



Berkeley Middle School

320 North Live Oak Drive
Moncks Corner, SC 29461

Grades	6-8 Middle School	
Enrollment	1,101 Students	
Principal	Mike Wilkerson	843-899-8840
Superintendent	Dr. Rodney Thompson	843-899-8600
Board Chair	Doug Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

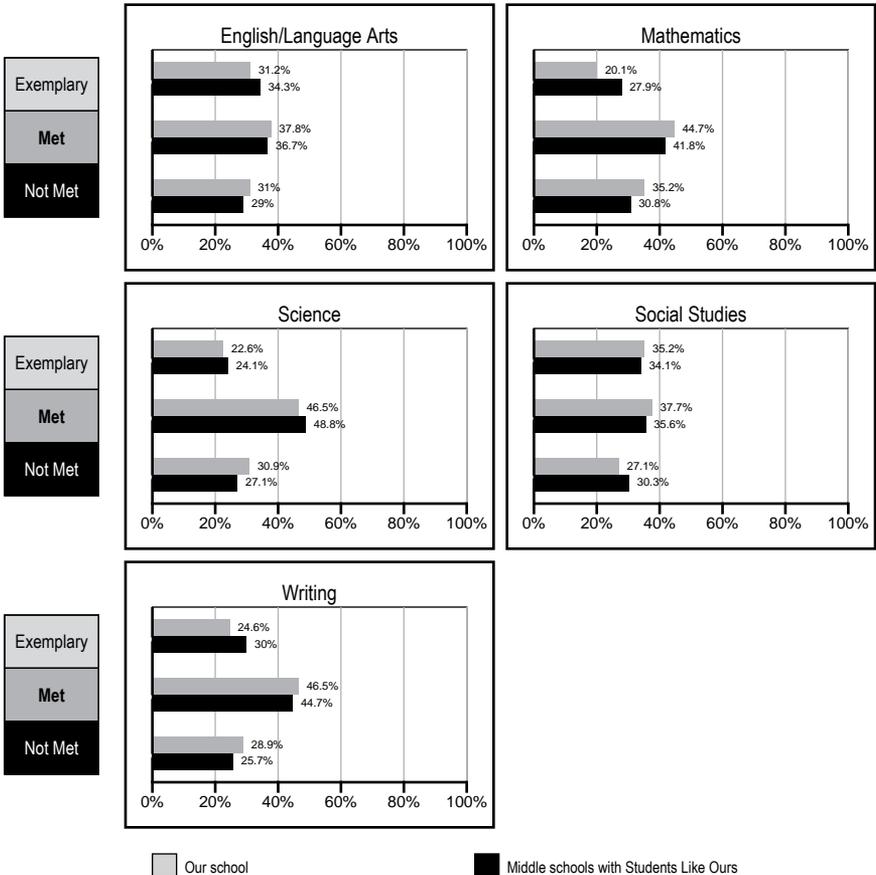
96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	18	43	2	1

* Ratings are calculated with data available by 03/14/2014.

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

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

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	96.8%	97.0%
English 1	98.6%	96.4%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	97.6%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,101)				
Students enrolled in high school credit courses (grades 7 & 8)	22.7%	Down from 44.7%	21.6%	24.6%
Retention rate	2.8%	Up from 0.9%	0.7%	0.6%
Attendance rate	96.2%	Down from 96.3%	95.5%	95.9%
Served by gifted and talented program	18.7%	N/A	20.0%	18.5%
With disabilities	14.6%	N/A	14.6%	13.0%
Older than usual for grade	8.8%	N/A	5.8%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Up from 2.0%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	50.8%	Down from 51.5%	60.0%	61.5%
Continuing contract teachers	62.3%	Up from 59.1%	83.3%	77.2%
Teachers returning from previous year	85.3%	Down from 87.6%	87.4%	85.9%
Teacher attendance rate	93.5%	Down from 95.2%	94.5%	94.9%
Average teacher salary*	\$43,936	Up 2.0%	\$47,608	\$47,313
Professional development days/teacher	9.4 days	Down from 11.4 days	9.2 days	10.1 days
School				
Principal's years at school	1.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 25.6 to 1	22.2 to 1	22.1 to 1
Prime instructional time	89.2%	Down from 90.7%	89.0%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.8%	Down from 95.9%	98.9%	99.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$4,766	Down 26.4%	\$7,079	\$7,239
Percent of expenditures for instruction**	68.0%	Up from 58.7%	64.0%	63.0%
Percent of expenditures for teacher salaries**	66.0%	Up from 57.2%	62.0%	61.0%

* 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

Berkeley Middle School (BMS) provides academic and extracurricular opportunities for approximately 1085 students; the school draws from a richly diverse community. Faculty and staff at BMS work together in pursuit of the district's vision to challenge and empower students to be successful in a highly competitive world.

