



Newberry Middle

125 Oneal Street
Newberry, SC 29108

Grades	6-8 Middle School	
Enrollment	617 Students	
Principal	Katrina Singletary	803-321-2640
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
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

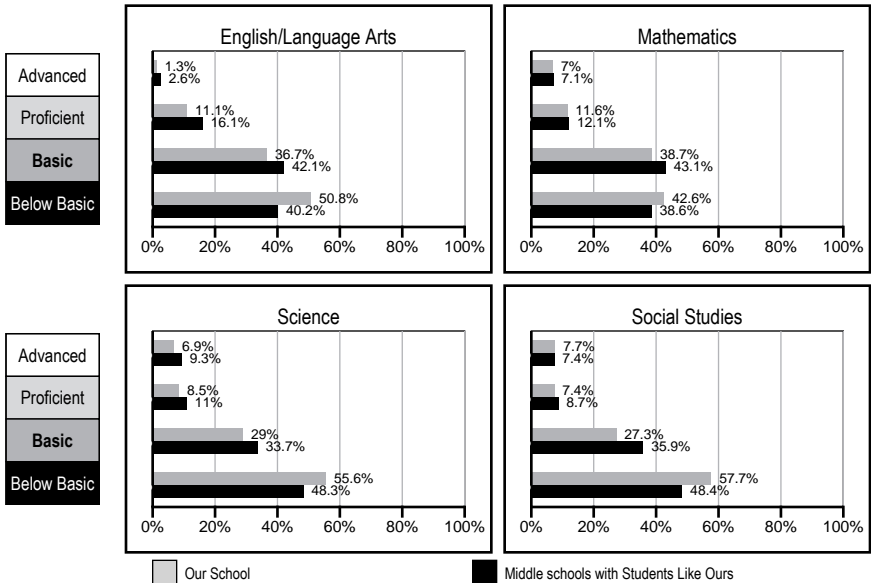
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	11	27

* 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	91.7
English 1	100.0	90.7
Physical Science	0	7.9
All Subjects	100.0	89.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=617)				
Students enrolled in high school credit courses (grades 7 & 8)	9.0%	Up from 4.6%	13.3%	19.4%
Retention rate	3.5%	Down from 5.3%	2.6%	1.8%
Attendance rate	93.9%	Up from 93.5%	95.2%	95.8%
Eligible for gifted and talented	10.1%	Down from 10.6%	10.8%	15.3%
With disabilities other than speech	17.4%	Up from 15.5%	13.8%	12.9%
Older than usual for grade	5.8%	Up from 3.9%	5.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.1%	Up from 2.0%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	50.0%	Down from 53.1%	53.6%	55.0%
Continuing contract teachers	54.3%	Down from 71.4%	60.0%	70.6%
Teachers with emergency or provisional certificates	19.5%	Up from 11.4%	12.0%	5.4%
Teachers returning from previous year	72.3%	Down from 75.7%	78.2%	83.4%
Teacher attendance rate	95.4%	Up from 92.6%	94.8%	94.9%
Average teacher salary	\$40,691	Down 2.7%	\$44,651	\$44,706
Professional development days/teacher	7.2 days	Down from 9.7 days	11.7 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	17.6 to 1	No Change	18.4 to 1	20.1 to 1
Prime instructional time	89.1%	Up from 83.2%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.3%	No Change	95.6%	98.0%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil*	\$7,027	Down 1.7%	\$7,604	\$7,097
Percent of expenditures for instruction*	68.4%	Down from 73.0%	64.1%	64.4%
Percent of expenditures for teacher salaries*	62.2%	Up from 60.8%	59.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

During the 2007–2008 school year, Newberry Middle School continued to strive for excellence as we adopted the slogan, “Whatever it takes, our kids are worth it!” Our students continued to excel in academics, athletics, and the arts. We had a student selected as a junior scholar. The social studies artwork of one of our 6th graders will be published in 08-09 S.C. Economics Concepts Calendar. The wrestling team had students to be recognized on the state level. The Bands of NMS received an Excellent rating from the SCBDA Concert Festival and Superior ratings from the Carowinds Music Festival. We received the Aerospace Education Excellence Award again for promoting aerospace education through our Civil Air Patrol.

We worked with an External Review Liaison to create a Focused School Renewal Plan that helped us plan instructionally for our students. This plan was centered on our MAP and PACT data. Content collaboration between content coaches and teachers was a key role this year in our building. Teachers spent time analyzing data and creating curriculum maps and common assessments. Opportunities were provided to our faculty members to attend professional development related to classroom instruction and management. We hosted our first annual Academic Night to showcase student work for parents. Parental involvement continued to improve.

It is our mission to help students reach their potential through engaging experiences that are academically excellent and socially equitable.

Katrina L. Singletary, Principal
Tammy Harmon, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	155	30
Percent satisfied with learning environment	76.7%	59.1%	89.3%
Percent satisfied with social and physical environment	86.0%	66.5%	86.7%
Percent satisfied with school-home relations	39.5%	84.4%	80.0%

* 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 16 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	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	93.9%	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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	612	99.8	52.2	36	10.7	1	17.6	38.5	48.2	No	Yes
Gender											
Male	333	99.7	58.7	33.5	7.1	0.6	13.2	30.2	41.7	N/A	N/A
Female	279	100	44.8	38.8	14.9	1.5	22.8	47.6	55	N/A	N/A
Racial/Ethnic Group											
White	173	100	33.5	46.1	18.6	1.8	29.9	53.3	60	No	Yes
African American	362	99.7	60.3	33	6.1	0.6	11	21.8	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	76	100	57.6	25.8	15.2	1.5	21.2	32	38.4	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	108	100	88.1	10.9	1	0	1	10.8	16	No	Yes
Migrant Status											
Migrant	10	I/S	I/S	I/S	I/S	I/S	I/S	22.9	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	65	100	62.5	25	12.5	0	16.1	28.8	36.9	No	Yes
Socio-Economic Status											
Subsided meals	479	99.8	59.7	33.3	6.7	0.2	10.7	24.8	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	612	99.8	44.8	40	10	5.2	22.7	39.1	45.8	No	Yes
Gender											
Male	333	99.7	48.1	36.8	10.6	4.5	22.9	37.5	45.6	N/A	N/A
Female	279	100	41	43.7	9.3	6	22.4	40.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	173	100	25.7	44.9	16.8	12.6	38.9	55	59	No	Yes
African American	362	99.7	53.6	38.6	6.4	1.4	14.8	21	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	76	100	47	34.8	12.1	6.1	22.7	33.6	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	108	100	72.3	21.8	5.9	0	6.9	13.9	17.1	No	Yes
Migrant Status											
Migrant	10	I/S	I/S	I/S	I/S	I/S	I/S	20	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	65	100	50	35.7	10.7	3.6	17.9	32.1	38.7	No	Yes
Socio-Economic Status											
Subsided meals	479	99.8	51	37.4	9.2	2.5	18.1	26.2	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	414	99.8	55.6	29	8.5	6.9	15.4	30.2	35.7	93.9	95.9
Gender											
Male	233	99.6	53.5	28.8	8.8	8.8	17.7	30.6	37.4	93.2	95.7
Female	181	100	58.3	29.1	8	4.6	12.6	29.6	33.8	94.8	96.2
Racial/Ethnic Group											
White	118	100	38.6	31.6	15.8	14	29.8	45.2	49.2	93	96
African American	248	99.6	65.1	27.7	4.3	3	7.2	12.9	17	94.2	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	95.5
Hispanic	48	100	48.8	29.3	12.2	9.8	22	26.2	24.9	95	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.6
Disability Status											
Disabled	80	100	82.7	16	1.3	0	1.3	8	14	92.6	94.8
Migrant Status											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	10	21.9	93.3	96.1
English Proficiency											
Limited English Proficient	41	100	48.6	31.4	14.3	5.7	20	24.8	24.4	94.8	96.1
Socio-Economic Status											
Subsided meals	331	99.7	61.7	27.9	6.5	3.9	10.4	17.4	21.1	93.4	95.4
Social Studies											
All Students	414	99.8	57.7	27.3	7.4	7.7	15.1	24.2	34	93.9	95.9
Gender											
Male	220	99.6	56.3	27.7	6.8	9.2	16	25.1	36.6	93.2	95.7
Female	194	100	59.1	26.9	8.1	5.9	14	23.4	31.3	94.8	96.2
Racial/Ethnic Group											
White	118	100	37.2	33.6	11.5	17.7	29.2	34.3	44.5	93	96
African American	247	99.6	69.1	23.3	5.1	2.5	7.6	13.1	19.1	94.2	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	95.5
Hispanic	48	100	48.8	32.6	9.3	9.3	18.6	21.1	27.5	95	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.6
Disability Status											
Disabled	76	100	88.6	8.6	1.4	1.4	2.9	7.9	14.4	92.6	94.8
Migrant Status											
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	8.3	22.6	93.3	96.1
English Proficiency											
Limited English Proficient	41	100	51.4	35.1	8.1	5.4	13.5	18.3	27.3	94.8	96.1
Socio-Economic Status											
Subsided meals	320	99.7	66.3	23	6.7	4	10.7	14.6	21	93.4	95.4

* 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	205	99.5	50	36.5	11.5	2.1	13.5
	7	215	99.5	61.2	30.8	7	1	8
	8	204	99.5	47.4	43.2	7.4	2.1	9.5
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	207	100	45	40.5	13.5	1	14.5
	7	216	99.5	55.4	33.3	9.8	1.5	11.3
	8	189	100	56.9	33.9	8.6	0.6	9.2
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	205	100	34.7	45.6	14	5.7	19.7
	7	215	100	47.8	41.8	10	0.5	10.4
	8	204	99.5	61.1	33.7	4.2	1.1	5.3
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	207	100	41	35.5	16	7.5	23.5
	7	216	99.5	39.2	43.6	10.3	6.9	17.2
	8	189	100	55.7	40.8	2.9	0.6	3.4
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	105	100	63.6	24.2	9.1	3	12.1
	7	215	99.5	58.7	27.4	9.5	4.5	13.9
	8	102	99	57.7	35.1	5.2	2.1	7.2
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	104	100	60.4	16.8	11.9	10.9	22.8
	7	216	99.5	51.5	33.3	8.8	6.4	15.2
	8	94	100	60	32.9	3.5	3.5	7.1
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	100	99	32.3	37.6	17.2	12.9	30.1
	7	215	99.5	72.6	22.9	3.5	1	4.5
	8	102	100	63.4	35.5	1.1	0	1.1
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	103	100	29.3	33.3	16.2	21.2	37.4
	7	216	99.5	67.2	23	5.4	4.4	9.8
	8	95	100	67.4	30.3	2.2	0	2.2

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