



C E Williams Middle School for Creative & Scientific Arts

640 Butte Street
Charleston, SC 29414

Grades	6-8 Middle School	
Enrollment	725 Students	
Principal	Robert Grimm	843-763-1529
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	At-Risk
2005	Good	Below Average
2004	Good	Below Average

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

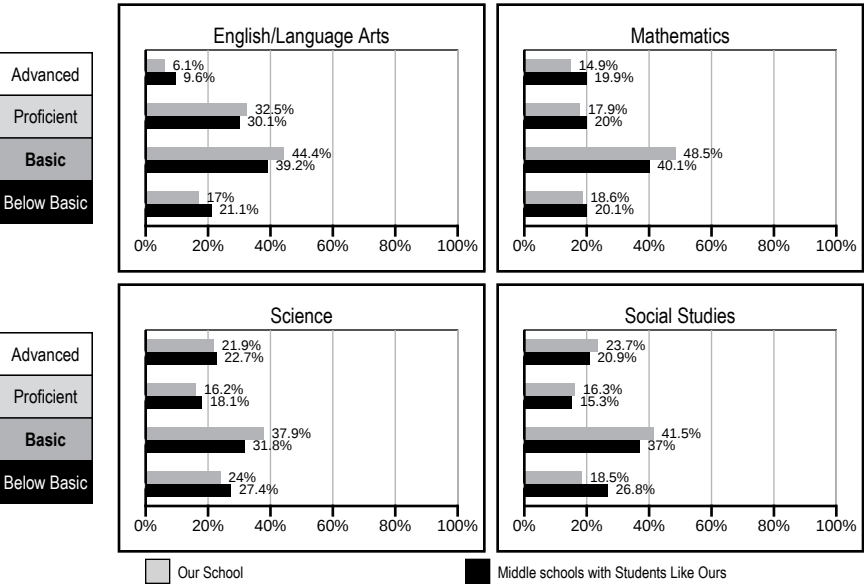
96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	27	4	2

* 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	98.8	96.8
English 1	0	92.6
Physical Science	0	23.8
All Subjects	98.8	96.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=725)				
Students enrolled in high school credit courses (grades 7 & 8)	46.6%	Up from 20.6%	25.1%	19.4%
Retention rate	1.5%	Up from 1.4%	1.9%	1.8%
Attendance rate	96.1%	Up from 95.7%	96.1%	95.8%
Eligible for gifted and talented	28.6%	Down from 33.9%	21.8%	15.3%
With disabilities other than speech	11.4%	Up from 9.4%	11.4%	12.9%
Older than usual for grade	1.7%	Up from 1.1%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.0%	Down from 3.7%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	61.2%	Up from 60.4%	58.0%	55.0%
Continuing contract teachers	75.5%	Up from 73.5%	75.0%	70.6%
Teachers with emergency or provisional certificates	4.8%	Up from 2.6%	3.5%	5.4%
Teachers returning from previous year	86.7%	Down from 88.3%	85.9%	83.4%
Teacher attendance rate	95.0%	Up from 94.1%	95.0%	94.9%
Average teacher salary	\$45,184	Up 4.7%	\$46,089	\$44,706
Professional development days/teacher	8.5 days	Up from 7.7 days	11.8 days	11.8 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	3.0
Student-teacher ratio in core subjects	23.7 to 1	Down from 25.2 to 1	22.0 to 1	20.1 to 1
Prime instructional time	89.7%	Up from 88.1%	89.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	59.6%	Down from 88.3%	98.2%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,956	Up 24.5%	\$6,572	\$7,097
Percent of expenditures for instruction*	75.8%	Up from 72.8%	66.3%	64.4%
Percent of expenditures for teacher salaries*	58.1%	Down from 65.9%	61.4%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This CE Williams Middle School Report Card addresses achievement data, school highlights, and other data that reflect what is happening at the school. The data within this document will be used to continue to improve the existing strong academic program for all children in a safe and inviting school environment. We are committed to creating and providing the best possible educational experiences for each child, and to that end, we have the CCSD Coherent Curriculum, MAPS testing, PBIS, the "Last Book Project" with Merrie Southgate, and Project Lead the Way supporting the CEW educational program. We have continued to build and strengthen the academic options for children with the Arts and Academics After-School Program and with the implementation of the Academy of Reading, a computer program designed to strengthen the students' reading skills.

The challenges we face include fostering high academic achievement for all students, arts' integration, performance opportunities, and a greater use of technology. We have begun work in these areas; we offer high school credit for Algebra I and II, Keyboarding, Spanish I and French I. Seven teachers now have the GT certificate endorsement and are serving our students in social studies and science. The media center's book collection is being enhanced with high-level selections in the non-fiction categories; art students have designed and completed a visual arts piece for the Maritime Harbor Fest; and the action lab is to be rebuilt for student use. The instrumental performing groups—chorus, band, and strings—have been recognized for superior work and have returned from competitions loaded with individual medals and group trophies. The school's Science Decathlon Team placed again in the East Coast competition and competed in the national finals in Raleigh, NC; the RoboCup Junior Team was invited to compete in China this summer. In addition, the following programs have been implemented to meet the needs of our students: BK2 Book Club for students and adults at CEW, the Surf and Turf Club for female students to improve self-esteem, and HERO for African-American males in Grade 8. Overall, we are proud of our students' achievements in academics, the arts, and athletics, and we look forward to continued growth and success for all the children at CE Williams Middle School.

Judith Peterson, Principal
James Hunter, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	210	146
Percent satisfied with learning environment	82.4%	72.5%	81.5%
Percent satisfied with social and physical environment	88.2%	67.8%	77.2%
Percent satisfied with school-home relations	79.4%	81.8%	78.9%

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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. Sanction: Implement the restructuring plan.
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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	717	100	17	44.4	32.5	6.1	51.6	53.5	48.2	Yes	Yes
Gender											
Male	382	100	23.2	43.5	28.1	5.1	46.5	47.3	41.7	N/A	N/A
Female	335	100	10	45.3	37.5	7.3	57.4	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	381	100	10.3	39.5	40.6	9.5	63.1	77.6	60	Yes	Yes
African American	303	100	26	52.1	20.9	1	35.3	32.1	31.7	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	21	100	14.3	47.6	33.3	4.8	52.4	41.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	74	100	66.2	29.4	4.4	0	11.8	20.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	13.3	53.3	26.7	6.7	46.7	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	265	100	26.8	51.4	19.1	2.7	35.8	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	717	100	19.5	50.9	17	12.6	41.5	49.7	45.8	Yes	Yes
Gender											
Male	382	100	21.9	43	18.4	16.8	46.5	49.5	45.6	N/A	N/A
Female	335	100	16.9	59.8	15.4	7.9	36	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	381	100	11.4	44.6	25.5	18.6	58.9	75.6	59	Yes	Yes
African American	303	100	30.5	59.2	7.2	3.1	18.5	26.2	26.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	21	100	23.8	52.4	4.8	19	33.3	40.3	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	74	100	55.9	36.8	4.4	2.9	13.2	20.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	20	53.3	0	26.7	40	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	265	100	29.2	59.1	7	4.7	22.6	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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
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Science

All Students	473	100	24	37.9	16.2	21.9	38.1	39.2	35.7	96.1	96
Gender											
Male	253	100	19.7	36.9	16.4	27	43.4	40.8	37.4	95.7	95.8
Female	220	100	28.9	39	16.1	16.1	32.1	37.6	33.8	96.6	96.1
Racial/Ethnic Group											
White	247	100	12.7	33.9	20	33.5	53.5	66.4	49.2	95.9	96.1
African American	205	100	38.6	43.1	11.7	6.6	18.3	15.3	17	96.4	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	97.8	97.3
Hispanic	15	100	26.7	33.3	20	20	40	26	24.9	95.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	91.7	95.7
Disability Status											
Disabled	51	100	56.3	27.1	8.3	8.3	16.7	16.6	14	94	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	97.6	96.3
Socio-Economic Status											
Subsidized meals	176	100	41.5	38.6	12.3	7.6	19.9	17.1	21.1	95.3	95.5

Social Studies

All Students	473	100	18.5	41.5	16.3	23.7	40	40.2	34	96.1	96
Gender											
Male	254	100	18	37.6	15.2	29.2	44.4	42	36.6	95.7	95.8
Female	219	100	19.1	46	17.7	17.2	34.9	38.3	31.3	96.6	96.1
Racial/Ethnic Group											
White	262	100	11.2	37.8	18.1	32.8	51	63.3	44.5	95.9	96.1
African American	195	100	29.5	46.3	13.7	10.5	24.2	19.1	19.1	96.4	95.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	97.8	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	95.8	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	91.7	95.7
Disability Status											
Disabled	46	100	45.2	45.2	4.8	4.8	9.5	18.2	14.4	94	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	97.6	96.3
Socio-Economic Status											
Subsidized meals	170	100	30.7	44	13.3	12	25.3	20.1	21	95.3	95.5

* 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*
English/Language Arts								
2007	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	228	100	18	50.5	24.8	6.8	31.5
	7	239	100	14.4	41.9	40.2	3.5	43.7
	8	230	100	14.8	48.9	31.8	4.5	36.3
2008	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	255	100	17.8	43.3	33.2	5.7	38.9
	7	229	100	17.3	48.2	31	3.5	34.5
	8	233	100	15.8	41.7	33.3	9.2	42.5
Mathematics								
2007	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	228	100	13.5	45.9	23.9	16.7	40.5
	7	239	100	13.5	38.4	23.6	24.5	48
	8	230	100	18.4	57	19.3	5.4	24.7
2008	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	255	100	26.7	38.9	18.2	16.2	34.4
	7	229	100	15	52.2	17.7	15	32.7
	8	233	100	16.2	62.7	14.9	6.1	21.1
Science								
2007	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	116	100	20.5	31.3	19.6	28.6	48.2
	7	239	100	19.7	33.8	24.1	22.4	46.5
	8	116	100	19.5	38.9	23	18.6	41.6
2008	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	128	100	34.1	22	16.3	27.6	43.9
	7	229	100	22.6	44.7	14.6	18.1	32.7
	8	116	100	15.9	41.6	19.5	23	42.5
Social Studies								
2007	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	112	100	10	40	22.7	27.3	50
	7	239	99.6	18.4	34.2	19.7	27.6	47.4
	8	114	100	17.3	60.9	17.3	4.5	21.8
2008	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	127	100	12.1	30.6	22.6	34.7	57.3
	7	229	100	23	36.3	14.6	26.1	40.7
	8	117	100	16.5	63.5	13	7	20

Abbreviations for Missing Data

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