



BERKELEY INTERMEDIATE

777 Stoney Landing Rd.
Moncks Corner, SC 29461

Grades	3-5 Elementary School	
Enrollment	618 Students	
Principal	Michael Shaw	843-899-8870
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Average	Excellent
2009	Average	Average
2008	Below Average	Below Average
2007	Average	Good

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

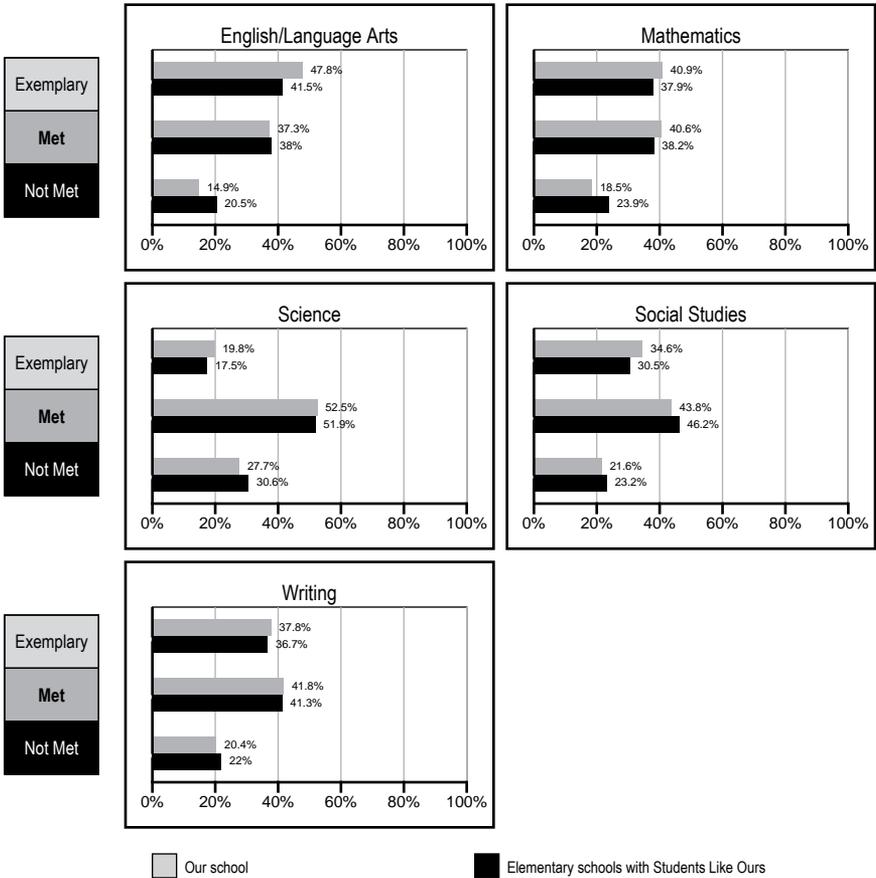
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	35	59	1	0

* 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=618)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Down from 1.0%	1.3%	1.1%
Attendance rate	96.6%	Up from 96.2%	96.1%	96.2%
Served by gifted and talented program	15.4%	Up from 13.7%	14.3%	13.4%
With disabilities other than speech	5.9%	Down from 8.7%	4.7%	4.1%
Older than usual for grade	0.5%	Down from 1.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	Up from 52.9%	60.8%	62.5%
Continuing contract teachers	71.4%	Down from 79.4%	90.0%	88.2%
Teachers returning from previous year	86.5%	Up from 84.1%	88.2%	87.8%
Teacher attendance rate	95.1%	Down from 95.5%	95.2%	95.2%
Average teacher salary*	\$43,629	Down 2.3%	\$46,521	\$46,773
Professional development days/teacher	13.9 days	Up from 12.6 days	10.7 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.5	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 22.1 to 1	20.1 to 1	19.9 to 1
Prime instructional time	91.2%	Down from 91.5%	90.4%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Up from 96.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,734	Up 6.8%	\$7,094	\$7,447
Percent of expenditures for instruction**	59.5%	Up from 57.3%	68.4%	68.4%
Percent of expenditures for teacher salaries**	53.7%	Up from 52.1%	65.4%	65.8%

* 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 (BIS) is a public elementary school built in 1995 serving 604 students in grades 3, 4 and 5. The student population is comprised of 51% White, 40% African-American, 5% Hispanic and 4% other ethnic groups. The school qualifies for Title I based on 65% of the students being eligible for free and/or reduces lunch.

Students testing results have shown continuous improvement during the past three years. Due to the 2010 PASS results, BIS has been awarded the Palmetto Gold award for Academic Achievement and the Palmetto Silver for Closing the Achievement Gap. Due to the outstanding testing results, BIS also met all twenty-one categories required to meet Adequate Yearly Progress (AYP).

Teachers benefitted from continuous staff development from our Curriculum Coach, administration and District Personnel. Staff Development opportunities included a Differentiated Learning graduate class, Positive Behavior Intervention and Support (PBIS), Mastery Manager data collection tool, AIMSweb and several Book Study opportunities. Teachers met twice weekly in Professional Learning Communities (PLC's) to review data, standards, RtI, technology and teaching techniques to ensure all student needs are being met.

The Positive Behavior Intervention and Support (PBIS) initiative continued. Expectations that each student will be respectful and act in a responsible and safe manner were taught, emphasized, and demonstrated throughout the year. Celebrations were held for those students who demonstrated these expectations on a regular basis. Also, the Moncks Corner Kiwanis's Club partnered with the school's guidance department to celebrate Character Education on a monthly basis.

Home-school communication was enhanced through use of the Alert Now phone messaging system and Wednesday Gold Folders. Parenting programs held throughout the year included such events as Technology Night, Math Night, Literacy Night and Science Night.

