



## Bennettsville Middle

701 Cheraw Street  
Bennettsville, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	440 Students	
<b>Principal</b>	Diane Grant	843-479-5941
<b>Superintendent</b>	Miss Alisa Goodman	843-479-4016
<b>Board Chair</b>	Mr. John McInnis	843-586-8989

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	At-Risk
2006	At-Risk	Good
2005	At-Risk	At-Risk
2004	At-Risk	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

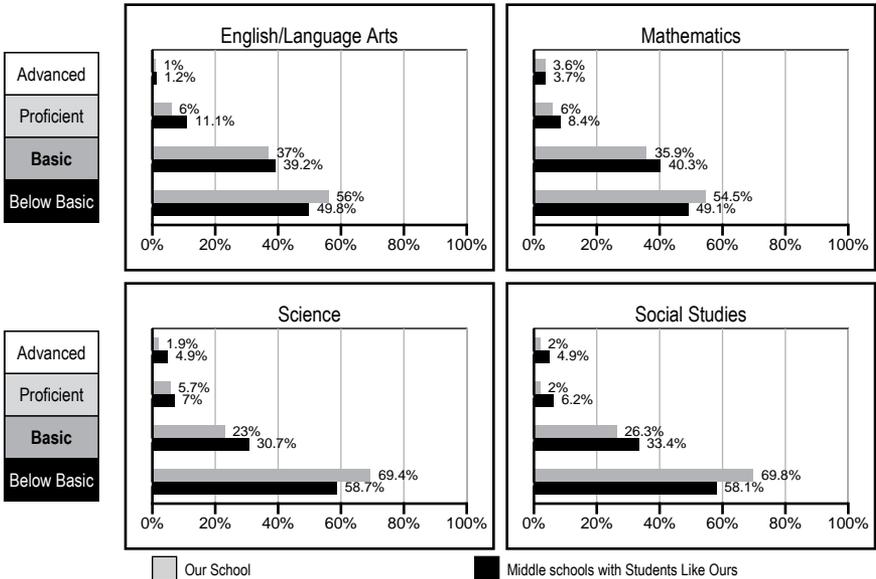
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.1%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	53

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	93.8	84.1
English 1	92.9	80.5
Physical Science	0	37.9
All Subjects	93.3	80.8

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=440)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	5.4%	Down from 13.6%	11.5%	19.4%
Retention rate	1.8%	Up from 0.2%	3.4%	1.8%
Attendance rate	93.8%	Down from 96.2%	95.1%	95.8%
Eligible for gifted and talented	3.8%	Down from 4.2%	4.8%	15.3%
With disabilities other than speech	18.4%	No Change	13.9%	12.9%
Older than usual for grade	6.6%	Up from 4.3%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.0%	Up from 0.0%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	44.4%	Up from 40.0%	53.5%	55.0%
Continuing contract teachers	33.3%	Down from 46.7%	54.4%	70.6%
Teachers with emergency or provisional certificates	42.3%	Up from 27.3%	19.3%	5.4%
Teachers returning from previous year	75.1%	Up from 75.0%	76.4%	83.4%
Teacher attendance rate	94.7%	Up from 92.8%	94.8%	94.9%
Average teacher salary	\$35,365	Down 9.7%	\$43,090	\$44,706
Professional development days/teacher	16.0 days	Down from 17.7 days	12.6 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	15.9 to 1	No Change	15.9 to 1	20.1 to 1
Prime instructional time	84.9%	Down from 86.0%	88.9%	89.3%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.4%	Down from 92.5%	96.8%	98.0%
Character development program	At-Risk	Down from Excellent	Good	Good
Dollars spent per pupil*	\$9,332	Up 5.4%	\$8,870	\$7,097
Percent of expenditures for instruction*	55.0%	Down from 61.7%	62.4%	64.4%
Percent of expenditures for teacher salaries*	50.3%	Down from 56.4%	54.7%	59.4%

\* 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

Bennettsville Middle School is a Title I school that serves 438 students in grades six through eight. The school is an integral part of the Marlboro County School District and has increased its community base of support. The faculty, staff, and parents have worked this year to build a strong learning community that maintains high expectations for students, staff, and stakeholders.

The school has many business partners: SC Representative Douglas Jennings, Jr., Ohanesian & Ohanesian Law Offices, The Junior Charity League, Marlboro Eye Care, State Farm Insurance Agency, Parker's Used Cars, Bi-Lo, Flake Board America Limited, Quick's Florist, Pepsi Cola Corporation, Hamilton Office Supply, Sword of Truth Ministries, Shiloh General Missionary Society, Pee Dee Choral Ensemble, Marlboro County High School Gospel Choir, Walgreens, and Domtar Paper Mill.

The BMS staff concentrates on teaching the state content standards using the Teacher Advancement Program (TAP) instructional rubric based on current, research-based best practices for instruction. The school also implements the Accelerated Reading and Accelerated Math Programs and places strong emphasis on reading comprehension by using the Corrective Reading curriculum and process. Among other disaggregated data, Measures of Academic Progress (MAP) scores are analyzed to monitor student progress and to guide classroom instruction.

Numerous accomplishments have been celebrated this year, including the following: some 190 students met MAP target growth scores in two or more content areas; two certified staff members earned Masters degrees; Interwrite Boards (interactive computer-based "chalk" boards) were placed in core content area classes around the campus; numerous classrooms received computer upgrades; and one special education teacher earned national recognition. In addition, the band department received a Mr. Holland's Opus Melody Grant for 25 new band instruments, four band students were chosen to participate in the District All-State Band, two of these students were selected to perform in the Eastern District Regional Honor Band, and the school won the district championships in football and boys' and girls' basketball.

