



Berkeley Intermediate

777 Stoney Landing Rd.
Moncks Corner, SC 29461

Grades	3-5 Elementary School	
Enrollment	680 Students	
Principal	Michael Shaw	843-899-8870
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Average	Good
2006	Average	Below Average
2005	Average	Below Average
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

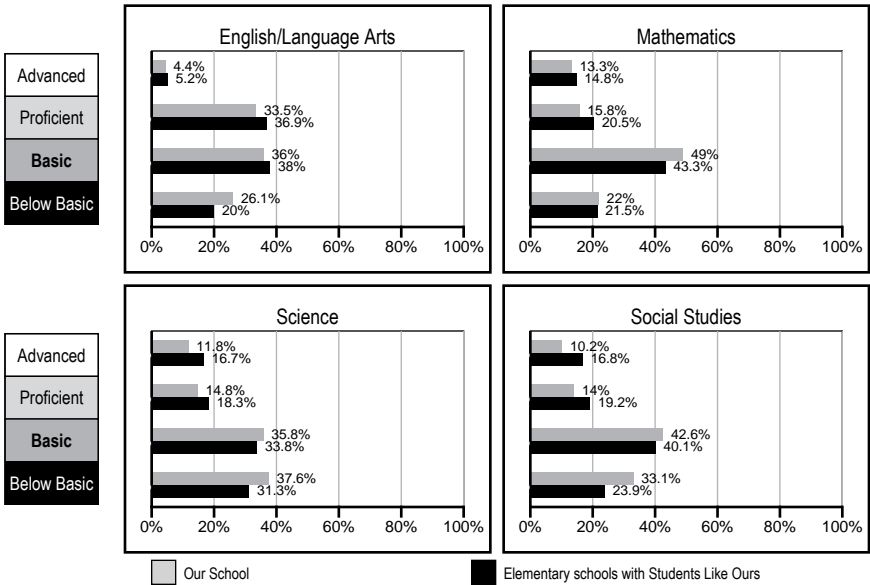
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	63	22	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=680)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.8%	No Change	2.7%	2.3%
Attendance rate	97.1%	No Change	96.2%	96.3%
Eligible for gifted and talented	9.5%	Up from 8.2%	10.1%	10.4%
With disabilities other than speech	10.1%	Up from 7.3%	8.7%	7.5%
Older than usual for grade	0.4%	Down from 1.2%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	45.9%	Down from 47.4%	57.7%	56.7%
Continuing contract teachers	70.3%	Down from 84.2%	80.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.9%	Up from 80.6%	87.7%	86.4%
Teacher attendance rate	91.3%	Down from 94.0%	94.9%	94.9%
Average teacher salary	\$43,120	Up 0.1%	\$45,509	\$45,345
Professional development days/teacher	10.0 days	N/R	12.5 days	12.6 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.4 to 1	18.6 to 1	18.5 to 1
Prime instructional time	88.0%	Down from 90.4%	89.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.4%	Up from 92.4%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,255	Up 18.3%	\$6,918	\$7,052
Percent of expenditures for instruction*	58.8%	Down from 59.3%	68.6%	69.1%
Percent of expenditures for teacher salaries*	53.5%	Down from 55.4%	64.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Berkeley Intermediate School is a public elementary school built in 1995 serving 664 students in grades 3, 4, and 5. The student population is comprised of 52% White, 43% Black, and 5% other ethnic groups. The school qualifies for Title I based on 63% of the students being eligible for free and reduced lunch.

Students performing below grade level are identified each year, and an Academic Assistance Plan is created by teachers and parents together to improve student achievement in Language Arts, Math, Science, and Social Studies. The school provides computer-assisted instruction and after-school tutoring in math and reading to students identified as needing additional interventions for improvement. The curriculum incorporates Explicit Instruction and Project Read to improve English/Language Arts; to improve math, Every Day Math, Terrific Six, and Shape Bait are used. DIBELS and MAP assessments provided teachers with feedback to plan for remediation and/or acceleration of student learning.

The school has implemented its school improvement goals through the school-wide Accelerated Reading Program, A-Star After-School Tutorial Program, Math Buddy Program, FUNDamental Math, Reading, Science and Social Studies Night for the family, Roscoe Reading Program, career day, 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 each month. The PTO supports school-wide incentives for attendance and Character Education.

Test scores indicate our students continue to improve by meeting or exceeding standard: 78.7% in English Language Arts, 77.8% in Math, 62.7% in Science, and 71.7% in Social Studies. This Red Carpet school incorporates parents, staff, and the community in its decision-making process. The School Advisory Board, parents, and staff recognize the need for continued improvement and endorse the implementation of Positive Behavioral Intervention and Support (PBIS) and the addition of Comprehensive Literacy as our focus for the year.

Madelin J. Gibson-Guy, Principal
Amanda Dalton, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	168	77
Percent satisfied with learning environment	90.0%	80.6%	87.8%
Percent satisfied with social and physical environment	84.2%	82.4%	95.9%
Percent satisfied with school-home relations	83.8%	79.6%	84.9%

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

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 Adequate Yearly Progress

NO

This school met 15 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

Restructure

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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	664	98.3	25	36.6	34	4.4	50	48.6	48.2	Yes	Yes
Gender											
Male	355	97.5	30.3	37.1	29.7	3	43.6	40.8	41.7	N/A	N/A
Female	309	99.4	19	35.9	39	6.1	57.3	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	342	98.8	19.6	31.1	42.3	6.9	59.5	55.4	60	Yes	Yes
African American	289	97.6	30.6	42.8	24.7	1.8	39.1	36.5	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	30	100	33.3	40.7	25.9	0	40.7	39.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	80	95	65.3	25	9.7	0	12.5	12.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	36	40	24	0	36	37.4	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	412	97.8	30.8	41.5	27.2	0.5	39.4	38.5	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	664	99.7	21.8	49.1	15.8	13.3	43.3	44.2	45.8	Yes	Yes
Gender											
Male	355	99.4	24.6	45.6	16.4	13.5	43	44.4	45.6	N/A	N/A
Female	309	100	18.5	53.2	15.2	13.1	43.8	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	342	99.7	12.3	47.7	21	18.9	56.5	52.8	59	Yes	Yes
African American	289	99.7	33.7	50	9.4	6.9	27.2	28.2	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	30	100	18.5	51.9	18.5	11.1	44.4	38.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	80	100	60	33.3	2.7	4	13.3	14.6	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	20	52	20	8	40	38.6	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	412	99.8	28.2	53.7	13	5.1	33.1	33.8	31.4	No	Yes

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	440	99.3	37.4	35.9	14.9	11.8	26.7	35.1	35.7	97.1	96.4
Gender											
Male	239	99.2	35.7	37.4	14.3	12.6	27	36.3	37.4	96.8	96.3
Female	201	99.5	39.4	34.2	15.5	10.9	26.4	33.9	33.8	97.3	96.5
Racial/Ethnic Group											
White	220	99.6	25.7	34.6	20.6	19.2	39.7	44.8	49.2	96.7	96
African American	196	99.5	51.1	36.7	8	4.3	12.2	18.5	17	97.4	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	95.6	97.5
Hispanic	21	95.2	38.9	38.9	16.7	5.6	22.2	26.8	24.9	98.1	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	98.3	95.2
Disability Status											
Disabled	56	98.2	66	22.6	7.5	3.8	11.3	9.8	14	96.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	19	94.7	43.8	37.5	12.5	6.3	18.8	24.3	24.4	98	96.9
Socio-Economic Status											
Subsided meals	274	99.3	46.9	38.5	9.9	4.6	14.5	23.7	21.1	96.9	96.1
Social Studies											
All Students	436	99.1	32.8	42.8	14.1	10.3	24.4	34.6	34	97.1	96.4
Gender											
Male	231	98.3	32.4	42.8	13.1	11.7	24.8	36.3	36.6	96.8	96.3
Female	205	100	33.2	42.9	15.3	8.7	24	32.8	31.3	97.3	96.5
Racial/Ethnic Group											
White	238	98.7	26.8	44.2	16.5	12.6	29	40.9	44.5	96.7	96
African American	180	99.4	41.8	40.6	10.6	7.1	17.6	22.7	19.1	97.4	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	95.6	97.5
Hispanic	18	100	23.5	47.1	17.6	11.8	29.4	31.3	27.5	98.1	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	98.3	95.2
Disability Status											
Disabled	58	100	61.1	31.5	5.6	1.9	7.4	11.8	14.4	96.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	23.5	47.1	17.6	11.8	29.4	29.6	27.3	98	96.9
Socio-Economic Status											
Subsided meals	274	99.3	40	42.7	11.9	5.4	17.3	25.5	21	96.9	96.1

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	210	99.1	19.9	33.7	44.4	2	46.4
	4	226	100	15	45.8	37.9	1.4	39.3
	5	236	99.6	28.6	46.4	23.2	1.8	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	238	99.2	17	29.7	45.9	7.4	53.3
	4	212	97.6	25.5	38	32.5	4	36.5
	5	214	98.1	33.5	42.9	22.2	1.5	23.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	210	100	29.4	54.3	10.2	6.1	16.2
	4	226	100	14.5	36	31.3	18.2	49.5
	5	236	99.6	23.2	41.1	21.9	13.8	35.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	238	100	22.9	54.5	11.7	10.8	22.5
	4	212	99.1	21.3	48.5	15.8	14.4	30.2
	5	214	100	20.9	43.7	20.4	15	35.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	106	100	52	34.7	9.2	4.1	13.3
	4	226	100	29.4	37.9	22.4	10.3	32.7
	5	117	100	42.2	38.5	6.4	12.8	19.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	118	100	37.7	42.1	13.2	7	20.2
	4	212	99.1	33.7	37.6	16.8	11.9	28.7
	5	110	99.1	43.9	26.2	13.1	16.8	29.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	104	100	16.2	55.6	23.2	5.1	28.3
	4	226	100	26.6	44.4	17.3	11.7	29
	5	119	99.2	41.7	32.2	16.5	9.6	26.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	120	99.2	23.1	53.8	14.5	8.5	23.1
	4	212	99.1	31.7	41.6	15.3	11.4	26.7
	5	104	99	46.5	32.3	11.1	10.1	21.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample