

WILLIAMS MIDDLE

1119 North Irby street
Florence, South Carolina

Grades	7-8 Middle School	
Enrollment	613 Students	
Principal	Leon A. McCray, Jr.	843-664-8162
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

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	At-Risk
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

WILLIAMS MIDDLE	11/09/11-2101005

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

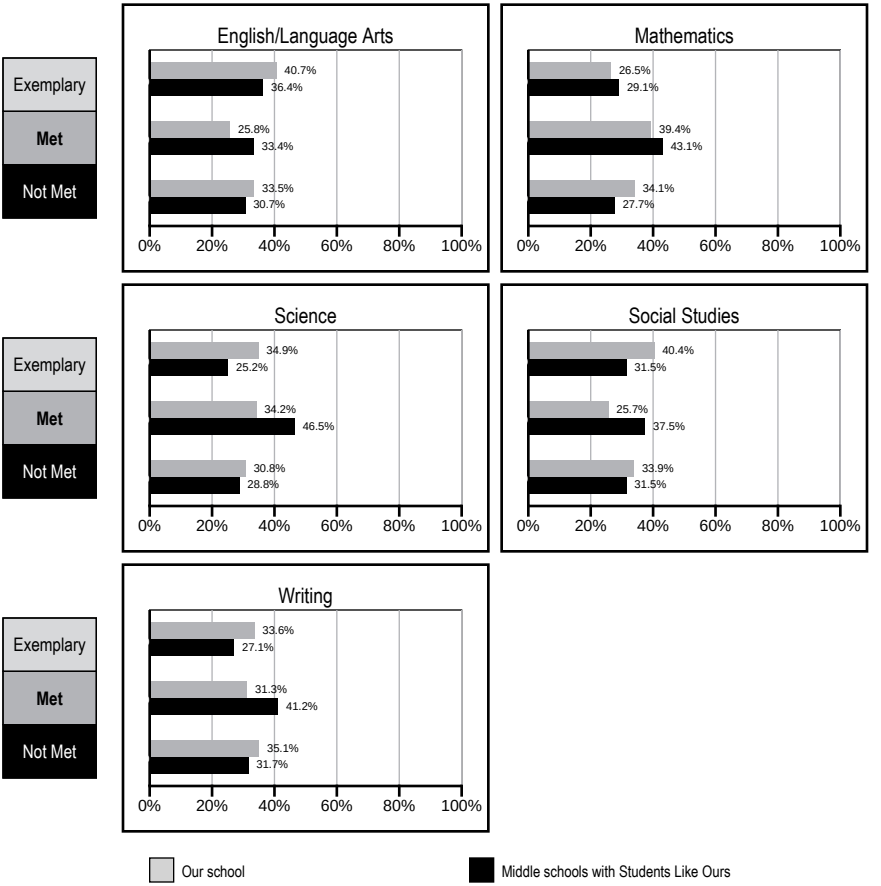
Percent of students tested in 2010-11 whose 2009-10 test scores were located	93.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	16	41	1	0

