

## BEREA ELEMENTARY

100 Berea Drive  
Greenville, SC 29617

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	443 Students	
<b>Principal</b>	Tom Miller	864-355-1500
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# 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>Good*</b>
2009	Below Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Below Average

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

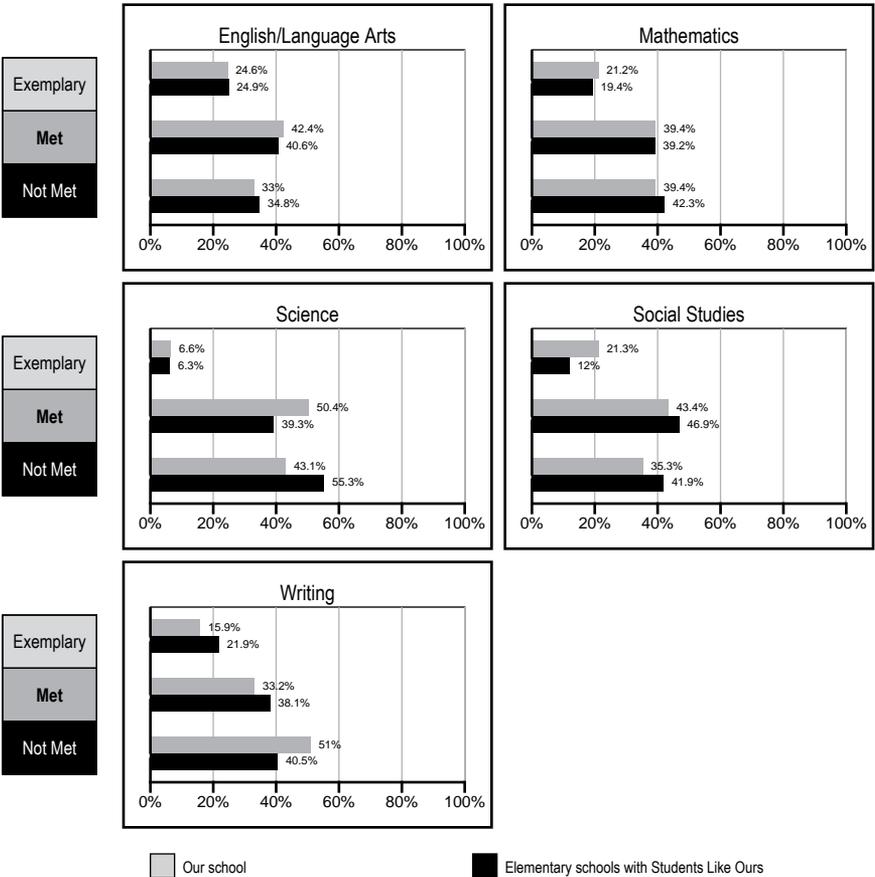
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	80	57	23

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

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=443)</b>				
First graders who attended full-day kindergarten	98.1%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	No Change	1.5%	1.2%
Attendance rate	95.8%	Down from 96.4%	95.9%	96.1%
Eligible for gifted and talented	5.2%	Up from 2.5%	4.4%	11.7%
With disabilities other than speech	14.2%	Down from 14.6%	8.4%	8.0%
Older than usual for grade	0.8%	Up from 0.3%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	51.4%	Up from 51.2%	60.0%	60.5%
Continuing contract teachers	89.2%	Up from 78.0%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.2%	Down from 87.3%	83.5%	87.0%
Teacher attendance rate	97.5%	Up from 93.4%	95.4%	95.4%
Average teacher salary*	\$45,509	Up 2.6%	\$45,504	\$47,288
Professional development days/teacher	11.2 days	Up from 7.1 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 11.0	3.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 14.9 to 1	17.1 to 1	19.2 to 1
Prime instructional time	93.4%	Up from 89.3%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,963	Up 8.1%	\$8,757	\$7,548
Percent of expenditures for instruction**	69.5%	Down from 71.2%	68.1%	68.7%
Percent of expenditures for teacher salaries**	68.2%	Up from 66.3%	62.5%	65.1%

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

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Berea Elementary School creates a safe, inviting atmosphere which fosters learning. Teachers utilize daily essential questions, adhere to state standards, and encourage students to exhibit positive character traits. Teachers and students create classroom expectations together, which results in a positive learning environment. School-wide expectations are taught and successfully modeled daily. This results in a greater ability to focus on academic achievement.

Our staff participates in professional development in the areas of Math, English/Language Arts, Writing and Technology. District personnel provide practical, hands-on opportunities for teachers to grow and develop professionally. Instructional Coaches ensure best practices are followed and are available to support each classroom teacher. Technology training assists the teachers in providing multiple opportunities for students to be actively involved in classroom lessons through the use of SmartBoards, ActivExpressions, and other programs.

Title I provides our parents with multiple levels of involvement. A wide variety of topics such as homework help, reading as a family, hands-on math activities and healthy homes were covered with the purpose of helping parents help their children both at home and school in practical ways.

Our Berea Elementary PTA supports family involvement by providing activities such as talent night, parent/child dances, international celebrations, book fairs, and literacy activities.

Student achievement is recognized by the Principal on the daily news program as well as special recognition events for honor roll students and improved scores on district MAP testing measures. Our school is proud to receive three major awards in 2009-10. They are Closing the Gap Silver Award, Red Carpet State recognition and PBIS (Positive Behavior Interventions and Supports) Ribbon status.

Areas for continued improvement include Math, English Language Arts and Writing. While we did not make AYP last year, we anticipate continued improvement as we seek to develop our teaching proficiencies and learning experiences.

We strive for daily successes and we are proud of our school community.

