

## BLUE RIDGE MIDDLE

2423 East Tyger Bridge

Greer, S.C. 29651

**Grades** 6-8 Middle School

**Enrollment** 969 Students

**Principal** Becky Greene 864-355-1900

**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
<b>2011</b>	<b>Good</b>	<b>Excellent</b>
2010	Average	Good
2009	Average	Average
2008	Below Average	Below Average
2007	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 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

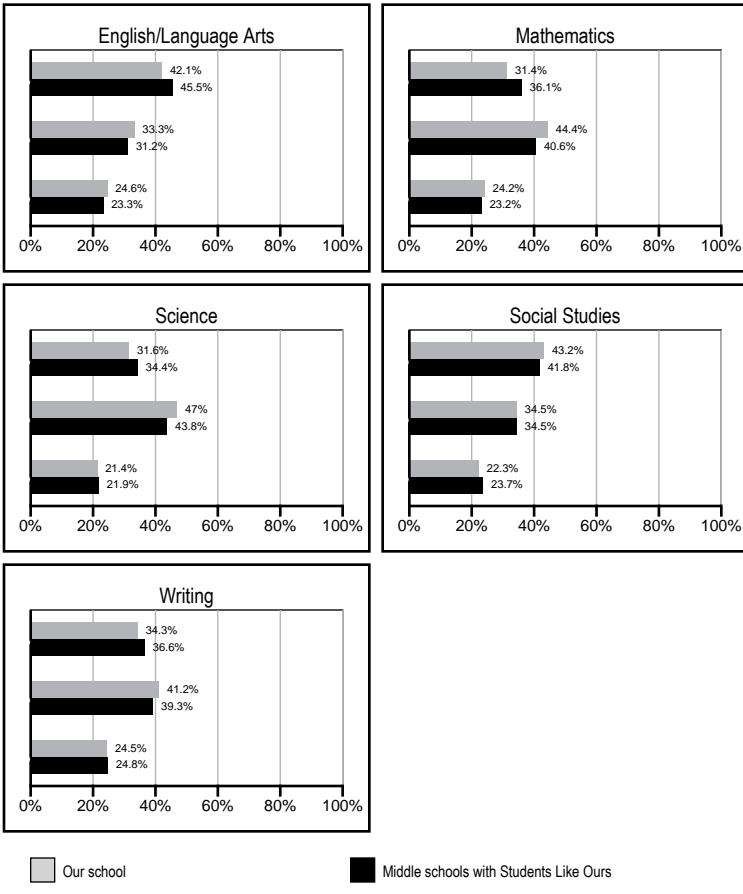
96.4%

## ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
15	12	7	1	0

\* 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%	96.8%
English 1	97.8%	96.6%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	35.2%
US History and the Constitution	N/A	100%
All Subjects	98.8%	96.1%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=969)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	21.1%	Up from 11.1%	34.2%	24.5%
Retention rate	0.0%	Down from 0.6%	0.4%	0.7%
Attendance rate	96.2%	Up from 96.1%	96.3%	95.9%
Served by gifted and talented program	14.7%	Down from 19.4%	24.3%	17.8%
With disabilities other than speech	13.3%	Up from 13.0%	7.2%	9.2%
Older than usual for grade	1.0%	Up from 0.8%	1.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.2%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	74.0%	Up from 67.3%	60.0%	60.0%
Continuing contract teachers	86.0%	Up from 81.8%	82.6%	82.6%
Teachers returning from previous year	94.6%	Up from 94.0%	90.1%	85.6%
Teacher attendance rate	93.4%	Down from 96.3%	95.0%	95.3%
Average teacher salary*	\$49,046	Up 1.0%	\$47,506	\$46,300
Professional development days/teacher	6.5 days	Up from 3.4 days	9.6 days	9.9 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	25.8 to 1	Up from 23.2 to 1	23.5 to 1	21.5 to 1
Prime instructional time	90.4%	Down from 92.5%	90.8%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.2%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$5,956	Down 3.0%	\$6,790	\$7,634
Percent of expenditures for instruction**	64.7%	Down from 65.7%	66.1%	64.0%
Percent of expenditures for teacher salaries**	63.8%	Up from 61.7%	64.0%	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

## 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 972, Caucasian 91%, African American 5%, Hispanic 3%, other <1%. 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.

## Mission, Vision &amp; 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.

Becky Greene, Principal

Will Snipes, SIC Co-chair

Jon Ballard, SIC Co-chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	300	123
Percent satisfied with learning environment	97.8%	86.3%	91.9%
Percent satisfied with social and physical environment	100.0%	88.6%	90.1%
Percent satisfied with school-home relations	100.0%	92.3%	76.0%

\* 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 19 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%	1.7%
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	0.0%	0.0%	Yes
Student attendance rate	96.2%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	959	99.9	24.5	33.3	42.1	83.1	84.1	82.4	Yes	Yes
<b>Gender</b>										
Male	485	99.8	32.1	31.3	36.6	76.7	80.8	78.7	N/A	N/A
Female	474	100	16.7	35.4	47.8	89.6	87.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	865	99.9	22.8	33.9	43.3	83.9	89.7	88.9	Yes	Yes
African American	54	100	40.8	30.6	28.6	71.4	72.2	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	33	100	45.2	25.8	29	77.4	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	132	100	67.5	25.4	7.1	49.2	48.6	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	50	36.4	13.6	68.2	79.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	393	100	35.3	35.6	29.1	74.3	75.7	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	959	99.9	24.1	44.5	31.4	86.1	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	485	99.8	28.8	41.9	29.4	82.9	82.9	79.9	N/A	N/A
Female	474	100	19.3	47.2	33.5	89.3	86.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	865	99.9	23.5	43.9	32.6	86.3	89.4	88.9	Yes	Yes
African American	54	100	36.7	49	14.3	75.5	72	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	33	100	19.4	58.1	22.6	93.5	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	132	100	65.1	27.8	7.1	51.6	47.1	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	31.8	54.5	13.6	90.9	83.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	393	100	34.5	48.4	17.1	78.9	76.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A-Not Applicable

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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
<b>Science</b>								
All Students	647	99.7	21.5	46.9	31.6	78.5	71.6	68.6
<b>Gender</b>								
Male	322	99.4	24.7	42	33.3	75.3	71.4	68.3
Female	325	100	18.3	51.7	30	81.7	71.9	68.9
<b>Racial/Ethnic Group</b>								
White	585	99.7	19.9	47	33	80.1	81	80.7
African American	40	100	40.5	48.6	10.8	59.5	52.3	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	18	100	37.5	31.3	31.3	62.5	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
<b>Disability Status</b>								
Disabled	75	100	56.8	35.1	8.1	43.2	34.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	13	100	57.1	35.7	7.1	42.9	61.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	250	99.6	31.6	51.1	17.3	68.4	58.4	57.3
<b>Social Studies</b>								
All Students	646	99.7	22.2	34.7	43.1	77.8	76.1	72.5
<b>Gender</b>								
Male	333	99.4	22.3	31.3	46.4	77.7	75.9	72
Female	313	100	22.1	38.3	39.6	77.9	76.2	73.1
<b>Racial/Ethnic Group</b>								
White	581	99.8	21.4	34.1	44.5	78.6	82.8	81
African American	31	96.8	32.1	53.6	14.3	67.9	61.5	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	29	100	25.9	29.6	44.4	74.1	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
<b>Disability Status</b>								
Disabled	90	100	46.4	33.3	20.2	53.6	41.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	17	100	35.3	29.4	35.3	64.7	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	274	99.6	31.5	36.5	31.9	68.5	65.2	62.9

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
<b>Writing</b>										
All Students	324	100	24.5	41.2	34.3	75.5	76	73.2	96.2	96.4
<b>Gender</b>										
Male	160	100	36.7	37.3	25.9	63.3	70.2	67.2	95.9	96.3
Female	164	100	12.5	45	42.5	87.5	82.1	79.4	96.6	96.4
<b>Racial/Ethnic Group</b>										
White	297	100	22.9	42	35.2	77.1	83.1	81.5	96.2	96.2
African American	13	100	54.5	36.4	9.1	45.5	62.2	61.3	97.2	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.3	87	97.3	97.6
Hispanic	11	100	45.5	36.4	18.2	54.5	64.3	66.7	96	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	97.8	95.8
<b>Disability Status</b>										
Disabled	45	100	62.8	34.9	2.3	37.2	26.5	26	94.4	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	65.3	65.7	96.3	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	116	100	37.5	45.5	17	62.5	63.7	63.2	95.3	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	
<b>English/Language Arts</b>								
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	
	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	301	100	27.1	33.9	39	72.9	
	7	334	100	22.2	34.5	43.4	77.8	
	8	324	99.7	24.7	31.6	43.7	75.3	
	<b>Mathematics</b>							
	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	
	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	301	100	26	42.8	31.2	74	
	7	334	100	20.9	43.4	35.7	79.1	
	8	324	99.7	25.6	47.2	27.2	74.4	
	<b>Science</b>							
	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	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	
	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	151	99.3	24.8	57.9	17.2	75.2	
	7	334	100	21.8	45.5	32.6	78.2	
	8	162	99.4	17.6	39.6	42.8	82.4	

Abbreviations for Missing Data

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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
<b>Social Studies</b>							
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
	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	150	100	17.8	41.1	41.1	82.2
	7	334	100	30.2	34.2	35.7	69.8
	8	162	98.8	9.7	29.7	60.6	90.3
<b>Writing</b>							
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
	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	324	100	24.5	41.2	34.3	75.5

Abbreviations for Missing Data

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