



## BREWER MIDDLE

1000 Emerald Rd.  
Greenwood, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	695 Students	
<b>Principal</b>	Chad Evans	864-941-5500
<b>Superintendent</b>	Darrell Johnson	864-941-5400
<b>Board Chair</b>	Debrah Miller	864-374-3513

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

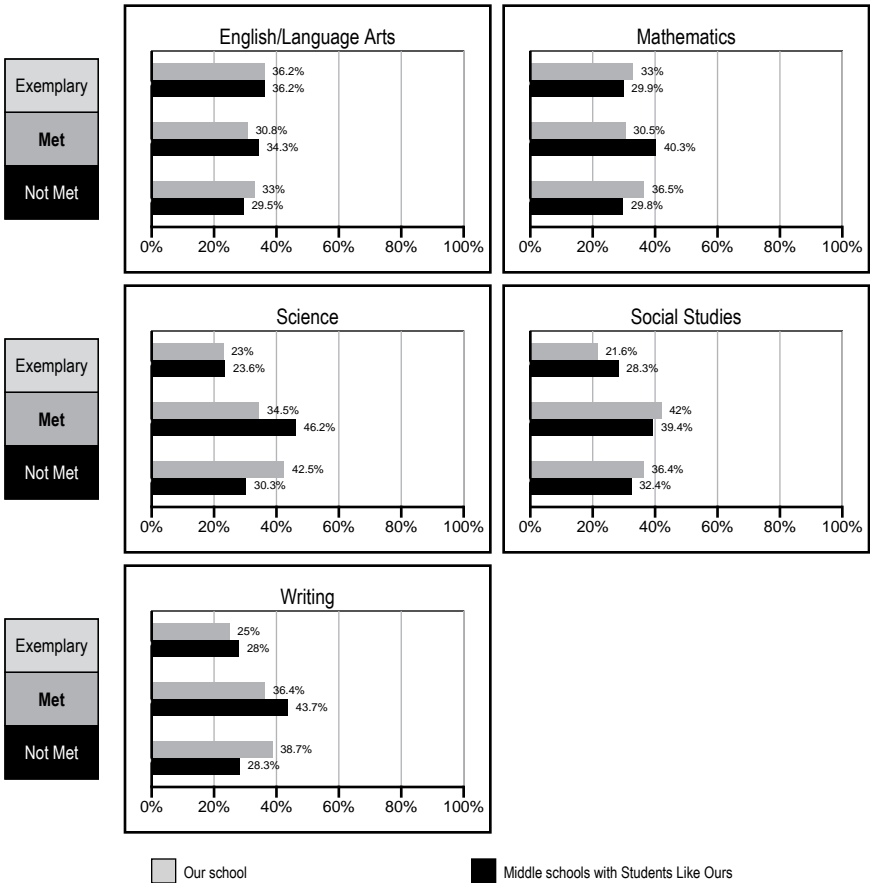
99.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	10	51	1	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* 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

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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%	96.5%
English 1	100.0%	97.6%
Physical Science	N/A	63.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=695)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	18.6%	Down from 47.4%	24.8%	24.2%
Retention rate	1.0%	Down from 1.2%	0.7%	0.7%
Attendance rate	96.1%	No Change	95.6%	95.9%
Eligible for gifted and talented	31.1%	Up from 18.1%	18.7%	16.4%
With disabilities other than speech	13.0%	Down from 14.5%	13.0%	12.0%
Older than usual for grade	3.9%	Up from 3.5%	2.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 1.0%	0.7%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	65.1%	Down from 68.6%	60.3%	58.5%
Continuing contract teachers	90.7%	Up from 80.4%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	2.6%	4.0%
Teachers returning from previous year	87.1%	Down from 89.4%	86.0%	84.6%
Teacher attendance rate	93.8%	No Change	95.5%	95.4%
Average teacher salary*	\$48,383	Up 1.2%	\$47,150	\$46,561
Professional development days/teacher	10.8 days	Down from 11.8 days	10.3 days	10.2 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 21.1 to 1	21.8 to 1	21.1 to 1
Prime instructional time	89.3%	Up from 88.6%	90.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Up from 87.3%	98.4%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,107	Down 4.9%	\$7,733	\$7,802
Percent of expenditures for instruction**	62.2%	Down from 62.7%	64.2%	63.8%
Percent of expenditures for teacher salaries**	60.4%	Up from 59.5%	60.5%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* 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**

