



New Ellenton Middle

814 Main St. South
New Ellenton, SC 29809

Grades	6-8 Middle School	
Enrollment	181 Students	
Principal	Elisa Sanders-Pee	803-652-8200
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

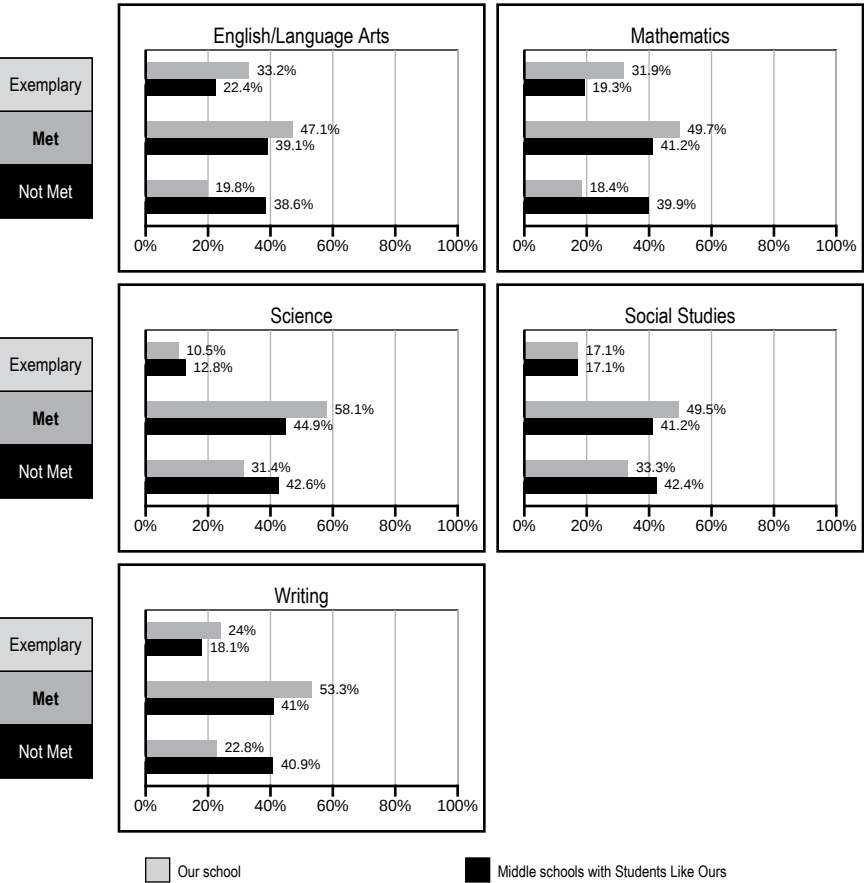
94.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	28	16	3

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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%	91.9%
English 1	100.0%	90.3%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	91.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=181)				
Students enrolled in high school credit courses (grades 7 & 8)	55.8%	Up from 21.4%	18.5%	21.6%
Retention rate	5.8%	Up from 3.3%	1.7%	1.2%
Attendance rate	95.9%	Up from 94.7%	95.4%	95.9%
Eligible for gifted and talented	13.8%	Down from 16.8%	10.6%	14.8%
With disabilities other than speech	5.5%	Down from 6.5%	14.6%	12.6%
Older than usual for grade	8.3%	Down from 9.5%	3.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.0%	1.0%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	71.4%	Up from 64.3%	56.6%	56.9%
Continuing contract teachers	85.7%	Down from 92.9%	68.2%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	8.3%	5.3%
Teachers returning from previous year	92.3%	Up from 88.6%	78.5%	82.9%
Teacher attendance rate	96.6%	Up from 95.8%	95.3%	95.2%
Average teacher salary*	\$54,613	Up 2.3%	\$45,877	\$46,599
Professional development days/teacher	10.3 days	Up from 9.3 days	12.0 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.0 to 1	19.1 to 1	20.1 to 1
Prime instructional time	91.4%	Up from 88.5%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 85.3%	97.8%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,777	Up 15.3%	\$8,086	\$7,645
Percent of expenditures for instruction**	56.3%	Up from 56.2%	62.9%	63.4%
Percent of expenditures for teacher salaries**	50.7%	Down from 52.9%	55.6%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

New Ellenton Middle School's faculty, staff, students, community volunteers, and mentors worked collaboratively towards achieving academic excellence this past school year. Students were provided a comprehensive, rigorous academic program in conjunction with extracurricular activities which promoted character development and team building skills.

A major focus throughout the school year was placed on the four content areas of language arts, mathematics, science, and social studies. Additional academic support was provided through RIT Band Instruction, CAI Lab Tutorial during the mornings and scheduled class periods, Saturday School, and peer tutoring. All content area teachers provided tutorial sessions before school, during their planning periods, or after school. Single gender classes were offered as a choice to sixth grade parents.

Our students continue to score above the district and state averages on standardized assessments in English language arts and mathematics. Evidence of academic growth is demonstrated through student performance on MAP. Four of our eighth grade students were recognized as Junior Scholars. The English I and Algebra I students had a one hundred percent passing rate on their End-of-Course Tests. A group of our sixth grade gifted and talented students placed second in the state in the Hootie and the Blow Fish Stock Market Game.

Our school's PTO and School Improvement Council jointly provide support and resources to our school. The PTO supports the school's educational program financially through fundraising. The PTO sponsors events and volunteers at many school functions. The SIC involves parents, community members, and teachers in the planning, monitoring, and evaluating of our school program to ensure continuous improvement. Both the PTO and SIC meets regularly.

Elisa Sanders-Pee, Principal
LaTaya Corbitt, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	57	37
Percent satisfied with learning environment	100.0%	63.2%	75.0%
Percent satisfied with social and physical environment	100.0%	69.6%	83.3%
Percent satisfied with school-home relations	100.0%	80.0%	83.3%

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

School Adequate Yearly Progress

YES

This school met 17 out of 17 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	0.7%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.4%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	175	98.9	21.7	48.2	30.1	86.7	85.7	82.8	Yes	Yes
Gender										
Male	98	99	22.8	48.9	28.3	84.8	83.2	79.3	N/A	N/A
Female	77	98.7	20.3	47.3	32.4	89.2	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	85	100	19	41.7	39.3	90.5	90.8	89.5	Yes	Yes
African American	74	98.7	25.4	58.2	16.4	82.1	78.1	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	14	100	21.4	42.9	35.7	85.7	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	92.3	23.1	46.2	30.8	84.6	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	129	98.5	24.8	49.6	25.6	83.5	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	175	99.4	19.8	54.5	25.7	88.6	81.6	78.9	Yes	Yes
Gender										
Male	98	99	20.7	51.1	28.3	83.7	80.6	77	N/A	N/A
Female	77	100	18.7	58.7	22.7	94.7	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	85	100	14.3	50	35.7	91.7	87.6	87.2	Yes	Yes
African American	74	98.7	26.9	62.7	10.4	83.6	71.7	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	14	100	21.4	42.9	35.7	92.9	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	21.4	50	28.6	92.9	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	129	99.2	23	54.9	22.1	86.1	74.1	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	110	98.2	31.4	58.1	10.5	68.6	68.5	67.5
Gender								
Male	63	96.8	37.9	53.4	8.6	62.1	69.4	67
Female	47	100	23.4	63.8	12.8	76.6	67.6	68
Racial/Ethnic Group								
White	48	100	31.3	54.2	14.6	68.8	78.5	79.5
African American	50	96	N/AV	N/AV	N/AV	68.9	52.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	11	100	36.4	27.3	36.4	63.6	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	10	I/S	36.4	36.4	27.3	63.6	61.3	59.6
Socio-Economic Status								
Subsided meals	84	97.6	34.2	57	8.9	65.8	56.9	55.1

Social Studies

All Students	110	98.2	33.3	49.5	17.1	66.7	69	72.3
Gender								
Male	62	96.8	32.2	40.7	27.1	67.8	69.3	71.5
Female	48	100	34.8	60.9	4.3	65.2	68.8	73.2
Racial/Ethnic Group								
White	52	100	21.6	51	27.5	78.4	76.5	80.7
African American	49	95.9	44.4	51.1	4.4	55.6	56.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.8	67.9
Socio-Economic Status								
Subsided meals	85	97.7	40.7	46.9	12.3	59.3	59	62.1

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	173	98.3	21.8	53.9	24.2	78.2	71.8	70.2	95.9	95.9
Gender										
Male	97	97.9	27.5	51.6	20.9	72.5	65.9	63.2	95.9	95.7
Female	76	98.7	14.9	56.8	28.4	85.1	78.1	77.5	95.9	96
Racial/Ethnic Group										
White	84	98.8	16.9	45.8	37.3	83.1	78.3	79.1	96	95.8
African American	72	100	26.9	64.2	9	73.1	61.4	57.6	95.6	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84	86.2	96.4	97.7
Hispanic	15	93.3	28.6	50	21.4	71.4	65.9	62.6	96.3	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	N/A	96
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	23	26.1	95.4	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	13	92.3	30.8	53.8	15.4	69.2	64.9	61.2	97.3	96.4
Socio-Economic Status										
Subsidized meals	128	98.4	26.4	57	16.5	73.6	61.4	58.9	95.2	95.2

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	67	100	20	44.6	35.4	80
	7	45	97.8	30.2	46.5	23.3	69.8
	8	63	98.4	17.2	53.4	29.3	82.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	67	100	24.6	43.1	32.3	75.4
	7	45	97.8	20.9	62.8	16.3	79.1
	8	63	100	13.6	61	25.4	86.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	33	100	27.3	63.6	9.1	72.7
	7	45	97.8	34.9	53.5	11.6	65.1
	8	32	96.9	31	58.6	10.3	69
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	34	97.1	9.4	68.8	21.9	90.6
	7	45	97.8	58.1	32.6	9.3	41.9
	8	31	100	23.3	53.3	23.3	76.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	66	98.5	21.9	48.4	29.7	78.1
	7	45	100	25.6	65.1	9.3	74.4
	8	62	96.8	19	51.7	29.3	81

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample