



West Ashley Middle

1776 William Kennerty
Charleston, SC 29407

Grades	6-8 Middle School	
Enrollment	385 Students	
Principal	Jennifer R. Coker	843-852-6500
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	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Below Average	At-Risk

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

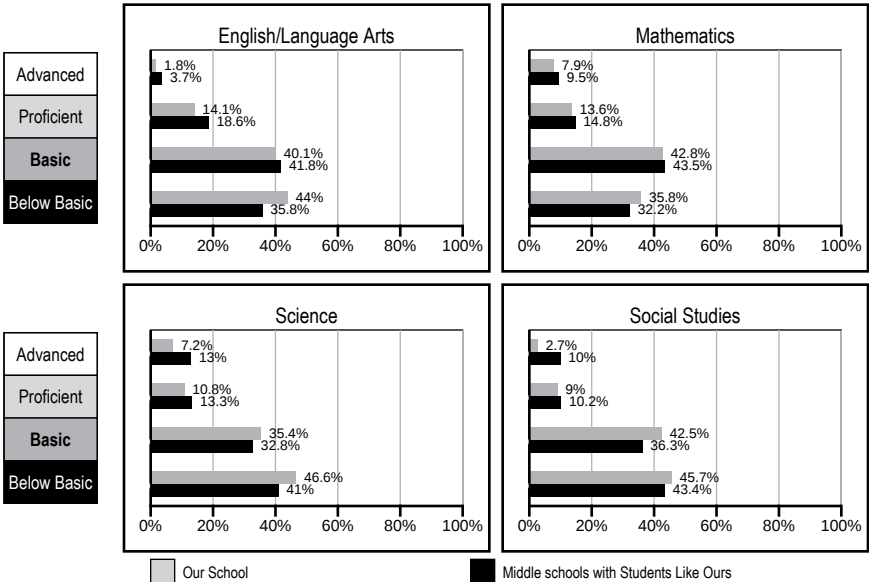
93.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	22	15

* 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	94.1	94.2
English 1	0	93.6
Physical Science	0	0
All Subjects	94.1	92.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=385)				
Students enrolled in high school credit courses (grades 7 & 8)	58.3%	Up from 45.2%	15.2%	19.4%
Retention rate	4.2%	Up from 4.1%	3.0%	1.8%
Attendance rate	95.0%	Up from 94.2%	95.4%	95.8%
Eligible for gifted and talented	9.8%	Up from 9.5%	11.2%	15.3%
With disabilities other than speech	16.7%	Up from 10.8%	14.0%	12.9%
Older than usual for grade	7.3%	Up from 4.0%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	13.8%	No Change	1.0%	0.7%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	52.9%	Down from 54.1%	53.9%	55.0%
Continuing contract teachers	70.6%	Up from 70.3%	63.0%	70.6%
Teachers with emergency or provisional certificates	4.0%	Down from 6.9%	8.3%	5.4%
Teachers returning from previous year	63.6%	Up from 60.6%	80.2%	83.4%
Teacher attendance rate	95.9%	Up from 93.2%	95.0%	94.9%
Average teacher salary	\$42,619	Up 2.4%	\$44,443	\$44,706
Professional development days/teacher	27.4 days	Up from 17.4 days	12.1 days	11.8 days
School				
Principal's years at school	2.5	Up from 1.5	2.0	3.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.1 to 1	19.9 to 1	20.1 to 1
Prime instructional time	89.2%	Up from 86.1%	88.7%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	90.2%	Down from 94.7%	97.3%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,492	Up 19.3%	\$7,499	\$7,097
Percent of expenditures for instruction*	64.2%	Down from 69.1%	64.0%	64.4%
Percent of expenditures for teacher salaries*	59.6%	Down from 64.5%	58.8%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The School Improvement Council (SIC) of West Ashley Middle School (WAMS) is happy to share the 2007-2008 School Report Card with members of our community. The purposes of the School Report Card are to inform parents and the public about our school performance, to monitor accountability within our school, and to engage the entire community in the school improvement process.

During the current school year, we began a number of initiatives focused on increasing student achievement. One program that we continued was Curriculum Assistance Time (CAT), which assisted students with the completion of major projects and assessments to ensure success in all academic areas. We also offered computer-assisted and targeted skill instruction to all students based on performance appraisals in Reading and Math. A Reading Specialist was added to our staff to work with our struggling readers, and our Gifted and Talented students received extra services as well. In 6th and 7th grade, we began implementing single-gender instruction in math and ELA. WAMS continued to implement PBIS, a positive behavior system that rewards students and staff for being Responsible, Respectful, Prepared, and Courteous. Students earn WAMS Clams and shop at the student-run WAMS-Mart. As a school, we motivate and encourage students to attend school daily and continue to improve our attendance rate during the 2007-2008 school year. Finally, bi-weekly clubs were added during the day to encourage students to make connections with each other and adults within our building.

Our main goal for 2008-2009 is to motivate all students to perform at the proficient and advanced levels on the Palmetto Achievement Challenge Test (PACT). We are also focusing on providing more rigorous instruction to all of our students. Within this goal, we plan to incorporate a Flex Period to accommodate targeted instruction in all Core Subjects. We will continue to administer MAP testing three times a year and use the data to set performance targets for each student during our advisor/advisee period.

Increasing technology usage by classroom teachers and students for instructional delivery and differentiated instruction is our secondary goal. During the 2007-2008 school year, each classroom was equipped with 3 to 5 computers. All Language Arts and Math teachers were provided a SmartBoard or Air Liner and a LCD projector. Another mobile computer lab was added, as well as ongoing professional development for teachers to learn to utilize the new technology to enhance instruction.

Our final goal is to continue to increase parent and community support for West Ashley Middle School. We continued working towards this goal during the 2007-2008 school year through our Parent Link Phone system, quarterly Progress Report pick-up Nights, quarterly awards ceremonies, and new business partnerships. We also look forward to increasing participation in our parent volunteer program, building a strong PTA, and inviting parents and community members to visit and volunteer at WAMS.

Jennifer R. Coker, Principal
Charlotte Schlamp, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	97	55
Percent satisfied with learning environment	90.3%	78.9%	88.7%
Percent satisfied with social and physical environment	96.8%	79.3%	74.5%
Percent satisfied with school-home relations	35.5%	85.9%	79.6%

* 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 13 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	12.6%	0.0%	No
Student attendance rate	95.0%	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	368	100	44	40.1	14.1	1.8	24	53.5	48.2	No	Yes
Gender											
Male	195	100	52.3	39.2	8.5	0	14.8	47.3	41.7	N/A	N/A
Female	173	100	34.8	41.1	20.3	3.8	34.2	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	81	100	27.8	41.7	25	5.6	40.3	77.6	60	Yes	Yes
African American	263	100	49.8	38.7	11.1	0.4	19.8	32.1	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	12	100	40	50	0	10	10	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	66	100	81.5	18.5	0	0	0	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	15	100	46.2	38.5	7.7	7.7	15.4	40	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	257	100	49.1	37.6	12.4	0.9	20.1	33	34	No	Yes

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

All Students	368	100	38	43.4	13.5	5.1	24.3	49.7	45.8	No	Yes
Gender											
Male	195	100	40.9	41.5	11.4	6.3	22.7	49.5	45.6	N/A	N/A
Female	173	100	34.8	45.6	15.8	3.8	25.9	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	81	100	16.7	48.6	27.8	6.9	47.2	75.6	59	Yes	Yes
African American	263	100	45.7	41.2	9.5	3.7	16.5	26.2	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	12	100	30	60	0	10	20	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	66	100	70.4	25.9	3.7	0	3.7	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	15	100	30.8	38.5	15.4	15.4	38.5	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	257	100	42.3	42.3	11.1	4.3	18.8	28.3	31.4	No	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
Science											
All Students	245	100	46.4	35.6	10.8	7.2	18	39.2	35.7	95	96
Gender											
Male	135	100	51.2	28.9	11.6	8.3	19.8	40.8	37.4	94.5	95.8
Female	110	100	40.6	43.6	9.9	5.9	15.8	37.6	33.8	95.6	96.1
Racial/Ethnic Group											
White	51	100	20	37.8	20	22.2	42.2	66.4	49.2	93.8	96.1
African American	177	100	54.9	34.8	6.7	3.7	10.4	15.3	17	95.2	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	96.1	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.7	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	97.8	95.7
Disability Status											
Disabled	40	100	81.3	12.5	6.3	0	6.3	16.6	14	93.4	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	10	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	96.6	96.3
Socio-Economic Status											
Subsidized meals	170	100	52.9	34.8	7.7	4.5	12.3	17.1	21.1	94.5	95.5

Social Studies

All Students	242	100	45.7	42.5	9	2.7	11.8	40.2	34	95	96
Gender											
Male	124	100	48.7	39.8	8.8	2.7	11.5	42	36.6	94.5	95.8
Female	118	100	42.6	45.4	9.3	2.8	12	38.3	31.3	95.6	96.1
Racial/Ethnic Group											
White	54	100	20.4	57.1	14.3	8.2	22.4	63.3	44.5	93.8	96.1
African American	170	100	55.7	36.1	7.6	0.6	8.2	19.1	19.1	95.2	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	96.1	97.3
Hispanic	11	100	22.2	66.7	0	11.1	11.1	29.3	27.5	96.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	97.8	95.7
Disability Status											
Disabled	44	100	66.7	22.2	8.3	2.8	11.1	18.2	14.4	93.4	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	11	100	33.3	55.6	0	11.1	11.1	31.9	27.3	96.6	96.3
Socio-Economic Status											
Subsidized meals	170	100	52.3	37.4	8.4	1.9	10.3	20.1	21	94.5	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	123	99.2	40.5	47.4	11.2	0.9	12.1
	7	104	100	42.4	43.4	14.1	0	14.1
	8	211	100	42.2	47.1	10.3	0.5	10.8
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	121	100	43.8	31.3	23.2	1.8	25
	7	119	100	45	48.6	6.4	0	6.4
	8	128	100	43.4	40.7	12.4	3.5	15.9
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	123	100	42.7	47	9.4	0.9	10.3
	7	104	100	25.3	57.6	14.1	3	17.2
	8	211	100	56.4	39.7	3.4	0.5	3.9
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	121	100	41.1	34.8	14.3	9.8	24.1
	7	119	100	26.6	52.3	17.4	3.7	21.1
	8	128	100	46	43.4	8.8	1.8	10.6
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	61	98.4	66.7	24.6	8.8	0	8.8
	7	104	99	45.9	36.7	13.3	4.1	17.3
	8	102	99	39.8	43.9	11.2	5.1	16.3
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	61	100	53.7	20.4	16.7	9.3	25.9
	7	119	100	46.8	41.3	6.4	5.5	11.9
	8	65	100	39	39	13.6	8.5	22
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	62	98.4	36.2	46.6	13.8	3.4	17.2
	7	104	100	50.5	38.4	8.1	3	11.1
	8	109	100	36.2	53.3	5.7	4.8	10.5
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	60	100	31	44.8	17.2	6.9	24.1
	7	119	100	56.9	37.6	3.7	1.8	5.5
	8	63	100	38.9	50	11.1	0	11.1

Abbreviations for Missing Data

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