



## Bryson Middle

3657 South Industrial Dr.  
Simpsonville, SC 29681

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,207 Students	
<b>Principal</b>	Phillip Davie	864-355-2100
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Below Average</b>
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	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

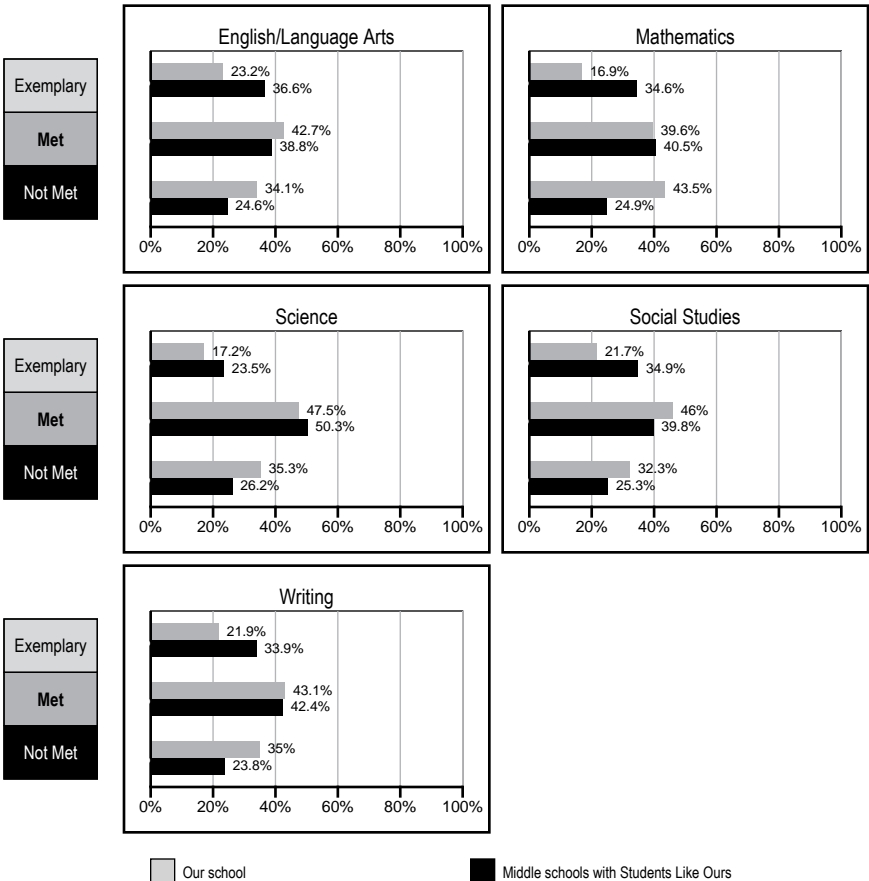
97.4%

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

Excellent	Good	Average	Below Average	At-Risk
3	14	19	0	0

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

**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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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	96.6%	98.5%
English 1	100.0%	94.4%
Physical Science	N/A	33.3%
US History and the Constitution	N/A	N/A
All Subjects	97.4%	98.1%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,207)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	16.0%	Down from 25.2%	32.7%	21.6%
Retention rate	0.7%	Up from 0.5%	1.1%	1.2%
Attendance rate	95.6%	Down from 95.8%	96.2%	95.9%
Eligible for gifted and talented	15.2%	Down from 19.6%	20.4%	14.8%
With disabilities other than speech	12.6%	Down from 12.9%	11.1%	12.6%
Older than usual for grade	1.2%	Up from 1.1%	1.6%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=70)</b>				
Teachers with advanced degrees	60.0%	Up from 58.0%	60.6%	56.9%
Continuing contract teachers	80.0%	Up from 75.3%	75.9%	72.7%
Teachers with emergency or provisional certificates	6.3%	Down from 7.5%	4.6%	5.3%
Teachers returning from previous year	85.9%	Up from 82.9%	85.4%	82.9%
Teacher attendance rate	94.8%	Down from 96.2%	95.2%	95.2%
Average teacher salary*	\$45,909	Up 4.2%	\$47,448	\$46,599
Professional development days/teacher	5.3 days	Down from 14.6 days	10.2 days	10.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	26.3 to 1	Up from 26.0 to 1	21.7 to 1	20.1 to 1
Prime instructional time	90.0%	Down from 90.8%	90.2%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Down from 100.0%	99.4%	97.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$5,374	Up 3.1%	\$6,765	\$7,645
Percent of expenditures for instruction**	66.5%	Down from 70.2%	65.3%	63.4%
Percent of expenditures for teacher salaries**	61.9%	Down from 63.1%	58.8%	57.0%

\* 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

At Bryson Middle School, our vision is to be a community of learners that inspires and supports academic excellence and social responsibility. Professional development was a major focus this year. We were fortunate to be selected by the Alliance for Quality Education to receive a \$10,000 grant to support our efforts to become a Professional Learning Community (PLC) as described by Richard Dufour in his book, *Whatever It Takes*. Math and language arts teachers attended content-specific seminars each month that were provided by our district consultants. Along with that work, we provided training for teachers in the use of various technologies. Integrating technology into the curriculum is an ongoing goal.

Our music program continues to shine. Three students were selected for Greenville All-County Honors Band. A combined 7th and 8th grade band received a Superior Rating, and many other individual honors at the Showcase Music Festival at Six Flags over Georgia. Awards from the SC Band Directors Association include fifteen students awarded an Excellent rating for the Solo and Ensemble Festival. Our strings program is growing and prospering. The 6th grade orchestra earned a Superior Rating at the 2008 SC Music Educators Association Concert Festival. Our 7th and 8th grade orchestra won Superior Ratings at both Six Flags (2009) and Carowinds (2008) Music Festivals. Two students earned places in the SC Music Educators Association Junior Regional Orchestra (2009). Our chorus is outstanding. The 8th grade chorus was asked to be a demonstration choir for the music majors at Bob Jones University. The 7th and 8th grade students received a Superior First Place rating, most outstanding soprano section from the entire choral division, and most outstanding student accompanist at the Six Flags Music Festival in May. Three students were selected for All-State Chorus and 20 students were chosen for All-County Chorus.

Our academic program was supplemented with Academy of Reading and Compass Learning math classes. Using Measures of Academic progress (MAP) testing results, we can see positive trends in student achievement. Two major challenges to our academic program are lack of student motivation to do well and poor reading skills. Through our PLC groups, we will address both issues in the coming school year.

Our school is fortunate to have caring and dedicated teachers and staff, as well as a very supportive community. We will continue our quest to be an exemplary middle school.

Phillip Davie, Principal  
Kathy Wood, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	337	43
Percent satisfied with learning environment	83.9%	61.6%	74.4%
Percent satisfied with social and physical environment	79.0%	65.7%	60.5%
Percent satisfied with school-home relations	78.7%	84.0%	63.4%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 25 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

