



BEREA MIDDLE

151 Berea Middle School
Greenville, SC 29617

Grades	6-8 Middle School	
Enrollment	756 Students	
Principal	Robin Mill	864-355-1700
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	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below Average	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

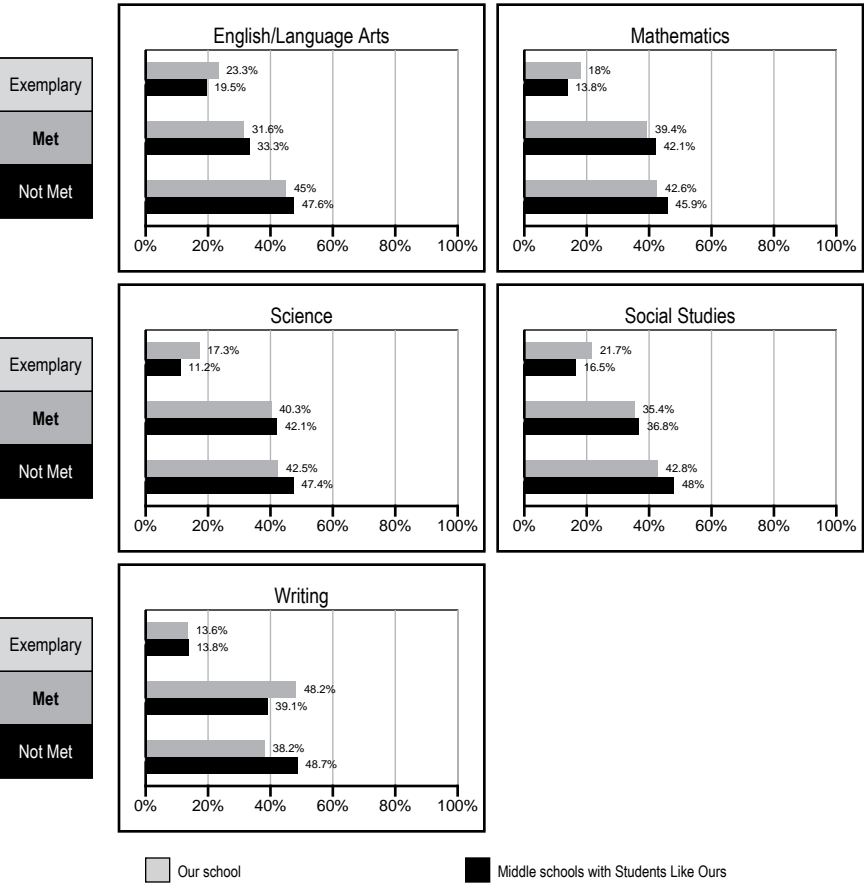
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	23	27	17

* 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%	92.5%
English 1	96.2%	89.9%
Biology 1/Applied Biology 2	N/A	46.0%
Physical Science	N/A	31.0%
US History and the Constitution	N/A	N/A
All Subjects	98.0%	90.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=756)				
Students enrolled in high school credit courses (grades 7 & 8)	13.6%	Down from 14.1%	13.5%	24.5%
Retention rate	0.7%	Down from 1.1%	1.0%	0.7%
Attendance rate	94.8%	Up from 94.7%	95.6%	95.9%
Served by gifted and talented program	5.8%	Up from 4.6%	7.2%	17.8%
With disabilities other than speech	14.2%	Down from 14.5%	11.0%	9.2%
Older than usual for grade	1.7%	Down from 3.8%	3.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.4%	0.4%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	58.0%	Down from 58.9%	57.6%	60.0%
Continuing contract teachers	90.0%	Up from 83.9%	71.4%	82.6%
Teachers returning from previous year	93.3%	Up from 86.2%	81.8%	85.6%
Teacher attendance rate	90.9%	Down from 97.1%	95.4%	95.3%
Average teacher salary*	\$44,708	Down 1.7%	\$44,017	\$46,300
Professional development days/teacher	7.7 days	Down from 12.5 days	10.5 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 20.6 to 1	19.3 to 1	21.5 to 1
Prime instructional time	87.8%	Down from 91.7%	89.6%	90.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.9%	Up from 88.1%	97.3%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,315	Up 6.5%	\$9,522	\$7,634
Percent of expenditures for instruction**	64.8%	Up from 64.3%	62.2%	64.0%
Percent of expenditures for teacher salaries**	61.7%	Down from 62.4%	57.8%	61.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This year, Berea Middle School was recognized as a Silver level Closing the Gap School. The award recognizes schools that attained high levels of absolute performance, high rates of growth and substantial progress in closing achievement gaps between groups of students. Our state report card ratings were average for the absolute rating and average for the improvement rating, indicating that student achievement gains continue at Berea Middle School.

School-community partnerships continue to provide our students and teachers with much needed school supplies, summer reading books for students to keep, and non-perishable food items for families in need. This year, Furman University implemented the university student lead Men and Ladies of Distinction programs at the school. This mentoring program exposes middle school students to the importance and advantages that a college education offers. Furman University also continues to send university student tutors on a regular basis to enrich and augment student learning. Greenville Hospital System is another major community partner of Berea Middle School, providing summer reading books, food, and other needed supplies.

Professional development plays a fundamental role in our instructional process. Teachers are exposed to ongoing technological updates. Workshops and book studies, with focus on skills to enhance teacher-student relationships, have also been addressed. Professional development is designed according to teacher and instructional needs.

Our School Improvement Committee meets on a regular basis, providing our school with avenue in which all stakeholders have a voice.

As we continue making gains, our vision and focus remain steadfast on improved student achievement.

Robin B. Mill, Principal
Catherine Hunt, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	198	57
Percent satisfied with learning environment	78.4%	83.0%	85.5%
Percent satisfied with social and physical environment	86.5%	83.3%	80.0%
Percent satisfied with school-home relations	51.9%	85.2%	84.9%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NI

This school met 16 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

NI

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	0.4%	0.0%	No
Student attendance rate	94.8%	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 = 79.4% (Met or Exemplary)

All Students	749	100	44.9	31.5	23.6	65.3	84.1	82.4	No	Yes
Gender										
Male	379	100	46.3	30.5	23.2	62.2	80.8	78.7	N/A	N/A
Female	370	100	43.5	32.4	24.1	68.5	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	290	100	35	28.9	36.1	73.7	89.7	88.9	No	Yes
African American	280	100	61.4	28.9	9.6	53	72.2	72.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	175	100	35.8	39	25.2	70.4	79.2	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	118	100	81.1	13.2	5.7	26.4	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	139	100	35.9	36.6	27.5	69.9	79.3	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	650	100	47.8	31.7	20.5	62.4	75.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	749	100	42.4	39.4	18.2	71.8	84.4	81.9	No	Yes
Gender										
Male	379	100	45.2	34.6	20.2	68.6	82.9	79.9	N/A	N/A
Female	370	100	39.6	44.3	16.1	75	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	290	100	35	39.1	25.9	76.7	89.4	88.9	No	Yes
African American	280	100	55.8	35.3	8.8	63.5	72	71.4	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	175	100	34	45.9	20.1	76.7	82.7	81.1	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	118	100	82.1	12.3	5.7	35.8	47.1	47.3	Yes	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	139	100	34.6	43.8	21.6	75.8	83.6	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	650	100	44.5	39.7	15.9	68.6	76.5	74.9	No	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

