



## Berry Shoals Intermediate

300 Shoals Road  
Duncan, South Carolina

<b>Grades</b>	5-6 Elementary School	
<b>Enrollment</b>	534 Students	
<b>Principal</b>	Michael A. Powell	864-949-2300
<b>Superintendent</b>	Dr. Scott Turner	864-949-2350
<b>Board Chair</b>	Mr. Butch Coan	864-949-2350

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Good	Average
2007	Good	Good
2006	Average	Average
2005	Good	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 GOAL

By 2010, SC'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.

## 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.

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

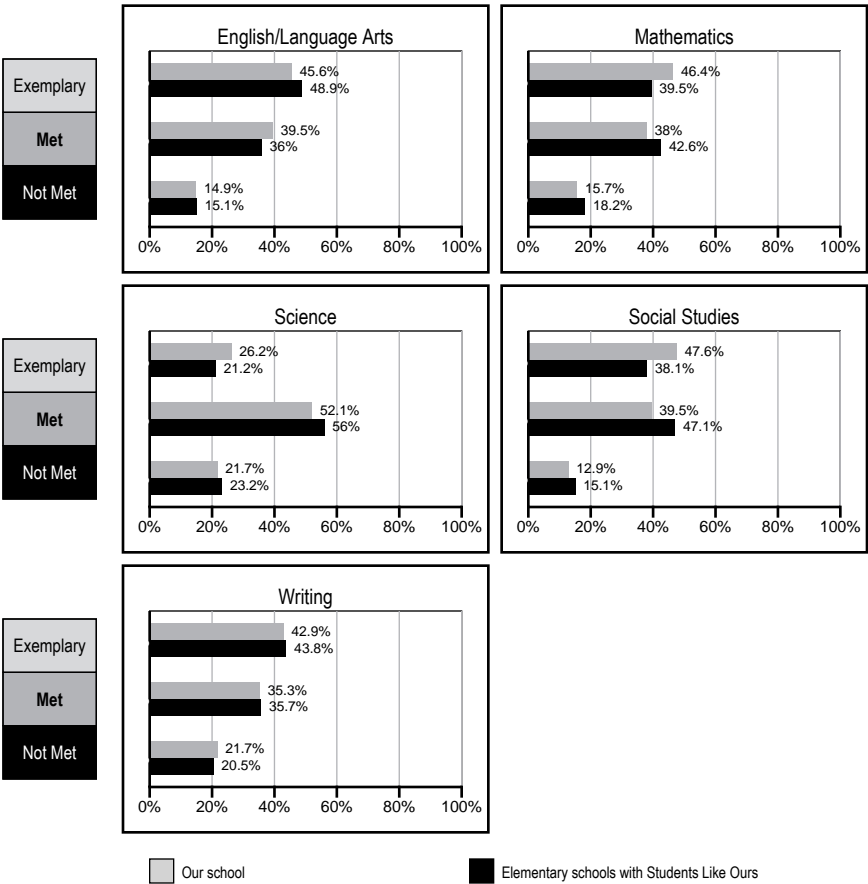
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
20	23	11	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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
<b>Students (n=534)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.2%	Down from 0.5%	1.4%	1.9%
Attendance rate	97.0%	Down from 97.2%	96.7%	96.3%
Eligible for gifted and talented	21.7%	Up from 20.2%	17.3%	10.0%
With disabilities other than speech	11.5%	Up from 11.3%	7.4%	7.7%
Older than usual for grade	0.6%	Up from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	82.5%	Up from 77.2%	61.1%	59.4%
Continuing contract teachers	87.5%	Up from 82.5%	83.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.4%	Down from 82.8%	85.9%	85.9%
Teacher attendance rate	96.4%	Up from 95.3%	95.2%	95.1%
Average teacher salary*	\$54,153	Up 8.8%	\$48,169	\$47,149
Professional development days/teacher	13.5 days	Down from 14.9 days	10.5 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 20.7 to 1	19.8 to 1	18.8 to 1
Prime instructional time	92.4%	Up from 91.4%	90.8%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Up from 95.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,811	Up 7.5%	\$6,623	\$7,458
Percent of expenditures for instruction**	73.8%	Down from 74.2%	70.6%	68.8%
Percent of expenditures for teacher salaries**	69.6%	Down from 70.3%	64.8%	63.2%

