



JOHN E EWING MIDDLE

171 East Junior High Rd.
Gaffney, SC 29340

Grades	6-8 Middle School	
Enrollment	462 Students	
Principal	Dr. Denise Wooten	864-489-3176
Superintendent	Kim Bagwell	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

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	Below Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below 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

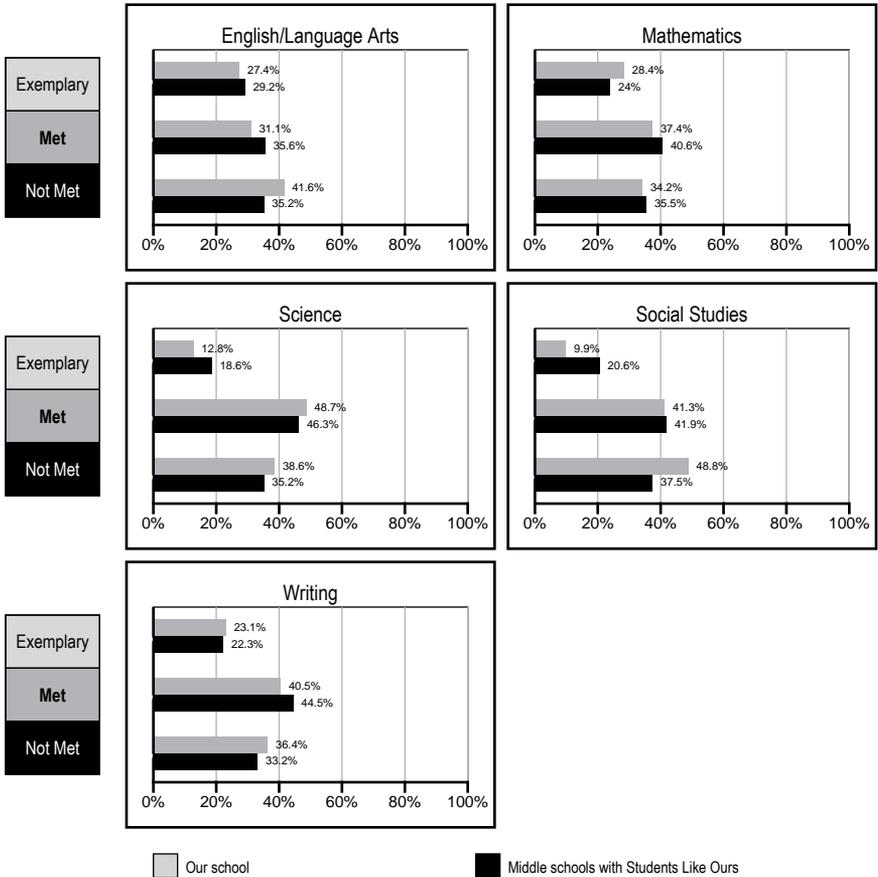
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	37	8	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%	95.4%
English 1	N/A	96.4%
Physical Science	N/A	79.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=462)				
Students enrolled in high school credit courses (grades 7 & 8)	44.6%	Up from 41.6%	27.3%	24.2%
Retention rate	0.2%	Down from 0.6%	0.5%	0.7%
Attendance rate	95.1%	Down from 95.7%	95.6%	95.9%
Eligible for gifted and talented	20.9%	Up from 16.6%	14.7%	16.4%
With disabilities other than speech	7.1%	Down from 8.7%	12.9%	12.0%
Older than usual for grade	1.3%	Up from 0.2%	2.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	55.6%	Up from 54.8%	55.6%	58.5%
Continuing contract teachers	88.9%	Up from 77.4%	81.8%	80.0%
Teachers with emergency or provisional certificates	4.0%	Up from 3.4%	4.0%	4.0%
Teachers returning from previous year	76.2%	Down from 77.1%	83.1%	84.6%
Teacher attendance rate	93.7%	Up from 93.1%	95.4%	95.4%
Average teacher salary*	\$43,806	Up 0.5%	\$45,360	\$46,561
Professional development days/teacher	23.1 days	Up from 9.2 days	10.7 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 14.0 to 1	20.9 to 1	21.1 to 1
Prime instructional time	88.3%	Up from 88.2%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Down from 97.3%	97.8%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$6,476	Down 3.6%	\$7,915	\$7,802
Percent of expenditures for instruction**	59.4%	Down from 66.4%	64.2%	63.8%
Percent of expenditures for teacher salaries**	58.8%	Down from 60.9%	60.0%	60.0%

* 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

John E. Ewing Middle School continued to focus on improvement in academic achievement, attendance, and behavior in 2009-2010. Students were challenged to come to school every day, do all their homework, maintain good behavior, and make good grades on their report cards. If they did these things, they earned pretend money, called "Ewing Eagle Bucks," each week. As a way to motivate students, they were allowed to use the "Eagle Bucks" to purchase items from the school store each morning. Single-gender classes were offered to students in the sixth grade to promote improvement in achievement and behavior. Sixth grade students also enjoyed participating in a computer program called First in Math. They correctly worked more than a million math problems through this program this year. The Guidance Department provided character education instruction in all grades. Eighth grade students visited Cherokee Technology Center to experience the different career clusters. Our eighth graders also visited local college campuses to promote higher education awareness. Many students took advantage of after-school attendance make-up, which was frequently offered. The Parent Teacher Organization/School Improvement Council played a key role by helping us offer student incentives and after-school activities, such as talent shows and student dances. Teachers continued to use data to plan instruction and assessment. More of them achieved the Highly Qualified status in middle level subjects. John E. Ewing Middle School has high expectations for continued improvement in the areas of student achievement, attendance, and behavior.

Mrs. Teresa Huff, SIC Chair
Dr. Denise Wooten, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	146	78
Percent satisfied with learning environment	84.4%	80.1%	78.9%
Percent satisfied with social and physical environment	93.5%	79.3%	73.3%
Percent satisfied with school-home relations	65.6%	83.4%	87.0%

* 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 16 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	458	99.8	41.4	31.1	27.5	68	77.6	83.5	Yes	Yes
Gender										
Male	219	100	49	27.4	23.6	58.7	73.8	80.1	N/A	N/A
Female	239	99.6	34.5	34.5	31	76.4	81.4	87	N/A	N/A
Racial/Ethnic Group										
White	345	100	33.5	33.8	32.6	73.1	82.1	89.6	Yes	Yes
African American	104	99	64.9	24.7	10.3	53.6	68.2	74.6	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	62.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	34	100	N/A	N/A	N/A	9.7	40.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	314	99.7	49.8	31.8	18.4	60	71.9	76.9	Yes	Yes

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

All Students	458	99.8	35.9	39.1	24.9	76.9	77.6	80.4	Yes	Yes
Gender										
Male	219	100	40.4	40.4	19.2	70.7	76.1	78.4	N/A	N/A
Female	239	99.6	31.9	38	30.1	82.5	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	345	100	29.6	40.8	29.6	81	82.3	87.8	Yes	Yes
African American	104	99	53.6	37.1	9.3	64.9	67.2	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	34	100	N/A	N/A	N/A	25.8	41.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	314	99.7	43.3	37.4	19.3	70.5	71.6	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	312	100	38.6	48.7	12.8	61.4	56.1	67.3
Gender								
Male	140	100	40.9	45.5	13.6	59.1	57.5	66.9
Female	172	100	36.7	51.2	12	63.3	54.7	67.7
Racial/Ethnic Group								
White	238	100	34.5	50.7	14.8	65.5	65.6	79.6
African American	69	100	51.6	45.3	3.1	48.4	34.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	38.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	22	100	N/A	N/A	N/A	15.8	28	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	39.4	58.6
Socio-Economic Status								
Subsidized meals	204	100	46.5	44	9.5	53.5	46.7	55.4
Social Studies								
All Students	307	100	48.8	41.3	9.9	51.2	57.8	70.9
Gender								
Male	151	100	50.7	38.9	10.4	49.3	56.6	70.1
Female	156	100	47	43.6	9.4	53	59.1	71.7
Racial/Ethnic Group								
White	227	100	41.7	45.8	12.5	58.3	64.9	79.2
African American	75	100	68.1	29.2	2.8	31.9	42.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.3	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	38.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	23	100	N/A	N/A	N/A	4.5	29.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	40.7	68
Socio-Economic Status								
Subsidized meals	217	100	54.7	37.3	8	45.3	49.3	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	460	99.4	36.1	40.7	23.2	63.9	66.6	72.1	95.1	96.1
Gender										
Male	222	98.7	49	36.5	14.4	51	59.3	65.2	94.6	96.1
Female	238	100	24.6	44.4	31	75.4	74	79.2	95.6	96.1
Racial/Ethnic Group										
White	348	99.1	31.8	40.5	27.6	68.2	72.2	80.8	94.9	95.9
African American	103	100	46.9	44.9	8.2	53.1	56	59.7	95.9	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	75.9	87	98.6	97.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	43.3	64.6	96.3	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98
Disability Status										
Disabled	34	97.1	N/AV	N/AV	N/AV	10	21.3	27.7	93.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	45.6	63.7	96.3	97.3
Socio-Economic Status										
Subsidized meals	317	99.4	42.5	40.6	16.9	57.5	59.4	61.9	94.7	95.8

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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	164	100	28.8	40.6	30.6	71.3
	7	159	100	35.5	36.1	28.4	64.5
	8	157	100	50.6	29.2	20.1	49.4
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	135	100	30.2	35.7	34.1	69.8
	7	163	99.4	35.7	38.3	26	64.3
	8	160	100	56.5	20.1	23.4	43.5
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	164	100	27.5	43.8	28.8	72.5
	7	159	100	32.9	41.3	25.8	67.1
	8	157	100	46.1	30.5	23.4	53.9
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	135	100	30.2	37.2	32.6	69.8
	7	163	99.4	36.4	41.6	22.1	63.6
	8	160	100	40.3	38.3	21.4	59.7
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	82	100	34.6	55.6	9.9	65.4
	7	159	100	45.8	41.9	12.3	54.2
	8	80	100	51.3	35.9	12.8	48.7
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	69	100	37.3	52.2	10.4	62.7
	7	162	100	37	53.2	9.7	63
	8	81	100	42.9	36.4	20.8	57.1

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	82	100	25.3	72.2	2.5	74.7
	7	159	100	59.4	22.6	18.1	40.6
	8	77	100	59.2	30.3	10.5	40.8
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	66	100	30.6	53.2	16.1	69.4
	7	162	100	57.1	36.4	6.5	42.9
	8	79	100	46.8	41.6	11.7	53.2
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	167	100	32.3	38.4	29.3	67.7
	7	160	100	42.6	32.3	25.2	57.4
	8	159	100	49.4	36.7	13.9	50.6
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	137	98.5	27.5	42.7	29.8	72.5
	7	163	99.4	33.5	44.5	21.9	66.5
	8	160	100	46.1	35.1	18.8	53.9

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