



## Berkeley Middle

320 North Live Oak Drive  
Moncks Corner, SC 29461

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,153 Students	
<b>Principal</b>	Lee A. Westberry, Ed.D.	843-899-8840
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	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
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below 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**

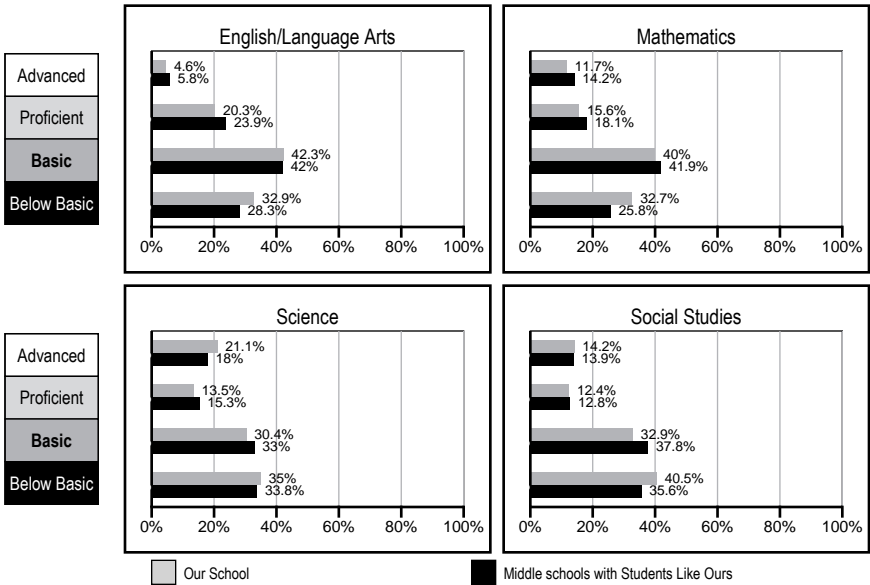
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	20	26	3

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

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

## 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	98.9	97.9
English 1	97.0	97.5
Physical Science	0	48.7
All Subjects	97.4	97.6

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,153)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	26.4%	Up from 17.5%	23.3%	19.4%
Retention rate	5.7%	Down from 8.7%	1.6%	1.8%
Attendance rate	95.7%	Up from 95.6%	95.8%	95.8%
Eligible for gifted and talented	13.1%	Up from 11.8%	17.2%	15.3%
With disabilities other than speech	13.9%	Up from 11.5%	14.2%	12.9%
Older than usual for grade	5.6%	Up from 3.3%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Up from 0.8%	0.6%	0.7%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=73)</b>				
Teachers with advanced degrees	42.5%	Down from 51.3%	53.8%	55.0%
Continuing contract teachers	57.5%	Down from 59.0%	73.7%	70.6%
Teachers with emergency or provisional certificates	7.3%	Up from 3.4%	5.3%	5.4%
Teachers returning from previous year	78.7%	Down from 81.1%	85.0%	83.4%
Teacher attendance rate	94.7%	Up from 93.9%	94.9%	94.9%
Average teacher salary	\$44,077	Up 0.9%	\$44,375	\$44,706
Professional development days/teacher	11.1 days	Down from 12.4 days	11.3 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	3.0	3.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 20.3 to 1	20.6 to 1	20.1 to 1
Prime instructional time	89.7%	Up from 88.4%	89.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.6%	Down from 92.7%	97.2%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,186	Up 16.0%	\$7,056	\$7,097
Percent of expenditures for instruction*	60.7%	Down from 65.6%	64.2%	64.4%
Percent of expenditures for teacher salaries*	56.6%	Down from 61.6%	59.6%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Berkeley Middle School (BMS) is a large, diverse middle school comprised of 1,160 students. The staff has worked diligently this year to create a school environment in which students are challenged and valued as individuals in order to achieve their full potential.

This year, BMS participated in Making Middle Grades Work, A Comprehensive Improvement Framework. This framework allows for school improvement through teacher leadership and ownership. At BMS, the initiative is working! A Technical Assistance Team visited the school in March to review our successes and to charge the school with specific challenges for improvement. The results of this team visit pointed out many of our strengths: well-qualified staff, beautiful facilities, quality instruction, teacher collaboration, quality staff development, data-driven decision making, and the belief that all students matter. Challenges that were presented were already being addressed. Plans are in place for a series of parent workshops, transition camps for rising 6th grade students, a new mentor program which will provide a mentor for every child, as well as our A.C.E. Academy, a single gender choice program within the school.

New programs this year included our new student incentive Renaissance Program and awards ceremonies. Additionally, we have implemented a new Accelerated Reader Incentive Program. As a result, students are reading more than twice what they did the previous year. Lastly, we have over 30 clubs and activities implemented at Berkeley Middle this year. Our teachers eagerly demonstrate commitment to professional growth and development by sponsoring clubs and participating in instructional leadership teams. Teachers have really taken the charge of these new programs, and they continue to plan for more!

Students are showing their Berkeley pride in their participation in QUEST, Spelling Bee, and Robotics competitions. We have had several winners this year. We also have many students participating in All County Chorus, Band, and Strings as well as All Region Fine Arts.

We continue to offer a challenging curricula with high school credit courses: Algebra I, English I, Spanish I, French I, and Keyboarding/Computer Applications. Tutorial assistance is available for every student who needs it: a part of the belief that all students matter. In fact, students will enter a mandatory tutoring program next year when a student's grades fall below standard in a class. At BMS, failure is not an option!

Dr. Lee A. Westberry, Principal  
Jay Jackson, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	320	87
Percent satisfied with learning environment	59.7%	64.7%	58.6%
Percent satisfied with social and physical environment	59.7%	71.3%	47.1%
Percent satisfied with school-home relations	30.6%	77.6%	64.0%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 14 out of 23 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

## 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	7.0%	0.0%	No
Student attendance rate	95.7%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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## 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
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	1105	99.6	33.7	42.9	19.4	4.1	33.3	48.6	48.2	No	Yes
<b>Gender</b>											
Male	567	99.3	41.1	40.5	16	2.5	27.4	40.8	41.7	N/A	N/A
Female	538	99.8	26	45.4	22.9	5.7	39.4	56.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	634	99.5	26.8	43.4	24.5	5.3	40.3	55.4	60	No	Yes
African American	411	99.8	44.9	41.8	11.7	1.6	22.2	36.5	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	43	97.7	33.3	42.4	15.2	9.1	36.4	39.9	38.4	I/S	Yes
American Indian/Alaskan	11	100	40	50	10	0	10	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	162	99.4	75.7	20.4	1.3	2.6	5.3	12.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	31	96.8	41.7	41.7	12.5	4.2	25	37.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	601	99.5	41.4	43.4	13.2	2	22.9	38.5	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	1105	99.7	34.4	41.4	14.1	10.1	34	44.2	45.8	No	Yes
<b>Gender</b>											
Male	567	99.7	38.1	37	15	9.9	34.7	44.4	45.6	N/A	N/A
Female	538	99.8	30.6	46	13.2	10.3	33.3	43.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	634	99.7	28.6	40.9	17.4	13.1	42.4	52.8	59	Yes	Yes
African American	411	99.8	44.9	41.3	8.9	5	20.1	28.2	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	43	100	30.3	45.5	12.1	12.1	36.4	38.9	38.1	I/S	Yes
American Indian/Alaskan	11	100	20	70	0	10	40	47.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	162	99.4	69.7	22.4	5.9	2	11.2	14.6	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	31	100	33.3	45.8	12.5	8.3	33.3	38.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	601	99.8	42.2	41.8	9.4	6.5	23.7	33.8	31.4	No	Yes

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

Abbreviations for Missing Data

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## 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
<b>Science</b>											
All Students	754	99.6	34.5	30.7	13.5	21.3	34.8	35.1	35.7	95.7	96.4
<b>Gender</b>											
Male	398	99.5	36.4	28.5	11.7	23.4	35.1	36.3	37.4	95.7	96.3
Female	356	99.7	32.4	33	15.5	19.1	34.5	33.9	33.8	95.8	96.5
<b>Racial/Ethnic Group</b>											
White	429	99.5	27.5	28	15.3	29.2	44.6	44.8	49.2	95.2	96
African American	281	99.6	44.8	34.4	10.8	10	20.8	18.5	17	96.6	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	98.4	97.5
Hispanic	33	100	40	36	8	16	24	26.8	24.9	95	96.7
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	95.5	95.2
<b>Disability Status</b>											
Disabled	116	99.1	72.9	17.8	2.8	6.5	9.3	9.8	14	94.8	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	24	100	52.9	23.5	5.9	17.6	23.5	24.3	24.4	95.2	96.9
<b>Socio-Economic Status</b>											
Subsided meals	421	99.5	43.2	32.2	11.5	13.1	24.6	23.7	21.1	95.4	96.1
<b>Social Studies</b>											
All Students	751	99.7	40.2	33.2	12.4	14.2	26.6	34.6	34	95.7	96.4
<b>Gender</b>											
Male	368	99.5	43.7	26.4	12.3	17.6	29.9	36.3	36.6	95.7	96.3
Female	383	100	36.8	39.6	12.5	11.1	23.5	32.8	31.3	95.8	96.5
<b>Racial/Ethnic Group</b>											
White	432	99.8	33.5	33.7	13.9	18.8	32.8	40.9	44.5	95.2	96
African American	279	99.6	50.4	32.7	10.4	6.5	16.9	22.7	19.1	96.6	96.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	98.4	97.5
Hispanic	28	100	42.9	33.3	9.5	14.3	23.8	31.3	27.5	95	96.7
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	95.5	95.2
<b>Disability Status</b>											
Disabled	109	100	66	24.3	3.9	5.8	9.7	11.8	14.4	94.8	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	18	100	35.7	42.9	14.3	7.1	21.4	29.6	27.3	95.2	96.9
<b>Socio-Economic Status</b>											
Subsided meals	401	99.8	48.8	32.4	11.2	7.6	18.8	25.5	21	95.4	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*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	413	99.8	35.8	39.2	19.8	5.2	25
	7	379	99.5	34.9	43.9	18.6	2.6	21.2
	8	344	99.7	35.4	47.5	14.6	2.5	17.1
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	339	99.4	28.7	38.6	25.9	6.8	32.7
	7	402	99.5	35.3	44.6	17.4	2.7	20.1
	8	364	99.7	36.7	45.2	15.2	2.9	18.2
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	413	99.8	29.4	42	18.8	9.8	28.6
	7	380	99.2	24.6	51	14.2	10.1	24.3
	8	344	99.4	34.2	51.3	11.1	3.5	14.6
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	339	99.7	31.8	34.9	18.2	15.1	33.3
	7	402	99.8	33.1	41.5	14.9	10.6	25.5
	8	364	99.7	38.4	47.5	9.4	4.7	14.1
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	204	100	47.2	32.1	10.9	9.8	20.7
	7	379	99.2	34.5	35.7	17.7	12.1	29.8
	8	169	100	30.7	36.6	20.3	12.4	32.7
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	172	99.4	47.8	19.3	14.3	18.6	32.9
	7	401	99.8	25.8	37.8	12.8	23.6	36.4
	8	181	99.5	40.8	26	14.2	18.9	33.1
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	211	99.5	29.3	42.9	18.8	8.9	27.7
	7	379	99.5	50.6	34.1	7.1	8.2	15.3
	8	173	100	33.5	53.4	8.1	5	13
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	168	99.4	16.6	32.5	20.9	30.1	50.9
	7	401	99.8	54.1	27.2	6.8	12	18.8
	8	182	100	32.7	46.8	16.4	4.1	20.5

Abbreviations for Missing Data

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