



## BERKELEY INTERMEDIATE

777 Stoney Landing Rd.  
Moncks Corner, SC 29461

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	630 Students	
<b>Principal</b>	Michael Shaw	843-899-8870
<b>Superintendent</b>	Dr. Anthony Parker	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-573-7794

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Excellent*</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Average	Good
2006	Average	Below Average

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

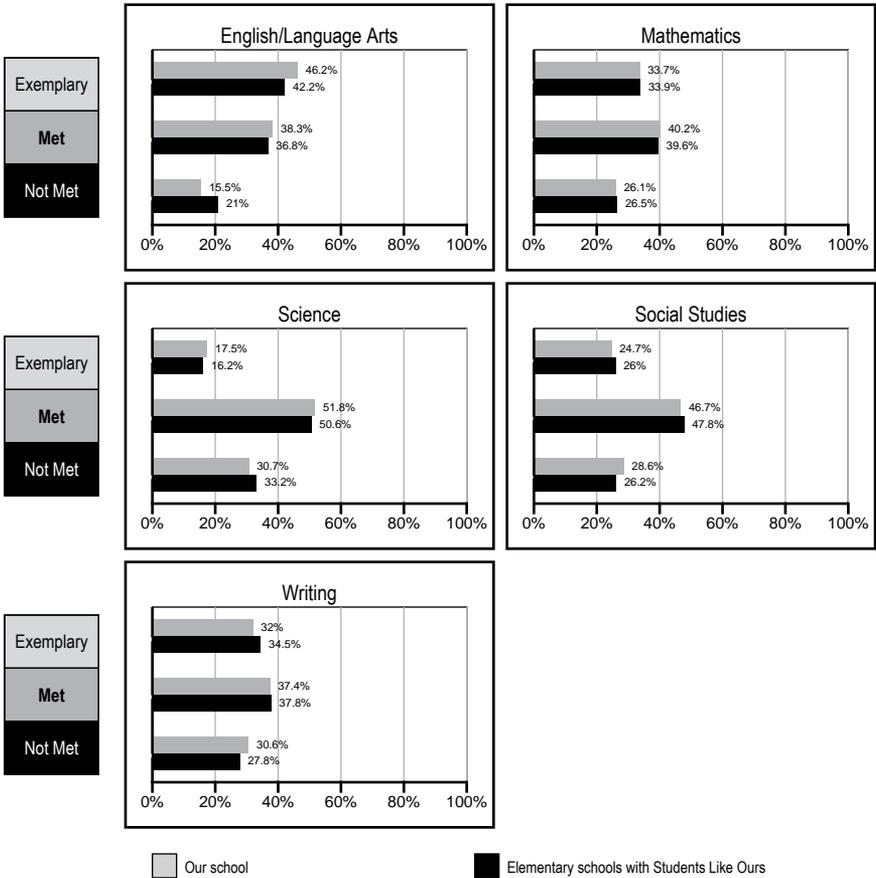
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
11	28	67	1	0

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=630)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.0%	Up from 0.6%	1.1%	1.2%
Attendance rate	96.2%	Down from 96.6%	96.0%	96.1%
Eligible for gifted and talented	13.7%	Up from 10.5%	12.2%	11.7%
With disabilities other than speech	8.7%	Down from 9.3%	8.5%	8.0%
Older than usual for grade	1.3%	Up from 0.9%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	52.9%	Up from 51.3%	59.2%	60.5%
Continuing contract teachers	79.4%	Up from 76.9%	84.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.1%	Up from 83.6%	87.6%	87.0%
Teacher attendance rate	95.5%	Up from 92.7%	95.5%	95.4%
Average teacher salary*	\$44,667	Down 1.2%	\$47,182	\$47,288
Professional development days/teacher	12.6 days	Up from 10.8 days	9.8 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 24.0 to 1	19.4 to 1	19.2 to 1
Prime instructional time	91.5%	Up from 88.4%	90.9%	90.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.8%	Up from 96.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,303	Up 9.0%	\$7,269	\$7,548
Percent of expenditures for instruction**	57.3%	Down from 61.9%	67.8%	68.7%
Percent of expenditures for teacher salaries**	52.1%	Down from 54.3%	64.5%	65.1%

\* 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

Berkeley Intermediate School is a public elementary school built in 1995 serving 627 students in grades 3, 4, and 5. The student population is comprised of 54% White, 39% African American, 4% Hispanic, and 2% other ethnic groups. The school qualifies for Title I based on over 64% of the students being eligible for free and/or reduced lunch. Students performing below grade level are identified each year and have been given assistance through small-group instruction, school-provided computer-assisted instruction, and reduced class size for ELA in grade 3.

The school introduced Professional Learning Communities to all staff members to help enhance focus on standards, common assessments, and data-driven instruction. The school uses data from each of the following to make decisions to remediate or accelerate student learning: PASS, DIBELS, MAP, FAST MATH, and Success Maker reports.

The school has implemented its school improvement goals through all subject areas, additional resources include: Math Buddy Program (Santee Cooper), FUNdamental Family Night, Roscoe Reading Program, Career Fair, and the involvement of community and parent volunteers. The Moncks Corner Kiwanis's Club partnered with the school's guidance department to celebrate Character Education on a monthly basis.

Test scores indicate our students continue to improve by meeting or exceeding standards. Both report card ratings (Absolute and Growth) moved from Below Average to Average last school year. This Red Carpet school incorporates parents, staff, and the community in decision making. The School Advisory Board, parents, and staff recognize the need to continue with our Positive Behavioral Improvement and Support (PBIS), reduce class size in grade four, and to purchase all needed school materials for each student.

Michael Shaw, Principal  
Valarie Greene, Chair, School Improvement Council

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	189	116
Percent satisfied with learning environment	94.6%	90.9%	85.1%
Percent satisfied with social and physical environment	94.6%	88.4%	87.1%
Percent satisfied with school-home relations	67.6%	90.5%	80.5%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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

R-DELAY

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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	625	99.7	15.2	38	46.8	93.1	85.9	83.5	Yes	Yes
<b>Gender</b>										
Male	333	99.4	18.8	36.9	44.3	90.1	81.9	80.1	N/A	N/A
Female	292	100	11.2	39.2	49.6	96.4	90.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	339	100	9.3	29.4	61.3	96.6	89.8	89.6	Yes	Yes
African American	246	99.2	23	48.1	28.9	88.9	79.3	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.4	92.7	I/S	I/S
Hispanic	32	100	22.2	51.9	25.9	85.2	82.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	86	98.8	42.9	35.7	21.4	73.8	57.2	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	21.4	46.4	32.1	85.7	83.3	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	401	99.5	20.4	43.5	36	90.3	81.2	76.9	Yes	Yes

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

All Students	625	99.5	25.5	40.3	34.2	86.8	83.5	80.4	Yes	Yes
<b>Gender</b>										
Male	333	99.4	25.8	39.8	34.4	85.4	81.1	78.4	N/A	N/A
Female	292	99.7	25.3	40.8	33.9	88.4	86	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	339	99.7	14.9	37.6	47.5	93.2	88	87.8	Yes	Yes
African American	246	99.2	39.6	45.1	15.3	78.7	75	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	32	100	29.6	40.7	29.6	77.8	83.4	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	86	98.8	59.5	25	15.5	58.3	50	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	25	35.7	39.3	82.1	85.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	401	99.3	34.2	42.9	22.9	80.9	78	72.8	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	415	99.3	30.3	51.5	18.2	69.7	69.8	67.3
<b>Gender</b>								
Male	203	99.5	30.4	49.2	20.4	69.6	69.3	66.9
Female	212	99.1	30.2	53.7	16.1	69.8	70.3	67.7
<b>Racial/Ethnic Group</b>								
White	223	99.1	18.2	53.3	28.5	81.8	78.8	79.6
African American	165	100	45.6	49.4	5.1	54.4	54.4	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83	84.4
Hispanic	21	95.2	42.1	47.4	10.5	57.9	64.4	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	65.4	69.5
<b>Disability Status</b>								
Disabled	53	98.1	65.4	25	9.6	34.6	35	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	22	95.5	40	45	15	60	65.8	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	257	98.8	38.9	51.5	9.6	61.1	60.2	55.4
<b>Social Studies</b>								
All Students	415	98.6	27.6	47.1	25.3	72.4	73.4	70.9
<b>Gender</b>								
Male	234	98.3	26.8	47.3	25.9	73.2	72.2	70.1
Female	181	98.9	28.7	46.8	24.6	71.3	74.7	71.7
<b>Racial/Ethnic Group</b>								
White	226	98.7	20.1	44.4	35.5	79.9	78.7	79.2
African American	162	98.8	38.7	51.6	9.7	61.3	63.8	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	21	95.2	31.3	43.8	25	68.8	72.9	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71	71.2
<b>Disability Status</b>								
Disabled	56	96.4	59.3	33.3	7.4	40.7	41.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	22	95.5	29.4	35.3	35.3	70.6	70.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	266	97.7	35.8	48.8	15.4	64.2	66	60.8

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	626	98.7	30.4	37.5	32.1	69.6	72.9	72.1	96.2	96.2
<b>Gender</b>										
Male	334	98.2	36.5	37.2	26.3	63.5	65.6	65.2	96	96.1
Female	292	99.3	23.5	37.9	38.6	76.5	80.7	79.2	96.5	96.2
<b>Racial/Ethnic Group</b>										
White	341	99.1	22.4	35.1	42.5	77.6	78.3	80.8	96	95.7
African American	247	98	39.5	40.8	19.7	60.5	64	59.7	96.5	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.7	87	91.7	97.2
Hispanic	31	100	55.6	37	7.4	44.4	65.4	64.6	97.6	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.1	73.4	96.8	95.3
<b>Disability Status</b>										
Disabled	78	92.3	70.8	16.7	12.5	29.2	30.3	27.7	95.4	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	46.4	39.3	14.3	53.6	67.1	63.7	97.7	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	400	98.5	39	37.9	23	61	65.2	61.9	95.8	95.9

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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	254	100	27.7	31.1	41.3	72.3
	4	231	100	24.7	42.9	32.4	75.3
	5	200	100	23.8	49.7	26.5	76.2
	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
<b>2010</b>	3	208	100	17	30.5	52.5	83
	4	209	99	15.5	37.5	47	84.5
	5	208	100	13	46.4	40.6	87
	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
<b>Mathematics</b>							
<b>2009</b>	3	254	100	43.8	31.9	24.3	56.2
	4	231	100	24.7	44.7	30.6	75.3
	5	200	100	33.3	47.1	19.6	66.7
	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
<b>2010</b>	3	208	100	31.5	36	32.5	68.5
	4	209	99	18	43	39	82
	5	208	99.5	27.2	41.9	30.9	72.8
	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
<b>Science</b>							
<b>2009</b>	3	128	100	49.6	35.5	14.9	50.4
	4	231	100	42.9	49.8	7.3	57.1
	5	105	100	50	44	6	50
	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
<b>2010</b>	3	104	100	46.5	34.7	18.8	53.5
	4	206	100	22.6	56.8	20.6	77.4
	5	105	97.1	29.2	58.3	12.5	70.8
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	126	100	44.7	42.1	13.2	55.3
	4	231	100	29.7	53	17.4	70.3
	5	95	100	46.1	38.2	15.7	53.9
	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
<b>2010</b>	3	105	99.1	35.4	48.5	16.2	64.6
	4	207	100	21.5	47	31.5	78.5
	5	103	95.2	32.6	45.7	21.7	67.4
	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
<b>Writing</b>							
<b>2009</b>	3	252	98.8	39.3	27.4	33.3	60.7
	4	231	99.6	39.1	39.5	21.4	60.9
	5	202	99.5	42.9	30.4	26.7	57.1
	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
<b>2010</b>	3	210	99.1	34.8	34.8	30.3	65.2
	4	208	98.6	26.3	41.4	32.3	73.7
	5	208	98.6	30	36.3	33.7	70
	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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