



C E Williams Middle School for Creative & Scientific Arts

640 Butte Street
Charleston, SC 29414

Grades	6-8 Middle School	
Enrollment	688 Students	
Principal	Robert Grimm	843-763-1529
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

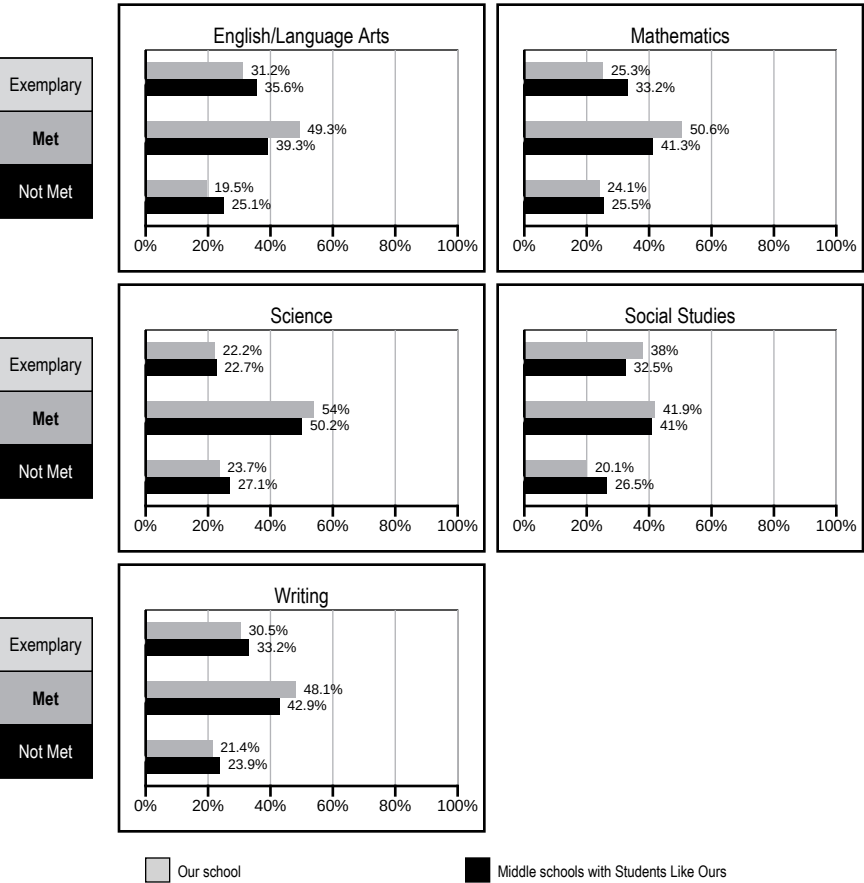
98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	23	0	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	98.6%	98.4%
English 1	N/A	94.7%
Physical Science	N/A	66.7%
US History and the Constitution	N/A	N/A
All Subjects	98.6%	98.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=688)				
Students enrolled in high school credit courses (grades 7 & 8)	22.6%	Down from 46.6%	22.6%	21.6%
Retention rate	1.9%	Up from 1.5%	1.0%	1.2%
Attendance rate	96.3%	Up from 96.1%	96.1%	95.9%
Eligible for gifted and talented	20.4%	Down from 28.6%	19.5%	14.8%
With disabilities other than speech	9.4%	Down from 11.4%	11.3%	12.6%
Older than usual for grade	1.9%	Up from 1.7%	1.6%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.6%	Up from 3.0%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	66.0%	Up from 61.2%	60.0%	56.9%
Continuing contract teachers	76.0%	Up from 75.5%	76.5%	72.7%
Teachers with emergency or provisional certificates	6.3%	Up from 4.8%	4.5%	5.3%
Teachers returning from previous year	84.9%	Down from 86.7%	85.6%	82.9%
Teacher attendance rate	96.2%	Up from 95.0%	95.3%	95.2%
Average teacher salary*	\$46,571	Up 3.1%	\$47,028	\$46,599
Professional development days/teacher	7.2 days	Down from 8.5 days	10.6 days	10.8 days
School				
Principal's years at school	1.0	Down from 7.0	3.0	3.0
Student-teacher ratio in core subjects	25.9 to 1	Up from 23.7 to 1	21.7 to 1	20.1 to 1
Prime instructional time	91.8%	Up from 89.7%	90.1%	89.9%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 59.6%	99.3%	97.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$6,285	Down 10.7%	\$6,851	\$7,645
Percent of expenditures for instruction**	72.9%	Down from 75.8%	64.1%	63.4%
Percent of expenditures for teacher salaries**	67.7%	Up from 58.1%	57.1%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

CE Williams Middle School Report Card demonstrates an understanding of student achievement and successes. It highlights the schools data, needs, and happenings. We pride ourselves on providing each student with a high-quality classroom instructor and a safe and orderly school environment. We utilize the CCSD Coherent Curriculum, MAPS testing, Saturday Academy, PBIS, and the recent addition/purchase of Study Island, a comprehensive web-based program that fosters critical thinking, as well as, tutorial programs for struggling learners. CE Williams prides itself on infusing the arts with a rigorous course of study for all students. We offer French, Algebra, Keyboarding and next year Spanish for high school credit. Our courses are being taught by 7 Nationally Board Certified teachers with three more completing the highly demanding and rigorous program this year. We offer GT through an elective course and infused in honors courses that are designed to both challenge and reward high-flying students. The school has a nationally recognized Robotics program and Science Decathlon with top prizes in competitions around the nation. Both programs have competed at the national level and Robotics has competed at the world level two consecutive years. We are fortunate to have received significant assistance with updating our books in the Media Center. We received enough funds to purge thousands of outdated books and replace them with new exciting topics. We offer one of the best arts programs in the district. Students can select from Drama, Chorus, Band, Strings, and two differing Arts.