The BMS staff is highly trained and committed to leading and facilitating the continued growth and development of all students. The staff also anticipates a promising and successful 2008-2009 school year, as parents and community members continue to support the school.

Jack Swann, Jr., Principal  
Tabitha Tedder, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	147	56
Percent satisfied with learning environment	50.0%	54.5%	73.2%
Percent satisfied with social and physical environment	47.4%	65.1%	66.1%
Percent satisfied with school-home relations	16.7%	86.9%	71.4%

\* 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 8 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

Restructure

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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	24.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	59.9%	0.0%	No
Student attendance rate	93.8%	94.0%	No

\* Or greater than last year

Abbreviations for Missing Data

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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	437	96.6	54	37.1	6.4	2.5	16.1	30.4	48.2	No	Yes
<b>Gender</b>											
Male	221	95.5	58.2	34.8	4	3	12.4	24	41.7	N/A	N/A
Female	216	97.7	49.8	39.4	8.9	2	19.7	37.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	66	95.5	44.3	42.6	8.2	4.9	24.6	38.4	60	No	Yes
African American	361	97	56	36.2	6	1.8	14.1	25.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	35.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	87	89.7	74	13.7	2.7	9.6	15.1	9.1	16	No	No
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	365	96.2	56.3	35.9	6	1.8	14.7	26.6	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	437	96.6	51.5	37.4	7.4	3.7	19.3	25.1	45.8	No	Yes
<b>Gender</b>											
Male	221	94.6	52.8	35.7	7.5	4	20.1	24	45.6	N/A	N/A
Female	216	98.6	50.2	39	7.3	3.4	18.5	26.3	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	66	93.9	43.3	43.3	1.7	11.7	23.3	34	59	No	Yes
African American	361	97	52.7	37.1	7.8	2.4	18	19.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	29.3	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	87	89.7	74	13.7	9.6	2.7	16.4	9.7	17.1	No	No
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	365	96.4	52.5	36.7	7.2	3.6	18.2	22	31.4	No	Yes

\* Adj - 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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	291	96.9	66.1	23.2	6.3	4.4	10.7	13.9	35.7	93.8	95.3
<b>Gender</b>											
Male	152	96.7	62.4	24.1	7.1	6.4	13.5	13.9	37.4	93.7	95
Female	139	97.1	70	22.3	5.4	2.3	7.7	13.8	33.8	94	95.7
<b>Racial/Ethnic Group</b>											
White	47	93.6	50	16.7	19	14.3	33.3	24.7	49.2	92.5	94.8
African American	239	97.9	69.8	24.4	3.6	2.2	5.8	7.6	17	94.1	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	96.1	95.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	16.4	37.4	87.1	94
<b>Disability Status</b>											
Disabled	59	91.5	75	5.8	5.8	13.5	19.2	10.5	14	93	94.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.1	97.6
<b>Socio-Economic Status</b>											
Subsided meals	243	96.7	68.3	24.6	4	3.1	7.1	10.5	21.1	93.6	95.1
<b>Social Studies</b>											
All Students	278	98.2	67.6	26.3	3.4	2.7	6.1	13.8	34	93.8	95.3
<b>Gender</b>											
Male	136	96.3	67.2	22.4	5.6	4.8	10.4	14.1	36.6	93.7	95
Female	142	100	67.9	29.9	1.5	0.7	2.2	13.4	31.3	94	95.7
<b>Racial/Ethnic Group</b>											
White	39	97.4	58.3	27.8	5.6	8.3	13.9	16.4	44.5	92.5	94.8
African American	231	98.7	69.9	25.1	3.2	1.8	5	11.8	19.1	94.1	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	96.1	95.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	19	32.7	87.1	94
<b>Disability Status</b>											
Disabled	49	93.9	72.1	11.6	9.3	7	16.3	6.1	14.4	93	94.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.1	97.6
<b>Socio-Economic Status</b>											
Subsided meals	232	97.8	70.5	24.9	3.2	1.4	4.6	11.4	21	93.6	95.1

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	127	100	56.8	33.1	7.6	2.5	10.2
	7	152	98.7	56.4	36.4	5.7	1.4	7.1
	8	172	96.5	50.7	40.1	8.6	0.7	9.2
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	144	99.3	56.3	35.6	5.2	3	8.1
	7	138	97.8	43.4	44.2	9.3	3.1	12.4
	8	155	92.9	61.4	32.1	5	1.4	6.4
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	127	100	44.9	44.1	9.3	1.7	11
	7	152	99.3	44.7	46.1	7.1	2.1	9.2
	8	172	97.1	50.3	37.3	9.8	2.6	12.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	144	100	53.7	34.6	7.4	4.4	11.8
	7	138	97.1	42.2	43	8.6	6.3	14.8
	8	155	92.9	57.9	35	6.4	0.7	7.1
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	68	100	63.3	28.3	6.7	1.7	8.3
	7	152	99.3	62.2	23	10.4	4.4	14.8
	8	83	97.6	52.1	35.2	12.7	0	12.7
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	79	96.2	79.7	9.5	5.4	5.4	10.8
	7	138	97.8	57.4	31	6.2	5.4	11.6
	8	74	96	67.6	23.5	7.4	1.5	8.8
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	64	100	51.9	38.5	9.6	0	9.6
	7	152	98.7	65.9	30.4	3.7	0	3.7
	8	88	98.9	53.8	42.5	3.8	0	3.8
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	67	98.5	66.1	25.8	6.5	1.6	8.1
	7	138	97.8	71.3	20.9	3.9	3.9	7.8
	8	73	98.6	62	36.6	0	1.4	1.4

Abbreviations for Missing Data

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