Students were engaged in a variety of activities outside the classroom this year. Students in fourth and fifth grade led the Daily BIS News Show. All students in grades 4 and 5 participated in a Fall Festival focused on the Social Studies standards. All students participated in Jump Rope For Heart and the proceeds were donated to the American Heart Association. We also had students participating in district-level spelling bees, Roscoe Reading Program, and community art shows. Parents, community liaisons, and teachers were more involved throughout this year on our School Improvement Council, which set goals for the future and developed additional ways to identify and serve our students' needs.

Michael Shaw, Principal
Sylleste Davis, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	190	127
Percent satisfied with learning environment	97.6%	77.2%	87.0%
Percent satisfied with social and physical environment	97.6%	80.3%	84.0%
Percent satisfied with school-home relations	92.5%	81.1%	79.0%

* 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

NO

This school met 18 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

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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	603	100	14.8	37	48.2	91.4	85.3	82.4	Yes	Yes
Gender										
Male	305	100	18	40.1	41.9	89.1	81.3	78.7	N/A	N/A
Female	298	100	11.8	33.9	54.3	93.8	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	310	100	7.1	29.3	63.6	95.6	89	88.9	Yes	Yes
African American	252	100	24.4	46.6	29	86.1	78.6	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	28	100	19.2	30.8	50	88.5	85	79.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
Disability Status										
Disabled	80	100	52.7	31.1	16.2	62.2	54.4	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	30	100	17.9	32.1	50	89.3	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	398	100	20.4	41.8	37.8	88.7	80.4	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	603	100	18.3	40.5	41.2	86.2	84.4	81.9	Yes	Yes
Gender										
Male	305	100	19.4	41.9	38.7	85.2	82.7	79.9	N/A	N/A
Female	298	100	17.3	39.1	43.6	87.2	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	310	100	11.4	34	54.5	92.3	88.6	88.9	Yes	Yes
African American	252	100	27.3	48.7	23.9	78.6	77.1	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.2	94.6	I/S	I/S
Hispanic	28	100	15.4	30.8	53.8	84.6	83.3	81.1	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
Disability Status										
Disabled	80	100	48.6	29.7	21.6	56.8	53	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	30	100	10.7	35.7	53.6	89.3	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	398	100	24.9	45.6	29.5	81.5	79.5	74.9	Yes	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	404	99.8	27.4	52.4	20.3	72.6	70.9	68.6
Gender								
Male	205	99.5	30.3	45.7	23.9	69.7	70.4	68.3
Female	199	100	24.5	58.9	16.7	75.5	71.4	68.9
Racial/Ethnic Group								
White	206	100	18.7	53.5	27.8	81.3	79.9	80.7
African American	173	99.4	38.4	49.7	11.9	61.6	56.5	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	19	100	29.4	58.8	11.8	70.6	64.3	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	67.4	70.8
Disability Status								
Disabled	58	98.3	57.7	36.5	5.8	42.3	39.6	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	21	100	26.3	57.9	15.8	73.7	65.3	60.7
Socio-Economic Status								
Subsidized meals	266	99.6	36.7	49.4	13.9	63.3	61.8	57.3
Social Studies								
All Students	403	100	21.4	43.9	34.7	78.6	75.7	72.5
Gender								
Male	209	100	23.4	41.7	34.9	76.6	74.3	72
Female	194	100	19.4	46.1	34.6	80.6	77.1	73.1
Racial/Ethnic Group								
White	210	100	10.4	40.1	49.5	89.6	81.1	81
African American	164	100	35.1	51.3	13.6	64.9	66.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.7	89
Hispanic	20	100	21.1	31.6	47.4	78.9	73.2	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	77.5	73.5
Disability Status								
Disabled	55	100	52	32	16	48	43.5	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	21	100	15	35	50	85	73.4	69.7
Socio-Economic Status								
Subsidized meals	264	100	28.3	50.6	21.1	71.7	68.4	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	211	99.1	20.4	41.8	37.8	79.6	73.5	73.2	96.6	96.3
Gender										
Male	110	98.2	23.3	41.7	35	76.7	66.8	67.2	96.4	96.3
Female	101	100	17.3	41.8	40.8	82.7	80.6	79.4	96.8	96.3
Racial/Ethnic Group										
White	106	98.1	11.2	36.7	52	88.8	78.5	81.5	96	95.9
African American	88	100	30.2	47.7	22.1	69.8	64.8	61.3	97.2	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87	87	96.5	97.1
Hispanic	10	I/S	I/S	I/S	I/S	I/S	72.1	66.7	98	96.5
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	72.7	72.2	96.5	95.5
Disability Status										
Disabled	24	91.7	59.1	31.8	9.1	40.9	27.7	26	96	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69	65.7	97.6	97
Socio-Economic Status										
Subsidized meals	132	100	27	47.6	25.4	73	65.4	63.2	96.3	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	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
2011	3	189	100	15.6	26.7	57.8	84.4
	4	203	100	13.2	42.1	44.7	86.8
	5	211	100	15.8	41.4	42.9	84.2
	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
Mathematics							
2010	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
2011	3	189	100	25	32.2	42.8	75
	4	203	100	6.8	49.5	43.7	93.2
	5	211	100	23.2	39.4	37.4	76.8
	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
Science							
2010	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
2011	3	96	100	46.7	40	13.3	53.3
	4	203	100	15.3	58.9	25.8	84.7
	5	105	99.1	33	51	16	67
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
2011	3	94	100	19.8	47.3	33	80.2
	4	203	100	17.4	48.9	33.7	82.6
	5	106	100	30.4	31.4	38.2	69.6
	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
Writing							
2010	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
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	211	99.1	20.4	41.8	37.8	79.6
	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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