



Berry Shoals Intermediate

300 Shoals Road
Duncan, South Carolina

Grades	4-6 Elementary School	
Enrollment	806 Students	
Principal	Michael A. Powell	864-949-2300
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Butch Coan	864-949-2350

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	Good
2006	Average	Average
2005	Good	Below Average
2004	Good	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

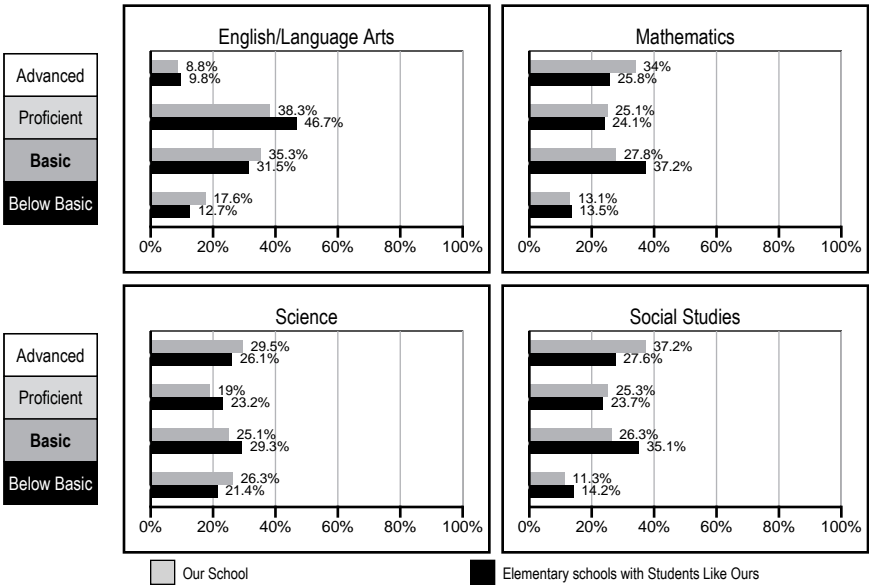
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	21	15	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=806)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Up from 0.2%	1.6%	2.3%
Attendance rate	97.2%	Up from 97.1%	96.7%	96.3%
Eligible for gifted and talented	20.2%	Down from 21.0%	20.2%	10.4%
With disabilities other than speech	11.3%	Down from 12.0%	6.9%	7.5%
Older than usual for grade	0.5%	Up from 0.2%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	77.2%	Down from 80.7%	60.9%	56.7%
Continuing contract teachers	82.5%	Up from 80.7%	81.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.8%	Down from 84.6%	88.1%	86.4%
Teacher attendance rate	95.3%	Down from 96.2%	95.3%	94.9%
Average teacher salary	\$49,786	Up 5.1%	\$47,069	\$45,345
Professional development days/teacher	14.9 days	Up from 12.9 days	12.4 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 22.4 to 1	20.5 to 1	18.5 to 1
Prime instructional time	91.4%	Down from 92.6%	90.4%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.4%	Down from 100.0%	99.5%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,334	Up 3.0%	\$6,572	\$7,052
Percent of expenditures for instruction*	74.2%	Up from 73.9%	70.6%	69.1%
Percent of expenditures for teacher salaries*	70.3%	Down from 71.2%	66.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Dear Parents,

We are happy to report that this has been a productive and rewarding year at Berry Shoals Intermediate School. Our students continue to demonstrate excellence in academics, the performing and fine arts, and in service learning. Dedicated students, teachers, administrators, and parents shared the school's vision for learning with our theme "Focused on Learning – Take Two." As a result, innovation, active learning, and multiple enrichment opportunities are all part of the students lives at Berry Shoals.

We pride ourselves at Berry Shoals on being academically driven. Not only do we work hard to offer a rigorous curriculum that challenges every learner, but we also focus on teaching the whole child through enriching activities and service. As a result of our hard work, Berry Shoals was recognized by the South Carolina Department of Education as a Palmetto Silver Award Winner, receiving an absolute rating of Good and an improvement rating of Good on the school report card. This is the third straight year that Berry Shoals has increased student achievement. Berry Shoals was also recognized by the South Carolina Education Oversight Committee for accomplishments in Closing the Achievement Gap through exemplary 2007 PACT performance of historically underachieving students.

Berry Shoals continues to shine in the area of performing and fine arts. The Berry Shoals Honor Band and the Concert Festival Orchestra both received Superior Ratings at the South Carolina Band and Orchestra Directors Association Concert Festivals. More than 60 students in band and orchestra received Superior and Excellent Ratings at their Solo and Ensemble Festivals, and several of our students actually placed, through audition, into Region Band. Our drama and music students had numerous opportunities to shine throughout the year in some of the best performances ever. Walk through the building and you will see exceptional artwork created by our students and our teachers. The opportunities for our students in the performing and fine arts are truly amazing.

Berry Shoals is a leader in the area of service learning. This year, there were 6 hall service learning projects and 1 school-wide service learning project. Projects included: Read to Feed the Hungry, Classrooms Care with Scholastic Books, Habitat for Humanity, 2 Relay for Life projects, and Change for the Children. The school-wide project this year was Jump Rope for Heart, partnering with the American Heart Association. Our students donated almost 1600 books, 2,500 canned goods, helped purchase a "Vein Finder" for the Greenville Children's Hospital, and donated over \$18,000 to various charitable organizations! Service to the community is a very important part of the fabric and culture at Berry Shoals Intermediate School.

We will continue to strive to improve our overall student achievement and school success while working hard to meet the individual needs of the whole child.

Michael A. Powell, Principal
Ranae Jones, Chairman, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	290	231
Percent satisfied with learning environment	100.0%	98.3%	92.1%
Percent satisfied with social and physical environment	100.0%	98.3%	89.0%
Percent satisfied with school-home relations	98.5%	96.6%	82.1%

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

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School Adequate Yearly Progress

NO

This school met 21 out of 26 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	0.0%	0.0%	Yes
Student attendance rate	97.2%	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	814	99.8	17.4	35.4	38.4	8.8	58.9	53.6	48.2	Yes	Yes
Gender											
Male	454	99.6	21.4	41.2	32	5.4	49.6	46.3	41.7	N/A	N/A
Female	360	100	12.4	28.3	46.2	13	70.2	61.7	55	N/A	N/A
Racial/Ethnic Group											
White	585	100	13.8	31.8	42.9	11.5	65.4	60.1	60	Yes	Yes
African American	156	100	31.5	46.6	20.5	1.4	34.9	35.7	31.7	No	Yes
Asian/Pacific Islander	32	96.9	6.5	38.7	48.4	6.5	67.7	64	70.4	I/S	I/S
Hispanic	40	97.5	25	44.4	30.6	0	47.2	36.5	38.4	I/S	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	111	100	53.5	33.7	11.9	1	18.8	13.5	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	43	95.4	23.1	41	35.9	0	53.8	35.5	36.9	I/S	Yes
Socio-Economic Status											
Subsided meals	282	99.3	30.5	40.8	27.5	1.1	41.6	39.2	34	No	Yes

