



Ebenezer Middle

3440 Ebenezer Road
Sumter, SC 29153

Grades	6-8 Middle School	
Enrollment	404 Students	
Principal	Marlene De Wit	803-469-8571
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

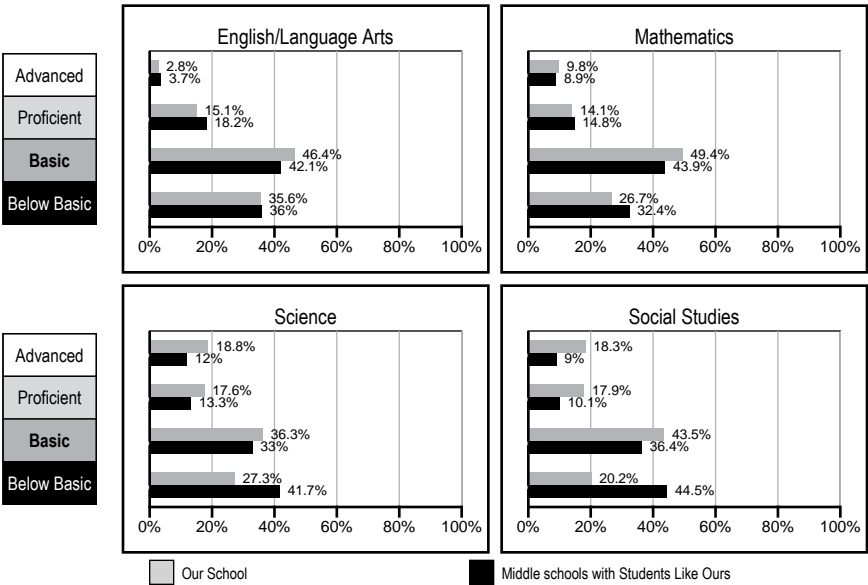
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	21	16

* 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	94.4	94.1
English 1	94.7	94.1
Physical Science	0	0
All Subjects	94.6	92.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=404)				
Students enrolled in high school credit courses (grades 7 & 8)	6.9%	Down from 46.6%	15.1%	19.4%
Retention rate	2.7%	Down from 3.4%	2.8%	1.8%
Attendance rate	95.6%	Up from 95.3%	95.5%	95.8%
Eligible for gifted and talented	13.5%	Up from 13.3%	12.2%	15.3%
With disabilities other than speech	13.3%	Up from 11.3%	14.1%	12.9%
Older than usual for grade	7.4%	Up from 4.8%	5.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.4%	1.4%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	53.6%	Up from 45.2%	51.5%	55.0%
Continuing contract teachers	35.7%	Down from 48.4%	66.7%	70.6%
Teachers with emergency or provisional certificates	19.0%	Down from 28.0%	8.2%	5.4%
Teachers returning from previous year	72.9%	Down from 77.9%	79.7%	83.4%
Teacher attendance rate	95.8%	Up from 94.1%	95.2%	94.9%
Average teacher salary	\$40,600	Up 1.6%	\$44,485	\$44,706
Professional development days/teacher	9.3 days	Down from 11.4 days	11.5 days	11.8 days
School				
Principal's years at school	6.0	Up from 5.0	2.0	3.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 20.0 to 1	20.6 to 1	20.1 to 1
Prime instructional time	90.1%	Up from 88.2%	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.2%	Up from 70.4%	97.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,076	Down 2.7%	\$7,027	\$7,097
Percent of expenditures for instruction*	59.4%	Up from 59.2%	63.5%	64.4%
Percent of expenditures for teacher salaries*	54.4%	Down from 55.9%	58.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At Ebenezer Middle School, the faculty and staff are committed to providing a quality education for all students in a safe and orderly environment. Students, parents, faculty, and staff support each other in our endeavor to achieve this goal.

We are meeting the challenges of improving student achievement with increased rigor in daily lessons. Technology has played an important role with new programs incorporated this year and the addition of a new technology classroom. Fifty students enrolled in the After School Program to receive additional instruction in math and language arts. Support for our reading goals includes the Principal's Reading Challenge, S.C. Junior Book Awards Program, Teen Read Week, and our Library Cadet Program. We also benefited from a grant from the National Rural Education Association for conservation of energy projects as well as a grant from the JASON Project involving the wetlands.

One hundred percent of our eighth grade English I and Algebra I students passed the end-of-course exams. Ebenezer had six SC Junior Scholars. Thirty-eight students were inducted into the National Junior Honor Society. The Sumter Optimist Club recognized one of Ebenezer's students as Middle School Youth of the Year. Thirteen students were honored by the Sumter Chamber of Commerce at a breakfast which recognized their good character and outstanding citizenship. A recognition night was held at USC Sumter by the Sumter Prevention Team where two of our students were honored.

Our goals for the 2008-2009 school year include a strong focus on literacy in all content areas. We will implement single-gender classes in the sixth and seventh grades. These classes will address the different needs, learning styles, and interests of our students to help them succeed. We will continue professional development in the areas of instruction and assessment and continue expansion of programs to improve parent and community involvement.

Marlene De Wit, Principal
Sarah Nelson, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	96	48
Percent satisfied with learning environment	80.0%	74.0%	87.5%
Percent satisfied with social and physical environment	93.3%	82.1%	68.8%
Percent satisfied with school-home relations	35.7%	75.8%	76.6%

* 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 17 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.1%	0.0%	No
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

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

All Students	397	100	36.4	46.4	14.8	2.4	29.6	39.4	48.2	No	Yes
Gender											
Male	200	100	42.1	45.4	12	0.5	24.6	33.3	41.7	N/A	N/A
Female	197	100	30.9	47.3	17.6	4.3	34.6	45.9	55	N/A	N/A
Racial/Ethnic Group											
White	74	100	17.2	50	26.6	6.3	50	48.5	60	Yes	Yes
African American	309	100	39.9	46.1	12.3	1.7	25.6	33.3	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
Disability Status											
Disabled	54	100	87.2	12.8	0	0	0	16.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	287	100	41.3	43.2	14	1.5	26.6	35.3	34	No	Yes

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

All Students	397	100	27.5	49.9	14	8.6	34.5	38.2	45.8	Yes	Yes
Gender											
Male	200	100	25.1	49.2	15.8	9.8	37.7	38.6	45.6	N/A	N/A
Female	197	100	29.8	50.5	12.2	7.4	31.4	37.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	74	100	18.8	42.2	21.9	17.2	54.7	51.1	59	Yes	Yes
African American	309	100	29.7	51.5	11.9	6.8	29.7	29.7	26.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
Disability Status											
Disabled	54	100	72.3	23.4	2.1	2.1	10.6	17.1	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	287	100	29.2	52.8	10.3	7.7	29.2	33	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
Science											
All Students	275	99.6	27.1	36.5	17.6	18.8	36.5	30.8	35.7	95.6	96
Gender											
Male	138	100	24.8	42.4	14.4	18.4	32.8	33.3	37.4	95.3	95.8
Female	137	99.3	29.2	30.8	20.8	19.2	40	28.3	33.8	95.8	96.2
Racial/Ethnic Group											
White	55	100	14.6	16.7	27.1	41.7	68.8	44.9	49.2	94.4	95.5
African American	213	99.5	31	41	15.5	12.5	28	21.4	17	95.7	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	97.5	97.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	99.2	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95	93.9
Disability Status											
Disabled	40	100	79.4	17.6	2.9	0	2.9	13.7	14	95.4	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.5
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	98.4	96.2
Socio-Economic Status											
Subsided meals	197	99.5	32.4	38.9	16.2	12.4	28.6	24.7	21.1	95.2	95.8
Social Studies											
All Students	278	100	20.2	43.5	17.9	18.3	36.3	25.8	34	95.6	96
Gender											
Male	135	100	21	42.7	16.1	20.2	36.3	27	36.6	95.3	95.8
Female	143	100	19.6	44.2	19.6	16.7	36.2	24.5	31.3	95.8	96.2
Racial/Ethnic Group											
White	46	100	13.2	15.8	21.1	50	71.1	33.9	44.5	94.4	95.5
African American	221	100	20.7	49.3	17.8	12.2	30	19.8	19.1	95.7	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	97.5	97.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	36.8	27.5	99.2	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	95	93.9
Disability Status											
Disabled	35	100	64.5	29	3.2	3.2	6.5	12.7	14.4	95.4	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.5
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	98.4	96.2
Socio-Economic Status											
Subsided meals	205	100	24.6	47.2	14.4	13.8	28.2	20.5	21	95.2	95.8

* 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	163	100	35.6	40.4	21.9	2.1	24
	7	135	100	41.4	43.8	14.8	0	14.8
	8	143	100	25	56.8	15.9	2.3	18.2
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	119	100	26.8	46.4	20.5	6.3	26.8
	7	156	100	37.4	46.3	15.6	0.7	16.3
	8	122	100	44.6	46.4	8	0.9	8.9
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	163	100	32.2	44.5	15.8	7.5	23.3
	7	135	100	36.7	45.3	10.2	7.8	18
	8	143	100	46.2	45.5	4.5	3.8	8.3
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	119	100	16.1	42	25.9	16.1	42
	7	156	100	25.9	57.8	10.2	6.1	16.3
	8	122	100	41.1	47.3	7.1	4.5	11.6
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	82	100	45.2	21.9	17.8	15.1	32.9
	7	135	99.3	44.9	39.4	10.2	5.5	15.7
	8	71	100	31.3	51.6	10.9	6.3	17.2
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	59	100	33.3	14.8	24.1	27.8	51.9
	7	156	99.4	23.3	40.4	17.8	18.5	36.3
	8	60	100	30.9	47.3	10.9	10.9	21.8
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	20.3	41.9	24.3	13.5	37.8
	7	135	100	42.2	37.5	9.4	10.9	20.3
	8	72	100	27.9	60.3	10.3	1.5	11.8
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	60	100	8.6	36.2	22.4	32.8	55.2
	7	156	100	25.9	42.2	14.3	17.7	32
	8	62	100	17.5	54.4	22.8	5.3	28.1

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