



## Blue Ridge Middle

2423 East Tyger Bridge  
Greer, S.C. 29651

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	887 Students	
<b>Principal</b>	Becky Greene	864-355-1900
<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>Below Average</b>
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Average	At-Risk

## 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

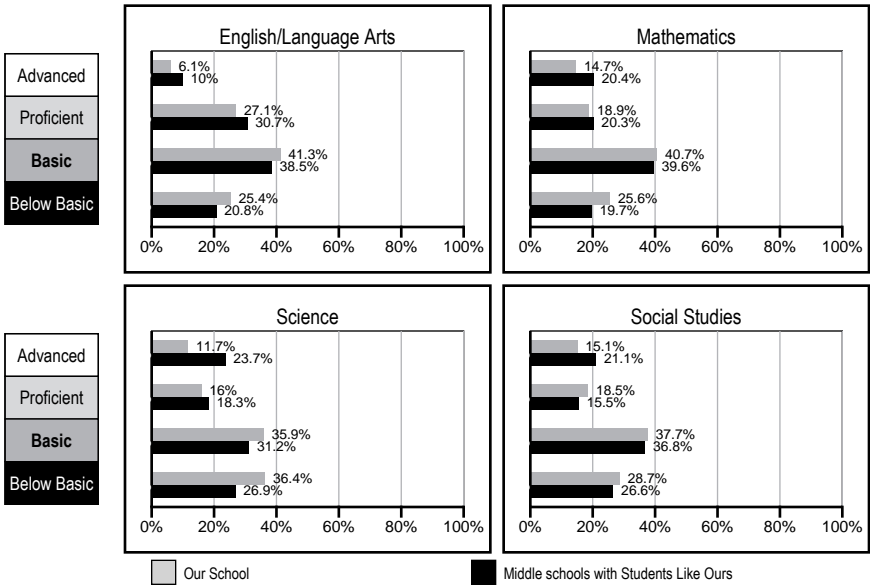
96%

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

Excellent	Good	Average	Below Average	At-Risk
0	6	29	3	2

\* 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	98.5	96.9
English 1	97.2	92.9
Physical Science	0	40.5
All Subjects	97.8	96.6

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=887)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	23.6%	Up from 18.5%	27.5%	19.4%
Retention rate	0.4%	Down from 0.8%	1.7%	1.8%
Attendance rate	96.5%	Up from 95.8%	96.3%	95.8%
Eligible for gifted and talented	21.1%	Down from 24.1%	25.3%	15.3%
With disabilities other than speech	13.5%	Down from 13.9%	11.1%	12.9%
Older than usual for grade	1.4%	Up from 1.2%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.4%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	63.2%	Down from 65.4%	59.6%	55.0%
Continuing contract teachers	75.4%	Down from 86.5%	74.6%	70.6%
Teachers with emergency or provisional certificates	2.0%	No Change	3.7%	5.4%
Teachers returning from previous year	88.0%	Up from 85.0%	84.4%	83.4%
Teacher attendance rate	95.0%	Up from 94.7%	95.3%	94.9%
Average teacher salary	\$46,811	Down 0.5%	\$46,111	\$44,706
Professional development days/teacher	14.8 days	Up from 12.1 days	11.3 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.0	3.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 23.1 to 1	21.6 to 1	20.1 to 1
Prime instructional time	90.4%	Up from 89.0%	90.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.4%	Up from 15.5%	97.9%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$6,020	Up 8.6%	\$6,444	\$7,097
Percent of expenditures for instruction*	66.2%	Down from 66.5%	66.5%	64.4%
Percent of expenditures for teacher salaries*	60.9%	Down from 61.9%	62.9%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Blue Ridge Middle, located at the northwest corner of Greenville County, serves 880 students, their families, and the community. The curriculum is designed to provide rigor on an individual basis, meeting the needs of each child, and, thus, producing a well-rounded learner at the middle level.

Blue Ridge offers advanced classes in Math, Language Arts, and Foreign Language, as well as an overall challenging curriculum. Students are given the opportunity to explore 11 related arts offerings. There are 3 computer labs, as well as mobile laptop carts available. Remediation is offered in the summer to students scoring below basic on the state PACT testing. During the 2007-2008 school year, MAP testing continued, and students and teachers worked together to use this information to personalize instruction and examine progress throughout the year. Students may participate in a variety of competitive sports or extracurricular offerings.

Understanding that communication between teacher and parent is necessary for the success of our students, teachers post syllabi and plans on their web sites. Parents may contact them by email, phone, or personal contact in conferences.

All Blue Ridge Middle School faculty members have become highly qualified according to current guidelines. The Principal, Assistant Principals, and Instructional Coach all have advanced degrees. The Administrative team meets regularly to discuss instructional initiatives/concerns, teacher progress/concerns, and general building operations.

