

BERRY SHOALS INTERMEDIATE

300 Shoals Road
Duncan, South Carolina

Grades	5-6 Elementary School	
Enrollment	545 Students	
Principal	Michael A. Powell	864-949-2300
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Excellent**	**Excellent***
2009	Excellent	Good
2008	Good	Average
2007	Good	Good
2006	Average	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.

http://ed.sc.gov
http://www.eoc.sc.gov

BERRY SHOALS INTERMEDIATE 03/09/11-4205091

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

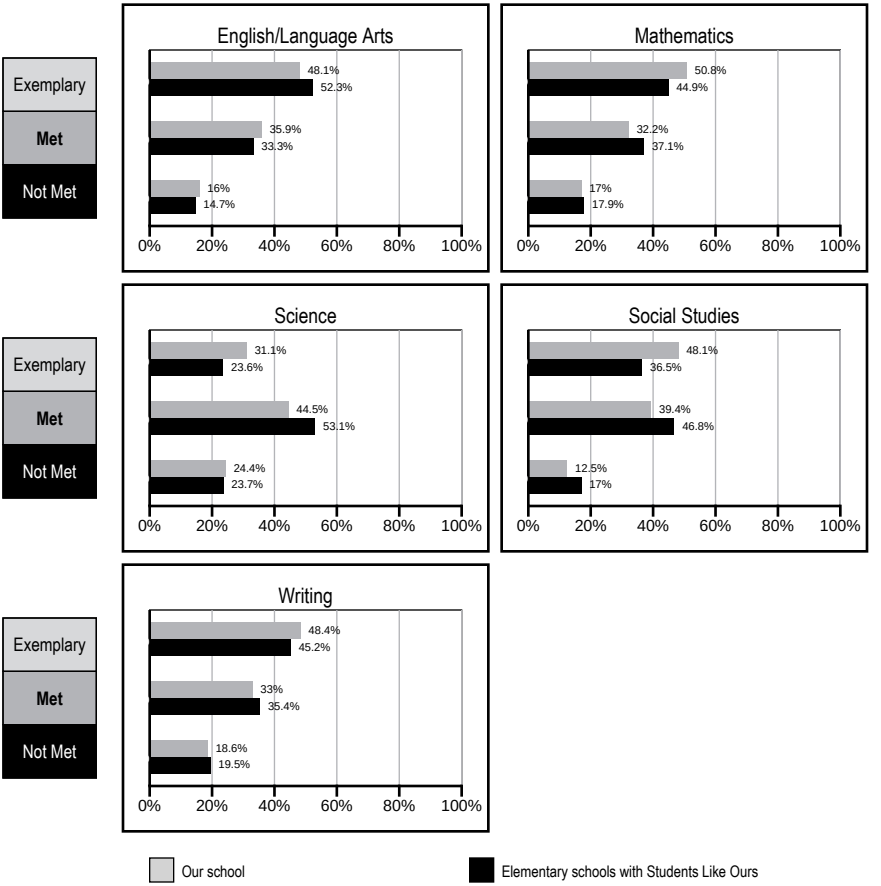
Percent of students tested in 2009-10 whose 2008-09 test scores were located	99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	24	4	0	0

* 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
Students (n=545)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.2%	0.8%	1.2%
Attendance rate	97.3%	Up from 97.0%	96.5%	96.1%
Eligible for gifted and talented	26.0%	Up from 21.7%	19.7%	11.7%
With disabilities other than speech	10.4%	Down from 11.5%	7.4%	8.0%
Older than usual for grade	0.0%	Down from 0.6%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	81.0%	Down from 82.5%	63.8%	60.5%
Continuing contract teachers	83.3%	Down from 87.5%	87.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.5%	Up from 77.4%	88.9%	87.0%
Teacher attendance rate	95.0%	Down from 96.4%	95.9%	95.4%
Average teacher salary*	$54,880	Up 1.3%	$48,829	$47,288
Professional development days/teacher	12.8 days	Down from 13.5 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 18.9 to 1	20.1 to 1	19.2 to 1
Prime instructional time	91.7%	Down from 92.4%	92.3%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$8,231	Up 20.8%	$7,040	$7,548
Percent of expenditures for instruction**	71.1%	Down from 73.8%	70.6%	68.7%
Percent of expenditures for teacher salaries**	68.6%	Down from 69.6%	68.1%	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

Berry Shoals began its ninth school year promoting student academic achievement as its primary mission. We are very proud of the accomplishments of our students and faculty. Students at Berry Shoals continue to demonstrate excellence in academics, the performing and fine arts, and in service learning. Dedicated students, teachers, staff, and parents share in the school's theme of T*E*A*M - Together Everyone Achieves More, which encourages us to work collaboratively as we all strive to be our "Berry Best."

For the first time in our history, Berry Shoals earned an Excellent Rating on the School Report Card. The school also received the Palmetto Gold Award for High Academic Achievement. Berry Shoals was also recognized by the South Carolina Department of Education as a Red Carpet School. The Red Carpet Award is presented to schools that provide consistently outstanding customer service, have a family-friendly environment, and are warm and inviting.

The talent, hard work, and dedication to excellence continue to be the hallmark of our fine arts program at Berry Shoals. As you walk through the school, the hallways are virtual museums of art as student work is displayed for all to enjoy. Every student had numerous opportunities throughout the school year to participate in our school bands, orchestras, choral and music ensembles, or in the dramatic arts. Our band and orchestra students received Superior or Excellent Ratings in a variety of events such as Concert Festival and the Solo and Ensemble Festival.

Our school continues to stress character education and to promote a safe and drug-free environment. Service learning is an important part of the culture and climate at Berry Shoals. Students completed eight service learning projects including a school wide project that supported the American Heart Association. Our teachers conducted a service learning project that supported the American Cancer Society. Our Relay for Life team was recognized as the highest donating intermediate school in the state, as well as the second highest overall donor school in South Carolina. Congratulations on a great year.

Michael A. Powell, Principal

Jessica Davis, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	259	224
Percent satisfied with learning environment	100.0%	96.5%	92.3%
Percent satisfied with social and physical environment	100.0%	93.0%	93.7%
Percent satisfied with school-home relations	100.0%	93.4%	87.5%

* 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 20 out of 21 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. 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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	94.0%*	Yes

* Or greater than last year

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BERRY SHOALS INTERMEDIATE 03/09/11-4205091

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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	534	100	16	35.9	48.1	91.7	87.1	83.5	Yes	Yes
Gender										
Male	297	100	19.4	38.5	42	89.9	84.3	80.1	N/A	N/A
Female	237	100	11.7	32.6	55.7	93.9	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	381	100	10.8	34.8	54.4	96	89.9	89.6	Yes	Yes
African American	105	100	36.3	38.2	25.5	77.5	78.6	74.6	Yes	Yes
Asian/Pacific Islander	22	100	5	30	65	95	91.8	92.7	I/S	I/S
Hispanic	26	100	20	48	32	84	81.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	61	100	53.4	34.5	12.1	69	51.9	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	26.9	42.3	30.8	80.8	79.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	223	100	26.3	44.1	29.6	85.4	81.4	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	534	100	17	32.2	50.8	88.2	85.3	80.4	Yes	Yes
Gender										
Male	297	100	20.5	31.9	47.6	86.5	83.2	78.4	N/A	N/A
Female	237	100	12.6	32.6	54.8	90.4	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	381	100	12.4	28.3	59.3	92.7	88.2	87.8	Yes	Yes
African American	105	100	36.3	40.2	23.5	71.6	75.4	69.3	Yes	Yes
Asian/Pacific Islander	22	100	5	30	65	95	93.8	93.5	I/S	I/S
Hispanic	26	100	16	60	24	84	82.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	61	100	63.8	25.9	10.3	48.3	48.6	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	15.4	50	34.6	84.6	82.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	223	100	26.3	40.8	32.9	80.8	78.8	72.8	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	263	100	24.4	44.5	31.1	75.6	75	67.3
Gender								
Male	157	100	24.3	41.4	34.2	75.7	74.9	66.9
Female	106	100	24.5	49	26.5	75.5	75	67.7
Racial/Ethnic Group								
White	193	100	19.1	45.7	35.1	80.9	80.3	79.6
African American	47	100	48.9	35.6	15.6	51.1	57.3	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	82.5	84.4
Hispanic	14	100	15.4	69.2	15.4	84.6	70.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	29	100	63	33.3	3.7	37	34.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	64.6	58.6
Socio-Economic Status								
Subsidized meals	113	100	37.7	47.2	15.1	62.3	66.3	55.4
Social Studies								
All Students	271	100	12.5	39.4	48.1	87.5	76.4	70.9
Gender								
Male	140	100	15.4	37.5	47.1	84.6	77.3	70.1
Female	131	100	9.4	41.4	49.2	90.6	75.6	71.7
Racial/Ethnic Group								
White	188	100	8.7	37.2	54.1	91.3	79.2	79.2
African American	58	100	28.1	47.4	24.6	71.9	66.5	58.4
Asian/Pacific Islander	13	100	N/A	N/A	N/A	100	88.9	86.8
Hispanic	12	100	8.3	50	41.7	91.7	74.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	32	100	41.9	45.2	12.9	58.1	38.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	16	100	5.9	47.1	47.1	94.1	74.1	68
Socio-Economic Status								
Subsidized meals	110	100	17.8	51.4	30.8	82.2	67.2	60.8

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BERRY SHOALS INTERMEDIATE										03/09/11-4205091
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
Writing										
All Students	536	99.8	18.5	33.1	48.5	81.5	76.4	72.1	97.3	96.7
Gender										
Male	298	99.7	25.6	36.3	38.1	74.4	70	65.2	97.2	96.6
Female	238	100	9.5	29	61.5	90.5	83.2	79.2	97.4	96.8
Racial/Ethnic Group										
White	382	99.7	13.5	32.1	54.4	86.5	80.3	80.8	97.1	96.4
African American	105	100	35	35	30.1	65	65.2	59.7	97.4	97.1
Asian/Pacific Islander	23	100	9.5	38.1	52.4	90.5	84.7	87	98.4	98
Hispanic	26	100	32	36	32	68	65	64.6	97.7	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	96.7
Disability Status										
Disabled	65	100	63.5	25.4	11.1	36.5	26.3	27.7	96.6	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	33.3	48.1	18.5	66.7	65	63.7	98.4	97.2
Socio-Economic Status										
Subsidized meals	221	99.6	26.6	39.3	34.1	73.4	66.8	61.9	96.7	96.2

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BERRY SHOALS INTERMEDIATE							03/09/11-4205091
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	259	100	9.6	45.4	45	90.4
	6	274	99.6	19.5	34.1	46.4	80.5
	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	267	100	18.5	34.7	46.7	81.5
	6	267	100	13.5	37.1	49.4	86.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	259	100	15.3	42.2	42.6	84.7
	6	274	100	16	34	50	84
	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	267	100	19.7	34.7	45.6	80.3
	6	267	100	14.3	29.7	56	85.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	131	98.5	15.9	55.6	28.6	84.1
	6	140	100	26.5	49.3	24.3	73.5
	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	131	100	22	39.4	38.6	78
	6	132	100	26.8	49.6	23.6	73.2
	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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BERRY SHOALS INTERMEDIATE 03/09/11-4205091

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	128	100	13.9	41.8	44.3	86.1
	6	134	99.3	11.2	37.6	51.2	88.8
	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	136	100	19.7	38.6	41.7	80.3
	6	135	100	5.3	40.2	54.5	94.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	264	99.2	21.7	40.2	38.2	78.3
	6	273	99.3	20.6	31.3	48.1	79.4
	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
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	269	99.6	19.2	30	50.8	80.8
	6	267	100	17.7	36.2	46.2	82.3
	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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