



JOHN E EWING MIDDLE

171 East Junior High Rd.
Gaffney, SC 29340

Grades	6-8 Middle School	
Enrollment	438 Students	
Principal	Dr. Denise Wooten	864-489-3176
Superintendent	Dr. Edgar C. Taylor	864-902-3542
Board Chair	Mr. Donnie Smith	(864) 839-3499

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Below Average
2008	Below Average	Below Average
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

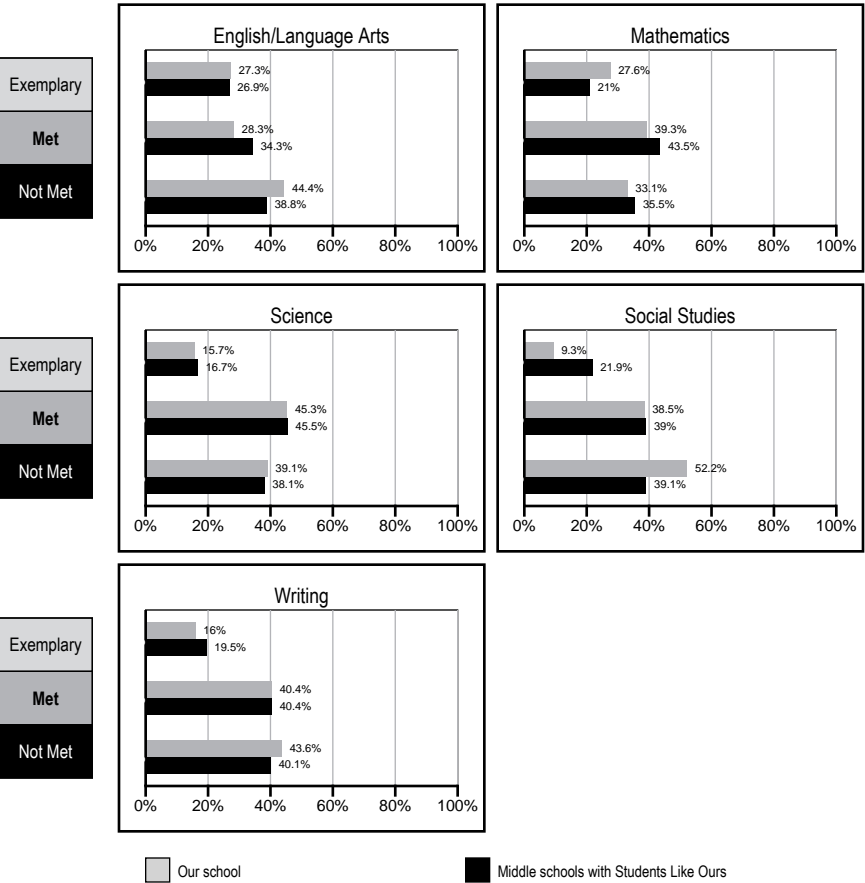
99%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	37	9	2

* Ratings are calculated with data available by 11/09/2011.

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%	96.4%
English 1	N/A	91.5%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	N/A	57.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	94.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=438)				
Students enrolled in high school credit courses (grades 7 & 8)	52.9%	Up from 44.6%	27.3%	24.5%
Retention rate	0.0%	Down from 0.2%	0.7%	0.7%
Attendance rate	97.3%	Up from 95.1%	95.8%	95.9%
Served by gifted and talented program	23.9%	Up from 20.9%	13.9%	17.8%
With disabilities other than speech	8.1%	Up from 7.1%	10.1%	9.2%
Older than usual for grade	0.0%	Down from 1.3%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	53.6%	Down from 55.6%	56.4%	60.0%
Continuing contract teachers	85.7%	Down from 88.9%	85.7%	82.6%
Teachers returning from previous year	78.6%	Up from 76.2%	83.6%	85.6%
Teacher attendance rate	94.8%	Up from 93.7%	95.4%	95.3%
Average teacher salary*	\$41,018	Down 6.4%	\$45,412	\$46,300
Professional development days/teacher	24.1 days	Up from 23.1 days	10.7 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 16.0 to 1	21.0 to 1	21.5 to 1
Prime instructional time	90.9%	Up from 88.3%	90.7%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Up from 96.6%	96.6%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,754	Up 4.3%	\$7,611	\$7,634
Percent of expenditures for instruction**	58.0%	Down from 59.4%	61.4%	64.0%
Percent of expenditures for teacher salaries**	57.1%	Down from 58.8%	59.1%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

John E. Ewing Middle School has made continuous improvement over the past four years in academic achievement, attendance, and behavior. Students are challenged to come to school every day, make good grades, and maintain good behavior. At the beginning of the year, students learn the school-wide discipline matrix for expected behavior in each location in the school. They learn to S.O.A.R. (Show respect, On task, Always safe, and Responsible) as Ewing eagles should. They carry a SOAR card with them at all times, on which any teacher or adult can give them marks for positive recognition or for redirection. With marks for positive recognition come rewards. Single gender classes continued to be offered in sixth grade to promote achievement and confidence. This year, every math class at Ewing had access to a computer program called First in Math where our students worked more math problems than any other school in the state. Eighth graders visited local college campuses and the Cherokee Technology Center to experience career planning. Many students took advantage of opportunities to make up absences from school. Our Parent Teacher Organization/School Improvement Council played a key role by helping us offer students rewards and after school activities. Teachers enjoyed staff development sessions scheduled during their lunch time. Students at John E. Ewing Middle School are expected to continue to work hard and to improve in the areas of achievement, attendance, and behavior.