* 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	98.0%	97.5%
English 1	99.2%	96.4%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	82.0%
US History and the Constitution	N/A	N/A
All Subjects	98.7%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=613)				
Students enrolled in high school credit courses (grades 7 & 8)	23.3%	Up from 20.0%	23.3%	24.5%
Retention rate	0.7%	No Change	0.8%	0.7%
Attendance rate	99.6%	Down from 99.9%	95.6%	95.9%
Served by gifted and talented program	2.3%	Down from 4.2%	19.8%	17.8%
With disabilities other than speech	13.0%	Down from 15.0%	10.2%	9.2%
Older than usual for grade	2.6%	Down from 4.5%	1.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 2.6%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	58.5%	Up from 55.6%	61.0%	60.0%
Continuing contract teachers	77.4%	Up from 68.5%	87.2%	82.6%
Teachers returning from previous year	93.7%	Up from 90.0%	86.5%	85.6%
Teacher attendance rate	96.5%	Up from 96.1%	94.8%	95.3%
Average teacher salary*	$46,554	Down 1.3%	$46,544	$46,300
Professional development days/teacher	8.0 days	Up from 7.7 days	9.2 days	9.9 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 12.7 to 1	21.5 to 1	21.5 to 1
Prime instructional time	95.6%	Up from 95.5%	89.7%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.8%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	$10,158	Up 16.0%	$7,503	$7,634
Percent of expenditures for instruction**	66.1%	Up from 66.0%	64.4%	64.0%
Percent of expenditures for teacher salaries**	64.1%	No Change	62.3%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Williams Middle School faculty and staff have been involved in various activities to improve student learning. Teachers have participated in both district and on site staff development activities.
Many students participated in the Extended Day Program. The purpose of the program is to increase academics and PASS scores. Pass the PASS continued for students that were very close to making improvements on PASS. Family nights were held in conjunction with the program to increase parental involvement. Family nights afforded the program an opportunity to showcase student knowledge and talent.
The Fifth Annual School Wide Showcase was held in February. It provided all students an opportunity to display their work, present a project, or participate in a performance. The Wax Museum continues to be the highlight of the evening.
The Southern Regional Education Board sponsors an improvement initiative, and since joining the Making Middle Grades Work (MMGW) initiative, Williams Middle School continues to refine its programs and improve learning. The goal of the program is to ensure that middle school students are prepared for high school courses. We began utilizing the Redo Café which is a component of "The Power of the I," to ensure that failure is not an option and that students become responsible for the work. Williams' Absolute Rating remains Average. The Growth Rate improved to Average.
Williams Middle School continues to seek additional and better ways to improve academic achievement. We are striving for excellence, and we will achieve it. We ask that you assist us in this task.

Leon A. McCray, Jr.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	178	97
Percent satisfied with learning environment	78.8%	83.1%	86.2%
Percent satisfied with social and physical environment	85.3%	77.1%	71.9%
Percent satisfied with school-home relations	73.5%	87.4%	76.6%

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

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School Adequate Yearly Progress	NO

This school met 17 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	99.6%	94.0%**	Yes

* Or greater than last year

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WILLIAMS MIDDLE										11/09/11-2101005
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	593	99	32.6	25.8	41.6	73.8	84.3	82.4	No	Yes
Gender										
Male	304	98.4	37.3	24.6	38	69.9	81.6	78.7	N/A	N/A
Female	289	99.7	27.8	27	45.2	77.8	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	186	99.5	15.3	14.7	70.1	87.6	90.6	88.9	Yes	Yes
African American	373	98.7	44.9	31.5	23.5	64	78.2	72.9	No	Yes
Asian/Pacific Islander	22	100	N/AV	N/AV	N/AV	100	95.5	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.6	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	96	83	I/S	I/S
Disability Status										
Disabled	100	96	68.6	17.4	14	34.9	54.6	48.1	No	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	4	I/S	I/S	I/S	I/S	I/S	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	381	99	45.7	31.2	23.1	62.7	78.5	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	593	99.2	33.3	39.2	27.5	77.5	81.6	81.9	Yes	Yes
Gender										
Male	304	98.7	37	33.3	29.7	73.6	79.2	79.9	N/A	N/A
Female	289	99.7	29.6	45.2	25.2	81.5	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	186	99.5	16.4	35	48.6	88.1	90.1	88.9	Yes	Yes
African American	373	98.9	44.9	43.5	11.6	69.9	73.3	71.4	Yes	Yes
Asian/Pacific Islander	22	100	N/AV	N/AV	N/AV	100	97	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.6	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	96	84.4	I/S	I/S
Disability Status										
Disabled	100	96	77.9	12.8	9.3	37.2	49.2	47.3	Yes	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	4	I/S	I/S	I/S	I/S	I/S	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	381	99.2	46	41.3	12.7	68.2	74.9	74.9	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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	451	99.8	30.9	34	35.2	69.1	69.7	68.6
Gender								
Male	230	100	34.1	31.8	34.1	65.9	70	68.3
Female	221	99.6	27.5	36.2	36.2	72.5	69.4	68.9
Racial/Ethnic Group								
White	140	99.3	15	18	66.9	85	83.9	80.7
African American	285	100	41.5	43.1	15.4	58.5	56.4	51.4
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	87.1	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	69.7	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.5	70.8
Disability Status								
Disabled	78	100	72.9	20	7.1	27.1	42.3	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	3	I/S	I/S	I/S	I/S	I/S	72.7	60.7
Socio-Economic Status								
Subsidized meals	290	100	44.2	40.1	15.7	55.8	58.7	57.3
Social Studies								
All Students	449	98.7	32.9	25.6	41.5	67.1	72.8	72.5
Gender								
Male	226	98.2	36.1	21	42.9	63.9	72.3	72
Female	223	99.1	29.7	30.1	40.2	70.3	73.4	73.1
Racial/Ethnic Group								
White	141	99.3	16.2	16.9	66.9	83.8	81.2	81
African American	283	98.2	44.1	31.1	24.8	55.9	64.4	60
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	94.5	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	74.1	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	73.5
Disability Status								
Disabled	78	94.9	70.1	13.4	16.4	29.9	45.1	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	2	I/S	I/S	I/S	I/S	I/S	81.6	69.7
Socio-Economic Status								
Subsidized meals	292	98.3	46.6	29.5	23.9	53.4	64.6	62.9

