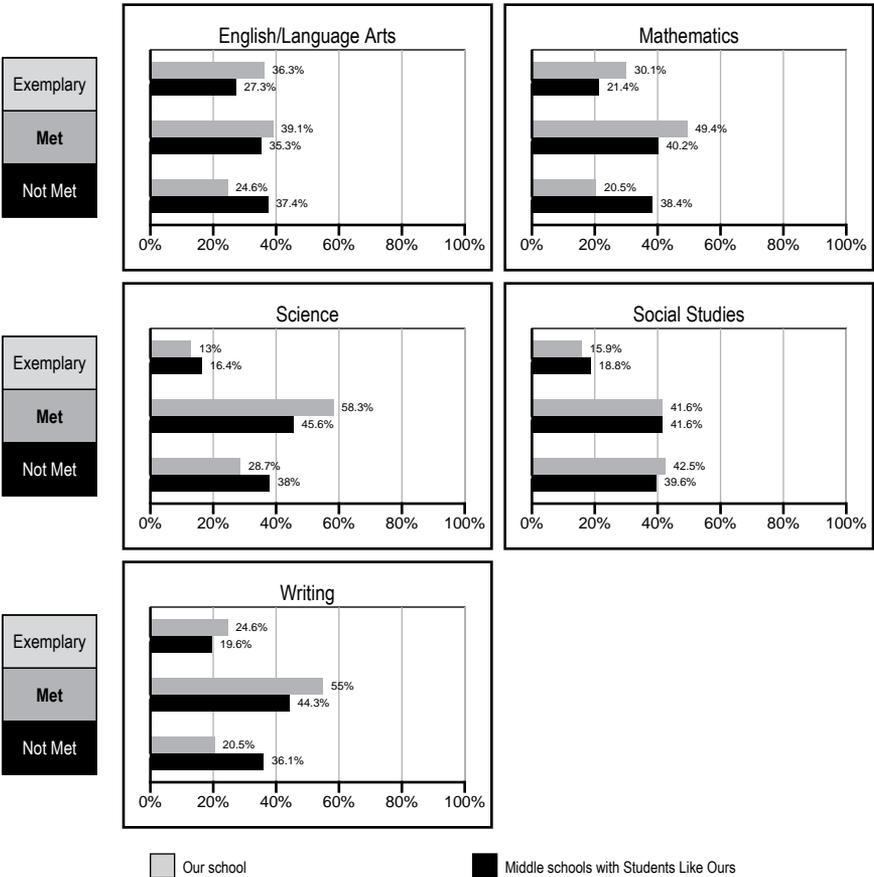
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	1	34	14	0

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

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

## 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	100.0%	94.8%
English 1	100.0%	96.2%
Physical Science	N/A	81.5%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	94.8%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=182)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	42.2%	Down from 55.8%	23.0%	24.2%
Retention rate	2.2%	Down from 5.8%	0.7%	0.7%
Attendance rate	96.3%	Up from 95.9%	95.6%	95.9%
Eligible for gifted and talented	11.0%	Down from 13.8%	14.2%	16.4%
With disabilities other than speech	7.3%	Up from 5.5%	13.5%	12.0%
Older than usual for grade	5.5%	Down from 8.3%	3.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.1%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=12)</b>				
Teachers with advanced degrees	83.3%	Up from 71.4%	55.8%	58.5%
Continuing contract teachers	91.7%	Up from 85.7%	80.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	4.0%	4.0%
Teachers returning from previous year	87.2%	Down from 92.3%	83.0%	84.6%
Teacher attendance rate	94.8%	Down from 96.6%	95.1%	95.4%
Average teacher salary*	\$53,983	Down 1.2%	\$45,750	\$46,561
Professional development days/teacher	13.5 days	Up from 10.3 days	11.0 days	10.2 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 20.1 to 1	20.9 to 1	21.1 to 1
Prime instructional time	88.4%	Down from 91.4%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.8%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$10,140	Up 15.5%	\$8,156	\$7,802
Percent of expenditures for instruction**	58.6%	Up from 56.3%	62.5%	63.8%
Percent of expenditures for teacher salaries**	56.3%	Up from 50.7%	58.8%	60.0%

\* 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**

New Ellenton Middle School's faculty, staff, students, community volunteers, and mentors worked collaboratively towards achieving academic excellence this past school year. Students were provided a comprehensive, rigorous academic program in conjunction with extracurricular activities which promoted character development and team building skills.

A major focus throughout the school year was placed on the four content areas of English language arts, mathematics, science, and social studies. Additional academic support was provided through RIT Band Instruction, CAI Lab Tutorials, Saturday School, and peer tutoring. All content area teachers provided tutorial sessions before school, during their planning periods, and after school.

Our students continue to score above the district and state averages on standardized assessments in English language arts and mathematics. Evidence of academic growth is demonstrated through student performance on MAP. Our academic team was undefeated and placed first within the district. The English I and Algebra I students had a one hundred percent passing rate on their End-of-Course Tests. A student was recognized for his academic performance thorough Duke University's Talent Identification Program.

Our school's PTO and School Improvement Council jointly provide support and resources to our school. The PTO supports the school's educational program financially through fundraising. The PTO sponsors events and volunteers at many school functions. The SIC involves parents, community members, and teachers in the planning, monitoring, and evaluating of our school program to ensure continuous improvement. Both the PTO and SIC meet regularly.

