

Berkeley Middle

320 North Live Oak Drive
Moncks Corner, SC 29461

Grades	6-8 Middle School	
Enrollment	1,229 Students	
Principal	Mike Wilkerson	843-899-8840
Superintendent	Dr. Rodney Thompson	843-899-8600
Board Chair	Doug Cooper	

THE STATE OF SOUTH CAROLINA
2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	**Average**	**Average**
2011	Average	Average
2010	Average	Average
2009	Average	Below Average
2008	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://www.eoc.sc.gov

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

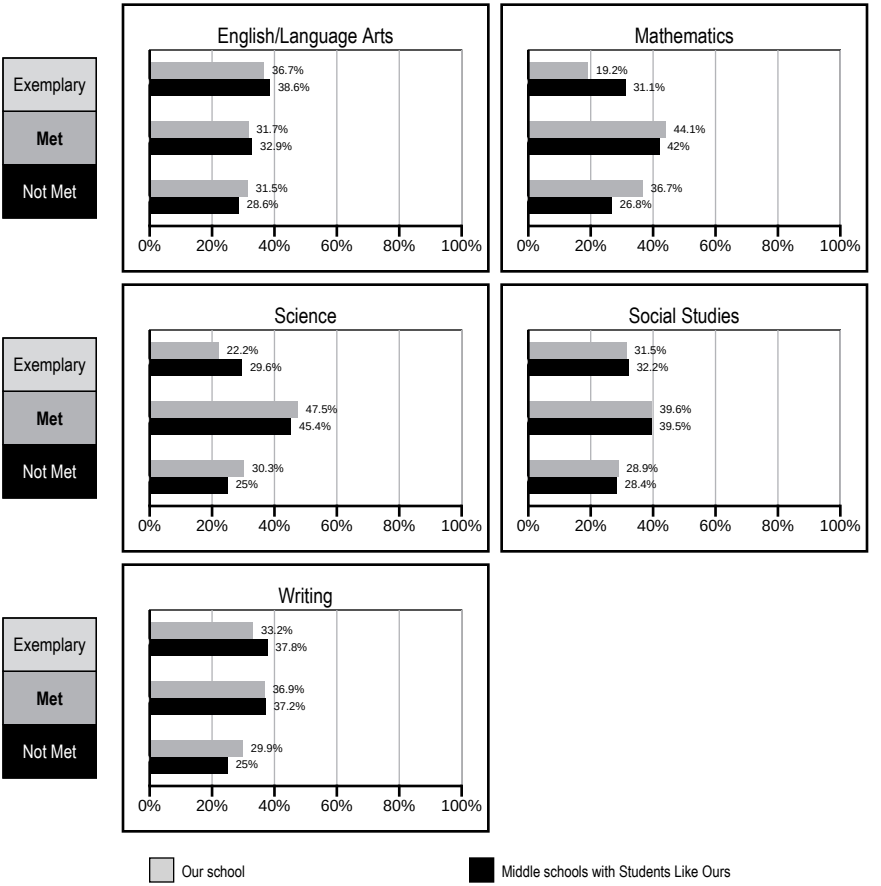
Percent of students tested in 2011-12 whose 2010-11 test scores were located	95.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	22	31	1	0

* Ratings are calculated with data available by 11/07/2012.

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%	97.1%
English 1	97.8%	97.3%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	97.2%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,229)				
Students enrolled in high school credit courses (grades 7 & 8)	44.7%	Down from 72.0%	26.4%	22.9%
Retention rate	0.9%	Down from 2.1%	0.8%	0.8%
Attendance rate	96.3%	No Change	95.9%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Down from 16.7%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	51.5%	Down from 56.3%	61.1%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	87.6%	Up from 84.4%	88.2%	86.7%
Teacher attendance rate	95.2%	Up from 94.6%	95.0%	95.2%
Average teacher salary*	$43,068	Down 4.7%	$47,043	$46,422
Professional development days/teacher	11.4 days	Up from 4.7 days	10.6 days	10.0 days
School				
Principal's years at school	1.0	No Change	4.5	4.0
Student-teacher ratio in core subjects	25.6 to 1	Up from 24.3 to 1	22.7 to 1	22.0 to 1
Prime instructional time	90.7%	Up from 90.3%	89.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.9%	Down from 97.0%	99.1%	98.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	$6,473	Down 8.2%	$7,098	$7,245
Percent of expenditures for instruction**	58.7%	Down from 61.5%	64.5%	63.1%
Percent of expenditures for teacher salaries**	57.2%	Up from 56.8%	63.0%	60.9%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Berkeley Middle School (BMS) is a diverse middle school that provides academic and extracurricular opportunities for approximately 1185 students. The faculty and staff work together in pursuit of the district's vision to challenge and empower students to be successful in a highly competitive world.

Over the course of the past year, BMS faculty collaborated with local high schools to determine skill areas in which rising BMS students have consistently demonstrated strengths or shown deficiencies; subsequently, BMS teachers were able to revise their instructional strategies to better meet student needs, both within and across grade levels. Approximately one-third of the eighth-grade class strengthened their foundation for college-preparatory high-school courses through their enrollment in a variety of high-school credit courses, including algebra I, algebra II, English 1, Spanish 1, and keyboarding/computer applications.

Community partnerships with Santee Cooper and Berkeley Electric Cooperative also enriched community relationships through programs such as the Lunch Buddies, which affords students and business leaders multiple opportunities to communicate, grow, and understand through shared reading and conversation.

In addition to collaboration with other schools and community partners, BMS teachers and administration used the framework of Making Middle Grades Work to develop integrated core curricula within each grade level that featured increased technological innovation through the introduction of learning tools such as netbooks and iPads. The Assist Lab was also used to reinforce learning for students who struggled to attain mastery of curriculum standards. Students had the opportunity to participate in activities such as the Technology Club to expand their real-life application of classroom-acquired skills.

In order to encourage students to develop the behaviors, habits, and academic discipline necessary for success, BMS introduced the Positive Behavioral Interventions and Supports System (PBIS) to the BMS community, which culminated in quarterly celebrations for students who demonstrated positive behavior throughout the year. BMS looks forward to continuing the PBIS program during the upcoming year. In addition, a Reading Café was added to the BMS Media Center to celebrate the achievements of students who demonstrate growth in reading and literacy throughout their middle years.

Many BMS students also shared, refined, and explored their musical talents through participation in All-County Chorus, All-County Band, and Strings, in addition to participating in a variety of visual arts classes and activities. Students claimed top awards in multiple disciplines at the tri-county Quest competition and participated in the county spelling bee, proudly representing the school and community!

Mike Wilkerson, Principal Laddie Jones, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	271	88
Percent satisfied with learning environment	81.7%	67.2%	72.6%
Percent satisfied with social and physical environment	88.3%	75.8%	65.9%
Percent satisfied with school-home relations	47.5%	77.6%	59.8%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: http://ed.sc.gov/data/esea/ or request this information from your child's district or school.

Overall Weighted Points Total	**83.3**
Overall Grade Conversion	**B**

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Berkeley Middle school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☑ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.4%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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Berkeley Middle						11/07/12-0801012
Performance By Group						
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	644.3	632.5	625.5	633.0	99.6	99.6
Male	636.8	631.9	622.3	637.3	99.4	99.4
Female	652.5	633.1	628.9	628.2	99.8	99.8
White	654.3	640.5	635.6	642.3	99.6	99.6
African American	627.2	617.3	607.9	616.2	99.5	99.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	591.1	595.4	579.7	594.8	99.3	99.3
Limited English Proficient	654.7	655.8	639.7	653.2	100.0	100.0
Subsidized meals	632.5	622.9	614.7	622.8	99.3	99.3
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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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							
2011	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
2012	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	445	99.3	30	28.8	41.2	70
	7	422	99.8	30.2	35.5	34.3	69.8
	8	338	99.7	33.1	31.5	35.4	66.9
Mathematics							
2011	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
2012	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	445	99.3	38.5	42.2	19.3	61.5
	7	422	99.8	30.7	46.2	23.1	69.3
	8	338	99.7	39.7	45.7	14.6	60.3
Science							
2011	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
2012	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	222	98.7	40.7	45.9	13.4	59.3
	7	422	99.8	26.4	48.7	24.9	73.6
	8	174	98.3	25.6	45.5	28.8	74.4

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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							
2011	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
2012	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	224	97.3	27.7	53	19.3	72.3
	7	422	99.8	31.5	36.8	31.7	68.5
	8	164	99.4	21.5	31.9	46.5	78.5
Writing							
2011	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
2012	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	333	97.3	29.4	37.1	33.4	70.6

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