



Berkeley Middle

320 North Live Oak Drive
Moncks Corner, SC 29461

Grades	6-8 Middle School	
Enrollment	1,144 Students	
Principal	Lee A. Westberry, Ed.D.	843-899-8840
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	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 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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

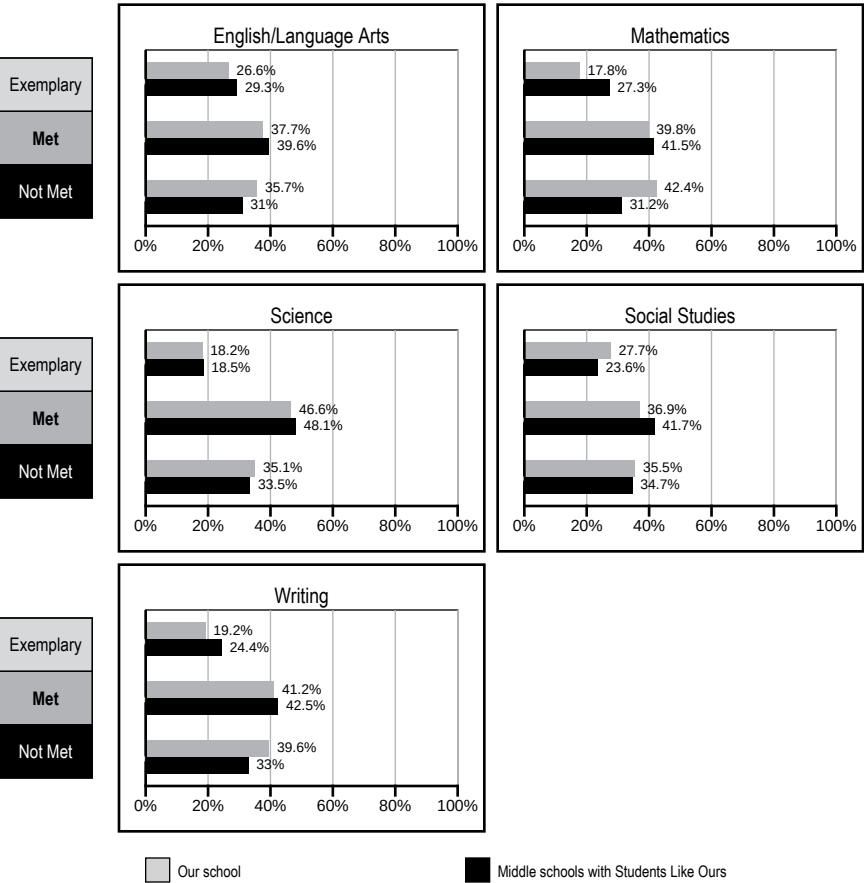
95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	48	4	0

* Ratings are calculated with data available by 06/01/2010.

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	96.2%	97.0%
English 1	94.9%	94.6%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	95.4%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,144)				
Students enrolled in high school credit courses (grades 7 & 8)	38.4%	Up from 26.4%	22.7%	21.6%
Retention rate	4.3%	Down from 5.7%	1.3%	1.2%
Attendance rate	95.7%	No Change	95.7%	95.9%
Eligible for gifted and talented	13.0%	Down from 13.1%	15.9%	14.8%
With disabilities other than speech	13.3%	Down from 13.9%	14.2%	12.6%
Older than usual for grade	6.0%	Up from 5.6%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.3%	Up from 2.6%	0.4%	0.6%
Annual dropout rate	0.4%	Up from 0.3%	0.0%	0.0%
Teachers (n=70)				
Teachers with advanced degrees	54.3%	Up from 42.5%	56.7%	56.9%
Continuing contract teachers	64.3%	Up from 57.5%	76.9%	72.7%
Teachers with emergency or provisional certificates	3.5%	Down from 7.3%	3.6%	5.3%
Teachers returning from previous year	77.1%	Down from 78.7%	85.4%	82.9%
Teacher attendance rate	93.8%	Down from 94.7%	95.5%	95.2%
Average teacher salary*	\$45,785	Up 3.9%	\$46,636	\$46,599
Professional development days/teacher	13.3 days	Up from 11.1 days	10.4 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	22.2 to 1	No Change	20.8 to 1	20.1 to 1
Prime instructional time	88.9%	Down from 89.7%	90.2%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Up from 92.6%	97.3%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,428	Down 11.8%	\$7,423	\$7,645
Percent of expenditures for instruction**	63.3%	Up from 60.7%	63.9%	63.4%
Percent of expenditures for teacher salaries**	58.4%	Up from 56.6%	59.2%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Berkeley Middle School (BMS) is a large, diverse middle school comprised of approximately 1,160 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.

This year, BMS implemented the ACE Single Gender Academy, benchmark assessments and analyses in the core, a mentor program, data notebooks, etc. We continue these efforts working under MMGW Framework. At BMS, the MMGW initiative is working!

We continued activities such as clubs, Renaissance, Accelerated Reader (AR) Incentive Program, and awards ceremonies. In fact, our AR Program went web-based 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 high school 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 curricula with high school credit courses: Algebra I, English I, Spanish I, French I, and Keyboarding/Computer Applications. The new ASSIST Lab has also been very beneficial for students who need remediation on specific standards throughout the school year. This lab is 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
Richard Kizer, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	301	78
Percent satisfied with learning environment	77.6%	48.7%	62.2%
Percent satisfied with social and physical environment	82.1%	55.9%	40.8%
Percent satisfied with school-home relations	48.5%	68.3%	53.3%

* 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

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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	1090	99.5	37	37.9	25	73.5	84.7	82.8	Yes	Yes
Gender										
Male	575	99.5	41.3	36.6	22.1	68.6	80.7	79.3	N/A	N/A
Female	515	99.6	32.3	39.4	28.3	79	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	641	99.5	29.5	36.9	33.6	79.5	88.5	89.5	Yes	Yes
African American	397	99.8	50.1	38.3	11.6	62.8	78.4	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.1	92.3	I/S	I/S
Hispanic	40	97.5	30.3	48.5	21.2	75.8	80.4	76.5	I/S	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
Disability Status										
Disabled	153	100	72.2	22.2	5.6	34	49.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	31	96.8	32	52	16	72	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	621	99.5	46.9	38.4	14.7	66.1	79.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1090	99.4	43	40.8	16.2	68.2	80.2	78.9	Yes	Yes
Gender										
Male	575	99.5	44.7	39.1	16.3	64.1	77.9	77	N/A	N/A
Female	515	99.2	41.1	42.8	16.1	72.9	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	641	99.2	35.3	42.1	22.6	74.7	85.4	87.2	Yes	Yes
African American	397	99.8	56.9	36.9	6.2	56.6	70.6	66.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	40	97.5	36.4	48.5	15.2	72.7	78.4	76	I/S	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
Disability Status										
Disabled	153	99.4	79.9	18.1	2.1	26.4	45.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	31	96.8	32	60	8	80	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	621	99.4	53.1	37.9	8.9	59.8	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	722	99.5	35	46.6	18.5	65	69.2	67.5
Gender								
Male	399	99.5	35.9	45.4	18.6	64.1	68.4	67
Female	323	99.4	33.8	48	18.2	66.2	70.1	68
Racial/Ethnic Group								
White	412	99.3	26.2	47.9	25.9	73.8	78.2	79.5
African American	270	99.6	49.8	44.2	6	50.2	53.6	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	30	100	32	48	20	68	62.2	60.7
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	72.4	71.2
Disability Status								
Disabled	108	99.1	65.7	28.4	5.9	34.3	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	23	100	21.1	57.9	21.1	78.9	64.6	59.6
Socio-Economic Status								
Subsided meals	413	99.5	46.8	44.5	8.7	53.2	59.5	55.1

Social Studies

All Students	705	99.3	35	37.4	27.5	65	74.2	72.3
Gender								
Male	367	99.2	35.2	35.8	29	64.8	73.3	71.5
Female	338	99.4	34.8	39.2	25.9	65.2	75.1	73.2
Racial/Ethnic Group								
White	426	99.3	27.1	38.2	34.7	72.9	80.5	80.7
African American	252	99.2	48.7	36.1	15.1	51.3	62.9	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	21	100	33.3	38.9	27.8	66.7	69.7	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.6	72.2
Disability Status								
Disabled	97	99	67.4	22.8	9.8	32.6	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	17	100	40	40	20	60	70.7	67.9
Socio-Economic Status								
Subsided meals	397	99	42.9	39.7	17.4	57.1	66	62.1

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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	1109	97.8	39	41.6	19.4	61	69.4	70.2	95.7	96.3
Gender										
Male	584	97.1	49.2	36.1	14.8	50.8	61.4	63.2	95.7	96.3
Female	525	98.5	27.9	47.6	24.4	72.1	77.9	77.5	95.8	96.4
Racial/Ethnic Group										
White	655	97.4	32.3	42.3	25.5	67.7	74.6	79.1	95.2	95.9
African American	404	98	49.6	39.5	10.9	50.4	60.1	57.6	96.6	96.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.4	86.2	98.1	97.5
Hispanic	38	100	44.1	44.1	11.8	55.9	63.2	62.6	95.9	96.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	63.2	68.7	95.7	95.8
Disability Status										
Disabled	150	92	N/AV	N/AV	N/AV	17.4	26	26.1	94.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	53.8	38.5	7.7	46.2	62.4	61.2	96.2	96.9
Socio-Economic Status										
Subsidized meals	632	97	47.8	41.9	10.3	52.2	61	58.9	95.3	96

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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
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
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
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
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

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