Elisa Sanders-Pee, Principal  
LaTaya Corbitt, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	15	43	32
Percent satisfied with learning environment	100.0%	58.1%	78.1%
Percent satisfied with social and physical environment	93.3%	67.4%	61.3%
Percent satisfied with school-home relations	93.3%	76.7%	78.1%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	183	99.5	25.1	39.5	35.3	84.4	85.1	83.5	Yes	Yes
<b>Gender</b>										
Male	95	99	23.5	35.3	41.2	81.2	82.1	80.1	N/A	N/A
Female	88	100	26.8	43.9	29.3	87.8	88.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	83	100	14.9	41.9	43.2	93.2	89.8	89.6	Yes	Yes
African American	77	98.7	36	40	24	76	77.6	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	22	100	23.5	29.4	47.1	82.4	81.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	13	92.3	N/A	N/A	N/A	58.3	50.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	20	33.3	46.7	80	81.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	123	100	26.5	43.6	29.9	84.6	79.4	76.9	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	183	99.5	21.6	50.9	27.5	90.4	79.8	80.4	Yes	Yes
<b>Gender</b>										
Male	95	99	24.7	43.5	31.8	83.5	78.1	78.4	N/A	N/A
Female	88	100	18.3	58.5	23.2	97.6	81.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	83	100	16.2	45.9	37.8	94.6	86.1	87.8	Yes	Yes
African American	77	98.7	29.3	54.7	16	84	70	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	22	100	11.8	58.8	29.4	100	76.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	13	92.3	N/A	N/A	N/A	50	43.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	13.3	60	26.7	100	76.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	123	100	22.2	53.8	23.9	90.6	72.1	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	122	100	29.3	57.8	12.9	70.7	65.3	67.3
<b>Gender</b>								
Male	59	100	23.6	56.4	20	76.4	65.8	66.9
Female	63	100	34.4	59	6.6	65.6	64.8	67.7
<b>Racial/Ethnic Group</b>								
White	55	100	16	64	20	84	76.4	79.6
African American	53	100	37.7	60.4	1.9	62.3	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.4
Hispanic	13	100	50	25	25	50	53.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	53.7	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	80	100	33.8	58.4	7.8	66.2	53	55.4
<b>Social Studies</b>								
All Students	123	100	42.5	41.6	15.9	57.5	66.2	70.9
<b>Gender</b>								
Male	68	100	32.3	40.3	27.4	67.7	66.5	70.1
Female	55	100	54.9	43.1	2	45.1	66	71.7
<b>Racial/Ethnic Group</b>								
White	63	100	34.5	39.7	25.9	65.5	73.7	79.2
African American	43	100	N/A	N/A	N/A	45.2	53.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80.3	86.8
Hispanic	16	100	41.7	41.7	16.7	58.3	65.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	71.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	31.4	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	13	100	45.5	36.4	18.2	54.5	65.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	76	100	45.8	38.9	15.3	54.2	55.5	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	186	99.5	20	55.3	24.7	80	73.1	72.1	96.3	95.9
<b>Gender</b>										
Male	95	99	23.5	56.5	20	76.5	66.6	65.2	95.3	95.8
Female	91	100	16.5	54.1	29.4	83.5	80	79.2	97.4	96
<b>Racial/Ethnic Group</b>										
White	85	98.8	17.3	53.3	29.3	82.7	79.8	80.8	95.9	95.7
African American	78	100	20.8	59.7	19.5	79.2	62.9	59.7	96.3	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	87	97.2	97.6
Hispanic	22	100	29.4	47.1	23.5	70.6	66.1	64.6	98.4	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	73.4	N/A	96.4
<b>Disability Status</b>										
Disabled	13	100	N/AV	N/AV	N/AV	38.5	24.3	27.7	95.1	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
<b>English Proficiency</b>										
Limited English Proficient	18	100	26.7	46.7	26.7	73.3	65.3	63.7	98.4	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	126	100	23.3	56.7	20	76.7	63.6	61.9	95.9	95.3

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	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	67	100	20	44.6	35.4	80
	7	45	97.8	30.2	46.5	23.3	69.8
	8	63	98.4	17.2	53.4	29.3	82.8
<b>2010</b>	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	73	100	19.4	50.7	29.9	80.6
	7	64	98.4	26.7	26.7	46.7	73.3
	8	46	100	32.5	40	27.5	67.5
<b>Mathematics</b>							
<b>2009</b>	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	67	100	24.6	43.1	32.3	75.4
	7	45	97.8	20.9	62.8	16.3	79.1
	8	63	100	13.6	61	25.4	86.4
<b>2010</b>	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	73	100	19.4	56.7	23.9	80.6
	7	64	98.4	21.7	41.7	36.7	78.3
	8	46	100	25	55	20	75
<b>Science</b>							
<b>2009</b>	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	33	100	27.3	63.6	9.1	72.7
	7	45	97.8	34.9	53.5	11.6	65.1
	8	32	96.9	31	58.6	10.3	69
<b>2010</b>	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	37	100	42.9	48.6	8.6	57.1
	7	63	100	19.7	65.6	14.8	80.3
	8	22	100	35	50	15	65

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	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	34	97.1	9.4	68.8	21.9	90.6
	7	45	97.8	58.1	32.6	9.3	41.9
	8	31	100	23.3	53.3	23.3	76.7
<b>2010</b>	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	36	100	39.4	54.5	6.1	60.6
	7	63	100	46.7	33.3	20	53.3
	8	24	100	35	45	20	65
<b>Writing</b>							
<b>2009</b>	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	66	98.5	21.9	48.4	29.7	78.1
	7	45	100	25.6	65.1	9.3	74.4
	8	62	96.8	19	51.7	29.3	81
<b>2010</b>	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	75	100	18.8	53.6	27.5	81.2
	7	63	98.4	15.3	50.8	33.9	84.7
	8	48	100	28.6	64.3	7.1	71.4

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