

BERKELEY MIDDLE

320 North Live Oak Drive
Moncks Corner, SC 29461

Grades	6-8 Middle School	
Enrollment	1,083 Students	
Principal	Richard Raycroft	843-899-8840
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	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
2010	**Average**	**Average**
2009	Average	Below Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk

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.

http://ed.sc.gov
http://www.eoc.sc.gov

BERKELEY MIDDLE 03/09/11-0801012

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

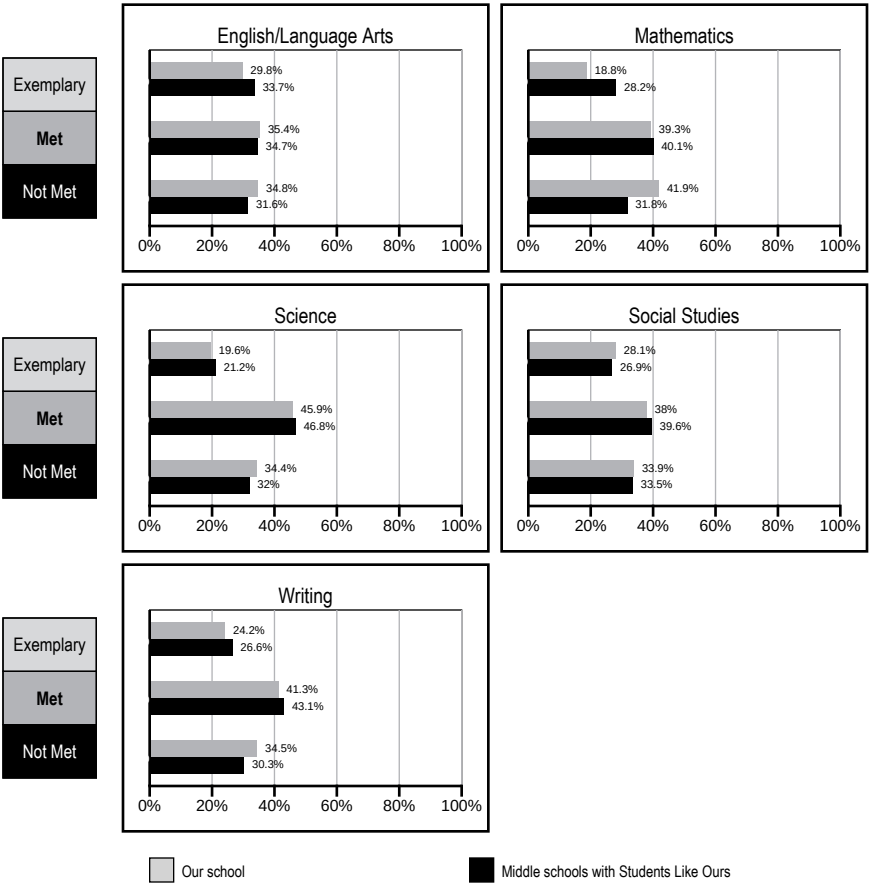
Percent of students tested in 2009-10 whose 2008-09 test scores were located	95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	43	2	0

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

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	94.2%	96.6%
English 1	92.6%	97.7%
Physical Science	0.0%	66.0%
US History and the Constitution	N/A	N/A
All Subjects	92.7%	97.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,083)				
Students enrolled in high school credit courses (grades 7 & 8)	48.5%	Up from 38.4%	24.8%	24.2%
Retention rate	0.9%	Down from 4.3%	0.7%	0.7%
Attendance rate	95.6%	Down from 95.7%	95.7%	95.9%
Eligible for gifted and talented	14.6%	Up from 13.0%	18.1%	16.4%
With disabilities other than speech	12.7%	Down from 13.3%	13.1%	12.0%
Older than usual for grade	4.3%	Down from 6.0%	2.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	11.5%	Up from 8.3%	0.7%	0.5%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=71)				
Teachers with advanced degrees	59.2%	Up from 54.3%	56.8%	58.5%
Continuing contract teachers	69.0%	Up from 64.3%	81.1%	80.0%
Teachers with emergency or provisional certificates	3.5%	No Change	3.0%	4.0%
Teachers returning from previous year	80.3%	Up from 77.1%	84.6%	84.6%
Teacher attendance rate	91.1%	Down from 93.8%	95.2%	95.4%
Average teacher salary*	$46,939	Up 2.5%	$45,799	$46,561
Professional development days/teacher	7.4 days	Down from 13.3 days	10.1 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 22.2 to 1	21.2 to 1	21.1 to 1
Prime instructional time	86.1%	Down from 88.9%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Up from 93.5%	97.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	$6,867	Up 6.8%	$7,753	$7,802
Percent of expenditures for instruction**	58.7%	Down from 63.3%	64.3%	63.8%
Percent of expenditures for teacher salaries**	55.0%	Down from 58.4%	60.4%	60.0%

* 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 Middle School (BMS) is a large, diverse middle school comprised of over 1,100 students. The staff has continued their efforts in creating a school environment in which students are challenged and valued as individuals in order to achieve their full potential. For example, BMS's Single Gender Academy was nationally recognized for its impact on student achievement this year. Benchmark assessments and analyses in the core areas continue; the mentor program and club programs continue in order to instill a sense of support, ownership, and pride in the students. Teachers continue to utilize their classroom data to impact teaching and learning, and this has earned the school a well-deserved increase in report card ratings. We continue to self-examine and reflect on ways in which we can improve, and we do this under the Making Middle Grades Work Framework. We continued activities such as Renaissance Rallies, the Accelerated Reader (AR) Incentive Program, and awards ceremonies. In fact, we held our first talent show this year! Our teachers eagerly demonstrate commitment to professional growth and leadership, as they have been asked to present at several conferences this year, including district and state-level staff development opportunities. Additionally, we have worked on bridging the gap between middle school and the elementary feeder schools through many collaborative efforts. We want to ensure a smooth transition for students, and we want to make sure students are prepared for school beyond middle school. Students are showing their Berkeley pride in their participation in QUEST, Spelling Bee, and Robotics competitions. 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 curriculum with high school credit courses: Algebra I, Algebra II, English I, Spanish I, French I, and Keyboarding/Computer Applications. The Student Assistance Teams meet regularly to discuss how to better support our students in school. The ASSIST Lab has also been very beneficial for students who need remediation on specific standards throughout the school year. This lab and the assistance teams are just another way to demonstrate the belief that all students matter, all of the time, because failure is not an option!

Dr. Lee A. Westberry, Principal
Tracey Salisbury, School Improvement Council Co-Chair
Brian Swiney, School Improvement Council Co-Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	330	156
Percent satisfied with learning environment	85.0%	61.7%	70.4%
Percent satisfied with social and physical environment	78.3%	69.6%	69.5%
Percent satisfied with school-home relations	62.1%	78.1%	64.9%

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

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School Adequate Yearly Progress

NO

This school met 20 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. 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	2.0%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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BERKELEY MIDDLE 03/09/11-0801012

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 = 58.8% (Met or Exemplary)										
All Students	1051	99.8	35.9	35	29.2	74.8	85.9	83.5	Yes	Yes
Gender										
Male	547	99.8	42.3	31.3	26.4	67.4	81.9	80.1	N/A	N/A
Female	504	99.8	28.8	39	32.2	82.8	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	609	99.7	30.2	34	35.8	80.9	89.8	89.6	Yes	Yes
African American	385	100	44.7	36.5	18.8	65.1	79.3	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.4	92.7	I/S	I/S
Hispanic	44	100	36.8	28.9	34.2	73.7	82.4	79.6	I/S	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
Disability Status										
Disabled	137	100	69.3	25.2	5.5	38.6	57.2	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	46.7	40	13.3	66.7	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	656	99.7	44.2	36.1	19.7	67.7	81.2	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	1051	99.7	43.9	39.6	16.5	68.8	83.5	80.4	Yes	Yes
Gender										
Male	547	99.8	46.8	36.7	16.5	64.3	81.1	78.4	N/A	N/A
Female	504	99.6	40.7	42.8	16.5	73.7	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	609	99.5	36.1	43	20.9	75.6	88	87.8	Yes	Yes
African American	385	100	57.8	33.8	8.4	56.7	75	69.3	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	44	100	31.6	39.5	28.9	76.3	83.4	78.3	I/S	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
Disability Status										
Disabled	137	100	83.5	11.8	4.7	26	50	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	33.3	46.7	20	76.7	85.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	656	99.5	55.2	34.6	10.2	59.9	78	72.8	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	709	99.7	33.8	46	20.2	66.2	69.8	67.3
Gender								
Male	358	99.7	34.2	44.3	21.4	65.8	69.3	66.9
Female	351	99.7	33.3	47.7	19	66.7	70.3	67.7
Racial/Ethnic Group								
White	404	99.5	24.1	49.1	26.8	75.9	78.8	79.6
African American	272	100	47.7	41.6	10.7	52.3	54.4	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83	84.4
Hispanic	26	100	36.4	40.9	22.7	63.6	64.4	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	65.4	69.5
Disability Status								
Disabled	90	98.9	67.5	27.5	5	32.5	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	19	100	43.8	31.3	25	56.3	65.8	58.6
Socio-Economic Status								
Subsidized meals	448	99.6	44	44.2	11.8	56	60.2	55.4
Social Studies								
All Students	706	99.7	33.9	38	28.1	66.1	73.4	70.9
Gender								
Male	382	99.7	35.6	32.1	32.3	64.4	72.2	70.1
Female	324	99.7	31.9	45.1	23	68.1	74.7	71.7
Racial/Ethnic Group								
White	412	100	28.6	38.1	33.2	71.4	78.7	79.2
African American	251	99.2	42.7	38.1	19.2	57.3	63.8	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	32	100	34.5	27.6	37.9	65.5	72.9	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	71	71.2
Disability Status								
Disabled	82	98.8	60.3	29.5	10.3	39.7	41.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	26	100	41.7	33.3	25	58.3	70.8	68
Socio-Economic Status								
Subsidized meals	436	99.5	40.6	38.9	20.5	59.4	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
Writing										
All Students	1054	97.7	33.5	41.9	24.6	66.5	72.9	72.1	95.6	96.2
Gender										
Male	553	97.3	42.8	39.3	18	57.2	65.6	65.2	95.4	96.1
Female	501	98.2	23.5	44.8	31.8	76.5	80.7	79.2	95.7	96.2
Racial/Ethnic Group										
White	606	97.5	26.7	44.1	29.2	73.3	78.3	80.8	94.7	95.7
African American	394	98	44.4	38.2	17.3	55.6	64	59.7	96.8	96.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.7	87	96.4	97.2
Hispanic	42	97.6	34.2	36.8	28.9	65.8	65.4	64.6	95.9	96.5
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	84.1	73.4	96.2	95.3
Disability Status										
Disabled	141	93.6	N/AV	N/AV	N/AV	17.4	30.3	27.7	93.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	33	97	43.3	40	16.7	56.7	67.1	63.7	96.1	96.8
Socio-Economic Status										
Subsidized meals	656	97.7	43.4	41.5	15.1	56.6	65.2	61.9	95.1	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
English/Language Arts							
2009	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	363	99.7	29.7	38.9	31.5	70.3
	7	341	99.4	37.2	38.2	24.6	62.8
	8	386	99.5	43.8	36.8	19.4	56.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	336	100	25.5	42.4	32.2	74.5
	7	368	99.5	36.8	33.9	29.3	63.2
	8	347	100	44.9	28.9	26.2	55.1
Mathematics							
2009	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	363	99.5	39	43.5	17.6	61
	7	341	99.4	42.9	39.1	18	57.1
	8	386	99.2	46.8	39.9	13.3	53.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	336	100	42.7	38.9	18.5	57.3
	7	368	99.5	38.8	39.1	22.1	61.2
	8	347	99.7	50.5	40.9	8.6	49.5
Science							
2009	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	184	100	39	51.2	9.9	61
	7	340	99.1	27	49.8	23.2	73
	8	198	99.5	44.9	36.8	18.4	55.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	169	98.8	36.8	58.7	4.5	63.2
	7	366	100	27.3	47.1	25.6	72.7
	8	174	100	45	31.3	23.8	55

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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							
2009	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	178	99.4	21.2	55.2	23.6	78.8
	7	341	99.1	42.4	31	26.6	57.6
	8	186	99.5	34.7	32.4	33	65.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	167	98.8	22.6	53.5	23.9	77.4
	7	366	100	42.2	30.2	27.6	57.8
	8	173	100	27.1	39.8	33.1	72.9
Writing							
2009	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	364	97.3	33.1	41.3	25.6	66.9
	7	346	98	37	41.6	21.4	63
	8	399	98	46.2	41.8	12	53.8
2010	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	336	96.4	32.1	40	27.9	67.9
	7	369	97.6	33.4	43.4	23.1	66.6
	8	349	99.1	35	42	23	65

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