	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	507	99	42.6	40	17.4	57.4	71.6	68.6
Gender								
Male	255	98.8	39	38.5	22.5	61	71.4	68.3
Female	252	99.2	46.3	41.5	12.2	53.7	71.9	68.9
Racial/Ethnic Group								
White	198	99	31.3	45.6	23.1	68.7	81	80.7
African American	194	99.5	59.6	29.8	10.5	40.4	52.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	113	98.2	35.2	46.7	18.1	64.8	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	76	98.7	76.9	15.4	7.7	23.1	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	86	98.8	37	43	20	63	61.8	60.7
Socio-Economic Status								
Subsidized meals	435	98.9	45.4	38.9	15.7	54.6	58.4	57.3

Social Studies

All Students	510	99	42.7	35.4	21.9	57.3	76.1	72.5
Gender								
Male	263	99.6	42.1	31.8	26	57.9	75.9	72
Female	247	98.4	43.3	39.3	17.4	56.7	76.2	73.1
Racial/Ethnic Group								
White	196	99.5	38.1	37	24.9	61.9	82.8	81
African American	191	99	54.1	32.6	13.4	45.9	61.5	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	120	98.3	33.6	36.4	30	66.4	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	87	100	70.7	25.6	3.7	29.3	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	99	98	33.3	37	29.6	66.7	70.5	69.7
Socio-Economic Status								
Subsidized meals	447	98.9	44.2	34.6	21.2	55.8	65.2	62.9

Abbreviations for Missing Data

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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	246	99.2	37.9	48.5	13.7	62.1	76	73.2	94.8	96.4
Gender										
Male	124	99.2	40.4	50	9.6	59.6	70.2	67.2	94.3	96.3
Female	122	99.2	35.4	46.9	17.7	64.6	82.1	79.4	95.2	96.4
Racial/Ethnic Group										
White	89	97.8	34.1	46.3	19.5	65.9	83.1	81.5	94.4	96.2
African American	91	100	41.2	50.6	8.2	58.8	62.2	61.3	93.8	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.3	87	96.1	97.6
Hispanic	63	100	39.7	46.6	13.8	60.3	64.3	66.7	96.8	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
Disability Status										
Disabled	37	94.6	N/AV	N/AV	N/AV	19.4	26.5	26	92.8	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	52	100	37.9	46.6	15.5	62.1	65.3	65.7	97.1	97.2
Socio-Economic Status										
Subsidized meals	205	99	38.8	51.1	10.1	61.2	63.7	63.2	94.7	95.9

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							
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	285	99.7	39.1	37.9	23	60.9
	7	275	100	47.8	35.6	16.6	52.2
	8	232	99.1	40	35.1	24.9	60
2011	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	233	100	40.7	30.1	29.2	59.3
	7	267	100	46.9	30.3	22.8	53.1
	8	249	100	46.7	33.9	19.4	53.3
Mathematics							
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	285	99.7	44.1	33.2	22.7	55.9
	7	275	100	51.4	39.1	9.5	48.6
	8	232	99.6	37.1	42.4	20.5	62.9
2011	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	233	100	37.8	36.8	25.4	62.2
	7	267	100	43.2	39	17.8	56.8
	8	249	100	45.8	42.3	11.9	54.2
Science							
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	145	100	55.3	38.6	6.1	44.7
	7	275	100	45.1	41.9	13	54.9
	8	116	99.1	25.5	40.2	34.3	74.5
2011	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	115	97.4	40.2	52.9	6.9	59.8
	7	267	100	47.5	36.9	15.6	52.5
	8	125	98.4	34.2	35.1	30.7	65.8

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
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	140	100	34.9	48.4	16.7	65.1
	7	275	99.6	60.3	29.4	10.3	39.7
	8	115	100	20.4	33	46.6	79.6
2011	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	119	98.3	35.8	47.7	16.5	64.2
	7	267	100	51.2	29.5	19.3	48.8
	8	124	97.6	31	36.3	32.7	69
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	279	98.9	43.4	42.6	14	56.6
	7	276	99.3	39.2	45.1	15.7	60.8
	8	236	98.3	30.7	45.4	23.9	69.3
2011	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	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	246	99.2	37.9	48.5	13.7	62.1

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