<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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	95.6%	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 = 58.8% (Met or Exemplary)</b>										
All Students	1208	99.7	34.6	43.2	22.2	78	84	82.8	Yes	Yes
<b>Gender</b>										
Male	610	99.5	38.9	42.4	18.7	72.7	80.8	79.3	N/A	N/A
Female	598	99.8	30.2	44	25.8	83.5	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	804	99.8	28.6	45.3	26.1	82.3	89.5	89.5	Yes	Yes
African American	318	100	49.3	36.7	14	66.3	72.7	73.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	67	97	39.7	44.8	15.5	81	74.8	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	154	100	81.4	17.1	1.4	31.4	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	47	95.7	51.1	42.2	6.7	73.3	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	493	99.6	48.7	38.2	13.2	66.9	74.4	75.5	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	1208	99.8	45.8	40.3	13.9	69	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	610	99.8	45.9	39.4	14.7	67.1	79.6	77	N/A	N/A
Female	598	99.7	45.6	41.2	13.1	71	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	804	99.8	39.6	42.7	17.7	74.3	87	87.2	Yes	Yes
African American	318	100	61.7	32.7	5.7	55	66.3	66.7	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	67	100	47.5	45.8	6.8	71.2	75.3	76	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	154	99.4	83.5	13.7	2.9	31.7	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	47	100	56.5	41.3	2.2	67.4	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	493	99.8	59.6	32.5	7.9	57.2	70.5	70.2	No	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	810	99.9	35.2	47.5	17.2	64.8	71.3	67.5
<b>Gender</b>								
Male	411	99.8	35.1	44.8	20.1	64.9	70.8	67
Female	399	100	35.4	50.4	14.2	64.6	71.8	68
<b>Racial/Ethnic Group</b>								
White	533	99.8	28.4	50.6	21	71.6	79.5	79.5
African American	218	100	51	40.3	8.7	49	53	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	47	100	45.5	43.2	11.4	54.5	61.1	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	71.2
<b>Disability Status</b>								
Disabled	100	100	77.2	21.7	1.1	22.8	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	30	100	44.8	51.7	3.4	55.2	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	338	100	49.2	40.3	10.5	50.8	57.5	55.1
<b>Social Studies</b>								
All Students	807	99.9	32.3	46	21.7	67.7	75.7	72.3
<b>Gender</b>								
Male	416	99.8	30.8	43.1	26.1	69.2	75.1	71.5
Female	391	100	33.9	49.2	16.9	66.1	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	544	99.8	27.7	48.6	23.7	72.3	81.7	80.7
African American	212	100	43.5	39	17.5	56.5	61.5	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	36	100	32.3	51.6	16.1	67.7	69	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78	72.2
<b>Disability Status</b>								
Disabled	117	100	73.3	25.7	1	26.7	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	30	100	41.9	48.4	9.7	58.1	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	327	100	45	41.7	13.3	55	63.9	62.1

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
<b>Writing</b>										
All Students	1200	98.8	34.5	43.4	22.1	65.5	72.9	70.2	95.6	96.5
<b>Gender</b>										
Male	609	98.9	42.5	41.1	16.4	57.5	66.4	63.2	95.7	96.4
Female	591	98.8	26.2	45.7	28	73.8	79.7	77.5	95.4	96.5
<b>Racial/Ethnic Group</b>										
White	801	99.3	29.8	44.8	25.3	70.2	80.5	79.1	95.5	96.3
African American	313	98.7	45.3	39.7	15	54.7	57.1	57.6	95.8	96.5
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87.3	86.2	95.9	97.6
Hispanic	68	94.1	37.9	48.3	13.8	62.1	61.3	62.6	95.7	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	71.8	68.7	95	95.2
<b>Disability Status</b>										
Disabled	146	100	84.7	13.9	1.5	15.3	28.4	26.1	94.4	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	46	93.5	59.1	36.4	4.5	40.9	60.5	61.2	95.6	97.2
<b>Socio-Economic Status</b>										
Subsided meals	481	98.5	47.9	38.5	13.6	52.1	58.8	58.9	94.5	95.8

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
<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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	386	99.5	32	42.8	25.2	68
	7	412	99.8	35.1	44.4	20.5	64.9
	8	410	99.8	36.7	42.4	20.9	63.3
<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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	386	100	45.4	40.5	14.1	54.6
	7	412	99.5	37.3	45	17.7	62.7
	8	410	99.8	54.6	35.3	10.1	45.4
<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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	194	100	31	52.7	16.3	69
	7	412	99.8	28.7	49.5	21.8	71.3
	8	204	100	52	38.9	9.1	48
<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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	192	100	26.3	61.8	11.8	73.7
	7	411	99.8	35.1	38.2	26.7	64.9
	8	204	100	32.3	46.6	21.2	67.7
<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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	388	98.5	33.9	46.8	19.4	66.1
	7	407	99	32.8	38.7	28.5	67.2
	8	405	99	36.9	44.8	18.3	63.1

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