

BEREA ELEMENTARY

100 Berea Drive
Greenville, SC 29617

Grades	K-5 Elementary School	
Enrollment	432 Students	
Principal	Thomas W. Miller	864-355-1500
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
2011	**Average**	**Average**
2010	Average	Good
2009	Below Average	Average
2008	Below Average	Below Average
2007	Below 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 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

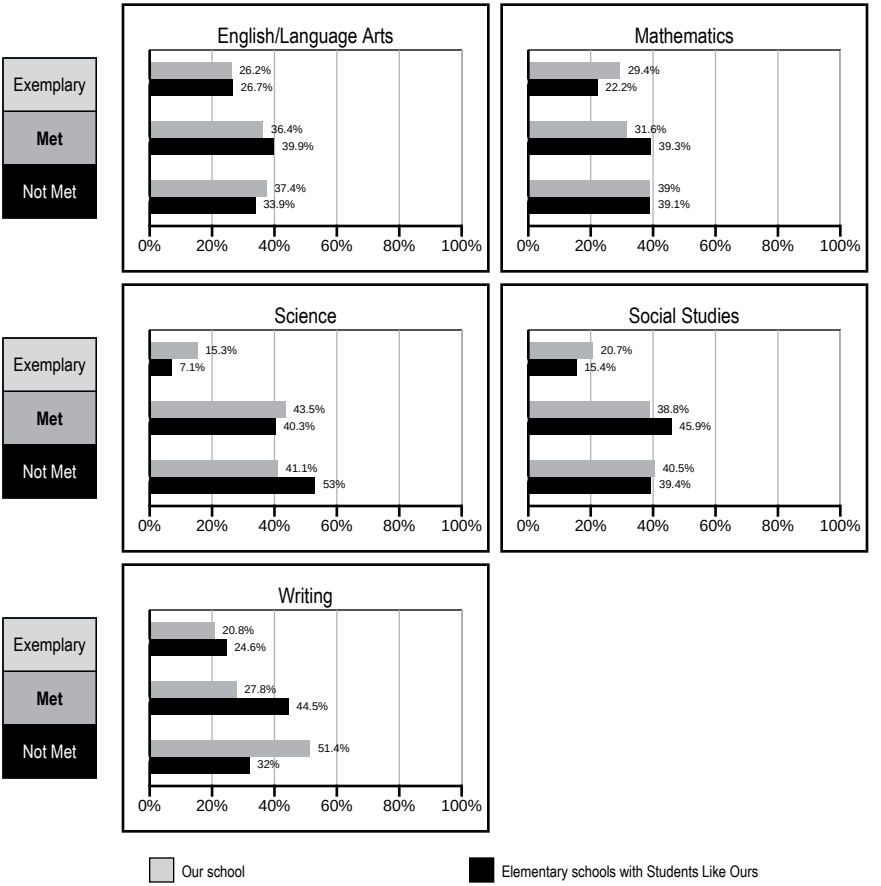
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	87	51	23

* Ratings are calculated with data available by 11/09/2011.

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=432)				
First graders who attended full-day kindergarten	100.0%	Up from 98.1%	100.0%	100.0%
Retention rate	2.4%	Up from 1.1%	1.5%	1.1%
Attendance rate	96.3%	Up from 95.8%	96.2%	96.2%
Served by gifted and talented program	4.5%	Down from 5.2%	5.3%	13.4%
With disabilities other than speech	9.5%	Down from 14.2%	4.2%	4.1%
Older than usual for grade	0.5%	Down from 0.8%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	55.6%	Up from 51.4%	61.9%	62.5%
Continuing contract teachers	83.3%	Down from 89.2%	82.3%	88.2%
Teachers returning from previous year	87.2%	No Change	84.7%	87.8%
Teacher attendance rate	93.1%	Down from 97.5%	95.2%	95.2%
Average teacher salary*	$45,962	Up 1.0%	$45,196	$46,773
Professional development days/teacher	13.0 days	Up from 11.2 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 16.0 to 1	17.6 to 1	19.9 to 1
Prime instructional time	89.5%	Down from 93.4%	90.3%	90.4%
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	Excellent	Excellent
Dollars spent per pupil**	$8,232	Down 8.2%	$8,435	$7,447
Percent of expenditures for instruction**	68.1%	Down from 69.5%	67.8%	68.4%
Percent of expenditures for teacher salaries**	66.4%	Down from 68.2%	64.7%	65.8%

* 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. Our Instructional Coach ensure best practices are followed and is 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 of SmartBoards, 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 at special events for honor roll students and improved scores on district MAP testing measures.

Berea Elementary is proud that we met 29/29 AYP objectives for the 2009/2010 school year. We were also recognized as a Palmetto Silver Award winner and were awarded PBIS Ribbon status.

Areas for continued improvement include Math, English Language Arts and Writing. We anticipate continued improvement as we seek to develop our teaching proficiencies and learning experiences.

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	26	67	27
Percent satisfied with learning environment	100.0%	83.3%	92.0%
Percent satisfied with social and physical environment	100.0%	77.6%	88.5%
Percent satisfied with school-home relations	96.2%	83.6%	92.0%

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

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School Adequate Yearly Progress	NO

This school met 21 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	RP

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	96.3%	94.0%**	Yes

* Or greater than last year

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BEREA ELEMENTARY										11/09/11-2301036
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	226	100	36.5	34.5	29	74	84.1	82.4	No	Yes
Gender										
Male	125	100	45.1	31	23.9	67.3	80.8	78.7	N/A	N/A
Female	101	100	25.3	39.1	35.6	82.8	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	69	100	29	32.3	38.7	82.3	89.7	88.9	Yes	Yes
African American	81	100	44.1	35.3	20.6	60.3	72.2	72.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	71	100	35.4	36.9	27.7	80	79.2	79.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	52	100	67.4	13	19.6	43.5	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	70	100	32.3	35.4	32.3	81.5	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	206	100	35.9	34.8	29.3	74	75.7	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	226	100	38.5	33.5	28	75.5	84.4	81.9	No	Yes
Gender										
Male	125	100	39.8	32.7	27.4	75.2	82.9	79.9	N/A	N/A
Female	101	100	36.8	34.5	28.7	75.9	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	69	100	22.6	54.8	22.6	85.5	89.4	88.9	Yes	Yes
African American	81	100	60.3	19.1	20.6	57.4	72	71.4	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	71	100	32.3	29.2	38.5	84.6	82.7	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	52	100	69.6	26.1	4.3	43.5	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	70	100	30.8	27.7	41.5	86.2	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	206	100	39.2	32.6	28.2	74.6	76.5	74.9	No	Yes

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

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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
Science								
All Students	150	99.3	40.6	40.6	18.8	59.4	71.6	68.6
Gender								
Male	82	98.8	45.2	32.9	21.9	54.8	71.4	68.3
Female	68	100	35	50	15	65	71.9	68.9
Racial/Ethnic Group								
White	51	100	32.6	43.5	23.9	67.4	81	80.7
African American	49	100	55.8	30.2	14	44.2	52.3	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	45	97.8	30.8	51.3	17.9	69.2	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	31	96.8	64	12	24	36	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	47	97.9	33.3	45.2	21.4	66.7	61.8	60.7
Socio-Economic Status								
Subsidized meals	135	99.3	39.5	42.9	17.6	60.5	58.4	57.3
Social Studies								
All Students	147	100	40.6	39.1	20.3	59.4	76.1	72.5
Gender								
Male	85	100	39	35.1	26	61	75.9	72
Female	62	100	43.1	45.1	11.8	56.9	76.2	73.1
Racial/Ethnic Group								
White	44	100	31.6	47.4	21.1	68.4	82.8	81
African American	47	100	50	34.2	15.8	50	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	54	100	40	36	24	60	69.6	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	33	100	64.5	32.3	3.2	35.5	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	52	100	39.6	35.4	25	60.4	70.5	69.7
Socio-Economic Status								
Subsidized meals	135	100	41	39.3	19.7	59	65.2	62.9

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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
Writing										
All Students	79	94.9	51.4	27.8	20.8	48.6	76	73.2	96.3	96.4
Gender										
Male	41	95.1	62.2	18.9	18.9	37.8	70.2	67.2	96.4	96.3
Female	38	94.7	40	37.1	22.9	60	82.1	79.4	96.2	96.4
Racial/Ethnic Group										
White	26	96.2	41.7	33.3	25	58.3	83.1	81.5	95.9	96.2
African American	33	93.9	69	17.2	13.8	31	62.2	61.3	96.3	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	87	97.6	97.6
Hispanic	20	95	36.8	36.8	26.3	63.2	64.3	66.7	96.6	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	96.3	95.8
Disability Status										
Disabled	24	83.3	N/AV	N/AV	N/AV	15.8	26.5	26	95.9	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	18	94.4	33.3	38.9	27.8	66.7	65.3	65.7	96.6	97.2
Socio-Economic Status										
Subsidized meals	71	95.8	49.2	27.7	23.1	50.8	63.7	63.2	96.3	95.9

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BEREA ELEMENTARY 11/09/11-2301036

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	82	100	21.9	41.1	37	78.1
	4	82	100	38.7	33.3	28	61.3
	5	73	100	33.8	51.5	14.7	66.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	69	100	46.7	26.7	26.7	53.3
	4	75	100	23.4	37.5	39.1	76.6
	5	81	100	40	38.7	21.3	60
	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							
2010	3	82	100	32.9	37	30.1	67.1
	4	82	100	33.3	42.7	24	66.7
	5	73	100	50	38.2	11.8	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	69	100	55	25	20	45
	4	75	100	15.6	45.3	39.1	84.4
	5	81	100	44	30.7	25.3	56
	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							
2010	3	42	97.6	42.1	47.4	10.5	57.9
	4	82	100	34.7	52	13.3	65.3
	5	36	94.4	N/A	N/A	N/A	45.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	35	97.1	71	16.1	12.9	29
	4	73	100	24.2	51.6	24.2	75.8
	5	41	100	43.6	43.6	12.8	56.4
	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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BEREA ELEMENTARY 11/09/11-2301036

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	41	92.7	37.1	42.9	20	62.9
	4	82	100	28	48	24	72
	5	37	97.3	45.7	40	14.3	54.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	36	100	53.3	40	6.7	46.7
	4	71	100	27.4	45.2	27.4	72.6
	5	40	100	52.8	27.8	19.4	47.2
	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							
2010	3	84	94.1	41.7	41.7	16.7	58.3
	4	82	92.7	54.9	28.2	16.9	45.1
	5	73	91.8	56.3	29.7	14.1	43.8
	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
2011	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	79	94.9	51.4	27.8	20.8	48.6
	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

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