Robert A. Grimm, Principal
James Hunter, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	173	122
Percent satisfied with learning environment	75.0%	71.1%	79.2%
Percent satisfied with social and physical environment	89.7%	79.1%	73.8%
Percent satisfied with school-home relations	85.7%	86.5%	73.6%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 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. 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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	96.3%	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	688	99.9	19.7	49.2	31.1	87.4	84.9	82.8	Yes	Yes
Gender										
Male	365	99.7	22.3	48.1	29.5	85.7	81.8	79.3	N/A	N/A
Female	323	100	16.7	50.5	32.8	89.3	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	358	99.7	12.6	46.7	40.7	92.6	95.8	89.5	Yes	Yes
African American	303	100	29.2	52.2	18.6	80.1	74.8	73.7	Yes	Yes
Asian/Pacific Islander	11	100	9.1	27.3	63.6	100	96.4	92.3	I/S	I/S
Hispanic	16	100	6.7	66.7	26.7	100	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	72	98.6	66.7	25.4	7.9	49.2	53.5	52	No	Yes
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	18	100	11.1	50	38.9	88.9	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	264	100	27.1	55.8	17.1	80.1	74.9	75.5	Yes	Yes

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

All Students	688	99.9	25.5	53.3	21.2	83.3	81	78.9	Yes	Yes
Gender										
Male	365	99.7	23.5	51	25.5	83.1	79.3	77	N/A	N/A
Female	323	100	27.8	55.8	16.4	83.6	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	358	99.7	16.6	52.4	30.9	89.1	94.6	87.2	Yes	Yes
African American	303	100	37.5	54	8.6	75.3	67.9	66.7	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	94.6	93	I/S	I/S
Hispanic	16	100	20	66.7	13.3	93.3	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	72	98.6	71.4	27	1.6	39.7	46.9	45.5	No	Yes
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	18	100	16.7	44.4	38.9	88.9	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	264	100	39.8	52.6	7.6	72.5	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	476	99.8	23.6	54.2	22.1	76.4	68.9	67.5
Gender								
Male	255	100	25.3	46.1	28.6	74.7	68.2	67
Female	221	99.6	21.8	63.4	14.8	78.2	69.6	68
Racial/Ethnic Group								
White	253	100	11.3	57.3	31.5	88.7	90.4	79.5
African American	207	100	40.2	50.3	9.5	59.8	48.1	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	11	90.9	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	45	100	58.5	34.1	7.3	41.5	36.6	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	12	91.7	9.1	54.5	36.4	90.9	58.3	59.6
Socio-Economic Status								
Subsided meals	169	99.4	38.8	52.5	8.8	61.3	50.2	55.1

Social Studies

All Students	475	100	20.4	41.9	37.7	79.6	76.8	72.3
Gender								
Male	251	100	17.9	37.5	44.6	82.1	75.3	71.5
Female	224	100	23.1	46.6	30.3	76.9	78.4	73.2
Racial/Ethnic Group								
White	241	100	14	36.9	49.2	86	91.5	80.7
African American	213	100	29.9	48.5	21.6	70.1	62.7	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	11	100	N/AV	N/AV	N/AV	100	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	53	100	48.9	36.2	14.9	51.1	46.6	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	15	100	6.7	26.7	66.7	93.3	71.6	67.9
Socio-Economic Status								
Subsided meals	189	100	25.1	54.2	20.7	74.9	64	62.1

Abbreviations for Missing Data

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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	686	99.1	21.4	48.1	30.5	78.6	74.1	70.2	96.3	96
Gender										
Male	363	98.9	25.4	47.6	27.1	74.6	67.8	63.2	96.2	95.9
Female	323	99.4	17.1	48.7	34.2	82.9	80.6	77.5	96.3	96.1
Racial/Ethnic Group										
White	356	99.4	14.9	44	41.1	85.1	90.4	79.1	95.9	95.9
African American	303	98.7	30.8	52.9	16.3	69.2	59.2	57.6	96.6	96
Asian/Pacific Islander	11	100	9.1	27.3	63.6	90.9	89.9	86.2	98.7	97
Hispanic	16	100	N/AV	N/AV	N/AV	100	61.1	62.6	95.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	71	91.6	72.9	25.4	1.7	27.1	29.6	26.1	94.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	18	100	11.1	33.3	55.6	88.9	60.2	61.2	96.9	96.5
Socio-Economic Status										
Subsidized meals	263	98.1	30	53.8	16.2	70	59.1	58.9	95.7	95.7

Abbreviations for Missing Data

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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	235	100	23	49.6	27.4	77
	7	262	100	21.1	49.6	29.3	78.9
	8	191	99.5	13.6	48.4	38	86.4
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	235	100	28.8	50	21.2	71.2
	7	262	100	28.1	52	19.9	71.9
	8	191	99.5	17.9	59.2	22.8	82.1
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	120	99.2	26.3	52.6	21.1	73.7
	7	262	100	24.6	56.6	18.8	75.4
	8	94	100	17.6	49.5	33	82.4
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	116	100	11.6	56.3	32.1	88.4
	7	262	100	29.3	32.4	38.3	70.7
	8	97	100	6.5	50.5	43	93.5
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	235	97.5	23.5	50.7	25.8	76.5
	7	262	100	21.4	43.2	35.4	78.6
	8	189	100	18.9	51.9	29.2	81.1

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample