

Williston-Elko Middle

12233 Main Street
Williston, SC 29853

Grades	6-8 Middle School	
Enrollment	204 Students	
Principal	Dr. Eavon Hickson	803-266-3430
Superintendent	Alexia C. Clamp	803-266-7878
Board Chair	Mr. Calvin Melton	803-266-7878

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	Below Average	Good
2005	Average	Good

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

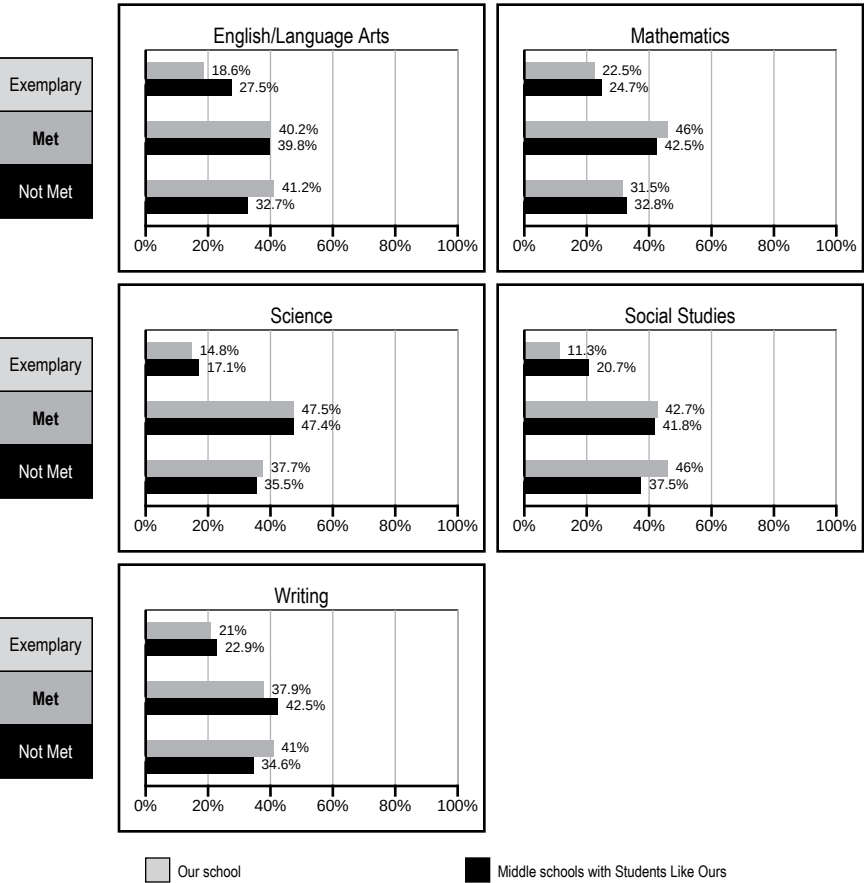
96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	34	5	0

* 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%	97.2%
English 1	N/A	95.8%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=204)				
Students enrolled in high school credit courses (grades 7 & 8)	14.1%	Down from 22.1%	19.3%	21.6%
Retention rate	0.5%	Down from 0.9%	1.3%	1.2%
Attendance rate	96.8%	Up from 95.9%	95.6%	95.9%
Eligible for gifted and talented	16.4%	Up from 0.0%	14.8%	14.8%
With disabilities other than speech	16.9%	Down from 17.5%	13.6%	12.6%
Older than usual for grade	2.0%	Down from 3.4%	3.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.0%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	60.0%	Up from 50.0%	54.6%	56.9%
Continuing contract teachers	80.0%	Down from 100.0%	74.3%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	4.8%	5.3%
Teachers returning from previous year	85.4%	Down from 87.9%	81.8%	82.9%
Teacher attendance rate	93.4%	Down from 94.5%	95.3%	95.2%
Average teacher salary*	\$44,149	Up 4.3%	\$45,736	\$46,599
Professional development days/teacher	20.7 days	Up from 11.6 days	9.7 days	10.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 16.7 to 1	19.8 to 1	20.1 to 1
Prime instructional time	88.5%	Up from 87.0%	89.9%	89.9%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	98.4%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,107	Up 29.9%	\$7,602	\$7,645
Percent of expenditures for instruction**	69.9%	Up from 69.4%	64.2%	63.4%
Percent of expenditures for teacher salaries**	63.5%	Down from 64.9%	57.7%	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

Our W-EMS family has begun to connect. Hand-in-hand with the support of our parents and community, we have begun establishing the foundation to bridge our academic gap. Our Family Nights, home and neighborhood visits had a positive impact on our relationship with our stakeholders. As a result, we were able to capitalize on Positive Behavior Intervention Supports and Student Support Team initiatives. Students enjoyed their Wednesday Club Days, Devil Dollar Store, and college field trips. Teachers painted their classroom doors to remind students that college or an advanced degree should be included in their future goals. Students were introduced to various jobs through Career Awareness, shadowing, and our Career Fair. The Individual Graduate Plans made them knowledgeable of the subjects they will be required to master in order to pursue different educational fields.

Our Service Learning Projects continued as money was raised for Relay for Life and food was contributed to the Golden Harvest Bank. Students were reminded of how fortunate they are as stuffed animals were collected for the Barnwell County Sheriff's Department, items were provided for the Christmas shoe boxes for the Barnwell County Department of Social Services, and clothes were donated for the Clothes Closet within our district. In addition, can tabs were collected for the Ronald McDonald House in Columbia.

We are proud of our Algebra I teacher and all her students passing their End of Course exams. As we strive to ensure each student demonstrates academic success, we appreciate and ask for your continued support. Working together, we can help make our children's dreams become a reality.

Ms. Denise Long, SIC
Dr. Eavon H. Hickson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	58	39
Percent satisfied with learning environment	92.9%	69.0%	82.1%
Percent satisfied with social and physical environment	85.7%	72.4%	53.8%
Percent satisfied with school-home relations	78.6%	84.5%	66.7%

* 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	201	100	41.2	40.2	18.6	71.1	77	82.8	Yes	Yes
Gender										
Male	108	100	40.4	41.3	18.3	69.2	72.2	79.3	N/A	N/A
Female	93	100	42.2	38.9	18.9	73.3	82.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	94	100	23.1	42.9	34.1	84.6	86.5	89.5	Yes	Yes
African American	105	100	57.4	37.6	5	59.4	70	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	35	100	88.2	8.8	2.9	17.6	35.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	134	100	52.3	40	7.7	60.8	71.6	75.5	Yes	Yes

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

All Students	201	100	33	46.4	20.6	77.3	75.5	78.9	Yes	Yes
Gender										
Male	108	100	30.8	47.1	22.1	76.9	75	77	N/A	N/A
Female	93	100	35.6	45.6	18.9	77.8	76	80.9	N/A	N/A
Racial/Ethnic Group										
White	94	100	17.6	47.3	35.2	82.4	84.2	87.2	Yes	Yes
African American	105	100	47.5	44.6	7.9	72.3	68.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	35	100	N/AV	N/AV	N/AV	26.5	32.3	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	134	100	41.5	46.9	11.5	72.3	69.9	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	126	100	37.7	47.5	14.8	62.3	53.1	67.5
Gender								
Male	67	100	33.8	49.2	16.9	66.2	56	67
Female	59	100	42.1	45.6	12.3	57.9	50	68
Racial/Ethnic Group								
White	62	100	25	51.7	23.3	75	69.2	79.5
African American	63	100	50.8	42.6	6.6	49.2	40.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	15	14.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	83	100	46.9	43.2	9.9	53.1	44.6	55.1

Social Studies								
All Students	128	100	46	42.7	11.3	54	57.4	72.3
Gender								
Male	70	100	43.3	43.3	13.4	56.7	59	71.5
Female	58	100	49.1	42.1	8.8	50.9	55.5	73.2
Racial/Ethnic Group								
White	62	100	35	45	20	65	67.9	80.7
African American	65	100	57.1	39.7	3.2	42.9	49	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	21.7	20.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	80	100	59	39.7	1.3	41	50.5	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	202	99.5	40.7	38.1	21.1	59.3	60.2	70.2	96.8	96.4
Gender										
Male	109	99.1	43.3	37.5	19.2	56.7	55.3	63.2	96.9	96.4
Female	93	100	37.8	38.9	23.3	62.2	65.6	77.5	96.7	96.4
Racial/Ethnic Group										
White	94	98.9	27.8	38.9	33.3	72.2	74.6	79.1	96.4	95.8
African American	106	100	51	38.2	10.8	49	50.4	57.6	97.2	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	62.6	92.8	93.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	35	97.1	N/AV	N/AV	N/AV	6.1	13.3	26.1	96.5	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	95.6
Socio-Economic Status										
Subsidized meals	135	100	51.5	39.2	9.2	48.5	53.9	58.9	96.7	96.3

Abbreviations for Missing Data

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	69	100	32.8	46.3	20.9	67.2
	7	53	100	32.7	46.2	21.2	67.3
	8	79	100	54.7	30.7	14.7	45.3
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	69	100	16.4	49.3	34.3	83.6
	7	53	100	34.6	44.2	21.2	65.4
	8	79	100	46.7	45.3	8	53.3
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	34	100	31.3	56.3	12.5	68.8
	7	53	100	32.7	53.8	13.5	67.3
	8	39	100	50	31.6	18.4	50
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	35	100	14.3	77.1	8.6	85.7
	7	53	100	63.5	21.2	15.4	36.5
	8	40	100	51.4	40.5	8.1	48.6
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	69	98.6	36.4	43.9	19.7	63.6
	7	54	100	34	35.8	30.2	66
	8	79	100	49.3	34.7	16	50.7

Abbreviations for Missing Data

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