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

All Students	814	100	13.1	27.8	25.1	34	66.1	55.6	45.8	Yes	Yes
Gender											
Male	454	100	14.1	29.5	23.4	33	63	55	45.6	N/A	N/A
Female	360	100	11.8	25.7	27.2	35.3	69.9	56.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	585	100	8.8	23.7	26.4	41.1	73.2	62.3	59	Yes	Yes
African American	156	100	28.8	43.2	18.5	9.6	40.4	34.6	26.9	No	Yes
Asian/Pacific Islander	32	100	6.3	18.8	28.1	46.9	75	68.1	71.3	I/S	I/S
Hispanic	40	100	21.6	37.8	27	13.5	51.4	49.1	38.1	I/S	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	111	100	42.6	36.6	8.9	11.9	24.8	18.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	43	100	17.1	29.3	26.8	26.8	58.5	48.1	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	282	100	23.5	38.3	22	16.3	47	42.3	31.4	Yes	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	534	100	26.3	25.1	19	29.5	48.5	43.9	35.7	97.2	96.4
Gender											
Male	293	100	28.6	22.7	18.3	30.4	48.7	44.7	37.4	97.1	96.3
Female	241	100	23.7	28	19.8	28.4	48.3	43.1	33.8	97.2	96.6
Racial/Ethnic Group											
White	380	100	18.4	23.1	20.1	38.4	58.5	52.3	49.2	97	96.2
African American	104	100	51	34.7	13.3	1	14.3	20.7	17	97.6	97.1
Asian/Pacific Islander	25	100	16	20	28	36	64	52.6	58	98.5	97.5
Hispanic	25	100	56.5	21.7	17.4	4.3	21.7	28.7	24.9	96.8	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	93.3
Disability Status											
Disabled	68	100	56.7	23.3	5	15	20	15.8	14	96.3	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	31	100	41.4	17.2	13.8	27.6	41.4	25.5	24.4	98.1	97.1
Socio-Economic Status											
Subsided meals	196	100	45.3	27.1	18.2	9.4	27.6	29	21.1	96.7	95.7
Social Studies											
All Students	535	100	11.3	26.3	25.3	37.2	62.5	41.3	34	97.2	96.4
Gender											
Male	301	100	14.1	22.9	26.1	37	63	44.7	36.6	97.1	96.3
Female	234	100	7.7	30.6	24.3	37.4	61.7	37.5	31.3	97.2	96.6
Racial/Ethnic Group											
White	382	100	9.4	23.4	24	43.3	67.2	47.5	44.5	97	96.2
African American	104	100	19.8	36.5	26	17.7	43.8	23.3	19.1	97.6	97.1
Asian/Pacific Islander	22	100	0	13.6	45.5	40.9	86.4	58.7	58.9	98.5	97.5
Hispanic	26	100	16.7	41.7	25	16.7	41.7	26.5	27.5	96.8	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	93.3
Disability Status											
Disabled	80	100	38	39.4	7	15.5	22.5	14.2	14.4	96.3	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	14.8	22.2	40.7	22.2	63	30.3	27.3	98.1	97.1
Socio-Economic Status											
Subsided meals	177	100	21.1	36.7	24.1	18.1	42.2	26	21	96.7	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	261	100	14.1	33.5	45.2	7.3	52.4
	5	300	100	20	42.9	33.9	3.2	37.1
	6	282	99.7	23.9	36.6	33.2	6.3	39.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	255	100	12.6	31.1	47.5	8.8	56.3
	5	265	100	18.7	35.5	40.2	5.6	45.8
	6	294	99.3	20.2	39	29.1	11.7	40.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	261	100	11.7	29.8	22.2	36.3	58.5
	5	300	100	17.1	38.6	14.3	30	44.3
	6	282	99.7	14.2	28.4	28	29.5	57.5
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	255	100	9.2	28.2	28.2	34.5	62.6
	5	265	100	16.3	28.3	22.7	32.7	55.4
	6	294	100	13.4	27.1	24.6	34.9	59.5
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	261	100	26.2	31	15.3	27.4	42.7
	5	150	100	37.3	29.6	13.4	19.7	33.1
	6	142	99.3	33.6	27.6	18.7	20.1	38.8
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	255	100	18.5	35.3	20.2	26.1	46.2
	5	132	100	28.6	19	11.9	40.5	52.4
	6	147	100	37.6	13.5	23.4	25.5	48.9
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	261	100	14.5	25.8	30.2	29.4	59.7
	5	150	100	26.1	36.2	14.5	23.2	37.7
	6	140	100	11.2	45.5	23.9	19.4	43.3
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	255	100	9.2	25.2	29	36.6	65.5
	5	133	100	16	24.8	23.2	36	59.2
	6	147	100	10.5	29.4	21	39.2	60.1
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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