

BLUE RIDGE MIDDLE

2423 East Tyger Bridge
Greer, S.C. 29651

Grades	6-8 Middle School	
Enrollment	957 Students	
Principal	Becky Greene	864-355-1900
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	Good
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	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

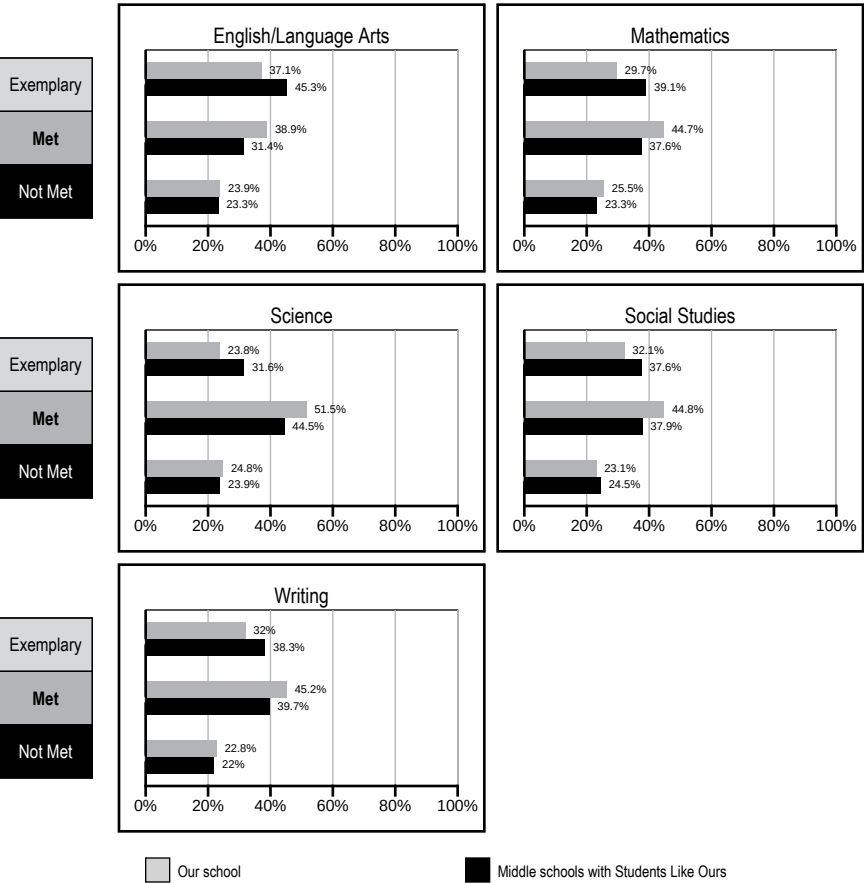
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	18	7	1	0

* 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	100.0%	98.5%
English 1	100.0%	98.3%
Physical Science	N/A	86.9%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	97.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=957)				
Students enrolled in high school credit courses (grades 7 & 8)	11.1%	Down from 21.2%	36.7%	24.2%
Retention rate	0.6%	Down from 1.0%	0.5%	0.7%
Attendance rate	96.1%	Down from 96.3%	96.4%	95.9%
Eligible for gifted and talented	19.4%	Up from 18.3%	25.6%	16.4%
With disabilities other than speech	13.0%	Down from 14.9%	10.8%	12.0%
Older than usual for grade	0.8%	No Change	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.7%	0.4%	0.5%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	67.3%	Up from 64.2%	58.5%	58.5%
Continuing contract teachers	81.8%	Up from 77.4%	83.3%	80.0%
Teachers with emergency or provisional certificates	8.2%	Up from 4.1%	2.5%	4.0%
Teachers returning from previous year	94.0%	Up from 89.6%	87.6%	84.6%
Teacher attendance rate	96.3%	Up from 94.6%	95.5%	95.4%
Average teacher salary*	\$48,540	Down 1.8%	\$48,355	\$46,561
Professional development days/teacher	3.4 days	Down from 9.7 days	9.0 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	23.2 to 1	Down from 24.2 to 1	21.8 to 1	21.1 to 1
Prime instructional time	92.5%	Up from 90.2%	91.1%	90.4%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	97.3%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,143	Down 2.6%	\$7,331	\$7,802
Percent of expenditures for instruction**	65.7%	Up from 65.3%	65.6%	63.8%
Percent of expenditures for teacher salaries**	61.7%	Up from 61.2%	63.4%	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