Over the course of the past year, approximately one-third of the eighth-grade class strengthened their foundation for college-preparatory high-school courses through their enrollment in a variety of high-school credit courses work, including Algebra I, English 1, Spanish 1, Keyboarding, and Computer Applications. The Junior Scholar Program at Berkeley Middle School also showcased 11 students this year and inspired the implementation of a SAT/ACT preparation exploratory course for next year to better serve the needs of the college-bound eighth-graders at BMS.

Community partnerships with Santee Cooper and Berkeley Electric Cooperative also enriched community relationships as the school expanded programs such as the Lunch Buddies, which affords students and business leaders multiple opportunities to communicate, grow, and understand through shared reading and conversation around the cafeteria lunch table. To further students' involvement in the community, the Junior Beta Club was reinstated at BMS after a long hiatus. Students were able to serve their community at events such as the Special Olympics and Berkeley High School's Centennial Celebration while maintaining a level of academic excellence at their home school.

In addition to collaboration with other schools and community partners, BMS teachers and administrators expanded the use of integrated core curricula within each grade level through the acquisition of an expanded inventory of netbooks and iPads. The Assist Lab was also used to reinforce learning for students who struggled to attain mastery of specific curriculum standards while participation in extracurricular activities such as the Technology Club provided students an outlet to expand their real-life application of classroom-acquired skills.

In order to showcase and expand the fine arts talents at Berkeley Middle School, the school hosted its first school play. Students from across grade levels collaborated artistically to produce a showcase of talent for the community. In addition to the debut of the theatrical talents of the student body, BMS also hosted its inaugural Fine Arts Night in the fall to showcase the vocal, instrumental, and artistic talents of the students and their faculty leaders. Many BMS students expanded their musical talents through participation in All-County Chorus, All-County Band, and Strings. Berkeley Middle School remains steadfast in its support of the Arts, while continuing to raise the expectations for student achievement.

Mike Wilkerson, Principal
Sonya Stewart, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	302	190
Percent satisfied with learning environment	80.8%	71.2%	77.8%
Percent satisfied with social and physical environment	88.5%	77.6%	71%
Percent satisfied with school-home relations	76%	83.1%	73.6%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	77.3
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Berkeley Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	4.9%

	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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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	641.3	633.7	622.6	637.1	99.8	99.8
Male	634.0	631.9	621.2	641.3	99.8	99.8
Female	649.6	635.8	624.2	632.5	99.8	99.8
White	654.8	644.4	636.1	650.3	99.8	99.8
African American	623.2	619.2	605.3	617.6	99.8	99.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	641.4	643.2	628.3	655.6	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	590.3	594.3	571.7	594.9	99.3	99.3
Limited English Proficient	642.9	647.8	626.2	652.4	100.0	100.0
Subsidized meals	631.1	625.5	612.2	626.7	99.7	99.7
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
2012	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	445	99.3	30	28.8	41.2	70
	7	422	99.8	30.2	35.5	34.3	69.8
	8	338	99.7	33.1	31.5	35.4	66.9
2013	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	382	99.7	35.1	36.5	28.4	64.9
	7	348	100	21.7	39.4	38.8	78.3
	8	331	99.7	34.4	37.6	28	65.6
Mathematics							
2012	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	445	99.3	38.5	42.2	19.3	61.5
	7	422	99.8	30.7	46.2	23.1	69.3
	8	338	99.7	39.7	45.7	14.6	60.3
2013	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	382	99.7	36.8	44.9	18.3	63.2
	7	348	100	34.8	39.8	25.5	65.2
	8	331	99.7	32.2	51.6	16.2	67.8
Science							
2012	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	222	98.7	40.7	45.9	13.4	59.3
	7	422	99.8	26.4	48.7	24.9	73.6
	8	174	98.3	25.6	45.5	28.8	74.4
2013	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	40.8	48.6	10.6	59.2
	7	347	100	23.7	47.7	28.7	76.3
	8	169	97	32.1	42.1	25.8	67.9

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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							
2012	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	224	97.3	27.7	53	19.3	72.3
	7	422	99.8	31.5	36.8	31.7	68.5
	8	164	99.4	21.5	31.9	46.5	78.5
2013	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	190	98.4	19.3	56.8	23.9	80.7
	7	347	100	32.4	31.8	35.8	67.6
	8	162	97.5	22.8	30.2	47	77.2
Writing							
2012	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	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	333	97.3	29.4	37.1	33.4	70.6
2013	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	382	98.2	35.6	43.1	21.3	64.4
	7	346	97.1	20.5	47	32.5	79.5
	8	328	98.2	29.3	50.2	20.6	70.7

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