



C E WILLIAMS MIDDLE SCHOOL FOR C

640 Butte Street
Charleston, SC 29414

Grades	6-8 Middle School	
Enrollment	684 Students	
Principal	Robert Grimm	843-763-1529
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	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 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

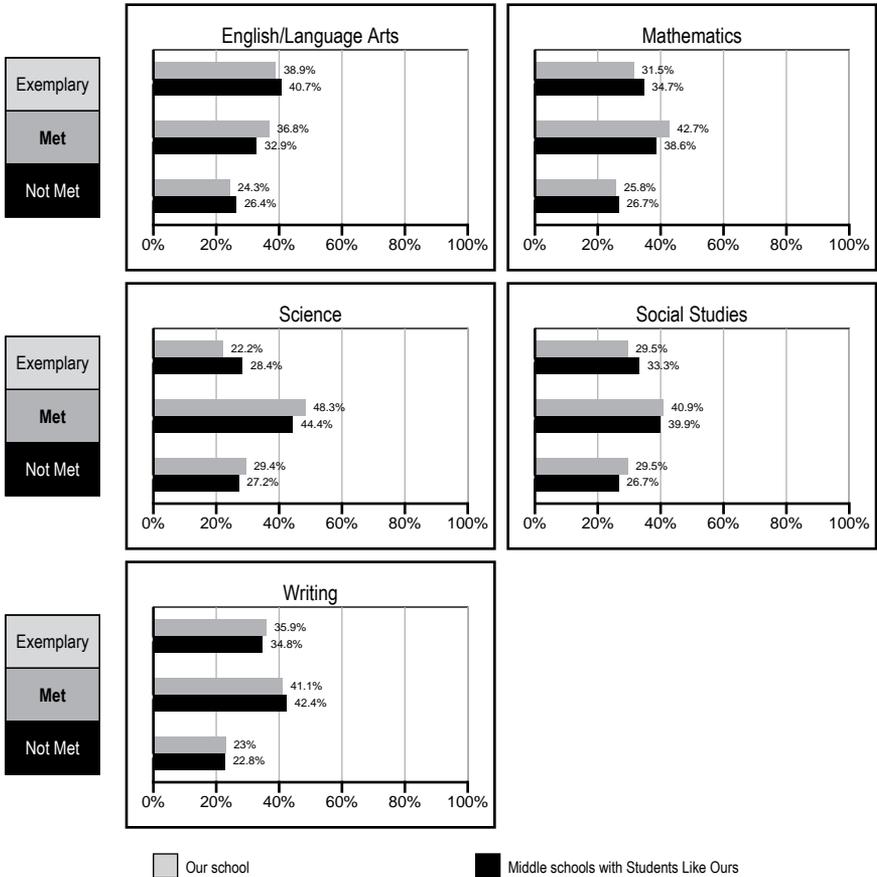
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	16	19	0	1

* 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	96.5%	98.5%
English 1	N/A	96.7%
Physical Science	N/A	22.8%
US History and the Constitution	N/A	N/A
All Subjects	96.5%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=684)				
Students enrolled in high school credit courses (grades 7 & 8)	17.5%	Down from 22.6%	33.1%	24.2%
Retention rate	1.0%	Down from 1.9%	0.6%	0.7%
Attendance rate	95.5%	Down from 96.3%	96.0%	95.9%
Eligible for gifted and talented	24.3%	Up from 20.4%	21.2%	16.4%
With disabilities other than speech	10.0%	Up from 9.4%	11.2%	12.0%
Older than usual for grade	2.0%	Up from 1.9%	1.4%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	9.8%	Up from 3.6%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	58.7%	Down from 66.0%	59.7%	58.5%
Continuing contract teachers	67.4%	Down from 76.0%	81.6%	80.0%
Teachers with emergency or provisional certificates	8.1%	Up from 6.3%	3.8%	4.0%
Teachers returning from previous year	82.5%	Down from 84.9%	86.7%	84.6%
Teacher attendance rate	97.6%	Up from 96.2%	95.4%	95.4%
Average teacher salary*	\$42,887	Down 7.9%	\$46,846	\$46,561
Professional development days/teacher	19.3 days	Up from 7.2 days	9.9 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Down from 25.9 to 1	21.9 to 1	21.1 to 1
Prime instructional time	92.7%	Up from 91.8%	90.3%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	91.4%	Down from 100.0%	96.9%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,505	Up 3.5%	\$7,228	\$7,802
Percent of expenditures for instruction**	71.8%	Down from 72.9%	64.4%	63.8%
Percent of expenditures for teacher salaries**	67.9%	Up from 67.7%	61.2%	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

CE Williams Middle School's Report Card demonstrates an understanding of student achievement and successes. It highlights the school's data, needs, and happenings. We pride ourselves on providing each student with a high-quality classroom instructor and a safe and orderly school environment. We utilize the CCSD Coherent Curriculum, MAP Testing, Saturday Academy, PBIS, and the recent addition of Study Island, a comprehensive web-based program that fosters critical thinking and Corrective Reading and is a very intensive reading program designed to reach students who score in the 10th percentile in reading. CE Williams prides itself on infusing the arts with a rigorous course of study for all students. We are offering Algebra, Keyboarding, and, next year, Spanish for high school credit. Our courses are being taught by 9 Nationally Board Certified teachers with 1 more completing the highly demanding and rigorous program this year. We offer GT through an elective course, and it is infused in honors courses that are designed to both challenge and reward high-flying students. The school has a nationally recognized Robotics program and Science Decathlon team with top prizes in competitions around the nation. Both programs have competed at the national level, and Robotics has competed at the world level in two consecutive years. We are fortunate to have received significant assistance with updating books in the Media Center. We received enough funding to remove thousands of outdated books and replace them with new, exciting volumes. We offer one of the best arts programs in the district. Students can select from Drama, Chorus, Band, Strings, and two differing Arts. Our highly effective PBIS program (Positive Behavior Interventions and Support) is designed to encourage students to remain focused and well-behaved by praising the desired outcome when it is demonstrated.

Robert A. Grimm, Principal

Carol Goldberg, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	228	108
Percent satisfied with learning environment	72.7%	70.6%	75.5%
Percent satisfied with social and physical environment	81.8%	71.6%	77.4%
Percent satisfied with school-home relations	72.7%	80.1%	73.8%

* 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

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	683	99.9	24.8	36.6	38.7	84.1	85	83.5	Yes	Yes
Gender										
Male	351	100	29.9	31.7	38.5	79	81.6	80.1	N/A	N/A
Female	332	99.7	19.4	41.7	38.9	89.5	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	346	100	14.9	31	54	90.7	95.3	89.6	Yes	Yes
African American	296	99.7	38.7	42.5	18.8	74.9	75.2	74.6	Yes	Yes
Asian/Pacific Islander	18	100	5.6	33.3	61.1	94.4	96.1	92.7	I/S	I/S
Hispanic	20	100	10.5	47.4	42.1	94.7	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	65	100	84.5	10.3	5.2	25.9	49	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	7.1	39.3	53.6	100	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	290	99.7	36.5	36.8	26.7	76.2	76.4	76.9	Yes	Yes

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

All Students	683	99.9	27.8	44.1	28.1	81.7	81	80.4	Yes	Yes
Gender										
Male	351	100	27.8	42.3	29.9	81.1	78.9	78.4	N/A	N/A
Female	332	99.7	27.8	46	26.2	82.4	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	346	100	15.2	44.2	40.6	90.4	94.5	87.8	Yes	Yes
African American	296	99.7	45.3	44.3	10.5	69.7	68	69.3	Yes	Yes
Asian/Pacific Islander	18	100	N/A	N/A	N/A	100	96.1	93.5	I/S	I/S
Hispanic	20	100	15.8	47.4	36.8	89.5	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	65	100	N/A	N/A	N/A	31	43.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	7.1	42.9	50	96.4	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	290	99.7	44	42.2	13.7	71.1	70.2	72.8	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	460	100	29.9	48	22.1	70.1	67.4	67.3
Gender								
Male	239	100	29.2	45.1	25.8	70.8	66.2	66.9
Female	221	100	30.7	51.2	18.1	69.3	68.5	67.7
Racial/Ethnic Group								
White	230	100	15.6	50.4	33.9	84.4	89	79.6
African American	203	100	48.2	44.7	7.1	51.8	46.7	49.7
Asian/Pacific Islander	11	100	9.1	45.5	45.5	90.9	86.7	84.4
Hispanic	14	100	21.4	57.1	21.4	78.6	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	40	100	N/A	N/A	N/A	13.5	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	14	100	15	60	25	85	58.2	58.6
Socio-Economic Status								
Subsidized meals	205	100	44.7	43.7	11.7	55.3	49.3	55.4
Social Studies								
All Students	461	100	30.2	40.5	29.3	69.8	73.8	70.9
Gender								
Male	243	100	32	32.9	35.1	68	72.3	70.1
Female	218	100	28.2	48.8	23	71.8	75.3	71.7
Racial/Ethnic Group								
White	227	100	18.4	39.6	41.9	81.6	90.1	79.2
African American	207	100	44.3	44.8	10.9	55.7	58.4	58.4
Asian/Pacific Islander	14	100	14.3	21.4	64.3	85.7	89.3	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	48	100	63.4	29.3	7.3	36.6	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	12	100	16.7	16.7	66.7	83.3	66.7	68
Socio-Economic Status								
Subsidized meals	192	100	39	46.2	14.8	61	60.2	60.8

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	685	98.8	22.5	41.4	36.1	77.5	75	72.1	95.5	95.7
Gender										
Male	353	99.2	27.6	43.9	28.5	72.4	69.1	65.2	95.4	95.5
Female	332	98.5	17.2	38.8	44.1	82.8	81	79.2	95.6	95.8
Racial/Ethnic Group										
White	346	99.1	13.8	38.4	47.7	86.2	91	80.8	95.3	95.8
African American	298	98.3	34.2	46.1	19.7	65.8	60.2	59.7	95.5	95.5
Asian/Pacific Islander	18	100	16.7	16.7	66.7	83.3	89.2	87	98.9	97
Hispanic	20	100	10.5	52.6	36.8	89.5	63.7	64.6	95.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	68	94.1	79.3	19	1.7	20.7	28.4	27.7	92.3	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	18	94.4	7.4	37	55.6	92.6	63.5	63.7	97.6	96.3
Socio-Economic Status										
Subsidized meals	291	98.3	31.4	45.3	23.4	68.6	61.1	61.9	94.4	95.2

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	235	100	23	49.6	27.4	77
	7	262	100	21.1	49.6	29.3	78.9
	8	191	99.5	13.6	48.4	38	86.4
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	202	100	20.1	35.1	44.8	79.9
	7	239	100	27.8	31.7	40.4	72.2
	8	242	99.6	25.6	42.4	31.9	74.4
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	235	100	28.8	50	21.2	71.2
	7	262	100	28.1	52	19.9	71.9
	8	191	99.5	17.9	59.2	22.8	82.1
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	202	100	20.1	37.6	42.3	79.9
	7	239	100	32.6	39.1	28.3	67.4
	8	242	99.6	29.4	54.2	16.4	70.6
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	120	99.2	26.3	52.6	21.1	73.7
	7	262	100	24.6	56.6	18.8	75.4
	8	94	100	17.6	49.5	33	82.4
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	100	100	24.7	50.5	24.7	75.3
	7	239	100	34.3	49.1	16.5	65.7
	8	121	100	25.6	43.8	30.6	74.4

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
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	116	100	11.6	56.3	32.1	88.4
	7	262	100	29.3	32.4	38.3	70.7
	8	97	100	6.5	50.5	43	93.5
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	102	100	13.4	49.5	37.1	86.6
	7	239	100	40.4	34.3	25.2	59.6
	8	120	100	23.9	45.3	30.8	76.1
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	235	97.5	23.5	50.7	25.8	76.5
	7	262	100	21.4	43.2	35.4	78.6
	8	189	100	18.9	51.9	29.2	81.1
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	203	99.5	21.1	38.7	40.2	78.9
	7	239	97.9	27	40.3	32.7	73
	8	243	99.2	19.4	44.7	35.9	80.6

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