\* 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

Dear Parents,

This year marked the completion of Berry Shoals Intermediate School's eighth year. It also marked a year of transition at Berry Shoals, as our school changed the grade configuration from 4th, 5th, and 6th grade to housing only 5th and 6th grade students. Berry Shoals worked hard to consistently improve the transition process between the elementary school level and the middle school level. In spite of the changes this year, Berry Shoals continued in its quest for innovation, active learning, and multiple enrichment opportunities for all students.

Teaching the whole child is paramount at Berry Shoals. However, the cornerstone of our school continues to be the rigorous academic instruction and high standards provided to all students. For the third straight year, Berry Shoals has shown an increase in its overall scores on the Palmetto Achievement Challenge Test (PACT). Using research-based best teaching practices, our students have been able to continue to improve in all core academic areas.

In addition to providing an excellent academic program, students at Berry Shoals excel in many other areas in their school careers. These areas include participation in the performing and related arts and to being a part of a variety of academic, artistic, or athletic clubs and organizations. For the first time in our school's history, Berry Shoals inducted over 150 students into the National Junior Beta Club, and started Berry Shoals' first student council. Students in band and orchestra received Superior or Excellent Ratings at both the Solo and Ensemble Festival and at the South Carolina Concert Band Festival as well as at the South Carolina Orchestra Concert Festival. Students from Berry Shoals also were selected to participate in their respective Region Bands and Orchestras, a rarity for 6th grade students. All students were able to perform during the school year in music or dramatic programs as well as have art work on display in the school and around the community. The opportunities for the arts at Berry Shoals are truly amazing.

Berry Shoals continues to be a leader in the area of service learning. This year, there were 6 hall service learning projects, 1 school-wide service learning project, and 1 teacher service learning project. Projects included the donation of almost 1,600 books, 5,000 canned goods, and work with the Greenville Children's Hospital and the local Humane Society. Students, teachers and community members raised over \$26,000 for various charitable organizations such as The American Cancer Society and the American Heart Association. Service to the community is a very important part of the fabric and culture at Berry Shoals Intermediate School.

Our pledge to our community is to continue to strive to improve our overall student achievement and school success while working hard to meet the individual needs of the whole child.

Michael A. Powell, Principal  
Ranae Jones, Chairman, SIC

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	260	224
Percent satisfied with learning environment	100.0%	98.5%	89.0%
Percent satisfied with social and physical environment	100.0%	97.7%	91.3%
Percent satisfied with school-home relations	100.0%	95.4%	81.3%

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

Abbreviations for Missing Data

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 20 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

\* Or greater than last year

## 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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	533	99.8	14.7	39.6	45.7	92.4	86.3	82.8	Yes	Yes
<b>Gender</b>										
Male	293	100	18.9	43.1	38.1	89.3	83.5	79.3	N/A	N/A
Female	240	99.6	9.6	35.4	55	96.1	89.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	372	100	9.8	35.8	54.5	94.7	89.1	89.5	Yes	Yes
African American	108	100	30.4	51	18.6	84.3	78.9	73.7	Yes	Yes
Asian/Pacific Islander	24	100	8.3	41.7	50	91.7	88.2	92.3	I/S	I/S
Hispanic	29	96.6	26.9	46.2	26.9	92.3	82.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	68	100	43.1	41.5	15.4	76.9	54.8	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	97	20	50	30	90	77.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	226	99.6	24.4	48.3	27.3	87.1	81.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	533	100	15.7	38	46.4	89.2	85.3	78.9	Yes	Yes
<b>Gender</b>										
Male	293	100	19.2	39.9	40.9	86.1	83.2	77	N/A	N/A
Female	240	100	11.3	35.7	53	93	87.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	372	100	11.7	32.7	55.6	92.5	88.6	87.2	Yes	Yes
African American	108	100	30.4	52.9	16.7	77.5	75.2	66.7	Yes	Yes
Asian/Pacific Islander	24	100	4.2	29.2	66.7	95.8	90.3	93	I/S	I/S
Hispanic	29	100	22.2	59.3	18.5	85.2	81.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	68	100	58.5	23.1	18.5	53.8	48.8	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	19.4	38.7	41.9	83.9	75.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	226	100	26.7	47.6	25.7	81	79.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	271	99.3	21.4	52.3	26.3	78.6	75.1	67.5
<b>Gender</b>								
Male	150	98.7	21.7	49	29.4	78.3	74.8	67
Female	121	100	21	56.3	22.7	79	75.4	68
<b>Racial/Ethnic Group</b>								
White	189	98.9	15.9	48.9	35.2	84.1	80.5	79.5
African American	51	100	42	56	2	58	58.5	50.3
Asian/Pacific Islander	14	100	7.1	64.3	28.6	92.9	87.5	84.3
Hispanic	17	100	N/AV	N/AV	N/AV	68.8	68.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	28	100	50	35.7	14.3	50	36.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	20	100	26.3	52.6	21.1	73.7	64.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	125	100	33.3	53.3	13.3	66.7	65.7	55.1
<b>Social Studies</b>								
All Students	262	99.6	12.6	39.7	47.8	87.4	77.9	72.3
<b>Gender</b>								
Male	143	99.3	13.2	40.4	46.3	86.8	77.6	71.5
Female	119	100	11.7	38.7	49.5	88.3	78.2	73.2
<b>Racial/Ethnic Group</b>								
White	183	100	8.6	34.9	56.6	91.4	81.2	80.7
African American	57	98.3	27.5	51	21.6	72.5	66.7	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.8	88.5
Hispanic	12	100	9.1	72.7	18.2	90.9	72.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	40	97.5	33.3	52.8	13.9	66.7	45.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	13	100	16.7	58.3	25	83.3	76.5	67.9
<b>Socio-Economic Status</b>								
Subsided meals	101	99	29.2	55.1	15.7	70.8	69.9	62.1

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	537	99.3	21.1	35.6	43.2	78.9	75.1	70.2	97	96.5
<b>Gender</b>										
Male	294	99	28.2	38.6	33.2	71.8	68.5	63.2	96.8	96.3
Female	243	99.6	12.6	32	55.4	87.4	82.4	77.5	97.2	96.7
<b>Racial/Ethnic Group</b>										
White	372	99.7	17.3	33	49.7	82.7	79.1	79.1	96.6	96.3
African American	111	98.2	36.9	40.8	22.3	63.1	63.4	57.6	97.7	97.1
Asian/Pacific Islander	24	100	4.2	41.7	54.2	95.8	87.1	86.2	98.7	97.4
Hispanic	30	96.7	26.9	46.2	26.9	73.1	65.3	62.6	97.2	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	95.3
<b>Disability Status</b>										
Disabled	69	98.6	65.2	22.7	12.1	34.8	27.8	26.1	95.5	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	96.9	23.3	43.3	33.3	76.7	64.9	61.2	97.9	96.9
<b>Socio-Economic Status</b>										
Subsided meals	226	98.2	34.4	38.8	26.8	65.6	66.1	58.9	96.3	96

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>							
<b>2009</b>	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	259	100	9.6	45.4	45	90.4
	6	274	99.6	19.5	34.1	46.4	80.5
	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
<b>Mathematics</b>							
<b>2009</b>	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	259	100	15.3	42.2	42.6	84.7
	6	274	100	16	34	50	84
	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
<b>Science</b>							
<b>2009</b>	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	131	98.5	15.9	55.6	28.6	84.1
	6	140	100	26.5	49.3	24.3	73.5
	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
<b>Social Studies</b>							
<b>2009</b>	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	128	100	13.9	41.8	44.3	86.1
	6	134	99.3	11.2	37.6	51.2	88.8
	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
<b>Writing</b>							
<b>2009</b>	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	264	99.2	21.7	40.2	38.2	78.3
	6	273	99.3	20.6	31.3	48.1	79.4
	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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