Blue Ridge Middle School

Profile

Blue Ridge Middle School is a rural public school located in the northern part of Greenville County. BRMS began its existence in 1986 occupying the building formerly used as Blue Ridge High School and constructed in 1953. The middle school had a beginning enrollment in the low 400s and a small teaching staff. In the early 1990s the school experienced rapid growth with enrollment rising to the 700s. In the past ten years enrollment has increased to the current enrollment of 964, 92% Caucasian, 3% African American, 3% Hispanic, and 2% other ethnicities. BRMS has the largest geographic attendance area in the Greenville County School District, encompassing homes from the finest upscale communities to communities of rural economic deprivation. Thirty-one percent of the students qualify for free or reduced lunch. Forty-seven percent of the students use the bus transportation in the afternoon. Fourteen percent of the students receive special education services.

Instructional and Organizational Effectiveness

The instructional effectiveness at BRMS has been greatly improved since most of the current faculty has been trained in Learning-Focused strategies and participated in a school-wide refresher workshop. This provides continuity among subject areas and across grade levels. Increased planning time has enabled subject area teachers to plan together. The following have been identified as priorities for building and strengthening instructional and organizational effectiveness at BRMS: continue to develop relevant professional development opportunities for teachers; continue to analyze test data from MAP, PASS, and ITBS and integrate findings in classroom instruction to promote differentiated instruction; emphasize vertical planning between departments, as well as, planning among grade-level content areas; improve student organizational skills; develop school wide assertive discipline program to ensure consistency; and maintain a master schedule that optimizes true teaming.

Mission, Vision & Beliefs

Our Mission: Reaching, Teaching, Inspiring
A vision is a specific description of what it will be like when the mission is achieved. So, based on the belief that our mission at Blue Ridge Middle School is to reach all students, teach all students, and inspire all students, we are confident that when we achieve our purpose we will feel, see, and hear things like...a unified nurturing environment, active learning and positive communication.
Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate.

Deanna Klump and Jackie Church, IC Co-Chairs
Becky Greene, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	243	55
Percent satisfied with learning environment	97.7%	87.2%	80.0%
Percent satisfied with social and physical environment	100.0%	89.6%	92.6%
Percent satisfied with school-home relations	100.0%	94.2%	77.8%

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

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 Adequate Yearly Progress

YES

This school met 21 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	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	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	950	99.7	25.3	39.3	35.4	83.6	84.7	83.5	Yes	Yes
Gender										
Male	484	99.6	30.4	37.5	32.1	79.2	81.3	80.1	N/A	N/A
Female	466	99.8	20	41.1	38.9	88.2	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	860	99.8	24.4	39.3	36.4	84.3	90	89.6	Yes	Yes
African American	45	100	50	32.5	17.5	65	73.4	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	32	96.9	25.8	51.6	22.6	87.1	78.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	124	99.2	65.8	29.2	5	48.3	53.3	51.7	Yes	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	22	100	29.6	51.9	18.5	81.5	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	371	99.2	35	43.6	21.5	75.6	76.1	76.9	Yes	Yes

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

All Students	949	99.7	27.2	47.7	25.1	82.6	82	80.4	Yes	Yes
Gender										
Male	484	99.8	29.8	43.7	26.6	79.7	80.5	78.4	N/A	N/A
Female	465	99.6	24.6	51.8	23.7	85.7	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	859	99.7	25.9	47.8	26.4	83.5	87.7	87.8	Yes	Yes
African American	45	100	57.5	37.5	5	67.5	68.4	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	32	100	32.3	58.1	9.7	74.2	78.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	123	99.2	71.4	25.2	3.4	43.7	46.1	46.1	Yes	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	22	100	33.3	59.3	7.4	70.4	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	370	99.2	38	48.4	13.5	73.2	72.9	72.8	Yes	Yes

