



SC Annual School Report Card Summary

**Berea Elementary
Greenville**
Grades: K-5 Enrollment: 452
Principal: Kenneth L. George
Superintendent: Dr. Phinnize J. Fisher
Board Chair: Megan Hickerson

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD | | AYP STATUS | NCLB IMPROVEMENT STATUS |
|------|-----------------|---------------|--------------------------------|-----------------|------------|-------------------------|
| | | | General Performance | Closing the Gap | | |
| 2009 | Below Average | Average | TBD | TBD | Not Met | CA |
| 2008 | Below Average | Below Average | N/A | N/A | Not Met | CSI |
| 2007 | Below Average | Below Average | N/A | N/A | Not Met | NI |

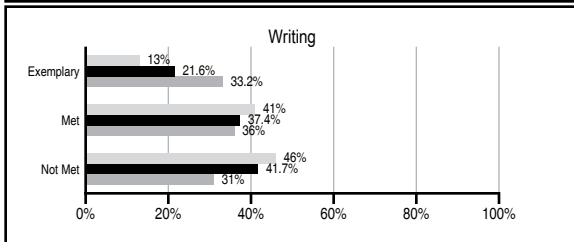
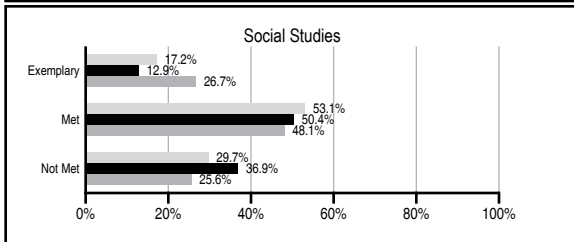
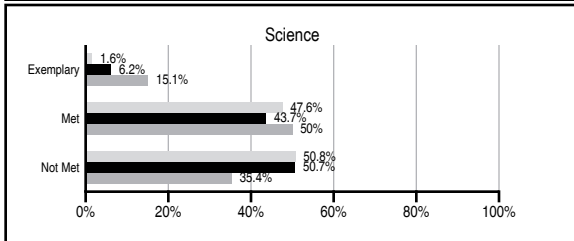
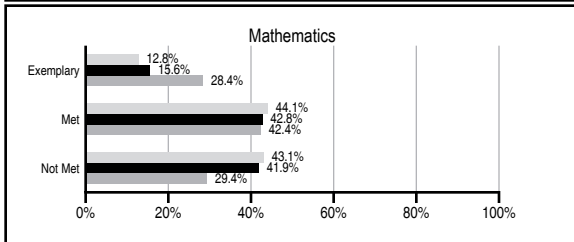
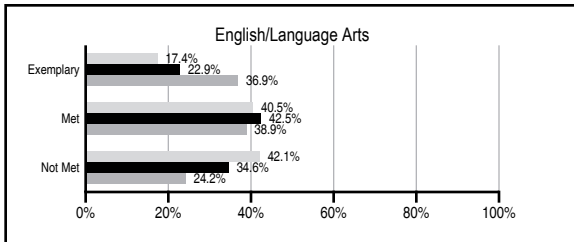
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 1 | 3 | 84 | 65 | 28 |

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Berea Elementary [Greenville]

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=452) | | | | |
| Retention rate | 1.1% | Down from 1.6% | 2.5% | 1.9% |
| Attendance rate | 96.4% | Down from 96.6% | 96.0% | 96.3% |
| Eligible for gifted and talented | 2.5% | Down from 4.7% | 3.7% | 10.0% |
| With disabilities other than speech | 14.6% | Down from 16.5% | 7.8% | 7.7% |
| Older than usual for grade | 0.3% | Down from 0.7% | 1.1% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=41) | | | | |
| Teachers with advanced degrees | 51.2% | Up from 42.9% | 57.1% | 59.4% |
| Continuing contract teachers | 78.0% | Up from 69.0% | 72.4% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 87.3% | Up from 85.6% | 82.7% | 85.9% |
| Teacher attendance rate | 93.4% | Down from 95.1% | 95.2% | 95.1% |
| Average teacher salary* | \$44,335 | Up 3.1% | \$45,725 | \$47,149 |
| Classes not taught by highly qualified teachers | 0.0% | No Change | 0.0% | 0.0% |
| Professional development days/teacher | 7.1 days | Up from 5.4 days | 11.0 days | 11.1 days |
| School | | | | |
| Principal's years at school | 11.0 | Up from 10.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.9 to 1 | No Change | 16.7 to 1 | 18.8 to 1 |
| Prime instructional time | 89.3% | Down from 90.1% | 90.1% | 90.4% |
| 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 | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$8,292 | Up 14.5% | \$8,563 | \$7,458 |
| Percent of expenditures for instruction** | 71.2% | Up from 70.4% | 68.3% | 68.8% |
| Percent of expenditures for teacher salaries** | 66.3% | Up from 66.0% | 62.2% | 63.2% |
| % of AYP objectives met | 96.6% | Up from 75.9% | 100.0% | 100.0% |

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 29 | 68 | 44 |
| Percent satisfied with learning environment | 89.7% | 82.4% | 93.2% |
| Percent satisfied with social and physical environment | 96.6% | 89.7% | 93.2% |
| Percent satisfied with school-home relations | 75.9% | 85.3% | 90.7% |

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berea Elementary School continually strives to enhance parental involvement and encourages students to exhibit positive character traits. Teachers utilize daily essential questions and learning objectives in their classroom instruction using the Learning Focus model.

Our staff participated in embedded professional development in the areas of Mathematics, English/Language Arts, and Technology. In Mathematics, students learned how to use manipulatives to problem solve. In English/Language Arts, students learned how to use novels and literature to improve reading and writing skills. Technology training taught students skills such as learning how to use SmartBoards, ActivExpressions, and Microsoft programs.

Student social learning and character development is encouraged through Positive Behavioral Intervention Supports (PBIS). This is our second year of implementation. Students were able to earn and redeem tickets for focusing on excellent behavior and supporting one another in our school family. As a result of PBIS, our students and staff were able to focus more on academic achievement.

In conjunction with the Chamber of Commerce, teachers continued to utilize Quality Tools as a regular part of instruction. Quality Tools enable students to check for understanding, monitor progress, and celebrate their successes.

Throughout the year, parents attended various Title I parent involvement meetings. These sessions covered a wide variety of topics such as Reading, Writing, Math, and study skills. Parents learned techniques in helping their children at home.

Berea's PTA supported family involvement by providing activities that encouraged participation in activities, such as fall and spring carnivals, talent night, international celebration, and literacy day.

Areas for continued improvement include Mathematics and English/Language Arts. While we did not make Adequate Yearly Progress (AYP) last year, our Spring Measures of Academic Progress (MAP) scores indicate significant academic growth.

Students, staff, and parents are proud of our school and community.

Patricia Booker-Christy, Principal
Kristen Lollis, SIC Chairperson

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