Kenny George, Principal 2009-10  
Scott Fitzsimmons, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	64	38
Percent satisfied with learning environment	100.0%	88.3%	91.9%
Percent satisfied with social and physical environment	100.0%	90.2%	80.6%
Percent satisfied with school-home relations	91.2%	91.8%	86.1%

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

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 29 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

CA-DELAY

## 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	238	100	31.3	41.9	26.7	80.6	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	126	100	40.3	32.8	26.9	73.1	81.3	80.1	N/A	N/A
Female	112	100	20.4	53.1	26.5	89.8	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	79	100	19.4	41.7	38.9	93.1	90	89.6	Yes	Yes
African American	75	100	42	43.5	14.5	71	73.4	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	78	100	30.6	41.7	27.8	79.2	78.4	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	53.3	28.9	17.8	62.2	53.3	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	79	100	29.7	40.5	29.7	79.7	78.7	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	208	100	32.8	41.3	25.9	79.9	76.1	76.9	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	238	100	38.2	39.6	22.1	76.5	82	80.4	Yes	Yes
<b>Gender</b>										
Male	126	100	42.9	37.8	19.3	72.3	80.5	78.4	N/A	N/A
Female	112	100	32.7	41.8	25.5	81.6	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	79	100	33.3	36.1	30.6	75	87.7	87.8	Yes	Yes
African American	75	100	52.2	39.1	8.7	73.9	68.4	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	78	100	29.2	44.4	26.4	81.9	78.3	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	55.6	28.9	15.6	57.8	46.1	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	79	100	29.7	43.2	27	81.1	79.2	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	208	100	38.6	40.2	21.2	77.8	72.9	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	161	97.5	41	49.3	9.7	59	70.6	67.3
<b>Gender</b>								
Male	84	98.8	47.4	39.5	13.2	52.6	70.1	66.9
Female	77	96.1	33.8	60.3	5.9	66.2	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	51	98	20.5	61.4	18.2	79.5	80.2	79.6
African American	56	98.2	57.7	40.4	1.9	42.3	50.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	51	96.1	39.1	50	10.9	60.9	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
<b>Disability Status</b>								
Disabled	32	90.6	57.7	23.1	19.2	42.3	33.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	49	95.9	37.8	51.1	11.1	62.2	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	141	97.9	42.9	47.6	9.5	57.1	57.1	55.4
<b>Social Studies</b>								
All Students	160	97.5	34.5	44.8	20.7	65.5	73.2	70.9
<b>Gender</b>								
Male	84	100	40	38.8	21.3	60	72.8	70.1
Female	76	94.7	27.7	52.3	20	72.3	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	57	98.3	25	44.2	30.8	75	79.8	79.2
African American	51	96.1	45.7	43.5	10.9	54.3	57.9	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	47	97.9	34.1	47.7	18.2	65.9	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
<b>Disability Status</b>								
Disabled	38	94.7	47.1	44.1	8.8	52.9	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	49	98	34.8	45.7	19.6	65.2	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	137	97.8	35.5	43.5	21	64.5	61.6	60.8

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	239	92.9	50.7	33.3	15.9	49.3	74	72.1	95.8	96.2
<b>Gender</b>										
Male	129	92.3	61.4	26.3	12.3	38.6	67.2	65.2	95.8	96.2
Female	110	93.6	37.6	41.9	20.4	62.4	81.1	79.2	95.8	96.3
<b>Racial/Ethnic Group</b>										
White	81	90.1	41.8	31.3	26.9	58.2	81.6	80.8	95.1	96.1
African American	75	92	60.6	33.3	6.1	39.4	58.6	59.7	95.7	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.8	87	96.6	97.5
Hispanic	78	96.2	48.6	37.1	14.3	51.4	63.1	64.6	96.5	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	72.4	94.8
<b>Disability Status</b>										
Disabled	54	70.4	N/AV	N/AV	N/AV	19.4	29.5	27.7	94.7	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
<b>English Proficiency</b>										
Limited English Proficient	79	96.2	50	31.9	18.1	50	62.9	63.7	96.5	97
<b>Socio-Economic Status</b>										
Subsidized meals	210	94.3	53	31.7	15.3	47	61.1	61.9	95.8	95.6

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## 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	85	100	41.1	35.6	23.3	58.9
	4	73	100	57.1	27	15.9	42.9
	5	74	100	22.9	55.7	21.4	77.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	82	100	21.9	41.1	37	78.1
	4	82	100	38.7	33.3	28	61.3
	5	73	100	33.8	51.5	14.7	66.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	85	100	50.7	28.8	20.5	49.3
	4	73	100	42.9	52.4	4.8	57.1
	5	74	100	28.6	55.7	15.7	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	82	100	32.9	37	30.1	67.1
	4	82	100	33.3	42.7	24	66.7
	5	73	100	50	38.2	11.8	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	41	100	51.4	42.9	5.7	48.6
	4	73	100	50.8	42.9	6.3	49.2
	5	39	100	40	57.1	2.9	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	42	97.6	42.1	47.4	10.5	57.9
	4	82	100	34.7	52	13.3	65.3
	5	36	94.4	N/A	N/A	N/A	45.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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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	44	97.7	28.9	42.1	28.9	71.1
	4	73	100	30.2	58.7	11.1	69.8
	5	35	100	22.9	57.1	20	77.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	41	92.7	37.1	42.9	20	62.9
	4	82	100	28	48	24	72
	5	37	97.3	45.7	40	14.3	54.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	83	94	55.1	27.5	17.4	44.9
	4	74	93.2	52.5	44.3	3.3	47.5
	5	74	97.3	31.4	51.4	17.1	68.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	84	94.1	41.7	41.7	16.7	58.3
	4	82	92.7	54.9	28.2	16.9	45.1
	5	73	91.8	56.3	29.7	14.1	43.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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