* 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

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	634	100	24.5	51.6	23.9	75.5	70.6	67.3
Gender								
Male	314	100	25.7	44.7	29.6	74.3	70.1	66.9
Female	320	100	23.4	58.4	18.2	76.6	71.1	67.7
Racial/Ethnic Group								
White	584	100	23.9	51.2	25	76.1	80.2	79.6
African American	26	100	N/A	N/A	N/A	47.8	50.4	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	15	100	13.3	80	6.7	86.7	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	86	100	N/A	N/A	N/A	34.1	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	12	100	N/A	N/A	N/A	76.9	60.6	58.6
Socio-Economic Status								
Subsidized meals	244	100	32.8	53.7	13.5	67.2	57.1	55.4

Social Studies

All Students	630	100	23.1	44.8	32.1	76.9	73.2	70.9
Gender								
Male	327	100	26.9	38.9	34.2	73.1	72.8	70.1
Female	303	100	19	51	29.9	81	73.7	71.7
Racial/Ethnic Group								
White	565	100	23	44.7	32.3	77	79.8	79.2
African American	31	100	31	44.8	24.1	69	57.9	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	26	100	24	52	24	76	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	82	100	56.3	36.3	7.5	43.8	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	16	100	23.8	52.4	23.8	76.2	69	68
Socio-Economic Status								
Subsidized meals	236	100	31.5	46.8	21.6	68.5	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	947	99.3	22.3	45.4	32.3	77.7	74	72.1	96.1	96.2
Gender										
Male	484	98.8	29.6	47.1	23.3	70.4	67.2	65.2	95.8	96.2
Female	463	99.8	14.9	43.7	41.5	85.1	81.1	79.2	96.3	96.3
Racial/Ethnic Group										
White	858	99.3	22	44.4	33.6	78	81.6	80.8	96	96.1
African American	45	100	35	55	10	65	58.6	59.7	96.3	96.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.8	87	98	97.5
Hispanic	31	96.8	20	56.7	23.3	80	63.1	64.6	96.2	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	96.1	94.8
Disability Status										
Disabled	123	95.9	67.8	30.5	1.7	32.2	29.5	27.7	94.5	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	23	100	18.5	66.7	14.8	81.5	62.9	63.7	96.7	97
Socio-Economic Status										
Subsidized meals	369	98.4	32.5	46.7	20.9	67.5	61.1	61.9	94.8	95.6

Abbreviations for Missing Data

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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	319	100	25.9	40.9	33.2	74.1
	7	314	99.7	28.2	45.8	25.9	71.8
	8	283	99.7	30.9	39.6	29.4	69.1
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	322	99.4	22.4	44.8	32.8	77.6
	7	316	100	24.9	39.3	35.7	75.1
	8	312	99.7	28.6	33.6	37.8	71.4
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	319	100	30	49.5	20.4	70
	7	314	99.7	27.9	50.2	21.9	72.1
	8	283	99.3	32.2	43.2	24.6	67.8
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	322	99.7	25.3	48.4	26.3	74.7
	7	316	100	27.2	46.6	26.2	72.8
	8	311	99.4	29.1	48	22.8	70.9
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	156	100	27.5	62.7	9.8	72.5
	7	313	100	33.2	53.2	13.6	66.8
	8	141	96.5	36	48.8	15.2	64
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	162	100	28.4	47.1	24.5	71.6
	7	316	100	22.6	61	16.4	77.4
	8	156	100	24.3	37.5	38.2	75.7

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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	163	100	15	61.9	23.1	85
	7	314	99.7	39.2	34.2	26.6	60.8
	8	141	100	21.5	45.2	33.3	78.5
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	159	100	7.2	61.4	31.4	92.8
	7	316	100	33.8	38.7	27.5	66.2
	8	155	100	17.8	40.1	42.1	82.2
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	320	98.8	25.3	46.2	28.5	74.7
	7	311	99	25.8	36.2	37.9	74.2
	8	280	98.9	22.5	49.6	27.9	77.5
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	319	99.1	25.3	47.7	26.9	74.7
	7	317	99.4	16.4	42.6	41	83.6
	8	311	99.4	25.2	45.8	28.9	74.8

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