Brewer Middle School of Greenwood School District 50 serves a diverse population of learners from multiple elementary schools in our district. We strive each day to be a "Community of One". We serve approximately 700 students in grades six through eight. Brewer offers a traditional educational program focusing on Math, ELA, Science, and Social Studies. Each of our students takes related arts classes which consist of multiple opportunities as well. We also offer single gender classes to our students in the eighth grade. Brewer Middle School is also home to the ACTS Program. ACTS is our Arts, Communication, and Theatre School. This "school within a school" model provides artistically talented students with an academically challenging arts integrated curriculum.

Not only does Brewer offer an outstanding academic program, we also offer multiple opportunities for our students to excel in extra curricular areas. Our athletic teams had an excellent year winning two conference championships and two city championships. Our Robotics Team won multiple awards as well as our Bulldog Cheerleaders. Our ACTS program, chorus, voice, dance, band, strings, guitar, and drama groups provided numerous performances that were outstanding throughout the year.

Academically, Brewer Middle School had a banner year. Nine of our students were recognized as Duke Tip Scholars, three students placed (1st, 2nd, and 3rd) in the Picasso Art Project in our region; we inducted 63 new Beta Club members, and we had 8 Junior Scholars. We had two students selected to attend the South Carolina Governor's School for the Arts. We also had students win essay contests, Literacy Alive T-shirt contests, and other outstanding awards.

We are very proud of our accomplishments this year and we attribute our successes to our dedicated faculty and staff, our Parent Teacher Organization, an active School Improvement Council, excellent district level leadership, a supportive school board, and parental and community involvement.

Chad M. Evans – Principal  
 Dr. David Henderson – SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	53	180	127
Percent satisfied with learning environment	100.0%	73.0%	80.0%
Percent satisfied with social and physical environment	96.2%	78.8%	75.4%
Percent satisfied with school-home relations	79.2%	85.6%	77.5%

\* 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 25 out of 27 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	680	100	34.9	31.4	33.7	76.9	82.5	83.5	Yes	Yes
<b>Gender</b>										
Male	297	100	40.8	33.3	25.9	71.3	80.1	80.1	N/A	N/A
Female	383	100	30.4	29.8	39.8	81.2	85.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	288	100	18.6	28.3	53	90	92.1	89.6	Yes	Yes
African American	342	100	49.1	34.1	16.9	65.9	73.4	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	98.1	92.7	I/S	I/S
Hispanic	43	100	42.1	36.8	21.1	68.4	72.8	79.6	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	87	100	82.7	16	1.2	42	54.1	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	46	100	38.1	33.3	28.6	71.4	73	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	415	100	50	33.1	16.9	66.2	75.6	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	680	100	39.4	32.8	27.8	72.5	79.5	80.4	Yes	Yes
<b>Gender</b>										
Male	297	100	43.6	34	22.3	69.9	79.2	78.4	N/A	N/A
Female	383	100	36.2	31.8	32	74.6	79.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	288	100	19.4	31.5	49.1	90	90.6	87.8	Yes	Yes
African American	342	100	57.2	32.5	10.3	56.9	67.5	69.3	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	43	100	44.7	47.4	7.9	71.1	74.2	78.3	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	87	100	85.2	13.6	1.2	32.1	44.9	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	46	100	40.5	45.2	14.3	73.8	74.9	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	415	100	54.9	34.6	10.5	60.8	71.6	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	461	100	42.5	34.5	23	57.5	60.9	67.3
<b>Gender</b>								
Male	204	100	41.4	40.4	18.2	58.6	60.9	66.9
Female	257	100	43.4	29.8	26.9	56.6	60.8	67.7
<b>Racial/Ethnic Group</b>								
White	188	100	18	38.3	43.7	82	79.1	79.6
African American	236	100	61.4	30.5	8.1	38.6	44.7	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.2	84.4
Hispanic	33	100	N/A	N/A	N/A	43.3	42.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	51	100	N/A	N/A	N/A	14.6	27.4	33.8
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	34	100	53.1	43.8	3.1	46.9	42.9	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	273	100	57.5	35.2	7.3	42.5	47.2	55.4
<b>Social Studies</b>								
All Students	463	99.8	36.2	42.1	21.6	63.8	68	70.9
<b>Gender</b>								
Male	202	100	39.5	37.4	23.2	60.5	68.7	70.1
Female	261	99.6	33.7	45.8	20.5	66.3	67.2	71.7
<b>Racial/Ethnic Group</b>								
White	214	99.5	23.8	42.7	33.5	76.2	80.9	79.2
African American	218	100	48.8	42	9.3	51.2	54.1	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.7	86.8
Hispanic	26	100	43.5	43.5	13	56.5	58	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	56	98.2	76.5	15.7	7.8	23.5	36.3	39.3
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	29	100	38.5	42.3	19.2	61.5	58.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	274	99.6	49	41.2	9.7	51	56.4	60.8

Abbreviations for Missing Data

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

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	684	99.9	38.6	36.4	25	61.4	68	72.1	96.1	95.8
<b>Gender</b>										
Male	301	99.7	50.5	34.6	14.9	49.5	61.8	65.2	95.2	95.7
Female	383	100	29.2	37.9	33	70.8	74.7	79.2	96.8	96
<b>Racial/Ethnic Group</b>										
White	286	100	22.8	34.9	42.3	77.2	81.3	80.8	96.8	95.9
African American	349	99.7	52.4	36.7	10.9	47.6	55	59.7	95.4	95.5
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.2	87	98	97.9
Hispanic	42	100	42.1	47.4	10.5	57.9	56.5	64.6	96.6	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.1
<b>Disability Status</b>										
Disabled	89	100	N/AV	N/AV	N/AV	9.3	24.6	27.7	94.6	94.6
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	97.8	95.1
<b>English Proficiency</b>										
Limited English Proficient	38	100	38.1	45.2	16.7	61.9	56.8	63.7	96.8	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	420	99.8	52.9	37.1	10	47.1	57	61.9	95.2	95.1

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	257	100	24.4	39	36.6	75.6
	7	221	100	40.2	38.3	21.5	59.8
	8	204	100	44.2	38.4	17.4	55.8
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	233	100	38.8	25.6	35.6	61.2
	7	244	100	24.6	37.7	37.7	75.4
	8	203	100	43.4	30.2	26.5	56.6
<b>Mathematics</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	257	100	28.5	42.3	29.3	71.5
	7	221	100	40.7	38.8	20.6	59.3
	8	204	100	49.5	36.3	14.2	50.5
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	233	100	39.7	33.8	26.5	60.3
	7	244	100	29.2	37.3	33.5	70.8
	8	203	100	51.9	25.9	22.2	48.1
<b>Science</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	131	100	37.1	40.3	22.6	62.9
	7	220	100	43.8	37.5	18.8	56.3
	8	100	100	61.3	29	9.7	38.7
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	114	100	56	32.1	11.9	44
	7	244	100	35.2	36	28.8	64.8
	8	103	100	45.3	33.7	21.1	54.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	126	100	23	57.4	19.7	77
	7	220	100	57.2	24	18.8	42.8
	8	103	100	41.2	45.4	13.4	58.8
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	119	100	40.9	43.6	15.5	59.1
	7	244	100	31.4	44.5	24.2	68.6
	8	100	99	43	34.4	22.6	57
<b>Writing</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	256	100	25.8	39.1	35.1	74.2
	7	225	99.1	48.8	31.3	19.9	51.2
	8	209	99.5	51.8	37.7	10.5	48.2
<b>2010</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	231	99.6	37.7	30	32.3	62.3
	7	249	100	31.3	44.6	24.2	68.8
	8	204	100	48.5	33.7	17.9	51.5

Abbreviations for Missing Data

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