



## Berea Middle

151 Berea Middle School  
Greenville, SC 29617

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	859 Students	
<b>Principal</b>	Robin Mill	864-355-1700
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Average</b>
2007	Below Average	Average
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	Below Average	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**

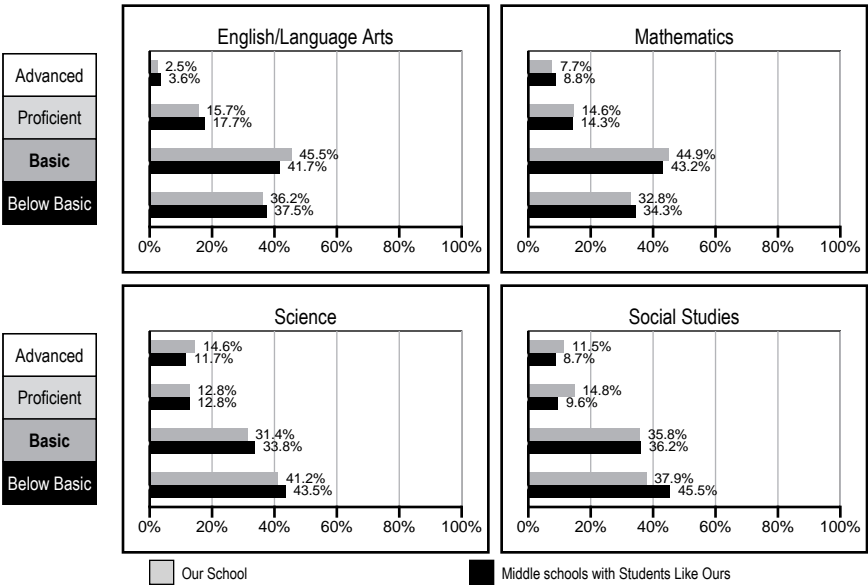
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.9%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	19

\* 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	94.0
English 1	92.9	94.7
Physical Science	0	0
All Subjects	97.6	92.4

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=859)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	7.0%	Down from 8.3%	15.8%	19.4%
Retention rate	4.2%	Up from 2.9%	2.8%	1.8%
Attendance rate	94.8%	Up from 94.7%	95.4%	95.8%
Eligible for gifted and talented	7.2%	Down from 9.9%	11.3%	15.3%
With disabilities other than speech	15.1%	Down from 15.2%	13.9%	12.9%
Older than usual for grade	3.0%	Up from 2.5%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.2%	1.1%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	57.9%	Up from 53.3%	53.9%	55.0%
Continuing contract teachers	68.4%	Up from 68.3%	63.5%	70.6%
Teachers with emergency or provisional certificates	11.4%	Up from 10.6%	8.3%	5.4%
Teachers returning from previous year	83.6%	Up from 83.3%	80.8%	83.4%
Teacher attendance rate	95.6%	Up from 95.4%	94.9%	94.9%
Average teacher salary	\$43,071	Down 0.5%	\$44,654	\$44,706
Professional development days/teacher	19.3 days	Up from 14.9 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 24.2 to 1	20.1 to 1	20.1 to 1
Prime instructional time	89.0%	Up from 88.6%	88.6%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	97.7%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,536	Up 2.6%	\$7,424	\$7,097
Percent of expenditures for instruction*	63.5%	Down from 64.8%	63.8%	64.4%
Percent of expenditures for teacher salaries*	58.8%	Up from 57.6%	58.8%	59.4%

\* 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

For increasing our PACT scores in all content areas, Berea Middle was recognized as a Palmetto Silver Award winner and received approximately \$15,000. This money was used to furnish the Media Center with new tables and chairs. Berea's Improvement Rating on the SC State Report Card increased from Unsatisfactory to Average. This was the greatest improvement of any middle school with similar demographics in the entire state.

Another positive occurrence was the development of a business partnership between the Greenville Hospital System and our school. The Greenville Hospital System has provided our students with books as reading incentives and also provided refreshments for our students and parents at our end-of-year award ceremonies.

Our instructional program was positively impacted by the addition of Promethean Boards in all of Berea's classrooms. This technology allows greater student interaction in learning. The school's science labs were also renovated during the year. Additional storage and more space for students to conduct lab activities were added. Science kits for each grade level have also been extensively used.

Our School Improvement Council this year has been extremely active and dedicated and has provided guidance for our school. We are excited about these positive changes and hope to continue the progress in the future.

Dr. Judy Davis, Principal  
Gene Bondurant, SIC Chair

### Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	220	59
Percent satisfied with learning environment	96.0%	72.7%	81.4%
Percent satisfied with social and physical environment	94.0%	73.6%	69.5%
Percent satisfied with school-home relations	63.3%	81.4%	80.7%

\* 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 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	1.9%	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	4.1%	0.0%	No
Student attendance rate	94.8%	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	822	99.9	36.4	46.2	15.4	2	26.5	52.4	48.2	No	Yes
<b>Gender</b>											
Male	406	100	43.6	44.4	11.2	0.8	19.8	46.1	41.7	N/A	N/A
Female	416	99.8	29.2	48	19.6	3.2	33.2	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	307	99.7	29.6	47.9	21.1	1.4	32	62.3	60	No	Yes
African American	329	100	48.5	39.7	10.8	1	21.2	31.7	31.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	175	100	28.2	55.1	13.5	3.2	23.7	36.7	38.4	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	126	100	79.8	17.4	2.8	0	3.7	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	154	100	29.5	51.1	15.8	3.6	25.2	36.1	36.9	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	590	100	41.1	43	14	1.9	23.9	34.3	34	No	Yes

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

All Students	822	99.8	33.7	45.9	13.9	6.4	28	49.5	45.8	No	Yes
<b>Gender</b>											
Male	406	99.8	37.4	43.3	13.1	6.1	27.3	49.9	45.6	N/A	N/A
Female	416	99.8	30	48.5	14.7	6.7	28.7	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	307	99.7	25.7	48.9	19	6.3	34.2	59.4	59	No	Yes
African American	329	99.7	47.1	40.4	9.1	3.4	17.2	27.2	26.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	175	100	25	51.9	12.8	10.3	34	37.4	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	126	100	73.4	20.2	5.5	0.9	8.3	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	154	100	25.2	51.1	12.9	10.8	33.8	38.4	38.7	No	Yes
<b>Socio-Economic Status</b>											
Subsided meals	590	99.8	38.3	44.3	10.8	6.6	24.6	32.2	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
<b>Science</b>											
All Students	549	100	40.8	31.6	12.9	14.7	27.6	39.3	35.7	94.8	96.5
<b>Gender</b>											
Male	267	100	40.2	27.5	14.3	17.9	32.3	41.6	37.4	94.4	96.4
Female	282	100	41.3	35.7	11.5	11.5	23	36.9	33.8	95.2	96.6
<b>Racial/Ethnic Group</b>											
White	203	100	33	29.3	17.6	20.2	37.8	49.7	49.2	94.3	96.4
African American	217	100	54.8	28.9	8.1	8.1	16.2	18.2	17	94.4	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98.8	97.7
Hispanic	121	100	30.6	41.4	12.6	15.3	27.9	23.7	24.9	96.4	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	N/A	95.3
<b>Disability Status</b>											
Disabled	82	100	76.7	16.4	2.7	4.1	6.8	16.3	14	92	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	76.4	96.4
<b>English Proficiency</b>											
Limited English Proficient	111	100	30.7	39.6	13.9	15.8	29.7	22.6	24.4	96.7	97.2
<b>Socio-Economic Status</b>											
Subsided meals	396	100	43.5	34.8	11.2	10.4	21.6	21.3	21.1	94.5	95.8
<b>Social Studies</b>											
All Students	561	100	37.9	35.8	14.8	11.5	26.3	38.1	34	94.8	96.5
<b>Gender</b>											
Male	275	100	38.8	32	14.8	14.4	29.2	41	36.6	94.4	96.4
Female	286	100	37.1	39.5	14.8	8.6	23.4	35	31.3	95.2	96.6
<b>Racial/Ethnic Group</b>											
White	206	100	31.7	32.8	21.7	13.8	35.4	46.1	44.5	94.3	96.4
African American	225	100	49.5	36.5	8	6	14	20.5	19.1	94.4	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98.8	97.7
Hispanic	125	100	29.5	41.1	15.2	14.3	29.5	27.7	27.5	96.4	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	N/A	95.3
<b>Disability Status</b>											
Disabled	88	100	73.6	20.8	2.8	2.8	5.6	17.1	14.4	92	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	76.4	96.4
<b>English Proficiency</b>											
Limited English Proficient	107	100	29.6	39.8	15.3	15.3	30.6	27.6	27.3	96.7	97.2
<b>Socio-Economic Status</b>											
Subsided meals	406	100	41.6	36.9	12.4	9.1	21.5	22.8	21	94.5	95.8

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	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	307	98.7	41.6	41.2	14.6	2.6	17.2
	7	276	98.2	41.5	46.1	10	2.5	12.4
	8	306	97.7	41.7	46	10.5	1.8	12.3
<b>2008</b>	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	254	99.6	33.3	38.5	25.5	2.6	28.1
	7	289	100	34.4	51.5	11.8	2.3	14.1
	8	279	100	41.3	47.6	9.8	1.2	11
<b>Mathematics</b>								
<b>2007</b>	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	307	99.4	33.6	43.1	16.8	6.6	23.4
	7	276	99.6	35.8	47.7	9.9	6.6	16.5
	8	305	98.4	40.6	48.9	7.6	2.9	10.5
<b>2008</b>	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	254	99.6	31.6	38.1	20.8	9.5	30.3
	7	289	99.7	28.2	50.8	13.4	7.6	21
	8	279	100	41.3	48	8.3	2.4	10.6
<b>Science</b>								
<b>2007</b>	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	154	98.7	52.6	29.6	13.3	4.4	17.8
	7	276	98.2	44.7	31.2	15.6	8.4	24.1
	8	152	96.7	40.9	41.7	14.4	3	17.4
<b>2008</b>	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	124	100	54.9	25.7	8.8	10.6	19.5
	7	289	100	37.8	35.1	12.2	14.9	27.1
	8	136	100	34.4	29.7	18	18	35.9
<b>Social Studies</b>								
<b>2007</b>	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	152	98.7	31.4	43.8	18.2	6.6	24.8
	7	276	97.5	48.9	32.8	8.1	10.2	18.3
	8	155	91.6	41.5	46.2	10	2.3	12.3
<b>2008</b>	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	129	100	28.8	30.5	23.7	16.9	40.7
	7	289	100	47.3	33.6	9.2	9.9	19.1
	8	143	100	27	45.2	18.3	9.5	27.8

Abbreviations for Missing Data

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