



John E Ewing Middle

171 East Junior High Rd.
Gaffney, SC 29340

Grades	6-8 Middle School	
Enrollment	498 Students	
Principal	Dr. Denise Wooten	864-489-3176
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

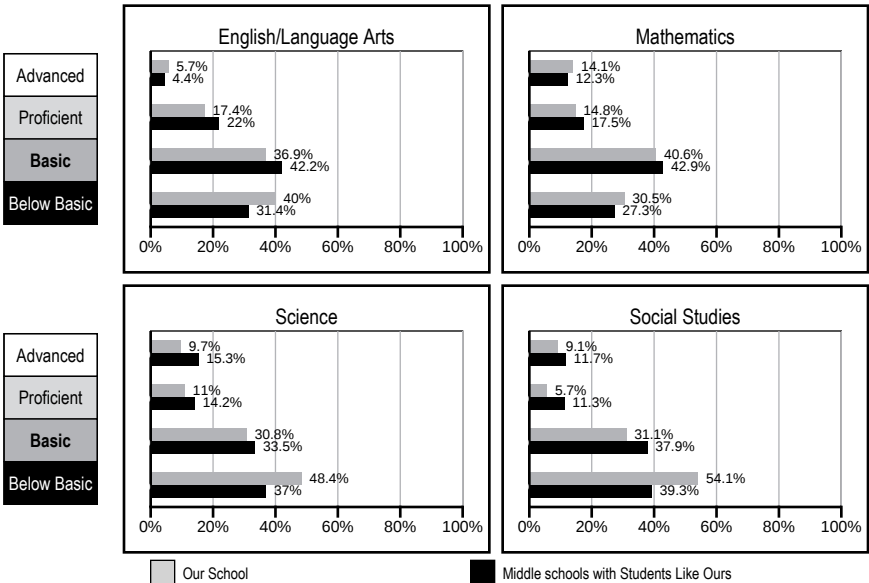
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	31	5

* 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	96.7
English 1	0	94.6
Physical Science	0	76.9
All Subjects	100.0	95.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=498)				
Students enrolled in high school credit courses (grades 7 & 8)	42.3%	Up from 38.5%	18.7%	19.4%
Retention rate	1.0%	Up from 0.6%	1.8%	1.8%
Attendance rate	96.2%	Up from 95.9%	95.7%	95.8%
Eligible for gifted and talented	17.0%	Down from 18.2%	14.3%	15.3%
With disabilities other than speech	8.9%	Up from 7.2%	14.8%	12.9%
Older than usual for grade	0.4%	Down from 1.2%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Up from 0.6%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	42.1%	Up from 39.5%	52.6%	55.0%
Continuing contract teachers	65.8%	Down from 68.4%	73.3%	70.6%
Teachers with emergency or provisional certificates	4.2%	Up from 0.0%	5.9%	5.4%
Teachers returning from previous year	76.6%	Down from 81.5%	83.7%	83.4%
Teacher attendance rate	95.9%	Down from 96.2%	94.8%	94.9%
Average teacher salary	\$40,124	Up 0.5%	\$44,406	\$44,706
Professional development days/teacher	7.8 days	Down from 15.5 days	11.6 days	11.8 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	3.0
Student-teacher ratio in core subjects	13.7 to 1	Up from 11.6 to 1	19.0 to 1	20.1 to 1
Prime instructional time	91.1%	Up from 88.3%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Up from 98.3%	97.7%	98.0%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil*	\$7,557	Up 17.3%	\$7,020	\$7,097
Percent of expenditures for instruction*	63.4%	Up from 62.2%	65.2%	64.4%
Percent of expenditures for teacher salaries*	60.6%	Down from 60.9%	60.9%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The focus for John E. Ewing Middle School in 2007-2008 was on improvement in the areas of student achievement, attendance, and behavior. The continuation of a reading interventionist provided assistance to a targeted group of struggling readers. Extended-day remediation was provided to boost students' academic achievement. Students in single-gender classes received phonics-based instruction, which led to improvement in literacy. In May 2008, John E. Ewing Middle School was recognized by the S.C. Dept. of Education with a Single Gender Initiative Award. After-school attendance make-up was offered and many students took advantage of this opportunity. Through a district attendance grant, we were able to offer incentives to students who participated. To improve student behavior, the school-wide discipline plan emphasized positive actions and increased parental involvement for students with behavior concerns. This plan offered contracts to students who wished to regain privileges associated with good behavior. In support of the discipline plan, guidance counselors provided character education instruction in all classes. An advisory program addressed all three areas of improvement. Students were provided a certified staff member to advise, encourage, and motivate students to set goals in the areas of achievement, attendance, and behavior. Advisors were available to discuss any concerns the students had throughout the year. At the beginning of the 2007-2008 school year, faculty members made visits to the three communities that feed Ewing Middle School in order to reach out to our parents and students. A revived PTO enabled us to offer after school activities such as a spring fling and school dances. It also provided much needed communication between parents and school personnel. A Principal's Advisory committee was initiated so that students would have an open avenue of communication with the principal. The faculty, as a whole, is young and energetic. About half have already completed a Master's degree. Teachers planned together as teams and used data from Measure of Academic Progress (MAP) testing to differentiate instruction for students. 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
S. Denise Wooten, Ph. D., Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	162	88
Percent satisfied with learning environment	92.7%	79.5%	79.3%
Percent satisfied with social and physical environment	90.2%	81.4%	69.4%
Percent satisfied with school-home relations	61.0%	86.3%	72.4%

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

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	0.0%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	96.2%	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	492	100	40	36.9	17.4	5.7	33.5	43.2	48.2	No	Yes
Gender											
Male	257	100	51	34.5	11.2	3.2	24.5	36.1	41.7	N/A	N/A
Female	235	100	28.1	39.5	24.1	8.3	43.4	50.4	55	N/A	N/A
Racial/Ethnic Group											
White	354	100	33.3	39.9	19.5	7.2	38.2	50.3	60	No	Yes
African American	127	100	57.6	30.5	11.9	0	20.3	27.6	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	18.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	46	100	81	16.7	2.4	0	2.4	13.6	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	21.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	312	100	49.5	34.4	14.4	1.7	23.4	31.3	34	No	Yes

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

All Students	492	100	32.3	42.3	14	11.3	35.6	43.8	45.8	No	Yes
Gender											
Male	257	100	36.9	39	14.9	9.2	32.9	43.1	45.6	N/A	N/A
Female	235	100	27.2	46.1	13.2	13.6	38.6	44.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	354	100	28.7	41.4	16.4	13.5	41.7	51.6	59	Yes	Yes
African American	127	100	42.4	45.8	8.5	3.4	17.8	25.3	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	26.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	46	100	66.7	31	2.4	0	11.9	17.1	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	312	100	40.5	42.1	10	7.4	27.1	31.9	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
Science											
All Students	329	100	48.4	30.8	11	9.7	20.8	26.4	35.7	96.2	96.2
Gender											
Male	184	100	47.8	29.2	10.1	12.9	23	27.3	37.4	95.9	96.2
Female	145	100	49.3	32.9	12.1	5.7	17.9	25.5	33.8	96.5	96.3
Racial/Ethnic Group											
White	230	100	43.2	31.3	12.3	13.2	25.6	33.3	49.2	96.1	96
African American	94	100	61.6	30.2	7	1.2	8.1	10.6	17	96.5	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.9	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	11	24.9	97.3	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.3
Disability Status											
Disabled	29	100	85.2	14.8	0	0	0	12	14	95.3	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	10.1	24.4	97.3	97.4
Socio-Economic Status											
Subsidized meals	212	100	56.9	29.2	9.9	4	13.9	17	21.1	95.7	95.8

Social Studies

All Students	328	100	54.1	31.1	5.7	9.1	14.8	20.5	34	96.2	96.2
Gender											
Male	167	100	58.6	27.2	5.6	8.6	14.2	21.9	36.6	95.9	96.2
Female	161	100	49.4	35.3	5.8	9.6	15.4	19	31.3	96.5	96.3
Racial/Ethnic Group											
White	238	100	49.4	32.8	7.2	10.6	17.9	24.9	44.5	96.1	96
African American	81	100	67.6	28.4	1.4	2.7	4.1	9.8	19.1	96.5	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	99.9	97
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	10	27.5	97.3	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.3
Disability Status											
Disabled	34	100	90.6	9.4	0	0	0	10.2	14.4	95.3	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	12.4	27.3	97.3	97.4
Socio-Economic Status											
Subsidized meals	208	100	64.3	27.1	3.5	5	8.5	12.7	21	95.7	95.8

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

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	161	100	48.4	25.5	21.7	4.5	26.1
	7	162	100	32.9	48.7	16.5	1.9	18.4
	8	154	99.4	39.2	39.2	19.6	2	21.6
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	165	100	36.5	34	18.9	10.7	29.6
	7	165	100	44	34	21.4	0.6	22
	8	162	100	39.6	42.8	11.9	5.7	17.6
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	161	100	30.6	42	14	13.4	27.4
	7	162	100	25.3	49.4	15.8	9.5	25.3
	8	154	99.4	31.1	47.3	12.8	8.8	21.6
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	165	100	30.8	40.9	13.2	15.1	28.3
	7	165	100	32.1	38.4	17	12.6	29.6
	8	162	100	34	47.8	11.9	6.3	18.2
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	80	100	57.7	26.9	9	6.4	15.4
	7	162	100	46.8	36.1	12.7	4.4	17.1
	8	75	100	45.2	38.4	8.2	8.2	16.4
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	83	100	55	25	8.8	11.3	20
	7	165	100	45.3	34	10.7	10.1	20.8
	8	81	100	48.1	30.4	13.9	7.6	21.5
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	81	100	35.4	44.3	12.7	7.6	20.3
	7	162	100	58.2	32.9	5.7	3.2	8.9
	8	79	98.7	49.3	44	4	2.7	6.7
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	82	100	40.5	29.1	11.4	19	30.4
	7	165	100	64.2	25.8	1.9	8.2	10.1
	8	81	100	47.5	43.8	7.5	1.3	8.8

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample