

Bryson Middle

3657 South Industrial Dr.
Simpsonville, SC 29681

Grades	6-8 Middle School	
Enrollment	1,309 Students	
Principal	Phillip Davie	864-355-2100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Below Average**	**Below Average**
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

http://ed.sc.gov
http://www.sceoc.org

Bryson Middle	03/02/09-2301024

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

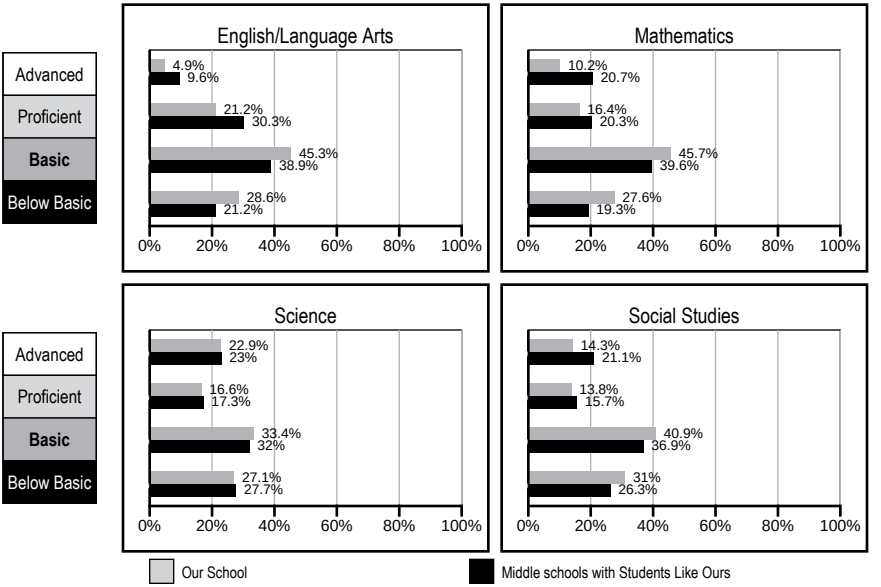
Percent of students tested in 2007-08 whose 2006-07 test scores were located	95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	31	6	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	98.1	98.4
English 1	100.0	94.1
Physical Science	0	28.0
All Subjects	98.7	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,309)				
Students enrolled in high school credit courses (grades 7 & 8)	25.2%	Up from 17.5%	26.1%	19.4%
Retention rate	0.5%	Up from 0.4%	1.8%	1.8%
Attendance rate	95.8%	Up from 95.4%	96.0%	95.8%
Eligible for gifted and talented	19.6%	Up from 19.4%	19.7%	15.3%
With disabilities other than speech	12.9%	Up from 11.5%	11.6%	12.9%
Older than usual for grade	1.1%	Down from 1.5%	2.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	No Change	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=81)				
Teachers with advanced degrees	58.0%	Down from 59.2%	57.8%	55.0%
Continuing contract teachers	75.3%	Down from 76.3%	74.3%	70.6%
Teachers with emergency or provisional certificates	7.5%	Up from 4.3%	4.3%	5.4%
Teachers returning from previous year	82.9%	Down from 85.0%	85.9%	83.4%
Teacher attendance rate	96.2%	Up from 95.0%	95.0%	94.9%
Average teacher salary	$44,071	Up 0.6%	$45,175	$44,706
Professional development days/teacher	14.6 days	Up from 13.7 days	11.9 days	11.8 days
School				
Principal's years at school	1.0	Down from 9.0	3.5	3.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 25.7 to 1	21.4 to 1	20.1 to 1
Prime instructional time	90.8%	Up from 89.8%	89.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	98.4%	98.0%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil*	$5,213	Up 8.0%	$6,624	$7,097
Percent of expenditures for instruction*	70.2%	Up from 69.4%	64.8%	64.4%
Percent of expenditures for teacher salaries*	63.1%	Down from 66.0%	60.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At Bryson Middle School, our purpose is to prepare students academically, ethically, and socially for their future. Our mission is to educate and nurture every student. Our vision for Bryson Middle is to be a community of learners that inspires and supports academic excellence and social responsibility.

The 2007-2008 school year was very positive. Many of our students have gained recognition this year at different competitions. We have 23 students who participated in All County Chorus and Spring Sing, and 4 students who were members of the All State Chorus. Our Strings Group earned an Excellent rating at the South Carolina Music Educators Association Concert Festival. Bryson Middle Students had 2 Honorable Mentions in the State Reflections Contest. Our school also had 34 Junior Scholars this year. We received a Project Lead the Way Grant that will help fund our Gateway To Technology Class next year. We also received a $5000 Arts Grant that will allow us to incorporate more technology into our music program. Our Boys Basketball Team and Girls Softball Team both won District championships, and our Physical Education Classes raised over $5000 for the American Heart Association.

We implemented the Academy of Reading Program for the first time this year. We were able to serve about 200 students through this program and will continue to utilize the program next year. We hope to be able to offer a similar component for Math enrichment and remediation and are currently working through our budget to provide the means to offer this to our students.

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

Phillip Davie, Principal
Laura Taylor, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	73	423	165
Percent satisfied with learning environment	94.5%	63.4%	73.3%
Percent satisfied with social and physical environment	87.5%	62.9%	62.3%
Percent satisfied with school-home relations	71.2%	80.6%	62.5%

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

School Adequate Yearly Progress	NO

This school met 18 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. Sanction: Implement the restructuring plan.
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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

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Bryson Middle											03/02/09-2301024
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	1330	99.6	29.7	46.8	20.6	2.9	35.5	52.4	48.2	No	Yes
Gender											
Male	694	99.9	37	45.3	16.4	1.2	27.6	46.1	41.7	N/A	N/A
Female	636	99.4	21.7	48.5	25.1	4.7	44.1	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	892	99.7	24.7	47.9	24.1	3.3	41.1	62.3	60	No	Yes
African American	357	99.4	43	43	12.2	1.8	20.8	31.7	31.7	No	Yes
Asian/Pacific Islander	12	100	11.1	77.8	0	11.1	33.3	74.9	70.4	I/S	I/S
Hispanic	63	100	27.3	50.9	20	1.8	40	36.7	38.4	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	173	99.4	79.4	19.4	1.3	0	3.8	20.3	16	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	55	98.2	31.9	46.8	19.1	2.1	31.9	36.1	36.9	Yes	Yes
Socio-Economic Status											
Subsized meals	526	99.4	41.7	44.8	11.8	1.7	22.2	34.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	1329	99.8	29.8	47.6	14.3	8.3	32.9	49.5	45.8	No	Yes
Gender											
Male	693	100	30.6	44.7	15.1	9.7	35	49.9	45.6	N/A	N/A
Female	636	99.5	28.9	50.8	13.5	6.8	30.6	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	891	99.9	23.1	48.8	17.1	11	39	59.4	59	No	Yes
African American	357	99.4	46.9	43.9	7.4	1.8	16.6	27.2	26.9	No	Yes
Asian/Pacific Islander	12	100	22.2	55.6	22.2	0	33.3	75.3	71.3	I/S	I/S
Hispanic	63	100	29.1	50.9	12.7	7.3	36.4	37.4	38.1	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	172	99.4	72.3	25.2	2.5	0	3.1	20.1	17.1	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	55	100	33.3	45.8	12.5	8.3	31.3	38.4	38.7	No	Yes
Socio-Economic Status											
Subsized meals	525	99.4	42.6	44.3	8.3	4.8	20.8	32.2	31.4	No	Yes

***** Adj - Adjusted to account for natural variation in performance.

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Bryson Middle											03/02/09-2301024
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	883	99.7	26.9	33.5	16.7	22.9	39.6	39.3	35.7	95.8	96.5
Gender											
Male	440	99.8	27.4	31.6	15.3	25.7	41	41.6	37.4	95.8	96.4
Female	443	99.6	26.4	35.3	18	20.2	38.2	36.9	33.8	95.8	96.6
Racial/Ethnic Group											
White	603	99.7	20.5	32.3	18.7	28.6	47.3	49.7	49.2	95.5	96.4
African American	227	99.6	42.1	36.6	12	9.3	21.3	18.2	17	96.4	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	96.5	97.7
Hispanic	40	100	35.3	38.2	11.8	14.7	26.5	23.7	24.9	96.2	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	94.8	95.3
Disability Status											
Disabled	105	99.1	62.9	26.8	7.2	3.1	10.3	16.3	14	94.4	95.5
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	86.1	96.4
English Proficiency											
Limited English Proficient	35	100	40	43.3	6.7	10	16.7	22.6	24.4	96.9	97.2
Socio-Economic Status											
Subsized meals	338	99.4	39.2	36.3	11.8	12.7	24.5	21.3	21.1	95	95.8
Social Studies											
All Students	881	99.7	30.9	41	13.8	14.3	28.1	38.1	34	95.8	96.5
Gender											
Male	468	100	29.6	37.6	15.3	17.5	32.8	41	36.6	95.8	96.4
Female	413	99.3	32.3	45	12.1	10.6	22.7	35	31.3	95.8	96.6
Racial/Ethnic Group											
White	573	99.7	25.2	41.7	16.5	16.7	33.1	46.1	44.5	95.5	96.4
African American	251	99.6	43.2	40.3	8.1	8.5	16.5	20.5	19.1	96.4	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	96.5	97.7
Hispanic	46	100	39	39	9.8	12.2	22	27.7	27.5	96.2	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	94.8	95.3
Disability Status											
Disabled	120	99.2	73.9	21.6	3.6	0.9	4.5	17.1	14.4	94.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	86.1	96.4
English Proficiency											
Limited English Proficient	40	100	41.7	33.3	13.9	11.1	25	27.6	27.3	96.9	97.2
Socio-Economic Status											
Subsized meals	350	99.4	42.2	38.8	10.9	8.1	19.1	22.8	21	95	95.8

***** Adj - Adjusted to account for natural variation in performance.

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Bryson Middle 03/02/09-2301024

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	418	99.3	34.9	45.1	18.2	1.8	20
	7	462	99.4	35.5	43.2	20.2	1.1	21.4
	8	431	99.3	36	46.2	16.4	1.5	17.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	420	99.8	33.2	44.3	19.6	2.8	22.4
	7	435	99.3	26	49.5	21.5	3	24.5
	8	475	99.8	29.9	46.7	20.5	2.9	23.4
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	418	100	29.3	45.5	19.1	6.1	25.2
	7	462	99.1	24.4	46	16.6	13	29.6
	8	430	99.1	31.8	57.6	8.7	2	10.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	420	100	33.4	39.9	15.8	10.8	26.6
	7	435	99.5	18	51.6	19	11.4	30.4
	8	474	99.8	37.1	50.8	8.7	3.4	12.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	209	99	33.5	27.7	16.8	22	38.7
	7	462	99.4	33.6	32.7	15.2	18.4	33.6
	8	215	98.6	35.1	46.5	10.4	7.9	18.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	209	100	34.3	19.9	14.4	31.3	45.8
	7	435	99.5	21.2	38.8	19	21	40
	8	239	99.6	30.6	36	14.4	18.9	33.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	209	100	22.5	44.5	20.5	12.5	33
	7	462	98.7	33.2	33	13	20.8	33.9
	8	215	97.2	34.7	53.6	9.7	2	11.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	211	99.5	24.5	36.7	18.4	20.4	38.8
	7	435	99.5	36.3	35.3	11.1	17.3	28.4
	8	235	100	26.7	55.1	14.7	3.6	18.2

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