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WILLIAMS MIDDLE										11/09/11-2101005
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	289	94.1	32.8	32.4	34.7	67.2	73.8	73.2	99.6	95.9
Gender										
Male	156	93	37	32.6	30.4	63	67.8	67.2	99.6	95.8
Female	133	95.5	28.1	32.2	39.7	71.9	79.8	79.4	99.6	96.1
Racial/Ethnic Group										
White	94	94.7	17.4	25.6	57	82.6	82	81.5	99.4	95.7
African American	178	93.3	44.2	35.3	20.5	55.8	66	61.3	99.6	96.2
Asian/Pacific Islander	11	100	9.1	36.4	54.5	90.9	80	87	99.9	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.3	66.7	99.9	95.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2	99.9	95.3
Disability Status										
Disabled	43	74.4	N/AV	N/AV	N/AV	12.9	28	26	99.3	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	3	I/S	I/S	I/S	I/S	I/S	65.5	65.7	99.9	96
Socio-Economic Status										
Subsidized meals	179	95	48.4	35.2	16.4	51.6	65.2	63.2	99.4	95.5

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WILLIAMS MIDDLE							11/09/11-2101005
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	0	N/A	N/A	N/A	N/A	N/A
	7	284	98.6	31.3	26.3	42.4	68.7
	8	303	99.3	34.6	23.4	42	65.4
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	311	100	34	26	39.9	66
	8	282	97.9	31	25.6	43.4	69
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	0	N/A	N/A	N/A	N/A	N/A
	7	284	99.3	38.4	32.3	29.3	61.6
	8	303	99.3	37.1	37.4	25.5	62.9
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	311	100	38.2	35.4	26.4	61.8
	8	282	98.2	27.9	43.4	28.7	72.1
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	0	N/A	N/A	N/A	N/A	N/A
	7	282	100	26.1	34.5	39.4	73.9
	8	152	98.7	26.2	28.4	45.4	73.8
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	310	100	28.2	39	32.8	71.8
	8	141	99.3	36.6	22.9	40.5	63.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	0	N/A	N/A	N/A	N/A	N/A
	7	282	99.3	37.4	23.3	39.3	62.6
	8	149	100	26.6	27.3	46.2	73.4
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	309	100	38.3	23	38.7	61.7
	8	140	95.7	20.5	31.5	48	79.5
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	286	96.9	27.4	35	37.6	72.6
	8	306	97.1	25.5	38.7	35.8	74.5
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	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	289	94.1	32.8	32.4	34.7	67.2

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