



John E Ewing Middle

171 East Junior High Rd.
Gaffney, SC 29340

Grades	6-8 Middle School	
Enrollment	489 Students	
Principal	Dr. Denise Wooten	864-489-3176
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

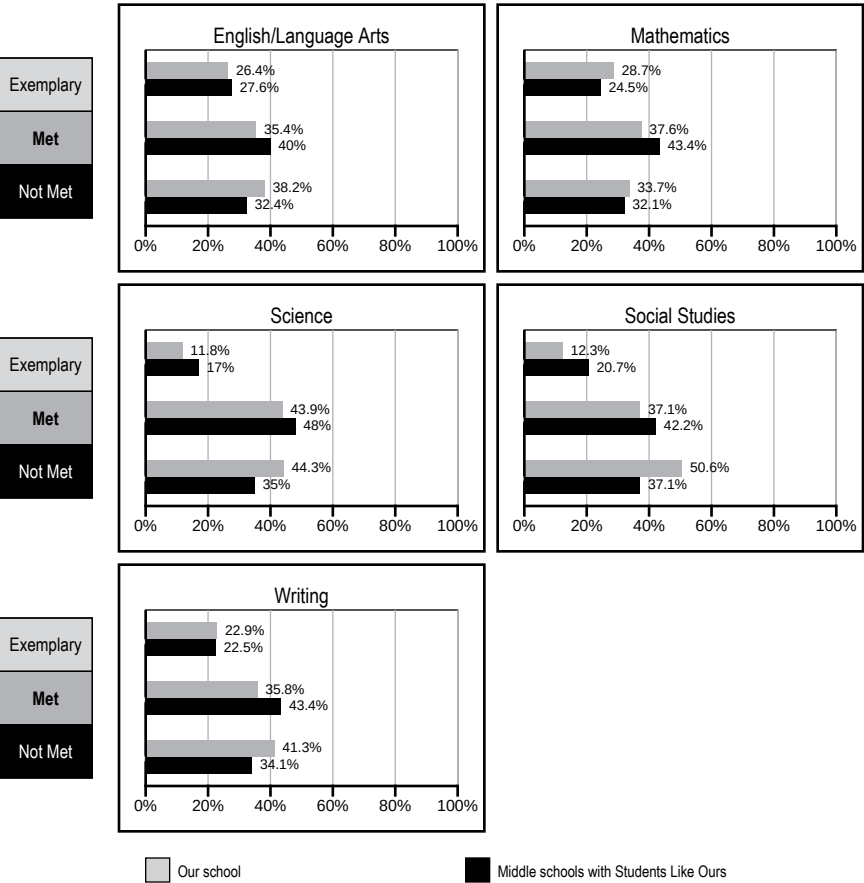
99.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	36	4	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%	97.0%
English 1	N/A	95.4%
Physical Science	N/A	96.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=489)				
Students enrolled in high school credit courses (grades 7 & 8)	41.6%	Down from 42.3%	16.1%	21.6%
Retention rate	0.6%	Down from 1.0%	1.5%	1.2%
Attendance rate	95.7%	Down from 96.2%	95.6%	95.9%
Eligible for gifted and talented	16.6%	Down from 17.0%	14.2%	14.8%
With disabilities other than speech	8.7%	Down from 8.9%	13.6%	12.6%
Older than usual for grade	0.2%	Down from 0.4%	3.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.4%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	54.8%	Up from 42.1%	55.3%	56.9%
Continuing contract teachers	77.4%	Up from 65.8%	73.9%	72.7%
Teachers with emergency or provisional certificates	3.4%	Down from 4.2%	4.7%	5.3%
Teachers returning from previous year	77.1%	Up from 76.6%	81.4%	82.9%
Teacher attendance rate	93.1%	Down from 95.9%	95.3%	95.2%
Average teacher salary*	\$43,605	Up 8.7%	\$45,974	\$46,599
Professional development days/teacher	9.2 days	Up from 7.8 days	9.9 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	14.0 to 1	Up from 13.7 to 1	19.8 to 1	20.1 to 1
Prime instructional time	88.2%	Down from 91.1%	89.9%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 98.5%	98.5%	97.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$6,715	Down 12.5%	\$7,639	\$7,645
Percent of expenditures for instruction**	66.4%	Up from 63.4%	64.0%	63.4%
Percent of expenditures for teacher salaries**	60.9%	Up from 60.6%	57.4%	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

John E. Ewing Middle School continued to focus on improvement in academic achievement, attendance, and behavior in 2008-2009. Students were challenged to come to school every day, do all their homework, maintain good behavior, and make good grades on their report cards. If they did these things, they earned pretend money, called "Ewing Eagle Bucks," each week. As a way to motivate students, they were allowed to use the "Eagle Bucks" to purchase fun and interesting items. Single gender classes were offered to students in each grade to promote improvement in achievement and behavior. A Reading Interventionist provided assistance to a targeted group of students. The Guidance Department provided character education instruction in all grades. Students from the Cherokee Technology Center came to John E. Ewing Middle School to give our students hands-on experience with the sixteen different career clusters. Our eighth graders visited local college campuses to promote higher education awareness. Many students took advantage of after-school attendance make-up which was frequently offered. Students who maintained good behavior throughout the school year were given the opportunity to travel to historical Charleston, S.C. and to the state Beta Club Convention.

