



Beaufort Middle

2501 Mossy Oaks Road
Beaufort, South Carolina

Grades	6-8 Middle School	
Enrollment	642 Students	
Principal	Carole T. Ingram	843-322-5700
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

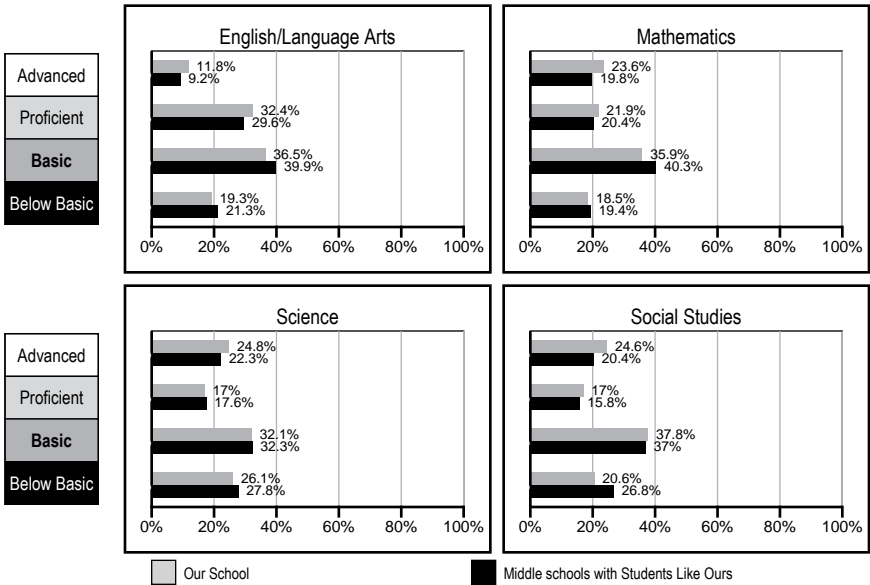
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	36	6	1

* 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	98.4
English 1	97.9	94.8
Physical Science	0	28.0
All Subjects	99.3	97.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=642)				
Students enrolled in high school credit courses (grades 7 & 8)	29.2%	Up from 27.2%	25.1%	19.4%
Retention rate	0.9%	Up from 0.6%	1.9%	1.8%
Attendance rate	95.7%	Up from 94.7%	96.1%	95.8%
Eligible for gifted and talented	18.8%	Down from 21.6%	21.8%	15.3%
With disabilities other than speech	11.9%	Up from 9.9%	11.4%	12.9%
Older than usual for grade	0.9%	Down from 1.9%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.4%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	63.0%	Down from 68.1%	58.0%	55.0%
Continuing contract teachers	82.6%	Up from 76.6%	75.0%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	3.5%	5.4%
Teachers returning from previous year	88.2%	Up from 86.0%	85.9%	83.4%
Teacher attendance rate	95.2%	Up from 94.6%	95.0%	94.9%
Average teacher salary	\$49,228	Up 7.0%	\$46,089	\$44,706
Professional development days/teacher	20.2 days	Down from 21.7 days	11.8 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 17.4 to 1	22.0 to 1	20.1 to 1
Prime instructional time	88.4%	Up from 86.7%	89.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 99.1%	98.2%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,829	Up 4.7%	\$6,572	\$7,097
Percent of expenditures for instruction*	64.6%	Down from 65.7%	66.3%	64.4%
Percent of expenditures for teacher salaries*	61.8%	Down from 64.1%	61.4%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Affirming our mission to foster a thriving community of life-long learners, Beaufort Middle School engaged and challenged our young adolescents in learning and excelling during 2007 – 2008. We have successes to celebrate in academics, the arts, and service learning.

Enhanced technology allowed us to make strategic, progressive decisions in our instructional program. Three computer labs are now available for learning; six classrooms have interactive learning Smart Boards; students access a computerized tutorial program designed for individual assistance in reading, writing, and math in school and from home; and parents may now connect to an on-line grading program to remain aware of students' progress regularly.

Our students had the privilege of working with several artists in residence this year. A visiting dance artist taught all students the fundamentals of creative, expressive movement and self-discipline - in being the best one can be. The resulting performance showcased talent from each grade level in various interpretive dances reflecting our school-wide theme this year, "The Cost of Choice." We celebrated receiving a grant from the Beaufort County Art Association, which funded the transformation of a corridor in our building into an art gallery. This gallery allows us to feature student art work and the work of local artists.

Our students exhibited exemplary qualities of responsible citizenship by logging over 100,000 hours of community service and generating over \$18,000.00 to benefit local and national charities, including Mothers Against Drunk Driving, St. Jude's Children's Research Hospital, the American Heart Association, the Diabetes Foundation, and our local Child Abuse Prevention Association.

As a staff, we concentrated on success for all learners and used MAP results to guide our direction for rigorous learning. Fifty-five to sixty-five percent of our students met target growth in the spring in ELA and math, as they went "the extra degree" to excel. We continued our transition team at the 6th grade; scheduled twelve different sessions of Extra Support Provide; taught Plugged into Reading and Wilson Reading to selected students; added Skills Tutor to our resources; taught ten advanced math classes; and challenged our gifted and talented students in science, Humanities, and language arts, as we nurtured all levels of learners.

We celebrated 21 Duke Junior Scholars and 20 TIP Scholars. Two sixth grade students took first and second place in the District DAR Essay Contest, and two seventh grade students were national winners in the Career Development Poetry Contest. One of our science teachers received a grant and was selected as our Science Curriculum Coach for 2008 – 2009. We continued to enjoy the support of community resources as our students traveled into the community to learn and the community came into our school as experts.

Our curricular program will now take a shift from the Middle Years Program to Pre-Advanced Placement, as we commit ourselves to preparing our students to enter rigorous Advanced Placement classes at the high school level. We look forward to the opportunities for life-long learning that our 2008 – 2009 journey will offer.

Carole Ingram, Principal
Katherine Weller, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	193	151
Percent satisfied with learning environment	94.9%	72.5%	81.8%
Percent satisfied with social and physical environment	92.3%	72.5%	77.9%
Percent satisfied with school-home relations	92.3%	87.0%	76.4%

* 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 17 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	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate	95.7%	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	630	100	20.6	37.4	32.4	9.5	53.6	47.3	48.2	Yes	Yes
Gender											
Male	310	100	26.8	40	26.4	6.8	45.4	40.8	41.7	N/A	N/A
Female	320	100	14.7	35	38.2	12.1	61.4	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	388	100	13.6	33.7	40.1	12.6	64.4	65.1	60	Yes	Yes
African American	211	100	34	44	19	3	33.5	30.2	31.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	17	100	21.4	50	21.4	7.1	42.9	34.3	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	76	100	74	17.8	4.1	4.1	9.6	12.9	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	9	I/S	I/S	I/S	I/S	I/S	I/S	30.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	255	100	33.1	42.4	19.9	4.7	35.2	32.3	34	Yes	Yes

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

All Students	630	100	20	37.6	19.5	23	52.4	41.7	45.8	Yes	Yes
Gender											
Male	310	100	23.4	34.9	19.3	22.4	50.8	42.3	45.6	N/A	N/A
Female	320	100	16.7	40.2	19.6	23.5	53.9	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	388	100	10.7	35.6	21.7	32.1	64.2	60.6	59	Yes	Yes
African American	211	100	38	42.5	14	5.5	29.5	22.7	26.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	17	100	14.3	35.7	21.4	28.6	57.1	30	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	76	100	71.2	20.5	2.7	5.5	11	14.1	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	9	I/S	I/S	I/S	I/S	I/S	I/S	26.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	255	100	33.5	41.9	14.8	9.7	32.6	26.1	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
Science											
All Students	418	99.8	25.7	32.2	17	25.2	42.1	30.8	35.7	95.7	96.3
Gender											
Male	202	99.5	27.6	30.7	16.7	25	41.7	32.8	37.4	95.2	96.2
Female	216	100	23.9	33.5	17.2	25.4	42.6	28.7	33.8	96.1	96.4
Racial/Ethnic Group											
White	247	100	15.5	26.9	24.8	32.8	57.6	49.4	49.2	95.5	96.2
African American	155	99.4	42.9	40.8	5.4	10.9	16.3	12.7	17	95.9	96.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	97.6	96.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	17.4	24.9	94.5	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	94.2	96.1
Disability Status											
Disabled	49	100	70.2	14.9	6.4	8.5	14.9	11.7	14	95	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	95.1	96.7
Socio-Economic Status											
Subsided meals	176	99.4	39.4	34.5	12.1	13.9	26.1	15.9	21.1	94.8	96.1
Social Studies											
All Students	414	100	20.5	37.7	17	24.8	41.8	28	34	95.7	96.3
Gender											
Male	197	100	23.2	31.6	19.5	25.8	45.3	30	36.6	95.2	96.2
Female	217	100	18	43.4	14.6	23.9	38.5	25.8	31.3	96.1	96.4
Racial/Ethnic Group											
White	260	100	13.5	37.3	18.7	30.6	49.2	42.3	44.5	95.5	96.2
African American	132	100	35.2	37.6	14.4	12.8	27.2	13.4	19.1	95.9	96.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	97.6	96.7
Hispanic	12	100	22.2	33.3	22.2	22.2	44.4	19.4	27.5	94.5	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.2	96.1
Disability Status											
Disabled	49	100	64.6	16.7	14.6	4.2	18.8	10	14.4	95	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	95.1	96.7
Socio-Economic Status											
Subsided meals	168	100	35.3	39.9	11.8	13.1	24.8	14.9	21	94.8	96.1

* 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*
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	202	99	21.8	45.2	25	8	33
	7	221	99.1	25.9	37.1	29.3	7.8	37.1
	8	213	99.5	25.2	45	26.2	3.5	29.7
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	216	100	22.7	32	35.5	9.9	45.3
	7	206	100	18	39.5	33	9.5	42.5
	8	208	100	21.2	40.9	28.8	9.1	37.9
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	202	98	18.3	30.1	30.1	21.5	51.6
	7	221	99.6	18	39	21.5	21.5	42.9
	8	213	99.1	27.2	51.5	13.4	7.9	21.3
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	216	100	21.2	22.7	21.2	35	56.2
	7	206	100	18	36.5	21.5	24	45.5
	8	208	100	20.7	54	15.7	9.6	25.3
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	103	98.1	31.9	31.9	9.6	26.6	36.2
	7	220	98.6	24.1	37.2	19.1	19.6	38.7
	8	109	99.1	33.3	40.2	17.6	8.8	26.5
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	110	100	29.8	19.2	17.3	33.7	51
	7	205	100	20.6	37.7	15.6	26.1	41.7
	8	103	99	31.6	34.7	19.4	14.3	33.7
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	100	96	6.7	24.7	40.4	28.1	68.5
	7	220	99.1	30.5	37	14	18.5	32.5
	8	103	99	26.8	60.8	9.3	3.1	12.4
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	106	100	14.1	29.3	26.3	30.3	56.6
	7	203	100	22.8	34.5	12.2	30.5	42.6
	8	105	100	22.2	52.5	17.2	8.1	25.3

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