



BRYSON MIDDLE

3657 South Industrial Dr.
Simpsonville, SC 29681

Grades	6-8 Middle School	
Enrollment	1,185 Students	
Principal	Phillip Davie	864-355-2100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Below Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk

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.

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

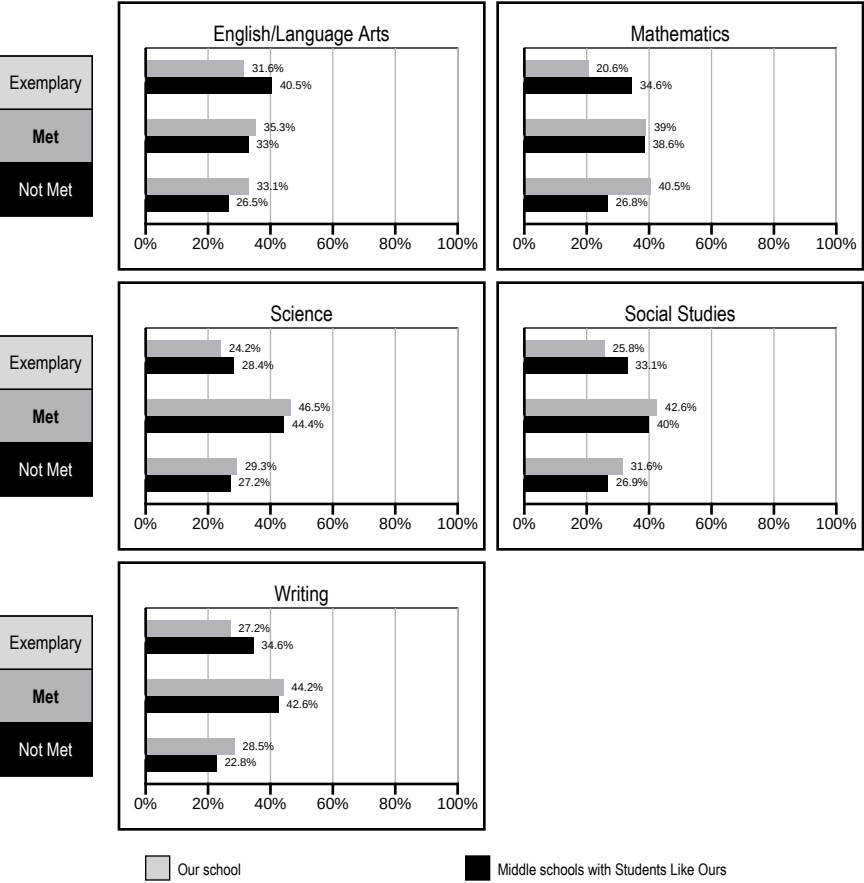
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	15	19	0	1

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* 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

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

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	98.2%	98.6%
English 1	100.0%	96.7%
Physical Science	N/A	22.8%
US History and the Constitution	N/A	N/A
All Subjects	98.5%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,185)				
Students enrolled in high school credit courses (grades 7 & 8)	21.0%	Up from 16.0%	33.1%	24.2%
Retention rate	0.3%	Down from 0.7%	0.6%	0.7%
Attendance rate	95.6%	No Change	96.0%	95.9%
Eligible for gifted and talented	16.6%	Up from 15.2%	20.9%	16.4%
With disabilities other than speech	11.8%	Down from 12.6%	11.1%	12.0%
Older than usual for grade	1.3%	Up from 1.2%	1.4%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=70)				
Teachers with advanced degrees	60.0%	No Change	60.0%	58.5%
Continuing contract teachers	84.3%	Up from 80.0%	82.1%	80.0%
Teachers with emergency or provisional certificates	3.2%	Down from 6.3%	3.8%	4.0%
Teachers returning from previous year	87.4%	Up from 85.9%	86.8%	84.6%
Teacher attendance rate	99.7%	Up from 94.8%	95.2%	95.4%
Average teacher salary*	\$46,116	Up 0.5%	\$46,771	\$46,561
Professional development days/teacher	6.5 days	Up from 5.3 days	9.8 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Down from 26.3 to 1	21.9 to 1	21.1 to 1
Prime instructional time	95.3%	Up from 90.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.0%	Down from 96.6%	96.9%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$5,632	Up 4.8%	\$7,220	\$7,802
Percent of expenditures for instruction**	66.4%	Down from 66.5%	64.2%	63.8%
Percent of expenditures for teacher salaries**	64.0%	Up from 61.9%	60.8%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Our vision for Bryson Middle is to be a community of learners that inspires and supports academic excellence and social responsibility. We have exemplified that vision in many ways during the past school year. First, our staff completed the second year of our Professional Learning Communities (PLC) grant that the Alliance for Quality Education awarded to us in 2008. From our PLC experience came three questions that have guided us this year in our pursuit of increased student achievement: (1) What do we want students to know and be able to do: (2) How will we know if students have gained the knowledge and skills? (3) What will we do if students do not learn? These questions framed the work of creating collaborative units that provide the foundation for a shared curriculum that is available to all students. Further, we have created benchmark tests to use to determine if students have, indeed, learned. Our 2010 School Action Plan addresses the third of our guiding questions.

The 2009-2010 school year was very positive. BMS students gained recognition this year at a variety of competitions. The choral department presented their annual musical production in the fall. Twenty-three choral students participated in All County Chorus and Spring Sing; also, four students were chosen for All State Chorus. Our strings students earned an Excellent rating at the South Carolina Music Educators' Association Concert Festival. Two band members were chosen for the Regions Band, five made All-County Band, and ten students scored a Superior rating at the Solo and Ensemble competition. Two BMS students received Honorable Mentions in the State Reflections Contest. The Robotics Team won a First Place in the State Log Robotics competition. Our school also had thirty-four Junior Scholars this year.

We continued our sports program in which we fielded teams in soccer for girls and boys, boys' baseball, girls' softball, basketball for boys and girls, and girls' volleyball. Our volleyball team won the Greenville County Schools Championship which is the first volleyball championship at Bryson Middle.

We feel we have great students, parents, and teachers, as well as solid community support. We will continue to focus our efforts on helping each student reach his or her potential.

Phillip Davie, Principal
Kathy Woods, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	347	107
Percent satisfied with learning environment	95.0%	70.9%	75.7%
Percent satisfied with social and physical environment	95.0%	76.5%	68.9%
Percent satisfied with school-home relations	82.5%	84.8%	69.9%

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

School Adequate Yearly Progress

NO

This school met 27 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. 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1162	100	33.5	35.8	30.8	78.7	84.7	83.5	Yes	Yes
Gender										
Male	600	100	39.1	35.6	25.3	73.1	81.3	80.1	N/A	N/A
Female	562	100	27.4	35.9	36.7	84.7	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	762	100	28.5	35.3	36.2	82.1	90	89.6	Yes	Yes
African American	296	100	45.9	36.2	17.9	71	73.4	74.6	Yes	Yes
Asian/Pacific Islander	15	100	46.2	46.2	7.7	69.2	94.3	92.7	I/S	I/S
Hispanic	76	100	33.8	33.8	32.4	73.2	78.4	79.6	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	129	100	82.1	15.4	2.4	29.3	53.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	52	100	32.2	37.3	30.5	76.3	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	545	100	45.1	35	19.9	69.5	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1162	100	43	39.8	17.2	71.4	82	80.4	Yes	Yes
Gender										
Male	600	100	44.4	37.9	17.7	70.6	80.5	78.4	N/A	N/A
Female	562	100	41.5	41.9	16.6	72.3	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	762	100	38.2	41.1	20.7	75.8	87.7	87.8	Yes	Yes
African American	296	100	57	35.5	7.5	59.1	68.4	69.3	Yes	Yes
Asian/Pacific Islander	15	100	38.5	53.8	7.7	69.2	94.9	93.5	I/S	I/S
Hispanic	76	100	42.3	38	19.7	71.8	78.3	78.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	129	100	86.2	12.2	1.6	22	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	52	100	40.7	42.4	16.9	74.6	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	545	100	55.9	33.4	10.7	59.2	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	767	99.5	28.6	46.9	24.4	71.4	70.6	67.3
Gender								
Male	383	99.5	29.5	45.6	24.9	70.5	70.1	66.9
Female	384	99.5	27.8	48.2	24	72.2	71.1	67.7
Racial/Ethnic Group								
White	505	99.8	21.5	49.6	28.9	78.5	80.2	79.6
African American	198	99	44.3	42.7	13	55.7	50.4	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	47	97.9	39.5	34.9	25.6	60.5	60.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	80	100	71.1	27.6	1.3	28.9	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	30	96.7	45.2	38.7	16.1	54.8	60.6	58.6
Socio-Economic Status								
Subsidized meals	358	99.4	39.2	45.8	15	60.8	57.1	55.4

