



## BERKELEY MIDDLE

320 North Live Oak Drive  
Moncks Corner, SC 29461

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,135 Students	
<b>Principal</b>	James L. Goude	843-899-8840
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	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
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Below Average
2008	Below Average	Below Average
2007	Below 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://eoc.sc.gov>

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

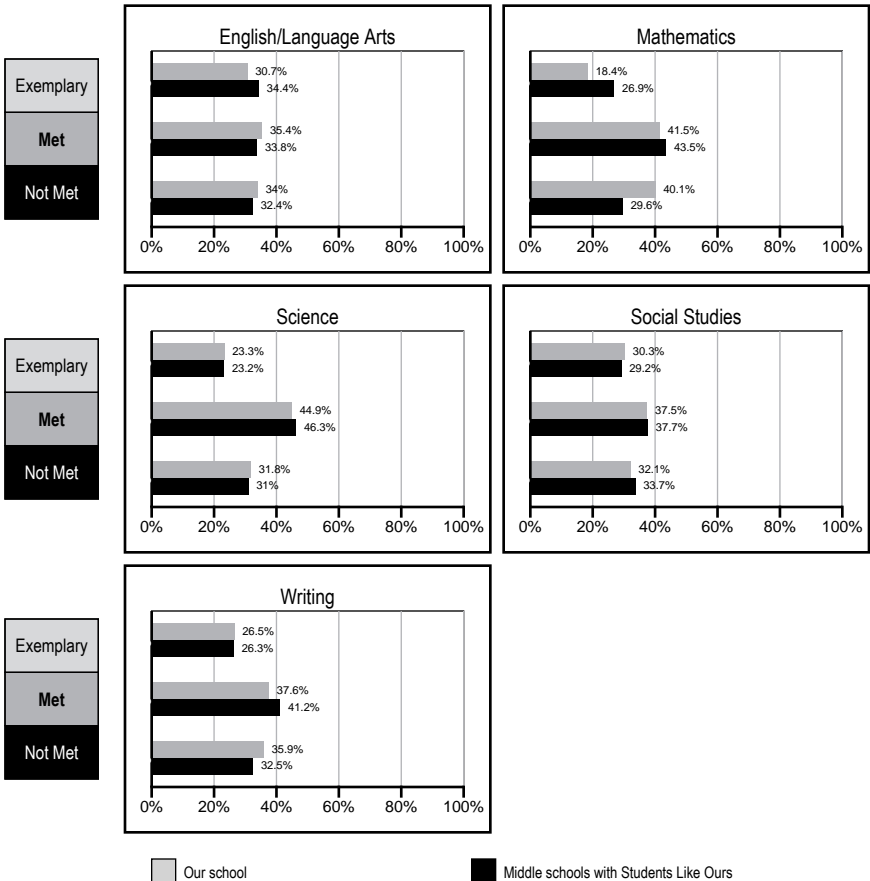
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	11	46	4	0

\* Ratings are calculated with data available by 11/09/2011.

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	98.9%	96.8%
English 1	95.6%	96.6%
Biology 1/Applied Biology 2	N/A	90.2%
Physical Science	N/A	99.5%
US History and the Constitution	N/A	N/A
All Subjects	97.4%	96.5%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,135)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	72.0%	Up from 48.5%	25.5%	24.5%
Retention rate	2.1%	Up from 0.9%	1.0%	0.7%
Attendance rate	96.3%	Up from 95.6%	95.7%	95.9%
Served by gifted and talented program	15.9%	Up from 14.6%	18.7%	17.8%
With disabilities other than speech	6.0%	Down from 12.7%	10.3%	9.2%
Older than usual for grade	3.0%	Down from 4.3%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	16.7%	Up from 11.5%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=64)</b>				
Teachers with advanced degrees	56.3%	Down from 59.2%	60.0%	60.0%
Continuing contract teachers	68.8%	Down from 69.0%	89.5%	82.6%
Teachers returning from previous year	84.4%	Up from 80.3%	86.2%	85.6%
Teacher attendance rate	94.6%	Up from 91.1%	95.1%	95.3%
Average teacher salary*	\$45,195	Down 3.7%	\$46,080	\$46,300
Professional development days/teacher	4.7 days	Down from 7.4 days	9.9 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.5	4.0
Student-teacher ratio in core subjects	24.3 to 1	Up from 23.6 to 1	21.5 to 1	21.5 to 1
Prime instructional time	90.3%	Up from 86.1%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.0%	Down from 98.0%	98.0%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,055	Up 2.7%	\$7,487	\$7,634
Percent of expenditures for instruction**	61.5%	Up from 58.7%	64.0%	64.0%
Percent of expenditures for teacher salaries**	56.8%	Up from 55.0%	61.3%	61.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* 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 Middle School (BMS) is a large, diverse middle school that serves over 1,100 students and their families. Celebrating this diversity, faculty, staff, parents, and community stakeholders come together to achieve a single, common goal. That goal is to empower and challenge our students through a rigorous curriculum, quality teaching, support, and reinforcement. Our staff continues to place an emphasis on analyzing content, instruction, and assessments through benchmark testing. This data is constantly used to reflect upon student progress and determine the areas that need to be reviewed to ensure mastery. The overall function of the school is evaluated under the Making Middle Grades Work Framework. We have several organizations that help further the common goal of serving our children such as the PTO, which is growing in membership. We also utilize several business partners such as Santee Cooper and Berkeley Electric Cooperative. These business partners provide mentors to serve in our Lunch Buddy and Character Development programs. Each of these allow for at-risk children to interact with community members through tutoring, partnered reading and simple conversation. We provide several incentives that motivate our children to read. For example, the Accelerated Reader enables students to earn points that can be used in classes to reinforce assessment results. Study for Success, a grant funded program allows our students opportunities for remediation, enrichment, and growth in all core content areas. We have many students participating in QUEST, BCSD Spelling Bee, and the Technology Club. The fine arts are well represented through our award winning Chorus and Band programs. Our teachers are committed to the overall mission of the school. They meet as teams, grade levels, and common subject areas, constantly looking for ways to challenge the students. They are truly part of a team and willingly to go above and beyond the call of duty for their students. These students are the centerpoint of the Berkeley Middle School community and we will continue to do our best to insure their success. If our best is not good enough, we will do whatever it takes.

Ric Raycroft, Principal  
 Tracey Salisbury, School Improvement Council, Co-Chair  
 Brian Swiney, School Improvement Council, Co-Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	55	322	140
Percent satisfied with learning environment	92.7%	67.3%	82.1%
Percent satisfied with social and physical environment	94.5%	67.8%	77.5%
Percent satisfied with school-home relations	58.2%	77.3%	71.5%

\* Only students at the highest middle 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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 21 out of 25 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	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	2.0%	0.0%	No
Student attendance rate	96.3%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	1117	99.7	33.8	35.1	31.1	76.2	85.3	82.4	No	Yes
<b>Gender</b>										
Male	582	99.7	41.2	33.1	25.7	69.5	81.3	78.7	N/A	N/A
Female	535	99.8	25.8	37.2	37	83.5	89.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	640	99.7	26.9	34.7	38.4	80.6	89	88.9	Yes	Yes
African American	412	100	44.3	36.1	19.6	68.3	78.6	72.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	46	97.8	31	38.1	31	83.3	85	79.3	Yes	Yes
American Indian/Alaskan	11	100	I/S	I/S	I/S	I/S	87	83	I/S	I/S
<b>Disability Status</b>										
Disabled	149	100	68.6	20.7	10.7	45.7	54.4	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	96.8	27.3	42.4	30.3	81.8	84.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	713	99.6	41.4	36.7	21.9	70.1	80.4	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	1117	99.7	39.7	41.9	18.5	73.7	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	582	99.7	43	40.6	16.4	70.6	82.7	79.9	N/A	N/A
Female	535	99.8	36	43.3	20.7	77.1	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	640	99.7	32	44.6	23.5	79.8	88.6	88.9	Yes	Yes
African American	412	100	52.1	37.6	10.3	64.2	77.1	71.4	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.2	94.6	I/S	I/S
Hispanic	46	97.8	35.7	38.1	26.2	71.4	83.3	81.1	No	Yes
American Indian/Alaskan	11	100	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	149	100	69.3	25.7	5	41.4	53	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	96.8	33.3	39.4	27.3	72.7	83.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	713	99.6	47.9	40.2	11.9	67.2	79.5	74.9	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	736	97.4	29.9	46.3	23.8	70.1	70.9	68.6
<b>Gender</b>								
Male	380	96.8	33	42.2	24.8	67	70.4	68.3
Female	356	98	26.5	50.8	22.7	73.5	71.4	68.9
<b>Racial/Ethnic Group</b>								
White	429	96.3	20.5	48.3	31.2	79.5	79.9	80.7
African American	262	99.6	46.3	42.6	11.2	53.7	56.5	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	32	93.8	20.7	44.8	34.5	79.3	64.3	61.6
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	67.4	70.8
<b>Disability Status</b>								
Disabled	93	96.8	59.3	33.3	7.4	40.7	39.6	35.7
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	21	90.5	19	42.9	38.1	81	65.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	459	97.4	37	47.1	15.9	63	61.8	57.3
<b>Social Studies</b>								
All Students	724	97.9	30.7	38.5	30.8	69.3	75.7	72.5
<b>Gender</b>								
Male	365	97.8	32.6	33.2	34.1	67.4	74.3	72
Female	359	98.1	28.7	43.9	27.4	71.3	77.1	73.1
<b>Racial/Ethnic Group</b>								
White	410	97.3	28.6	32.7	38.6	71.4	81.1	81
African American	270	99.3	33.3	47.7	19	66.7	66.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.7	89
Hispanic	31	93.6	34.6	34.6	30.8	65.4	73.2	69.6
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	77.5	73.5
<b>Disability Status</b>								
Disabled	104	98.1	63	29	8	37	43.5	40.5
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	22	90.9	33.3	42.9	23.8	66.7	73.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	466	97.4	38.8	41	20.2	61.2	68.4	62.9

Abbreviations for Missing Data

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

## 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
<b>Writing</b>										
All Students	366	98.6	35.9	37.6	26.5	64.1	73.5	73.2	96.2	96.3
<b>Gender</b>										
Male	199	98.5	45.9	33.5	20.5	54.1	66.8	67.2	96	96.3
Female	167	98.8	24.1	42.4	33.5	75.9	80.6	79.4	96.5	96.3
<b>Racial/Ethnic Group</b>										
White	213	98.6	29.1	38.2	32.7	70.9	78.5	81.5	95.6	95.9
African American	132	98.5	47.6	36.5	15.9	52.4	64.8	61.3	97.2	96.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87	87	97.2	97.1
Hispanic	15	100	38.5	38.5	23.1	61.5	72.1	66.7	96.5	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.7	72.2	94.1	95.5
<b>Disability Status</b>										
Disabled	43	88.4	N/AV	N/AV	N/AV	18.9	27.7	26	94.7	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	94.8	97
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69	65.7	96.5	97
<b>Socio-Economic Status</b>										
Subsidized meals	231	98.7	44.9	39.3	15.9	55.1	65.4	63.2	95.9	96

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	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	404	100	31.2	35.5	33.3	68.8
	7	343	99.4	35.7	33.4	30.9	64.3
	8	370	99.7	34.8	36.2	29	65.2
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	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	404	100	37.9	45.6	16.5	62.1
	7	343	99.4	38.5	37.9	23.6	61.5
	8	370	99.7	42.6	41.4	15.9	57.4
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	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	202	92.6	33.3	53.6	13.1	66.7
	7	343	99.4	28	49.4	22.6	72
	8	191	99	29.9	33.9	36.2	70.1

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	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	202	94.6	25.3	54.4	20.3	74.7
	7	343	99.4	37.6	30.9	31.5	62.4
	8	179	98.9	23.7	35.5	40.8	76.3
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	366	98.6	35.9	37.6	26.5	64.1

Abbreviations for Missing Data

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