Mrs. Cindy Minor – Chair of School Improvement Council
Dr. Denise Wooten - Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	144	80
Percent satisfied with learning environment	80.6%	82.3%	88.5%
Percent satisfied with social and physical environment	80.6%	83.1%	77.2%
Percent satisfied with school-home relations	56.7%	88.8%	79.7%

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress

NO

This school met 12 out of 19 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%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	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 = 79.4% (Met or Exemplary)

All Students	435	100	44.4	28.3	27.3	66.9	74.4	82.4	No	Yes
Gender										
Male	213	100	52.9	26	21.1	58.3	69.9	78.7	N/A	N/A
Female	222	100	36.2	30.5	33.3	75.1	79	86.2	N/A	N/A
Racial/Ethnic Group										
White	319	100	38.9	28.6	32.5	71.7	79.7	88.9	No	Yes
African American	107	100	60.6	27.3	12.1	52.5	63.1	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.5	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	59.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	41	100	89.5	7.9	2.6	21.1	33.4	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	309	100	53.4	26.4	20.2	59.2	67.3	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	435	100	33.1	39.3	27.6	77.2	76.7	81.9	No	Yes
Gender										
Male	213	100	37.7	39.2	23	75	75.2	79.9	N/A	N/A
Female	222	100	28.6	39.4	31.9	79.3	78.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	319	100	27	38.3	34.7	83.3	82	88.9	Yes	Yes
African American	107	100	50.5	43.4	6.1	58.6	64.1	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	67.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	41	100	N/AV	N/AV	N/AV	28.9	39.6	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	69.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	309	100	40.1	39	20.9	70.5	70.1	74.9	No	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	285	100	39.1	45.3	15.7	60.9	59.3	68.6
Gender								
Male	141	100	44.1	40.4	15.4	55.9	59.7	68.3
Female	144	100	34.1	50	15.9	65.9	58.8	68.9
Racial/Ethnic Group								
White	215	100	33.8	47.6	18.6	66.2	68.3	80.7
African American	64	100	56.7	38.3	5	43.3	39.5	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.9	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	38.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	28	100	N/AV	N/AV	N/AV	11.5	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	42.4	60.7
Socio-Economic Status								
Subsidized meals	199	100	47.6	41.8	10.6	52.4	50.4	57.3

Social Studies

All Students	283	100	52.2	38.5	9.3	47.8	57.9	72.5
Gender								
Male	141	100	54.8	35.6	9.6	45.2	58.2	72
Female	142	100	49.6	41.5	8.9	50.4	57.7	73.1
Racial/Ethnic Group								
White	207	100	45	43.6	11.4	55	63.7	81
African American	68	100	72.6	24.2	3.2	27.4	45.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	74.2	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	40.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	9.5	23.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	46.4	69.7
Socio-Economic Status								
Subsidized meals	201	100	59	34.6	6.4	41	49.9	62.9

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	158	100	43.6	40.4	16	56.4	65.3	73.2	97.3	96.3
Gender										
Male	72	100	62.9	25.7	11.4	37.1	58.2	67.2	96.9	96.2
Female	86	100	27.9	52.3	19.8	72.1	72.8	79.4	97.7	96.3
Racial/Ethnic Group										
White	116	100	38.6	41.2	20.2	61.4	72.2	81.5	97.3	96
African American	41	100	56.1	39	4.9	43.9	50.6	61.3	97.4	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	87	99.9	97.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	45.3	66.7	98.8	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.4
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	N/AV	16.9	26	96.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	46.4	65.7	98.8	97.6
Socio-Economic Status										
Subsidized meals	113	100	53.2	36.9	9.9	46.8	56.2	63.2	97.2	96

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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	135	100	30.2	35.7	34.1	69.8
	7	163	99.4	35.7	38.3	26	64.3
	8	160	100	56.5	20.1	23.4	43.5
2011	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	145	100	40.7	31.1	28.1	59.3
	7	133	100	43.3	25.2	31.5	56.7
	8	157	100	48.4	28.4	23.2	51.6
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	135	100	30.2	37.2	32.6	69.8
	7	163	99.4	36.4	41.6	22.1	63.6
	8	160	100	40.3	38.3	21.4	59.7
2011	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	145	100	29.6	44.4	25.9	70.4
	7	133	100	30.7	30.7	38.6	69.3
	8	157	100	38.1	41.9	20	61.9
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	69	100	37.3	52.2	10.4	62.7
	7	162	100	37	53.2	9.7	63
	8	81	100	42.9	36.4	20.8	57.1
2011	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	73	100	38.2	54.4	7.4	61.8
	7	133	100	39.4	40.9	19.7	60.6
	8	79	100	39.2	44.3	16.5	60.8

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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Social Studies

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	66	100	30.6	53.2	16.1	69.4
	7	162	100	57.1	36.4	6.5	42.9
	8	79	100	46.8	41.6	11.7	53.2
2011	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	72	100	35.8	56.7	7.5	64.2
	7	133	100	58.3	30.7	11	41.7
	8	78	100	56.6	35.5	7.9	43.4

Writing

2010	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	137	98.5	27.5	42.7	29.8	72.5
	7	163	99.4	33.5	44.5	21.9	66.5
	8	160	100	46.1	35.1	18.8	53.9
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	158	100	43.6	40.4	16	56.4

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample