



Brewer Middle

1000 Emerald Rd.
Greenwood, South

Grades	6-8 Middle School	
Enrollment	686 Students	
Principal	Gerald Witt	864-941-5500
Superintendent	Dr. Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Below 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

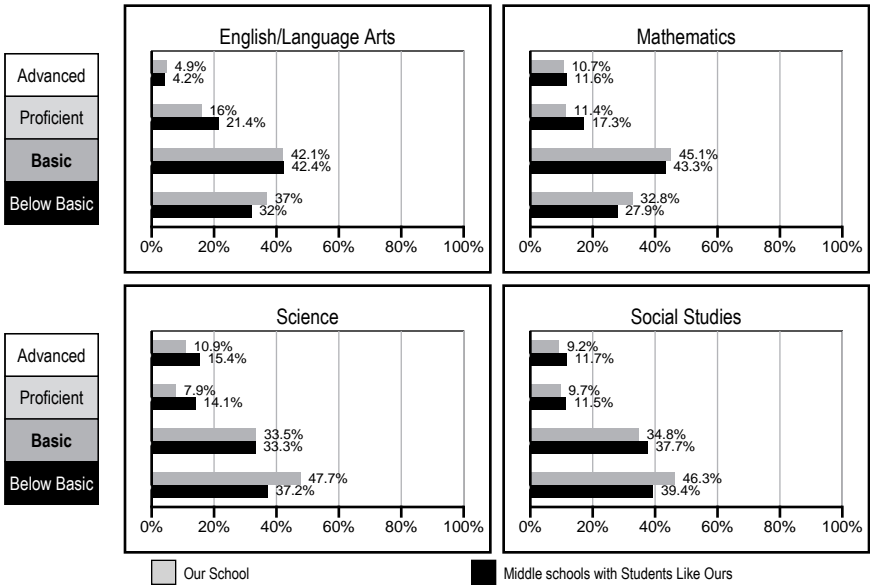
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	30	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	96.4
English 1	94.1	94.0
Physical Science	0	76.9
All Subjects	97.6	95.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=686)				
Students enrolled in high school credit courses (grades 7 & 8)	9.1%	Down from 41.2%	18.7%	19.4%
Retention rate	5.1%	Up from 4.5%	1.8%	1.8%
Attendance rate	96.3%	Up from 96.0%	95.7%	95.8%
Eligible for gifted and talented	12.1%	Down from 12.7%	14.3%	15.3%
With disabilities other than speech	18.8%	Up from 18.4%	14.8%	12.9%
Older than usual for grade	6.3%	Up from 4.8%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	62.3%	Up from 54.0%	52.6%	55.0%
Continuing contract teachers	66.0%	Down from 80.0%	73.3%	70.6%
Teachers with emergency or provisional certificates	6.3%	Down from 6.5%	5.9%	5.4%
Teachers returning from previous year	85.2%	Up from 84.5%	83.7%	83.4%
Teacher attendance rate	93.8%	Down from 99.4%	94.8%	94.9%
Average teacher salary	\$46,323	Up 7.5%	\$44,406	\$44,706
Professional development days/teacher	11.1 days	Down from 20.3 days	11.6 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 22.9 to 1	19.0 to 1	20.1 to 1
Prime instructional time	88.6%	Down from 94.2%	88.9%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.9%	Down from 99.7%	97.7%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,967	Up 6.8%	\$7,020	\$7,097
Percent of expenditures for instruction*	61.5%	Down from 62.7%	65.2%	64.4%
Percent of expenditures for teacher salaries*	57.9%	Down from 61.1%	60.9%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Brewer Middle School adopted the theme of "A Community of One" for the 2007-08 school year. Most of our students enjoy a traditional middle school program with focus in the four core areas of ELA, math, social studies, and science; they are also exposed to related arts programs including drama, dance, chorus, band, art, business/computer applications, physical education/health, and science technology. For the second year, some Brewer students were involved in a "single-gender" educational environment. The initiative has resulted in better student behavior, more students' achieving A/B Honor Roll status and higher growth levels on the MAP tests in math and reading from fall to spring to winter administrations.

This year, eighth grade students participated in Algebra I and English I courses where they will receive high school credits before they ever reach high school. Additionally, a portion of our students are enrolled in a non-traditional Arts Magnet (ACTS – Arts, Communication, and Theatre School) choice program. These students participate in a "school-within-a-school" atmosphere. Students have also participated in the "Scientist for a Lifetime" after-school program, generously funded through a local company, Pfizer/Capsugel. For the third year, students have experienced hands-on science activities, experimental labs, field trips, and speakers from all areas of science education.

Although we strive to educate our students in core subjects and the arts, we continue to provide service learning activities and programs to allow them to "give back" to the Greenwood community. Students participate through Student Government, Girl Power and school wide projects. Some programs include United Way, Relay for Life, Red Ribbon Week, Toys for Tots, PAW Pals (Humane Society), and collecting canned goods for the Greenwood Food Bank. Through these activities, we educate "the whole child." With the abundance of choice through course offerings and various activities, there is a unique blend of students and communities which make us a proud "Community of One." The goal for each student in our "Community of One" is success at the highest level. Brewer Middle is a "Community of One" striving to be NUMBER ONE.

Mr. Gerald Witt, Principal
 Kevin Scharf School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	177	43
Percent satisfied with learning environment	95.5%	59.7%	72.1%
Percent satisfied with social and physical environment	91.1%	57.8%	57.1%
Percent satisfied with school-home relations	68.2%	70.3%	69.8%

* 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 19 out of 29 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	0.0%	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	2.1%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

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

All Students	662	100	36.6	41.3	15.7	6.5	31.6	45	48.2	No	Yes
Gender											
Male	324	100	47.7	35.7	11.3	5.3	26.3	40	41.7	N/A	N/A
Female	338	100	26.1	46.5	19.8	7.5	36.5	49.9	55	N/A	N/A
Racial/Ethnic Group											
White	218	100	21	38	29.8	11.2	50.2	62.2	60	Yes	Yes
African American	392	100	44.4	42.5	8.7	4.4	21.8	27.2	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	70.4	I/S	I/S
Hispanic	48	100	45.2	47.6	4.8	2.4	23.8	27.4	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	119	100	64	18.9	2.7	14.4	19.8	14.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	46	100	46.3	46.3	4.9	2.4	22	29.1	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	425	100	46	41.8	8.8	3.4	20.8	28.8	34	No	Yes

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

All Students	662	100	32.7	45.1	11.3	10.8	29.8	45.5	45.8	No	Yes
Gender											
Male	324	100	37	39.3	12	11.7	31	46.7	45.6	N/A	N/A
Female	338	100	28.6	50.6	10.7	10.1	28.6	44.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	218	100	18	41	21.5	19.5	51.2	62.8	59	Yes	Yes
African American	392	100	40.6	48	4.9	6.5	18	27.1	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.1	71.3	I/S	I/S
Hispanic	48	100	38.1	40.5	16.7	4.8	23.8	30.9	38.1	No	Yes
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
Disability Status											
Disabled	119	100	58.6	22.5	7.2	11.7	20.7	17.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	46	100	39	43.9	12.2	4.9	22	34.1	38.7	No	Yes
Socio-Economic Status											
Subsided meals	425	100	41.6	44.7	8.3	5.5	20	29.3	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
Science											
All Students	438	100	46.2	32.8	7.7	13.3	21	35.7	35.7	96.3	96.3
Gender											
Male	206	100	44.1	29.3	8.5	18.1	26.6	39	37.4	95.8	96.2
Female	232	100	47.9	35.9	6.9	9.2	16.1	32.4	33.8	96.7	96.5
Racial/Ethnic Group											
White	146	100	27.5	36.2	12.3	23.9	36.2	53.7	49.2	96.2	96.3
African American	256	100	57.8	29.5	4.6	8	12.7	16.6	17	96.3	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	76.7	58	97.4	98
Hispanic	33	100	44.4	44.4	3.7	7.4	11.1	17.1	24.9	96.9	96.7
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
Disability Status											
Disabled	82	100	67.5	14.3	1.3	16.9	18.2	11.7	14	95.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	33	100	42.9	39.3	10.7	7.1	17.9	20.6	24.4	96.8	96.9
Socio-Economic Status											
Subsidized meals	278	100	56.2	31.7	5.2	6.8	12	17	21.1	95.8	95.7
Social Studies											
All Students	440	100	44.9	34.1	10.6	10.4	21	30.7	34	96.3	96.3
Gender											
Male	219	100	44.4	31.2	13.2	11.2	24.4	34.3	36.6	95.8	96.2
Female	221	100	45.5	36.8	8.1	9.6	17.7	27.1	31.3	96.7	96.5
Racial/Ethnic Group											
White	146	100	25	40.4	16.2	18.4	34.6	45.2	44.5	96.2	96.3
African American	257	100	57	29.1	7.8	6.1	13.9	15.2	19.1	96.3	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.6	58.9	97.4	98
Hispanic	35	100	40.6	46.9	6.3	6.3	12.5	16.9	27.5	96.9	96.7
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
Disability Status											
Disabled	82	100	64.9	16.9	9.1	9.1	18.2	13.6	14.4	95.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	33	100	43.3	43.3	6.7	6.7	13.3	19.2	27.3	96.8	96.9
Socio-Economic Status											
Subsidized meals	298	100	55.3	31.1	7.7	5.9	13.6	15.3	21	95.8	95.7

* 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*
English/Language Arts								
2007	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	220	99.6	40.2	42.7	15.6	1.5	17.1
	7	242	100	40.4	41.3	12.4	5.8	18.2
	8	188	99.5	37.6	50.9	11	0.6	11.6
2008	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	234	100	40.5	34.5	18.6	6.4	25
	7	223	100	30.3	47.1	14.9	7.7	22.6
	8	205	100	38.9	42.6	13.2	5.3	18.4
Mathematics								
2007	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	220	100	29.1	44.7	16.6	9.5	26.1
	7	242	100	28.4	46.7	16.4	8.4	24.9
	8	188	99.5	29.5	53.2	14.5	2.9	17.3
2008	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	234	100	35.9	33.6	13.2	17.3	30.5
	7	223	100	29.3	49.5	10.6	10.6	21.2
	8	205	100	32.6	53.7	10	3.7	13.7
Science								
2007	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	113	99.1	54.1	29.6	12.2	4.1	16.3
	7	242	100	48.6	33.2	10.3	7.9	18.2
	8	96	100	46.7	41.1	10	2.2	12.2
2008	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	118	100	55	15.6	12.8	16.5	29.4
	7	220	100	43.4	39	4.4	13.2	17.6
	8	100	100	41.8	39.6	8.8	9.9	18.7
Social Studies								
2007	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	107	100	24.7	49.5	16.5	9.3	25.8
	7	242	100	59.3	29.9	5.1	5.6	10.7
	8	92	98.9	53	45.8	1.2	0	1.2
2008	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	116	100	26.1	37.8	18	18	36
	7	219	100	55.4	25.5	9.3	9.8	19.1
	8	105	100	44.4	47.5	5.1	3	8.1

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