

BRYSON MIDDLE

3657 South Industrial Dr.
Simpsonville, SC 29681

Grades	6-8 Middle School	
Enrollment	1,118 Students	
Principal	Phillip Davie	864-355-2100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Average
2009	Average	Below Average
2008	Below Average	Below Average
2007	Below Average	Below Average

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 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

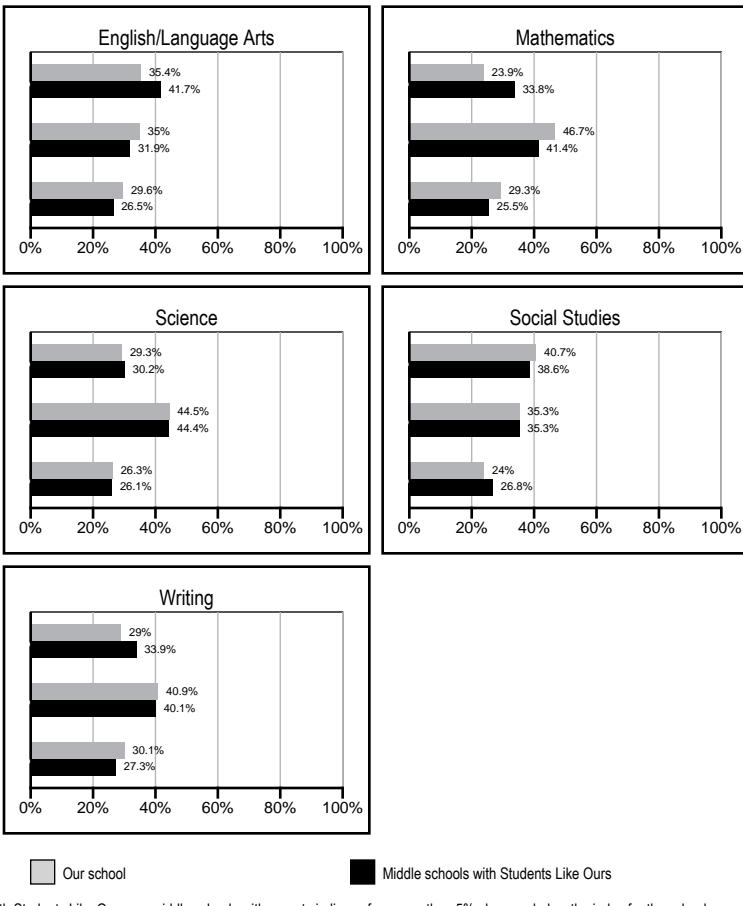
97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	23	14	0	1

* Ratings are calculated with data available by 11/09/2011.

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%	97.6%
English 1	100.0%	92.6%
Biology 1/Applied Biology 2	N/A	96.9%
Physical Science	N/A	24.1%
US History and the Constitution	N/A	100%
All Subjects	100.0%	95.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,118)				
Students enrolled in high school credit courses (grades 7 & 8)	31.2%	Up from 21.0%	30.8%	24.5%
Retention rate	1.3%	Up from 0.3%	0.6%	0.7%
Attendance rate	94.9%	Down from 95.6%	96.1%	95.9%
Served by gifted and talented program	17.5%	Up from 16.6%	21.6%	17.8%
With disabilities other than speech	9.1%	Down from 11.8%	8.4%	9.2%
Older than usual for grade	0.3%	Down from 1.3%	1.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.5%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	59.0%	Down from 60.0%	61.6%	60.0%
Continuing contract teachers	91.8%	Up from 84.3%	82.3%	82.6%
Teachers returning from previous year	89.4%	Up from 87.4%	87.8%	85.6%
Teacher attendance rate	94.1%	Down from 99.7%	95.4%	95.3%
Average teacher salary*	\$45,595	Down 1.1%	\$46,834	\$46,300
Professional development days/teacher	11.5 days	Up from 6.5 days	10.0 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	26.5 to 1	Up from 23.1 to 1	23.4 to 1	21.5 to 1
Prime instructional time	89.2%	Down from 95.3%	90.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.0%	Down from 96.0%	99.2%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$5,513	Down 2.1%	\$7,199	\$7,634
Percent of expenditures for instruction**	65.8%	Down from 66.4%	64.5%	64.0%
Percent of expenditures for teacher salaries**	64.8%	Up from 64.0%	62.1%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Our vision for Bryson Middle School 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 this past school year. Two years ago our staff received a grant to develop and implement Professional Learning Communities in our school. We have continued our work in this area and have focused our learning communities on the topics of increasing the student engagement and academic rigor in our classrooms. We also participated in the Making Middle Grades Work initiative this past year. As a part of this initiative, every teacher on our staff has participated on a focus team to develop and implement strategies to increase student engagement and academic rigor. We feel very good about the direction we are headed and look forward to very positive performance results.

The 2010-2011 school year was very positive. Bryson Middle School Students gained recognitions in many areas. Some of these accomplishments include:

Junior Beta Club Winners from State Competitions-3rd Social Studies Quiz Bowl, Runner-up with T-shirts, 1st Place Tower of Power, Best in Banner

BMS Robotics Team – 2nd Place in First Lego League in Region

27 State Honors Choir Participants

28 Participants in All-County Spring Sing

Excellent Ratings in 7th/8th orchestra at SC Concert Festival

We also celebrated the addition of several new club offerings. They are as follows: Junior Forensic League, Club R.O.A.R (Reach Out And Read), and Battle of the Brains.

We continued to support a strong athletic program and also offered an intramural program for students.

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

Phillip Davie, Principal

Leon Hunt, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	65	309	117
Percent satisfied with learning environment	83.1%	61.2%	71.6%
Percent satisfied with social and physical environment	89.2%	71.2%	63.4%
Percent satisfied with school-home relations	78.5%	84.5%	61.4%

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

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School Adequate Yearly Progress

NO

This school met 25 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	94.9%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	1113	99.9	29.5	35	35.4	79.3	84.1	82.4	No	Yes
Gender										
Male	581	99.8	34.8	35	30.2	74.2	80.8	78.7	N/A	N/A
Female	532	100	24	35.1	40.9	84.6	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	726	99.9	24.4	35.1	40.5	83.1	89.7	88.9	Yes	Yes
African American	280	100	43.6	34.1	22.3	69.3	72.2	72.9	No	Yes
Asian/Pacific Islander	18	100	13.3	46.7	40	86.7	93.3	93	I/S	I/S
Hispanic	84	100	30	36.3	33.8	78.8	79.2	79.3	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	108	99.1	84.7	13.3	2	22.4	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	59	100	28.8	39.4	31.8	80.3	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	539	99.8	38.3	36.3	25.4	73	75.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	1113	99.8	29.2	46.8	24	81.5	84.4	81.9	Yes	Yes
Gender										
Male	581	99.7	33	43	24	77.9	82.9	79.9	N/A	N/A
Female	532	100	25.1	50.9	24	85.4	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	726	99.9	25.6	45.2	29.2	84.4	89.4	88.9	Yes	Yes
African American	280	99.6	42.6	47.1	10.3	72.6	72	71.4	Yes	Yes
Asian/Pacific Islander	18	100	6.7	60	33.3	93.3	95.6	94.6	I/S	I/S
Hispanic	84	100	20	60	20	85	82.7	81.1	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	108	98.2	77.3	21.6	1	35.1	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	59	100	21.2	57.6	21.2	86.4	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	539	99.8	35.5	46.8	17.7	77.8	76.5	74.9	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	732	99.6	25.9	44.7	29.4	74.1	71.6	68.6
Gender								
Male	380	99.5	28.1	40.6	31.3	71.9	71.4	68.3
Female	352	99.7	23.7	48.8	27.5	76.3	71.9	68.9
Racial/Ethnic Group								
White	480	99.8	22	42.2	35.8	78	81	80.7
African American	180	98.9	33.9	52.6	13.5	66.1	52.3	51.4
Asian/Pacific Islander	14	100	16.7	50	33.3	83.3	85.1	85.3
Hispanic	55	100	35.8	39.6	24.5	64.2	61.4	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	72	98.6	72.3	23.1	4.6	27.7	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	37	100	24.4	40	35.6	75.6	61.8	60.7
Socio-Economic Status								
Subsidized meals	356	99.4	29.3	48.1	22.7	70.7	58.4	57.3
Social Studies								
All Students	736	99.9	23.9	35.3	40.7	76.1	76.1	72.5
Gender								
Male	386	99.7	24.7	33	42.3	75.3	75.9	72
Female	350	100	23.1	37.9	39.1	76.9	76.2	73.1
Racial/Ethnic Group								
White	470	100	20.6	34.4	45	79.4	82.8	81
African American	187	100	31.8	39.8	28.4	68.2	61.5	60
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	88.5	89
Hispanic	64	98.4	27.9	29.5	42.6	72.1	69.6	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	75	100	69.1	22.1	8.8	30.9	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	46	97.8	23.1	32.7	44.2	76.9	70.5	69.7
Socio-Economic Status								
Subsidized meals	369	99.7	30.3	40.5	29.2	69.7	65.2	62.9

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	386	100	30.1	40.9	29	69.9	76	73.2	94.9	96.4
Gender										
Male	195	100	38.1	44.2	17.7	61.9	70.2	67.2	94.7	96.3
Female	191	100	22.1	37.6	40.3	77.9	82.1	79.4	95.2	96.4
Racial/Ethnic Group										
White	259	100	25.3	40.2	34.5	74.7	83.1	81.5	94.6	96.2
African American	97	100	39.8	47.7	12.5	60.2	62.2	61.3	95.6	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.3	87	95.8	97.6
Hispanic	25	100	43.5	26.1	30.4	56.5	64.3	66.7	95.3	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	94.2	95.8
Disability Status										
Disabled	35	100	84.8	12.1	3	15.2	26.5	26	92.6	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	15	100	46.2	23.1	30.8	53.8	65.3	65.7	96.1	97.2
Socio-Economic Status										
Subsidized meals	171	100	40	40.6	19.4	60	63.7	63.2	94.2	95.9

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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								
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	
	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	
2011	5	N/A	N/AV	N/A	N/A	N/A	N/A	
	6	373	100	26.6	39.8	33.6	73.4	
	7	356	100	26.7	35.8	37.5	73.3	
	8	384	99.7	35.2	29.6	35.2	64.8	
	Mathematics							
	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	
	3	N/A	N/AV	N/A	N/A	N/A	N/A	
2011	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	100	24.3	49.2	26.6	75.7	
	7	356	100	31.1	42.4	26.5	68.9	
	8	384	99.5	32.2	48.7	19	67.8	
	Science							
	3	0	N/A	N/A	N/A	N/A	N/A	
	4	0	N/A	N/A	N/A	N/A	N/A	
2011	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	
	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	187	99.5	21.6	62.5	15.9	78.4	
	7	356	99.7	24.2	40.5	35.3	75.8	
	8	189	99.5	33.7	34.9	31.4	66.3	

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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							
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
	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
2011	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	186	100	20.9	47.5	31.6	79.1
	7	355	99.7	26.3	27.5	46.2	73.7
	8	195	100	22.4	38.3	39.3	77.6
Writing							
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
	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
2011	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	386	100	30.1	40.9	29	69.9

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