



Williams Middle

1119 North Irby street
Florence, South Carolina

Grades	7-8 Middle School	
Enrollment	693 Students	
Principal	Leon A. McCray, Jr.	843-664-8162
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

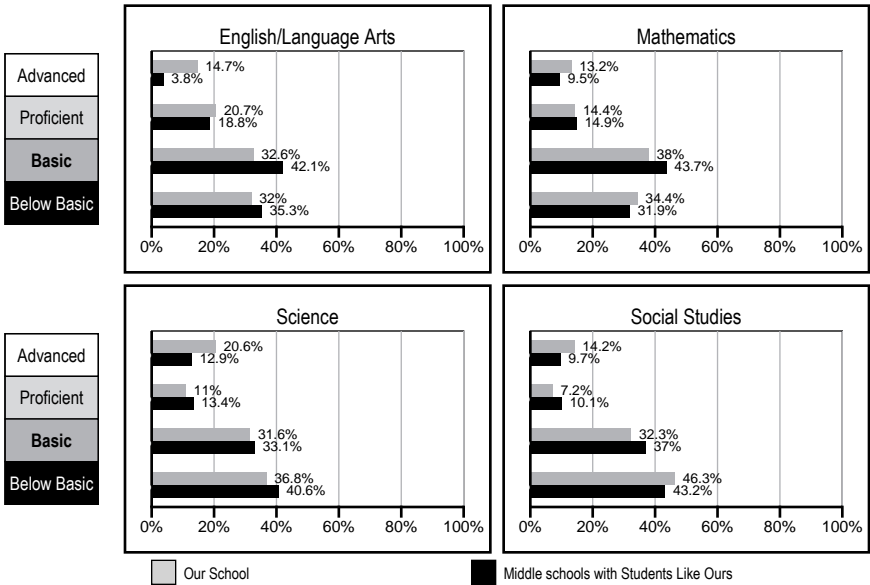
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	24	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	100.0	94.4
English 1	98.9	93.4
Physical Science	0	0
All Subjects	99.3	92.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=693)				
Students enrolled in high school credit courses (grades 7 & 8)	14.9%	Down from 17.0%	15.5%	19.4%
Retention rate	3.5%	Down from 3.8%	1.8%	1.8%
Attendance rate	96.6%	Down from 98.6%	95.6%	95.8%
Eligible for gifted and talented	1.7%	Up from 0.0%	13.0%	15.3%
With disabilities other than speech	17.6%	Up from 16.3%	14.2%	12.9%
Older than usual for grade	5.6%	Up from 3.7%	3.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 3.3%	0.7%	0.7%
Annual dropout rate	0.0%	Down from 1.0%	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	44.0%	Down from 45.5%	53.5%	55.0%
Continuing contract teachers	78.0%	Down from 78.2%	72.5%	70.6%
Teachers with emergency or provisional certificates	17.8%	Down from 21.2%	6.1%	5.4%
Teachers returning from previous year	87.7%	Up from 84.4%	82.1%	83.4%
Teacher attendance rate	95.7%	Up from 95.2%	94.9%	94.9%
Average teacher salary	\$44,648	Up 2.4%	\$44,030	\$44,706
Professional development days/teacher	9.4 days	Down from 12.5 days	11.5 days	11.8 days
School				
Principal's years at school	0.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 20.3 to 1	19.6 to 1	20.1 to 1
Prime instructional time	91.2%	Up from 90.8%	88.9%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.6%	97.9%	98.0%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil*	\$8,353	Up 17.4%	\$6,895	\$7,097
Percent of expenditures for instruction*	67.3%	Down from 68.8%	66.0%	64.4%
Percent of expenditures for teacher salaries*	62.9%	Down from 65.8%	61.9%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

From the Principal's desk....

The Williams Middle School faculty and staff have been involved in various activities to improve student learning. Teachers have participated in both district and on site staff development activities.

Many students participated in the Extended Day Program. The purpose of the program is to increase academics and PACT scores. Family nights were held in conjunction with the program to increase parental involvement. Family nights afforded the program an opportunity to showcase student knowledge and talent.

The second annual school wide showcase was held in February. It provided all students an opportunity to display their work, present a project, or participate in a performance. The Wax Museum was the highlight of the evening.

Williams Middle School participated in an on-site visit from the Making Middle Grades Work Program through the Southern Regional Education Board. The goal of the program is to insure that middle school students are prepared for high school courses. The three day visit consisted of a twelve member team, including three committee members from outside the district, nine members from the community, teachers, district office staff and parents. The visit was thorough and rewarding.

Williams Middle School continues to seek additional and better ways to improve academic achievement. We are striving for excellence, and we will achieve it. We ask that you assist us in this task.

Leon A. McCray, Jr., Principal

Karin Heustess, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	274	146
Percent satisfied with learning environment	73.9%	72.3%	73.1%
Percent satisfied with social and physical environment	79.2%	65.6%	62.2%
Percent satisfied with school-home relations	54.2%	80.7%	73.4%

* 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 14 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	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.1%	0.0%	No
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

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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	657	98.8	35.1	34.7	19.6	10.7	38.3	49.1	48.2	No	Yes
Gender											
Male	347	98	40.7	32.5	19.3	7.5	34.2	43.1	41.7	N/A	N/A
Female	310	99.7	29.3	36.9	19.9	13.9	42.5	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	181	97.8	17.1	28	34.8	20.1	64	61.8	60	Yes	Yes
African American	437	99.1	45.9	38.3	12.1	3.7	23.4	35.7	31.7	No	Yes
Asian/Pacific Islander	26	100	0	11.5	30.8	57.7	88.5	80.2	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	115	95.7	67.4	24.7	1.1	6.7	10.1	19	16	Yes	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	6	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	468	98.9	44.8	40	12	3.3	22.8	36.9	34	No	Yes

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

All Students	657	98.8	36.3	39.9	12	11.7	32.2	43.8	45.8	No	Yes
Gender											
Male	347	98.6	37.3	37.6	12.2	12.9	32.5	44	45.6	N/A	N/A
Female	310	99	35.3	42.3	11.9	10.5	31.8	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	181	98.9	21.3	34.1	22	22.6	53.7	58.1	59	Yes	Yes
African American	437	98.6	45.5	43.2	7.6	3.7	19.2	28.9	26.9	No	Yes
Asian/Pacific Islander	26	100	0	23.1	11.5	65.4	84.6	79.3	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	115	95.7	72.7	19.3	1.1	6.8	5.7	18.4	17.1	No	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	6	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	468	98.5	46.4	42.9	7	3.8	18.8	30.8	31.4	No	Yes

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

Abbreviations for Missing Data

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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	495	98.6	36	31.4	10.9	21.6	32.6	33.1	35.7	96.6	95.8
Gender											
Male	267	97.8	37.1	30.6	8.7	23.6	32.3	36.6	37.4	96.1	95.6
Female	228	99.6	34.8	32.4	13.3	19.5	32.9	29.6	33.8	97.1	96
Racial/Ethnic Group											
White	135	97.8	13.9	25.4	10.7	50	60.7	47.8	49.2	96.4	95.7
African American	333	98.8	47.6	35.6	9.9	6.8	16.8	18.4	17	96.4	95.8
Asian/Pacific Islander	17	100	0	11.8	23.5	64.7	88.2	66.7	58	99.9	97.9
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	96.8	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.3	95.9
Disability Status											
Disabled	78	97.4	71.7	16.7	3.3	8.3	11.7	20.3	14	94.2	94.4
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	5	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	97.2	97.1
Socio-Economic Status											
Subsidized meals	347	98.6	47.5	36.4	8.8	7.4	16.2	19.6	21.1	95.6	95.2
Social Studies											
All Students	491	99.2	45.4	32.3	7.4	15	22.4	29.3	34	96.6	95.8
Gender											
Male	246	99.2	46.3	30.7	5.9	17.1	22.9	33.7	36.6	96.1	95.6
Female	245	99.2	44.5	33.6	8.7	13.1	21.8	24.9	31.3	97.1	96
Racial/Ethnic Group											
White	136	99.3	28.2	31.5	9.7	30.6	40.3	40.4	44.5	96.4	95.7
African American	327	99.1	56.2	32.9	5.7	5.3	11	17.1	19.1	96.4	95.8
Asian/Pacific Islander	18	100	0	27.8	11.1	61.1	72.2	63.4	58.9	99.9	97.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	96.8	95.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.3	95.9
Disability Status											
Disabled	87	98.9	66.2	25	2.9	5.9	8.8	16.4	14.4	94.2	94.4
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	5	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	97.2	97.1
Socio-Economic Status											
Subsidized meals	354	99.2	58.8	33.6	4.7	3	7.6	17.4	21	95.6	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*
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	330	98.5	39.1	32.7	19	9.2	28.2
	8	339	98.2	41.7	31.9	18.1	8.3	26.4
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	337	99.1	30.1	35.1	24.1	10.7	34.8
	8	320	98.4	40.3	34.3	14.8	10.6	25.4
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	330	99.7	34	34.3	17.5	14.1	31.6
	8	339	98.2	43.6	42.6	9.3	4.5	13.8
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	337	99.4	27.2	44.3	13.4	15.1	28.5
	8	320	98.1	45.9	35.3	10.6	8.1	18.7
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	330	99.4	38.5	28	11.5	22	33.4
	8	168	98.2	36.2	31.2	9.9	22.7	32.6
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	335	98.8	33.1	33.1	11.1	22.6	33.8
	8	160	98.1	42	28	10.5	19.6	30.1
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	330	99.7	50.7	26.7	7.4	15.2	22.6
	8	172	97.7	46.2	44.1	7.6	2.1	9.7
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	333	99.1	51.9	21.7	6.4	20	26.4
	8	158	99.4	31.7	54.7	9.4	4.3	13.7

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