



Berea Elementary School

100 Berea Dr
Greenville, SC 29617

Grades	K-5 Elementary School	
Enrollment	417 Students	
Principal	Thomas Miller	864-355-1500
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Average	Good
2009	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://www.eoc.sc.gov>

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

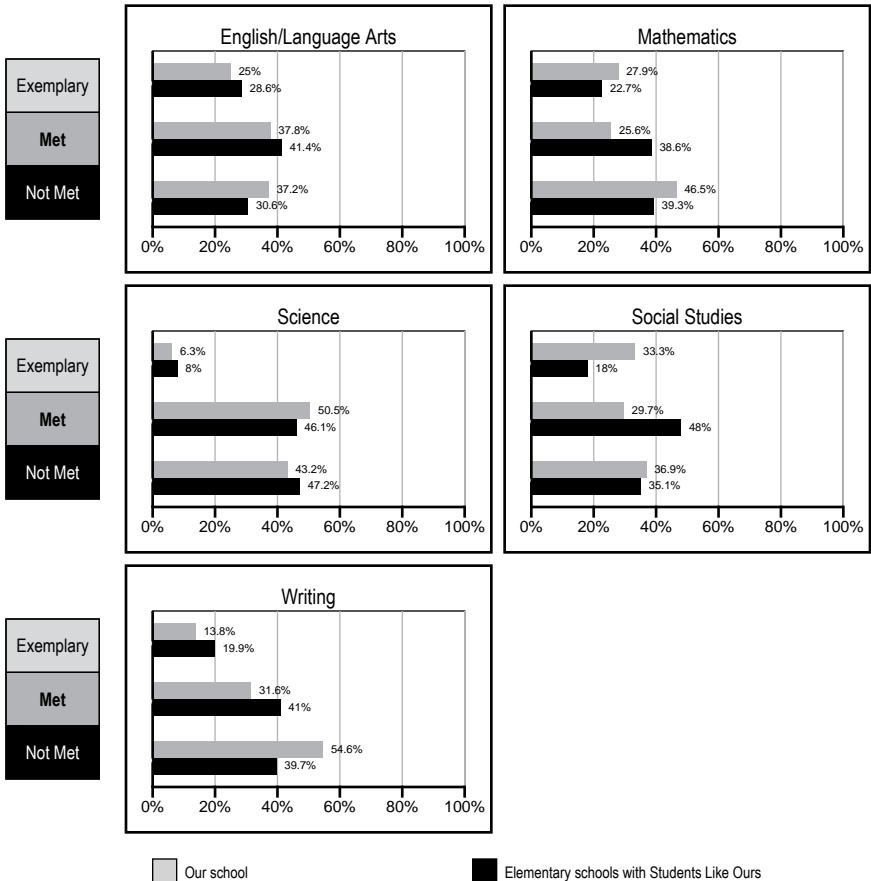
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	14	106	47	15

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=417)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.3%	1.1%	0.9%
Attendance rate	95.9%	Down from 96.3%	95.9%	96.3%
Served by gifted and talented program	1.8%	N/A	2.8%	7.2%
With disabilities	19.9%	N/A	13.6%	12.4%
Older than usual for grade	2.1%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	61.8%	Up from 57.6%	60.3%	62.5%
Continuing contract teachers	91.2%	Up from 87.9%	76.8%	83.3%
Teachers returning from previous year	88.9%	Up from 86.4%	84.9%	88.3%
Teacher attendance rate	94.7%	No Change	94.9%	95.0%
Average teacher salary*	\$49,651	Up 4.3%	\$46,225	\$48,193
Professional development days/teacher	16.1 days	Up from 14.8 days	10.4 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 16.4 to 1	18.2 to 1	20.1 to 1
Prime instructional time	89.8%	Down from 90.0%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$8,844	Up 5.1%	\$8,291	\$7,364
Percent of expenditures for instruction**	69.0%	Down from 70.5%	67.0%	68.0%
Percent of expenditures for teacher salaries**	68.0%	Up from 67.8%	64.0%	66.0%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Berea Elementary School creates a safe, inviting atmosphere which fosters learning. Teachers utilize daily essential questions, adhere to state standards, and encourage students to exhibit positive character traits. Teachers and students create classroom expectations together, which results in a positive learning environment. School-wide expectations are taught and successfully modeled daily. This results in a greater ability to focus on academic achievement.

Our staff participates in professional development in the areas of Math, English/Language Arts, Writing and Technology. District personnel provide practical, hands-on opportunities for teachers to grow and develop professionally. Instructional Coaches ensure best practices are followed and are available to support each classroom teacher. Technology training assists the teachers in providing multiple opportunities for students to be actively involved in classroom lessons through the use iPads, Promethean Boards, ActivExpressions, and other programs.

Title I provides our parents with multiple levels of involvement. A wide variety of topics such as homework help, reading as a family, hands-on math activities and healthy homes were covered with the purpose of helping parents help their children both at home and school in practical ways.

Our Berea Elementary PTA supports family involvement by providing activities such as talent night, parent/child dances, international celebrations, book fairs, and literacy activities. Student achievement is recognized by the Principal on the daily news program as well as special recognition events for honor roll students and improved scores on district MAP testing measures. Our school is proud to have received recognition as a PBIS Banner School as well as a Palmetto Silver Award.

Areas for continued improvement include Math, English Language Arts and Writing.

We strive for daily successes and we are proud of our school community.

Tom Miller, Principal

Scott Fitzsimmons, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	68	36
Percent satisfied with learning environment	89.2%	95.6%	91.7%
Percent satisfied with social and physical environment	91.9%	95.6%	91.9%
Percent satisfied with school-home relations	77.8%	92.8%	100%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	54.3
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Berea Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	634.9	629.6	598.3	627.2	100.0	100.0
Male	634.4	630.7	609.8	628.9	100.0	100.0
Female	635.6	628.1	587.4	624.7	100.0	100.0
White	638.8	632.8	600.8	635.8	100.0	100.0
African American	622.1	613.8	587.4	607.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	639.5	636.5	604.2	632.2	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	585.9	583.9	557.1	588.4	100.0	100.0
Limited English Proficient	636.4	635.0	596.4	630.0	100.0	100.0
Subsidized meals	632.8	627.3	596.6	626.4	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	55	100	36.7	28.6	34.7	63.3
	4	70	100	38.7	50	11.3	61.3
	5	70	100	37.9	36.4	25.8	62.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	65	100	25.9	24.1	50	74.1
	4	60	100	47.1	29.4	23.5	52.9
	5	77	100	37.1	51.4	11.4	62.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	55	98.2	37.5	35.4	27.1	62.5
	4	70	97.1	45	40	15	55
	5	70	100	19.7	53	27.3	80.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	65	100	34.5	25.9	39.7	65.5
	4	60	100	39.2	31.4	29.4	60.8
	5	77	100	58.6	25.7	15.7	41.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	31	100	59.3	14.8	25.9	40.7
	4	67	100	50	48.3	1.7	50
	5	35	100	39.4	42.4	18.2	60.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	33	100	34.5	58.6	6.9	65.5
	4	59	100	42	48	10	58
	5	37	100	48.6	45.7	5.7	51.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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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							
2012	3	25	100	39.1	52.2	8.7	60.9
	4	70	100	37.1	54.8	8.1	62.9
	5	35	100	30.3	36.4	33.3	69.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	32	100	37.9	20.7	41.4	62.1
	4	60	100	27.5	33.3	39.2	72.5
	5	40	100	48.6	37.1	14.3	51.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	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	69	89.9	40.7	42.4	16.9	59.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	64	96.9	45.6	28.1	26.3	54.4
	4	59	96.6	53.1	30.6	16.3	46.9
	5	78	94.9	62.7	35.8	1.5	37.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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