Social Studies								
All Students	773	99.4	30.9	43	26	69.1	73.2	70.9
Gender								
Male	407	99	31.8	42.2	26	68.2	72.8	70.1
Female	366	99.7	29.9	44	26.1	70.1	73.7	71.7
Racial/Ethnic Group								
White	510	99.6	28.1	41.9	30.1	71.9	79.8	79.2
African American	187	98.4	40.4	43.9	15.8	59.6	57.9	58.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	59	100	30.4	44.6	25	69.6	67.8	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	84	97.6	68.8	27.3	3.9	31.2	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	38	100	28.9	51.1	20	71.1	69	68
Socio-Economic Status								
Subsidized meals	355	98.6	41.3	42.8	15.9	58.7	61.6	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	1175	99.7	28	44.6	27.4	72	74	72.1	95.6	96.2
Gender										
Male	610	99.5	34.9	45	20.2	65.1	67.2	65.2	95.6	96.2
Female	565	99.8	20.6	44.3	35.2	79.4	81.1	79.2	95.7	96.3
Racial/Ethnic Group										
White	776	99.6	23.6	44.3	32.1	76.4	81.6	80.8	95.5	96.1
African American	294	99.7	39.6	45	15.5	60.4	58.6	59.7	95.7	96.2
Asian/Pacific Islander	14	100	35.7	42.9	21.4	64.3	88.8	87	95.6	97.5
Hispanic	77	100	27.1	45.7	27.1	72.9	63.1	64.6	96.2	96.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	74.7	73.4	92.4	94.8
Disability Status										
Disabled	129	100	80.5	18.7	0.8	19.5	29.5	27.7	94.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	53	100	28.8	47.5	23.7	71.2	62.9	63.7	96.5	97
Socio-Economic Status										
Subsidized meals	542	100	37.9	45	17.1	62.1	61.1	61.9	94.8	95.6

Abbreviations for Missing Data

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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	386	99.5	32	42.8	25.2	68
	7	412	99.8	35.1	44.4	20.5	64.9
	8	410	99.8	36.7	42.4	20.9	63.3
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	0	N/A	N/A	N/A	N/A	N/A
	6	370	100	31.5	36.5	32	68.5
	7	379	100	29.5	35.5	35	70.5
	8	413	100	38.8	35.3	25.8	61.2
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	386	100	45.4	40.5	14.1	54.6
	7	412	99.5	37.3	45	17.7	62.7
	8	410	99.8	54.6	35.3	10.1	45.4
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	0	N/A	N/A	N/A	N/A	N/A
	6	370	100	36.8	44.1	19.1	63.2
	7	379	100	43	36.9	20.1	57
	8	413	100	48.6	38.6	12.8	51.4
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	194	100	31	52.7	16.3	69
	7	412	99.8	28.7	49.5	21.8	71.3
	8	204	100	52	38.9	9.1	48
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	0	N/A	N/A	N/A	N/A	N/A
	6	182	99.5	30.5	48.3	21.3	69.5
	7	379	100	21.5	50.7	27.8	78.5
	8	206	98.5	40.3	38.8	20.9	59.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	192	100	26.3	61.8	11.8	73.7
	7	411	99.8	35.1	38.2	26.7	64.9
	8	204	100	32.3	46.6	21.2	67.7
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	0	N/A	N/A	N/A	N/A	N/A
	6	188	100	23.2	57.5	19.3	76.8
	7	378	99.7	35.2	33	31.9	64.8
	8	207	98.1	30.2	48.2	21.6	69.8
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	388	98.5	33.9	46.8	19.4	66.1
	7	407	99	32.8	38.7	28.5	67.2
	8	405	99	36.9	44.8	18.3	63.1
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	373	99.5	30.3	41.4	28.3	69.7
	7	385	100	27.6	48.4	24	72.4
	8	417	99.5	26.3	44.1	29.6	73.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample