



## Brentwood Middle

2685 Leeds Avenue  
North Charleston, SC

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	435 Students	
<b>Principal</b>	La Wanda Glears	843-745-7094
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# 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>At-Risk</b>
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	At-Risk	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**

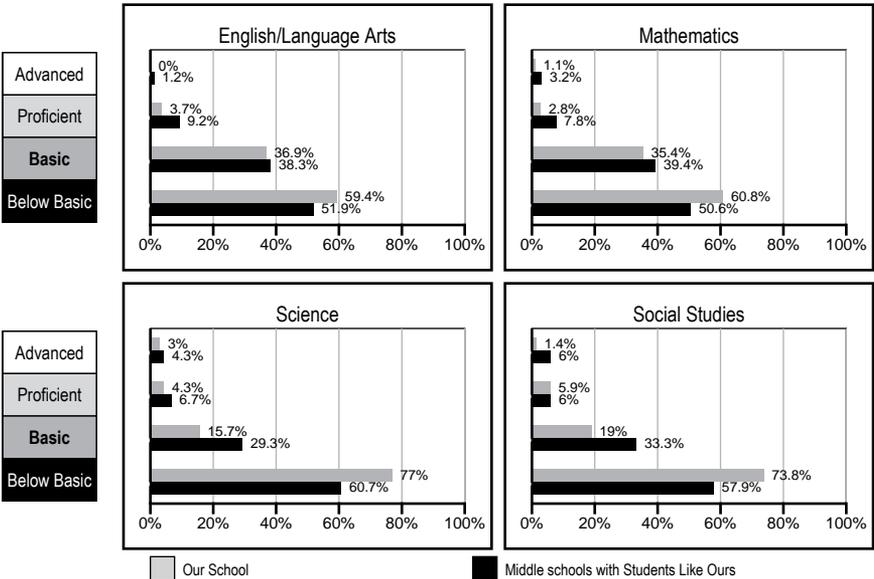
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	28

\* 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	66.7	81.4
English 1	0	84.4
Physical Science	0	39.7
All Subjects	66.7	78.9

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=435)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	6.4%	Down from 32.8%	11.5%	19.4%
Retention rate	8.3%	Up from 7.3%	3.3%	1.8%
Attendance rate	91.9%	Up from 91.2%	95.0%	95.8%
Eligible for gifted and talented	0.9%	Down from 1.7%	3.8%	15.3%
With disabilities other than speech	13.3%	Down from 13.9%	13.5%	12.9%
Older than usual for grade	11.5%	Up from 6.8%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	34.9%	Up from 8.2%	1.0%	0.7%
Annual dropout rate	0.9%	Up from 0.5%	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	64.1%	Up from 59.0%	54.3%	55.0%
Continuing contract teachers	53.8%	Down from 61.5%	55.6%	70.6%
Teachers with emergency or provisional certificates	22.6%	Up from 13.8%	19.0%	5.4%
Teachers returning from previous year	65.9%	Up from 58.6%	76.3%	83.4%
Teacher attendance rate	92.1%	Down from 94.2%	94.7%	94.9%
Average teacher salary	\$41,000	Up 4.1%	\$43,167	\$44,706
Professional development days/teacher	17.5 days	Up from 13.0 days	12.8 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	13.9 to 1	Down from 16.7 to 1	15.6 to 1	20.1 to 1
Prime instructional time	82.6%	Down from 84.4%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.0%	Up from 84.7%	98.0%	98.0%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil*	\$11,413	Up 19.0%	\$9,234	\$7,097
Percent of expenditures for instruction*	66.8%	Down from 69.0%	62.8%	64.4%
Percent of expenditures for teacher salaries*	57.7%	Down from 61.8%	55.1%	59.4%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The goals established this year by the faculty, staff, students, and parents at Brentwood Middle School were to continue to improve the academic performance of all students; reduce discipline problems; improve the attendance rates of faculty, staff, and students; increase parental support; provide a curriculum for students that is rigorous, relevant, and results driven; and create a safe and orderly environment for all.

This year the faculty has continued to work diligently to improve the academic progress of all students. Some of the programs that were implemented this year were: Drop Everything and Read; Writing Across the Curriculum, utilizing the 6+1 Write Traits; benchmark testing in all four content areas; MAP/PACT quarterly data analysis; and computer assistant instructional programs to assist students with improving Reading and Math skills.

The school's climate also improved this year. There was a decrease in discipline problems, and the attendance rate of faculty, staff, and students increased. This was accomplished because of the committed faculty, staff, parents, and students who believed that Brentwood could become an Excellent School.

As we prepare for the upcoming school year, we will continue to assess the academic performance of all students, reduce discipline problems, and increase the attendance rates of the faculty, staff, and students. But most importantly, we will work to increase parental support, because we know "It takes a Village to Raise a Child." Help us to make Brentwood become an "Excellent" school.

At Brentwood, our Motto is "Pride, Respect, Responsibility. We Make No Excuses, Take No Excuses."

LaWanda Glears, Principal  
 Ellen Feaster Smalls, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	30	95	31
Percent satisfied with learning environment	23.3%	63.2%	54.8%
Percent satisfied with social and physical environment	46.7%	69.5%	56.7%
Percent satisfied with school-home relations	6.7%	78.7%	66.7%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 9 out of 17 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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.7%	0.0%	No
Student attendance rate	91.9%	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
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	416	99.8	59.4	36.9	3.7	0	8.3	53.5	48.2	No	Yes
<b>Gender</b>											
Male	206	99.5	70	27.6	2.4	0	5.9	47.3	41.7	N/A	N/A
Female	210	100	49.4	45.6	5	0	10.6	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	13	100	60	20	20	0	20	77.6	60	I/S	I/S
African American	385	99.7	60.4	36.3	3.4	0	7.9	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	18	100	41.2	52.9	5.9	0	11.8	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
<b>Disability Status</b>											
Disabled	59	98.3	93.3	6.7	0	0	2.2	20.4	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	15	100	40	53.3	6.7	0	13.3	40	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	381	99.7	59.3	37.3	3.4	0	7.8	33	34	No	Yes

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

All Students	415	100	60.6	36	2.3	1.1	8.6	49.7	45.8	No	Yes
<b>Gender</b>											
Male	205	100	63.5	32.4	2.4	1.8	8.8	49.5	45.6	N/A	N/A
Female	210	100	57.8	39.4	2.2	0.6	8.3	49.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	13	100	40	40	0	20	40	75.6	59	I/S	I/S
African American	384	100	61.3	36	2.4	0.3	7.3	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	18	100	52.9	35.3	0	11.8	23.5	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	58	100	95.6	4.4	0	0	0	20.2	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	15	100	53.3	40	0	6.7	20	40.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	380	100	59.3	37.6	1.9	1.2	7.8	28.3	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	272	99.3	76.8	15.8	4.4	3.1	7.5	39.2	35.7	91.9	96
<b>Gender</b>											
Male	137	98.5	72.6	16.8	7.1	3.5	10.6	40.8	37.4	91.3	95.8
Female	135	100	80.9	14.8	1.7	2.6	4.3	37.6	33.8	92.6	96.1
<b>Racial/Ethnic Group</b>											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	88	96.1
African American	255	99.2	77.9	15.7	4.6	1.8	6.5	15.3	17	91.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	95.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	94.8	95.7
<b>Disability Status</b>											
Disabled	39	94.9	92.3	7.7	0	0	0	16.6	14	89.3	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	95.4	96.3
<b>Socio-Economic Status</b>											
Subsized meals	247	99.2	77.3	15	4.3	3.4	7.7	17.1	21.1	92.2	95.5
<b>Social Studies</b>											
All Students	265	100	73.8	19	5.9	1.4	7.2	40.2	34	91.9	96
<b>Gender</b>											
Male	125	100	76	16.3	5.8	1.9	7.7	42	36.6	91.3	95.8
Female	140	100	71.8	21.4	6	0.9	6.8	38.3	31.3	92.6	96.1
<b>Racial/Ethnic Group</b>											
White	11	100	40	40	0	20	20	63.3	44.5	88	96.1
African American	241	100	76	17.6	5.4	1	6.4	19.1	19.1	91.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	13	100	50	33.3	16.7	0	16.7	29.3	27.5	95.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	94.8	95.7
<b>Disability Status</b>											
Disabled	39	100	93.5	3.2	3.2	0	3.2	18.2	14.4	89.3	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	95.4	96.3
<b>Socio-Economic Status</b>											
Subsized meals	244	100	74.1	18.5	5.9	1.5	7.3	20.1	21	92.2	95.5

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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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	129	98.5	69.3	25.7	4	1	5
	7	133	99.3	73.6	24.5	1.9	0	1.9
	8	171	100	66.4	28.2	5.4	0	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	145	99.3	62.8	33.9	3.3	0	3.3
	7	123	100	52.5	43.6	4	0	4
	8	148	100	61.7	34.4	3.9	0	3.9
<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	129	100	54.9	38.2	6.9	0	6.9
	7	133	99.3	50	47.2	2.8	0	2.8
	8	171	100	69.8	26.2	3.4	0.7	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	64.5	33.1	1.7	0.8	2.5
	7	123	100	45.5	46.5	5	3	7.9
	8	148	100	68.8	30.5	0.8	0	0.8
<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	64	98.4	86.5	11.5	1.9	0	1.9
	7	133	99.3	67.9	31.1	0.9	0	0.9
	8	86	100	82.7	16	0	1.3	1.3
<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	73	98.6	88.5	8.2	1.6	1.6	3.3
	7	123	100	67.3	19.8	6.9	5.9	12.9
	8	76	98.7	80.3	16.7	3	0	3
<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	39.6	52.1	6.3	2.1	8.3
	7	133	99.3	77.4	17	4.7	0.9	5.7
	8	85	100	77	23	0	0	0
<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	71	100	52.5	32.2	11.9	3.4	15.3
	7	122	100	84.2	10.9	4	1	5
	8	72	100	77	19.7	3.3	0	3.3

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