Becky Greene, Principal  
Pam Durham, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	288	152
Percent satisfied with learning environment	95.1%	84.4%	85.5%
Percent satisfied with social and physical environment	97.6%	83.7%	84.8%
Percent satisfied with school-home relations	90.5%	88.3%	77.9%

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

## Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 10 out of 17 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	5.6%	0.0%	No
Student attendance rate	96.5%	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	894	100	26.8	42.8	26.5	3.9	40.4	52.4	48.2	No	Yes
<b>Gender</b>											
Male	458	100	35.1	40.6	22.9	1.4	34.6	46.1	41.7	N/A	N/A
Female	436	100	18.3	45.1	30.2	6.4	46.3	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	816	100	25.1	43.3	27.6	4.1	41.9	62.3	60	No	Yes
African American	39	100	57.1	34.3	8.6	0	17.1	31.7	31.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	27	100	42.3	42.3	11.5	3.8	19.2	36.7	38.4	I/S	I/S
American Indian/Alaskan	7	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	76.6	21.8	1.6	0	2.4	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	20	100	52.6	36.8	10.5	0	10.5	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	322	100	41.9	41.9	15.6	0.7	23.9	34.3	34	No	Yes

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

All Students	894	100	27.1	42.9	18.8	11.2	41.3	49.5	45.8	No	Yes
<b>Gender</b>											
Male	458	100	27.3	40.6	20	12.2	43.1	49.9	45.6	N/A	N/A
Female	436	100	26.8	45.4	17.6	10.2	39.4	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	816	100	24.9	43.5	19.7	11.8	43	59.4	59	Yes	Yes
African American	39	100	62.9	31.4	2.9	2.9	14.3	27.2	26.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	27	100	42.3	38.5	19.2	0	26.9	37.4	38.1	I/S	I/S
American Indian/Alaskan	7	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	66.9	29	2.4	1.6	9.7	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	20	100	47.4	36.8	15.8	0	26.3	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	322	100	41.2	41.9	11	6	27.2	32.2	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
<b>Science</b>											
All Students	580	99.8	36.3	36	16	11.7	27.7	39.3	35.7	96.5	96.5
<b>Gender</b>											
Male	303	99.7	35.4	33.7	17.7	13.2	30.9	41.6	37.4	96.9	96.4
Female	277	100	37.3	38.4	14.2	10.1	24.3	36.9	33.8	96.1	96.6
<b>Racial/Ethnic Group</b>											
White	525	99.8	34.2	36.8	16.4	12.6	29.1	49.7	49.2	96.5	96.4
African American	29	100	74.1	18.5	7.4	0	7.4	18.2	17	96.4	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	96.2	97.7
Hispanic	16	100	46.7	40	13.3	0	13.3	23.7	24.9	97.3	96.9
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	97.6	95.3
<b>Disability Status</b>											
Disabled	82	100	67.5	30	0	2.5	2.5	16.3	14	95.8	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	97.7	97.2
<b>Socio-Economic Status</b>											
Subsided meals	215	99.5	52.3	32.2	10.1	5.5	15.6	21.3	21.1	95	95.8
<b>Social Studies</b>											
All Students	585	99.7	28.6	37.8	18.5	15.1	33.6	38.1	34	96.5	96.5
<b>Gender</b>											
Male	295	99.3	31	31.8	17	20.2	37.2	41	36.6	96.9	96.4
Female	290	100	26.2	43.7	20.1	10	30.1	35	31.3	96.1	96.6
<b>Racial/Ethnic Group</b>											
White	539	99.6	27.1	38.3	18.8	15.9	34.6	46.1	44.5	96.5	96.4
African American	21	100	58.8	23.5	5.9	11.8	17.6	20.5	19.1	96.4	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	96.2	97.7
Hispanic	16	100	40	40	20	0	20	27.7	27.5	97.3	96.9
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	97.6	95.3
<b>Disability Status</b>											
Disabled	86	100	63.5	24.7	7.1	4.7	11.8	17.1	14.4	95.8	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	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	13	100	41.7	41.7	16.7	0	16.7	27.6	27.3	97.7	97.2
<b>Socio-Economic Status</b>											
Subsided meals	207	99.5	42.2	35.9	13	8.9	21.9	22.8	21	95	95.8

\* 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*
<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	256	99.6	30.8	47	20.2	2	22.3
	7	316	99.7	24.6	40.2	31.9	3.3	35.2
	8	309	99.4	27.9	48.3	22.1	1.7	23.8
<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	303	100	24.5	42.1	28.3	5.2	33.4
	7	271	100	24.4	41.9	30.6	3.1	33.7
	8	320	100	31.1	44.3	21.4	3.2	24.6
<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	256	100	29.4	44	18.1	8.5	26.6
	7	315	100	18.9	47.2	17.9	15.9	33.9
	8	309	99.4	33	48	14.6	4.4	19
<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	303	100	27.6	36.6	20.3	15.5	35.9
	7	271	100	20.5	44.6	20.5	14.3	34.9
	8	320	100	32	47.6	15.9	4.5	20.4
<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	128	100	55.2	32.8	10.4	1.6	12
	7	315	99.7	37	33.7	18	11.3	29.3
	8	155	98.7	33.6	33.6	17.1	15.8	32.9
<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	149	100	38.9	25	17.4	18.8	36.1
	7	271	99.6	30	43.6	17.5	8.9	26.5
	8	160	100	44.5	33.5	12.3	9.7	21.9
<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	128	100	17.1	39	28.5	15.4	43.9
	7	315	100	36.5	36.5	13	14	26.9
	8	154	99.4	22.3	55.4	13.5	8.8	22.3
<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	155	99.4	18.5	32.2	21.2	28.1	49.3
	7	271	99.6	42.4	35.4	13.6	8.6	22.2
	8	159	100	15	47.1	24.2	13.7	37.9

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