



## Bamberg-Ehrhardt Middle

897 North St.  
Bamberg, SC 29003

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	328 Students	
<b>Principal</b>	Troy Phillips	803-245-3058
<b>Superintendent</b>	Phyllis K. Schwarting	803-245-3053
<b>Board Chair</b>	Dr. R. Dale Padgett	803-245-2433

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

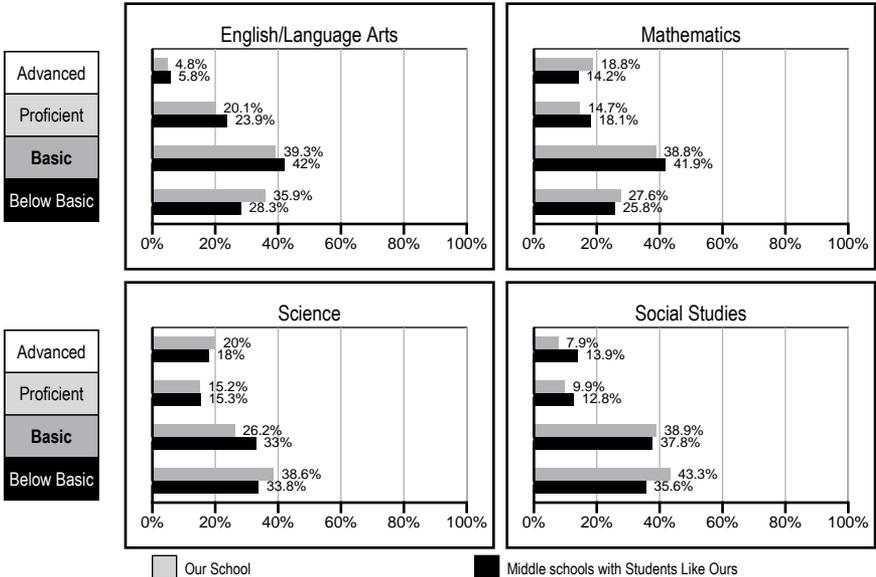
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	20	26	3

\* 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	100.0	97.9
English 1	97.5	97.5
Physical Science	0	48.7
All Subjects	98.5	97.6

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=328)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	19.2%	Up from 9.7%	22.8%	19.4%
Retention rate	1.8%	Up from 1.3%	1.6%	1.8%
Attendance rate	95.4%	Down from 95.8%	95.9%	95.8%
Eligible for gifted and talented	13.8%	Up from 11.8%	17.3%	15.3%
With disabilities other than speech	12.3%	Down from 15.6%	14.2%	12.9%
Older than usual for grade	2.1%	No Change	3.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 8.7%	0.6%	0.7%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	42.3%	Down from 44.0%	53.7%	55.0%
Continuing contract teachers	80.8%	Down from 84.0%	73.8%	70.6%
Teachers with emergency or provisional certificates	8.3%	Down from 12.5%	5.4%	5.4%
Teachers returning from previous year	83.3%	Down from 87.1%	85.2%	83.4%
Teacher attendance rate	90.4%	Down from 95.7%	94.9%	94.9%
Average teacher salary	\$41,433	Up 2.0%	\$44,220	\$44,706
Professional development days/teacher	9.3 days	Down from 11.5 days	11.4 days	11.8 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	3.0	3.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 19.0 to 1	20.6 to 1	20.1 to 1
Prime instructional time	83.9%	Down from 89.0%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	90.7%	Down from 96.6%	97.5%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$7,129	Up 10.6%	\$7,061	\$7,097
Percent of expenditures for instruction*	66.5%	Up from 61.5%	64.1%	64.4%
Percent of expenditures for teacher salaries*	63.0%	Up from 58.8%	59.6%	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**

The 2007 PACT scores at Bamberg-Ehrhardt Middle School were improved enough to raise our rating on the Annual School Report Card from unsatisfactory to below average. We are certainly not satisfied with a below average rating but we are pleased that our scores did improve. Our task is to make sure that the scores continue to move in a positive direction.

During the 2007-2008 school year, we added an eighth grade math teacher. This allowed us to increase the instructional time for our 8th grade students, and we believe that increasing instructional time will increase student achievement. A district math coordinator was hired and is located at BEMS. She has worked very closely with our math teachers to ensure that all state standards are taught.

In the spring of 2008, BEMS received a grant from the Blue Cross/Blue Shield Foundation and the South Carolina Department of Mental Health which will provide us with a school-based mental health counselor. This is a three-year grant and we look forward to having a licensed counselor as part of our staff.

Our goal is to improve student achievement. We will continue to focus all of our resources and energy to that end. With the continued support of this community, we can be successful.

Robert Kearse, Principal  
Larry Long, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	27	107	56
Percent satisfied with learning environment	85.2%	67.3%	83.0%
Percent satisfied with social and physical environment	96.3%	68.9%	65.5%
Percent satisfied with school-home relations	59.3%	83.3%	79.6%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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. 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	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.3%	0.0%	No
Student attendance rate	95.4%	94.0%	Yes

\* Or greater than last year

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## 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
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	323	99.7	37.3	39.5	18.8	4.5	35.4	43.2	48.2	Yes	Yes
<b>Gender</b>											
Male	169	100	44.6	34.9	16.9	3.6	30.1	36.6	41.7	N/A	N/A
Female	154	99.4	29.1	44.6	20.9	5.4	41.2	50.7	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	139	99.3	23.1	44.8	23.1	9	47.8	55.8	60	Yes	Yes
African American	181	100	48	36.2	15.3	0.6	25.4	31.7	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	49	100	89.6	8.3	0	2.1	6.3	17.7	16	No	Yes
<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	180	100	52	33.7	13.7	0.6	22.9	31.5	34	No	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	323	99.7	29.6	40.4	13.7	16.2	38.5	44.3	45.8	Yes	Yes
<b>Gender</b>											
Male	169	100	32.5	34.3	13.3	19.9	39.8	43.2	45.6	N/A	N/A
Female	154	99.4	26.4	47.3	14.2	12.2	37.2	45.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	139	99.3	20.9	30.6	18.7	29.9	56.7	59.3	59	Yes	Yes
African American	181	100	36.2	48.6	9.6	5.6	24.3	30.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	49	100	70.8	22.9	4.2	2.1	8.3	18.8	17.1	No	Yes
<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	180	100	38.9	44.6	10.3	6.3	23.4	31.5	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	215	100	38.4	26.1	15.6	19.9	35.5	37.3	35.7	95.4	95.8
<b>Gender</b>											
Male	118	100	37.9	19.8	17.2	25	42.2	40.6	37.4	95.2	95.7
Female	97	100	38.9	33.7	13.7	13.7	27.4	33.8	33.8	95.7	95.8
<b>Racial/Ethnic Group</b>											
White	98	100	24	21.9	19.8	34.4	54.2	49	49.2	95	95.2
African American	116	100	50.9	29.8	11.4	7.9	19.3	26.5	17	95.8	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.7	95.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.8	90.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	33	100	78.1	12.5	6.3	3.1	9.4	16.9	14	94.4	95.3
<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	99.9	91.7
<b>Socio-Economic Status</b>											
Subsided meals	117	100	54.4	27.2	9.6	8.8	18.4	23.7	21.1	95.3	95.5
<b>Social Studies</b>											
All Students	208	99	42.6	39.1	10.4	7.9	18.3	32.1	34	95.4	95.8
<b>Gender</b>											
Male	107	99.1	43.3	30.8	12.5	13.5	26	36.3	36.6	95.2	95.7
Female	101	99	41.8	48	8.2	2	10.2	26.9	31.3	95.7	95.8
<b>Racial/Ethnic Group</b>											
White	78	98.7	33.3	34.7	14.7	17.3	32	42.9	44.5	95	95.2
African American	128	99.2	48	41.6	8	2.4	10.4	23.8	19.1	95.8	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.7	95.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.8	90.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	35	97.1	81.8	15.2	3	0	3	21.2	14.4	94.4	95.3
<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	99.9	91.7
<b>Socio-Economic Status</b>											
Subsided meals	122	98.4	48.3	39.8	8.5	3.4	11.9	24.2	21	95.3	95.5

\* 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	106	100	35.6	40.4	22.1	1.9	24
	7	123	100	44.1	40.7	12.7	2.5	15.3
	8	134	98.5	42.6	42.6	13.2	1.6	14.7
<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	105	99.1	33.7	39.6	19.8	6.9	26.7
	7	102	100	36.6	43.6	17.8	2	19.8
	8	116	100	41.1	35.7	18.8	4.5	23.2
<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	106	100	33.7	34.6	15.4	16.3	31.7
	7	123	100	30.5	42.4	13.6	13.6	27.1
	8	134	98.5	55.8	38.8	3.1	2.3	5.4
<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	105	99.1	24.8	33.7	18.8	22.8	41.6
	7	102	100	25.7	38.6	11.9	23.8	35.6
	8	116	100	37.5	48.2	10.7	3.6	14.3
<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	54	100	47.1	33.3	7.8	11.8	19.6
	7	123	100	35	29.9	21.4	13.7	35
	8	65	100	44.6	36.9	9.2	9.2	18.5
<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	53	100	51.9	21.2	11.5	15.4	26.9
	7	102	100	32.7	31.7	14.9	20.8	35.6
	8	60	100	36.2	20.7	20.7	22.4	43.1
<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	53	100	25	53.8	17.3	3.8	21.2
	7	123	97.6	50.4	41.7	7.8	0	7.8
	8	67	100	48.4	45.3	4.7	1.6	6.3
<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	50	98	27.1	47.9	10.4	14.6	25
	7	102	100	53.5	27.7	9.9	8.9	18.8
	8	56	98.2	35.8	52.8	11.3	0	11.3

Abbreviations for Missing Data

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