The Parent Teacher Organization/School Improvement Council played a key role by helping us offer student incentives and after school activities, such as talent shows and student dances.

Teachers continued to use data to plan instruction and assessment. More of them achieved the Highly Qualified status in middle level subjects. John E. Ewing Middle School has high expectations for continued improvement in the areas of student achievement, attendance, and behavior.

Mrs. Teresa Huff, SIC Chair
Dr. Denise Wooten, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	143	67
Percent satisfied with learning environment	75.7%	61.5%	73.1%
Percent satisfied with social and physical environment	73.0%	72.7%	80.3%
Percent satisfied with school-home relations	54.1%	81.7%	77.6%

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

School Adequate Yearly Progress

NO

This school met 18 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	0.0%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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	480	100	38.2	35.4	26.4	70.4	78.1	82.8	Yes	Yes
Gender										
Male	238	100	46.2	32.9	20.9	65	74.5	79.3	N/A	N/A
Female	242	100	30.2	37.9	31.9	75.7	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	346	100	32.6	33.2	34.1	75.3	83.3	89.5	Yes	Yes
African American	126	100	50.4	43	6.6	58.7	68.8	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	53	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	44	100	N/AV	N/AV	N/AV	23.8	47.6	52	No	Yes
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	8	I/S	I/S	I/S	I/S	I/S	54.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	323	100	45.7	34.5	19.8	63.6	71.5	75.5	Yes	Yes

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

All Students	480	100	35.4	38.6	26	76.3	77.5	78.9	Yes	Yes
Gender										
Male	238	100	39.7	36.3	23.9	71.8	76	77	N/A	N/A
Female	242	100	31.1	40.9	28.1	80.9	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	346	100	30	38.2	31.8	82.4	83.3	87.2	Yes	Yes
African American	126	100	50.4	38.8	10.7	60.3	64.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	44	100	N/AV	N/AV	N/AV	28.6	40.5	45.5	No	Yes
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	8	I/S	I/S	I/S	I/S	I/S	63.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	323	100	41.2	39.9	18.8	71.6	71	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	321	100	44.3	43.9	11.8	55.7	56.6	67.5
Gender								
Male	148	100	45.8	39.6	14.6	54.2	56.7	67
Female	173	100	42.9	47.6	9.4	57.1	56.4	68
Racial/Ethnic Group								
White	237	100	34.6	51.1	14.3	65.4	65.2	79.5
African American	77	100	71.1	25	3.9	28.9	37.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	40.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	18.5	23.8	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	7	I/S	I/S	I/S	I/S	I/S	38.2	59.6
Socio-Economic Status								
Subsided meals	214	100	52.4	39.4	8.2	47.6	47	55.1

Social Studies								
All Students	318	100	50.6	37.1	12.3	49.4	58.5	72.3
Gender								
Male	166	100	54.3	31.1	14.6	45.7	58.2	71.5
Female	152	100	46.6	43.8	9.6	53.4	58.8	73.2
Racial/Ethnic Group								
White	225	100	45.9	37.8	16.2	54.1	65.8	80.7
African American	88	100	61.4	37.3	1.2	38.6	42.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	34	100	N/AV	N/AV	N/AV	15.2	33.7	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	5	I/S	I/S	I/S	I/S	I/S	42.6	67.9
Socio-Economic Status								
Subsided meals	210	100	56.9	34.7	8.4	43.1	49.1	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	486	100	41.3	35.8	22.9	58.7	64.3	70.2	95.7	96.4
Gender										
Male	243	100	53.1	33.1	13.8	46.9	57.9	63.2	95.3	96.4
Female	243	100	29.4	38.7	31.9	70.6	70.9	77.5	96.2	96.5
Racial/Ethnic Group										
White	348	100	36.5	34.8	28.7	63.5	70.4	79.1	95.6	96.2
African American	130	100	53.5	38.6	7.9	46.5	51.6	57.6	95.9	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	86.2	N/A	98.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	43.9	62.6	97.4	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.8
Disability Status										
Disabled	43	100	N/AV	N/AV	N/AV	7	18.7	26.1	94.5	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	45.7	61.2	97.6	98
Socio-Economic Status										
Subsidized meals	323	100	47.8	36.9	15.3	52.2	55.1	58.9	95.6	96.2

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
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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	164	100	28.8	40.6	30.6	71.3
	7	159	100	35.5	36.1	28.4	64.5
	8	157	100	50.6	29.2	20.1	49.4

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	164	100	27.5	43.8	28.8	72.5
	7	159	100	32.9	41.3	25.8	67.1
	8	157	100	46.1	30.5	23.4	53.9

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	82	100	34.6	55.6	9.9	65.4
	7	159	100	45.8	41.9	12.3	54.2
	8	80	100	51.3	35.9	12.8	48.7

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	82	100	25.3	72.2	2.5	74.7
	7	159	100	59.4	22.6	18.1	40.6
	8	77	100	59.2	30.3	10.5	40.8

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	167	100	32.3	38.4	29.3	67.7
	7	160	100	42.6	32.3	25.2	57.4
	8	159	100	49.4	36.7	13.9	50.6

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample