



## New Ellenton Middle

814 Main St. South  
New Ellenton, SC 29809

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	211 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 Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Average	Below 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**

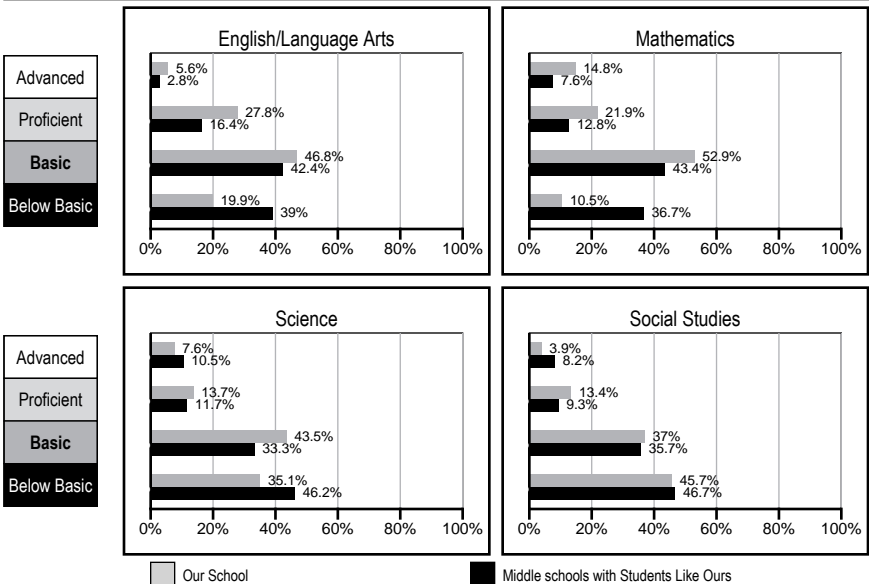
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	1	16	23

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

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

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

## 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	92.1
English 1	96.7	93.3
Physical Science	0	0
All Subjects	98.1	90.6

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=211)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	21.4%	Down from 33.1%	14.8%	19.4%
Retention rate	3.3%	Down from 3.5%	2.7%	1.8%
Attendance rate	94.7%	Down from 96.1%	95.3%	95.8%
Eligible for gifted and talented	16.8%	Down from 19.5%	10.8%	15.3%
With disabilities other than speech	6.5%	Up from 4.4%	13.8%	12.9%
Older than usual for grade	9.5%	Up from 2.7%	5.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.9%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=14)</b>				
Teachers with advanced degrees	64.3%	Up from 56.3%	53.9%	55.0%
Continuing contract teachers	92.9%	Down from 93.8%	61.1%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	11.4%	5.4%
Teachers returning from previous year	88.6%	Down from 93.8%	78.4%	83.4%
Teacher attendance rate	95.8%	Up from 94.8%	94.8%	94.9%
Average teacher salary	\$53,385	Up 11.5%	\$44,654	\$44,706
Professional development days/teacher	9.3 days	Down from 11.4 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 9.0	2.0	3.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 18.3 to 1	18.4 to 1	20.1 to 1
Prime instructional time	88.5%	Down from 89.4%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.3%	Down from 88.3%	95.3%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$7,612	Down 1.2%	\$7,612	\$7,097
Percent of expenditures for instruction*	56.2%	Up from 55.3%	64.2%	64.4%
Percent of expenditures for teacher salaries*	52.9%	Up from 52.3%	59.1%	59.4%

\* 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 students, staff, community, volunteers, and members of the School Improvement Council collaboratively worked together 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 this year was placed on the four content areas of English/Language Arts, Math, Science, and Social Studies. New Ellenton Middle School was the recipient of a Green Power Solar Panel which enhanced our sixth grade science curriculum. Additional academic support was provided to all students through RIT Band Instruction, Peer Tutoring, Saturday School, and CAI Lab assistance offered in the mornings before the start of the school day.

When developing a rigorous academic program to meet the needs of all students, our staff utilizes data from a variety of sources to drive instruction. One important source of data used is MAP testing. This assessment provides teachers with the academic strengths and weaknesses of their students and allows for differentiated instruction within the classroom.

New Ellenton Middle School continuously seeks initiatives to provide the best educational opportunities for all students. It is our desire to provide all students with a learning environment where failure is not an option!

Elisa Sanders-Pee, Principal  
Carol Pitcher, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	12	56	55
Percent satisfied with learning environment	91.7%	63.6%	69.1%
Percent satisfied with social and physical environment	100.0%	62.5%	70.4%
Percent satisfied with school-home relations	83.3%	82.1%	63.0%

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

## 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 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**

<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. Sanction: Implement the restructuring plan.
<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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
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

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 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
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	196	100	18.8	49.5	29.6	2.2	44.6	49.8	48.2	Yes	Yes
<b>Gender</b>											
Male	94	100	26.7	46.7	24.4	2.2	42.2	43.8	41.7	N/A	N/A
Female	102	100	11.5	52.1	34.4	2.1	46.9	56.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	96	100	12.2	47.8	37.8	2.2	55.6	59.8	60	Yes	Yes
African American	77	100	21.3	57.3	20	1.3	32	33.8	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	21	100	36.8	31.6	26.3	5.3	42.1	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
<b>Disability Status</b>											
Disabled	13	100	66.7	33.3	0	0	0	15.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	16	100	35.7	35.7	21.4	7.1	42.9	43	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	150	100	23.9	47.9	26.8	1.4	38.7	35.8	34	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	196	100	11.8	56.5	19.9	11.8	47.8	46.9	45.8	Yes	Yes
<b>Gender</b>											
Male	94	100	17.8	45.6	25.6	11.1	48.9	47.9	45.6	N/A	N/A
Female	102	100	6.3	66.7	14.6	12.5	46.9	45.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	96	100	6.7	52.2	24.4	16.7	56.7	57.2	59	Yes	Yes
African American	77	100	17.3	62.7	13.3	6.7	36	29.7	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	21	100	15.8	47.4	26.3	10.5	52.6	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	13	100	58.3	33.3	8.3	0	16.7	15.8	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	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	16	100	14.3	50	28.6	7.1	50	42.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	150	100	14.1	58.5	18.3	9.2	40.8	32.8	31.4	Yes	Yes

\* 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 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	138	100	35.1	43.5	13.7	7.6	21.4	34.1	35.7	94.7	95.9
<b>Gender</b>											
Male	72	100	32.9	45.7	12.9	8.6	21.4	36.6	37.4	93.6	95.8
Female	66	100	37.7	41	14.8	6.6	21.3	31.3	33.8	95.9	96.1
<b>Racial/Ethnic Group</b>											
White	70	100	18.2	53	15.2	13.6	28.8	45.2	49.2	94.3	95.9
African American	53	100	52.9	35.3	11.8	0	11.8	16.4	17	94.8	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	93.9	97.6
Hispanic	15	100	50	28.6	14.3	7.1	21.4	24	24.9	96.2	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	N/A	95.8
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	12.8	14	96.3	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
<b>English Proficiency</b>											
Limited English Proficient	12	100	54.5	27.3	18.2	0	18.2	28	24.4	96.8	96.5
<b>Socio-Economic Status</b>											
Subsidized meals	105	100	41	43	11	5	16	20.4	21.1	94	95.2
<b>Social Studies</b>											
All Students	133	100	45.7	37	13.4	3.9	17.3	30.3	34	94.7	95.9
<b>Gender</b>											
Male	63	100	52.5	29.5	11.5	6.6	18	33.8	36.6	93.6	95.8
Female	70	100	39.4	43.9	15.2	1.5	16.7	26.5	31.3	95.9	96.1
<b>Racial/Ethnic Group</b>											
White	64	100	46.8	25.8	19.4	8.1	27.4	38.6	44.5	94.3	95.9
African American	54	100	44.2	50	5.8	0	5.8	17	19.1	94.8	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	93.9	97.6
Hispanic	13	100	45.5	36.4	18.2	0	18.2	20.3	27.5	96.2	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	N/A	95.8
<b>Disability Status</b>											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	10.7	14.4	96.3	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	96.8	96.5
<b>Socio-Economic Status</b>											
Subsidized meals	101	100	47.9	39.6	10.4	2.1	12.5	18.6	21	94	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	71	100	23.4	45.3	29.7	1.6	31.3
	7	81	100	20.3	55.1	24.6	0	24.6
	8	68	100	20.6	46	28.6	4.8	33.3
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	51	100	17	51.1	29.8	2.1	31.9
	7	76	100	19.4	52.8	25	2.8	27.8
	8	69	100	19.4	44.8	34.3	1.5	35.8
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	71	100	7.8	59.4	25	7.8	32.8
	7	81	100	13	40.6	27.5	18.8	46.4
	8	68	100	25.4	54	12.7	7.9	20.6
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	51	100	14.9	63.8	12.8	8.5	21.3
	7	76	100	13.9	52.8	18.1	15.3	33.3
	8	69	100	7.5	55.2	26.9	10.4	37.3
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	37	100	60	25.7	2.9	11.4	14.3
	7	81	100	24.6	44.9	18.8	11.6	30.4
	8	33	100	40	36.7	10	13.3	23.3
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	26	100	66.7	25	0	8.3	8.3
	7	76	100	23.6	51.4	18.1	6.9	25
	8	36	100	37.1	40	14.3	8.6	22.9
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	34	100	13.8	58.6	20.7	6.9	27.6
	7	81	100	49.3	36.2	7.2	7.2	14.5
	8	35	100	39.4	60.6	0	0	0
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	24	100	30.4	39.1	26.1	4.3	30.4
	7	76	100	58.3	27.8	8.3	5.6	13.9
	8	33	100	28.1	56.3	15.6	0	15.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample