



BERKELEY HIGH

406 West Main Street
Moncks Corner, SC 29461

| | | |
|-----------------------|-------------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 1,307 Students | |
| Principal | Dr. Kimberly A. McLaren | 843-899-8800 |
| Superintendent | Rodney Thompson | 843-899-8600 |
| Board Chair | 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 |
|-------------|-----------------|----------------------|
| 2011 | Average | Below Average |
| 2010 | Good | At-Risk |
| 2009 | Below Average | At-Risk |
| 2008 | Average | Good |
| 2007 | 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 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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 11 | 10 | 22 | 1 | 1 |

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

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

| Percent | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| Passed 2 subtests (%) | 75.3% | 75.6% | 81.1% | 74.4% | 77.3% | 76.8% |
| Passed 1 subtest (%) | 13.8% | 12.9% | 10.9% | 13.6% | 11.4% | 13.4% |
| Passed no subtests (%) | 10.9% | 11.5% | 8.0% | 12.1% | 11.6% | 10.3% |

HSAP Passage Rate by Spring 2011

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| | 92.3% | 90.9% |

Four-Year Cohort Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|--|-----------------|-------|--------------------------------------|-------|
| | 2010* | 2011 | 2010 | 2011 |
| Number of Students in Four-Year Cohort | 412 | 312 | 284 | 292 |
| Number of Graduates in Cohort | 246 | 220 | 197 | 203 |
| Rate | 59.7% | 70.5% | 70.2% | 71.6% |

*Used to calculate current AYP.

Five-Year Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|-------------------------------|-----------------|-------|--------------------------------------|-------|
| | 2010 | 2011 | 2010 | 2011 |
| Number of Students in Cohort | N/A | 409 | N/A | 289 |
| Number of Graduates in Cohort | N/A | 252 | N/A | 204 |
| Rate | N/A | 61.6% | N/A | 69.5% |

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours* |
|---|-----------------|---------------------------------------|
| Algebra 1/Math for the Technologies 2 | 76.7% | 75.5% |
| English 1 | 59.3% | 63.5% |
| Biology 1/Applied Biology 2 | 62.7% | 65.5% |
| Physical Science | 71.9% | 54.4% |
| US History and the Constitution | 58.7% | 43.9% |
| All Tests | 66.5% | 60.6% |

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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 Profile

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
| Students (n=1,307) | | | | |
| Retention rate | 2.3% | Down from 2.5% | 3.8% | 3.4% |
| Attendance rate | 93.6% | Up from 88.6% | 95.1% | 95.0% |
| Served by gifted and talented program | 0.0% | Down from 0.1% | 13.6% | 12.4% |
| With disabilities other than speech | 7.6% | Down from 15.2% | 10.9% | 9.9% |
| Older than usual for grade | 7.4% | Down from 9.1% | 7.3% | 7.1% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 5.6% | Up from 0.3% | 0.9% | 0.9% |
| Enrolled in AP/IB programs | 21.2% | Up from 13.1% | 13.7% | 13.0% |
| Successful on AP/IB exams | 52.2% | Down from 59.2% | 48.7% | 51.7% |
| Eligible for LIFE Scholarship | 24.3% | Down from 30.9% | 30.1% | 30.1% |
| Annual dropout rate | 1.9% | Down from 6.7% | 2.9% | 2.5% |
| Career/technology students in co-curricular organizations | 2.1% | Down from 3.4% | 1.9% | 2.9% |
| Enrollment in career/technology courses | 586 | Down from 642 | 372 | 419 |
| Students participating in work-based experiences | 13.9% | Down from 14.8% | 11.9% | 7.2% |
| Career/technology students attaining technical skills | 62.5% | Up from 61.6% | 81.4% | 83.0% |
| Career/technology completers placed | 98.6% | Up from 95.2% | 97.7% | 98.4% |
| Teachers (n=97) | | | | |
| Teachers with advanced degrees | 53.6% | Up from 50.0% | 60.4% | 61.1% |
| Continuing contract teachers | 70.1% | Up from 65.0% | 82.1% | 80.6% |
| Teachers returning from previous year | 83.8% | Up from 82.1% | 87.9% | 86.5% |
| Teacher attendance rate | 94.8% | Down from 95.1% | 95.5% | 95.5% |
| Average teacher salary* | \$44,392 | Down 2.5% | \$46,884 | \$46,884 |
| Professional development days/teacher | 11.1 days | Down from 14.3 days | 10.8 days | 10.0 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.6 to 1 | Down from 25.1 to 1 | 27.5 to 1 | 26.5 to 1 |
| Prime instructional time | 88.6% | Up from 83.2% | 89.4% | 89.3% |
| Dollars spent per pupil** | \$7,377 | Down 7.3% | \$7,411 | \$7,804 |
| Percent of expenditures for teacher salaries** | 56.8% | Up from 52.3% | 57.2% | 58.0% |
| Percent of expenditures for instruction** | 60.0% | Up from 55.8% | 60.5% | 60.6% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 96.3% | Down from 100.0% | 97.3% | 97.3% |
| Character development program | Excellent | Up from Good | Good | Good |
| Modern language program assessment | N/A | N/A | Average | Good |
| Classical language program assessment | N/A | N/A | N/A | Good |

* 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

Performance By Student Groups

| | HSAP Passage Rate by Spring 2011 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2010 For AYP | | Met AYP Objective |
|------------------------------|----------------------------------|-------|----------------------------------|-------|---------------------------------------|-------|-------------------|
| | n | % | t | % | n | % | |
| All Students | 247 | 92.3% | 1613 | 66.5% | 412 | 59.7% | No |
| Gender | | | | | | | |
| Male | 112 | 90.2% | 828 | 67.8% | 215 | 53.0% | N/A |
| Female | 135 | 94.1% | 767 | 65.4% | 197 | 67.0% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 152 | 94.1% | 797 | 77.9% | 234 | 58.1% | N/A |
| African American | 90 | 88.9% | 705 | 54.8% | 162 | 64.2% | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | 59 | 55.9% | 10 | 30.0% | N/A |
| American Indian/Alaskan | N/A | N/A | 30 | 66.7% | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | 26 | 46.2% | 81 | 34.6% | 48 | 27.1% | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | 37 | 48.6% | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 117 | 88.0% | 910 | 58.4% | 215 | 56.7% | N/A |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Berkeley High School strives to ignite, in every student, a passion for lifelong learning. Through dynamic instruction, creative partnerships and exceptional support, we foster opportunities for each student to build a legacy of success. BHS is proud to have received the ACCENT, High Schools That Work, Teen Lead Character Education, Jobs for America's Graduates, Teachers of Critical Language, Fund for the Improvement of Postsecondary Education (FIPSE), and Teachers of Critical Language Program grants. The following programs help to assure challenging, rigorous learning opportunities for all: International Baccalaureate Programme, Scholars Academy, STAR Academy, International Business Academy, Mandarin Chinese, Six plus One Writing Traits, Writing across the Curriculum, MAP Testing, Accelerated Reader, Academic Learning Centers, Academic Coaching Center, SAT/ACT prep courses, SAT tutorial program, HSAP Campaign, internship programs, Career Counseling, and an Academic Incentive Card Program.

During the 2010-2011 school year, the BHS staff, students, and community worked diligently to complete the rigorous application process to become an International Baccalaureate School. The application was approved, and the first class to graduate with the option of an IB Diploma will do so in the year 2013.

Berkeley High School also implemented a highly successful tutorial program called the Academic Coaching Center last year. Students who attended the ACC for five weeks increased their overall class average by fifteen percentage points. Students were recommended for tutoring by their teachers and received extra help by certified teachers in math, science, social studies, and ELA.

BHS is accredited by the internationally recognized mark of quality-AdvancED District Accreditation. We continue to work toward the goals of our School Renewal Plan, ACCENT, and High Schools That Work site development and implementation plans. Approximately sixty-five percent of our faculty received continuing contracts, and teachers regularly attended professional growth conferences, workshops, and classes. We continue to build our Professional Learning Community at BHS. Several teachers at BHS are pursuing National Board Certification as well as higher-level degrees.

To enhance student achievement, BHS appreciates active parent involvement as evidenced through numerous booster clubs. These clubs include groups, which sponsor academics, athletics, and AFJROTC. The BHS staff and community at large are working together to provide each student with the opportunity to build a legacy of success.

Dr. Kimberly McLaren, Principal
Kathy Thompson, School Improvement Council

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 93 | 268 | 59 |
| Percent satisfied with learning environment | 91.4% | 59.3% | 74.6% |
| Percent satisfied with social and physical environment | 96.8% | 71.4% | 73.7% |
| Percent satisfied with school-home relations | 85.9% | 70.8% | 64.9% |

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was 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 12 out of 19 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

N/A

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 Data

| | 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 | 1.7% | 0.0% | No |

Abbreviations for Missing Data

HSAP Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* | Performance Objective Met | Participation Objective Met |
|---|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced) | | | | | | | | | | | |
| All Students | 355 | 99.4 | 10.3 | 36.8 | 29.1 | 23.8 | 65.3 | 71.3 | 68.0 | No | Yes |
| Male | 173 | 99.4 | 14.6 | 41.5 | 29.9 | 14.0 | 54.9 | 65.2 | 63.1 | N/A | N/A |
| Female | 182 | 99.5 | 6.3 | 32.4 | 28.4 | 33.0 | 75.0 | 77.3 | 73.1 | N/A | N/A |
| White | 206 | 100.0 | 6.6 | 33.0 | 28.9 | 31.5 | 71.6 | 77.9 | 79.4 | Yes | Yes |
| African American | 124 | 99.2 | 15.1 | 47.1 | 29.4 | 8.4 | 52.9 | 60.5 | 51.7 | No | Yes |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 86.0 | 83.2 | I/S | I/S |
| Hispanic | 17 | 94.1 | 18.8 | 12.5 | 37.5 | 31.3 | 75.0 | 69.5 | 62.8 | I/S | I/S |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 73.8 | 66.4 | I/S | I/S |
| Disabled | 42 | 97.6 | 47.2 | 36.1 | 13.9 | 2.8 | 27.8 | 34.5 | 22.8 | I/S | Yes |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | N/A | N/A |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 46.1 | 45.1 | I/S | I/S |
| Subsidized meals | 194 | 99.5 | 13.9 | 45.5 | 28.3 | 12.3 | 56.1 | 62.9 | 54.7 | No | Yes |

| | | | | | | | | | | | |
|---|-----|-------|------|------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 70.0% (Proficient or Advanced) | | | | | | | | | | | |
| All Students | 355 | 99.4 | 15.6 | 34.4 | 30.6 | 19.4 | 62.4 | 62.5 | 62.3 | No | Yes |
| Male | 173 | 99.4 | 19.5 | 36.6 | 28.7 | 15.2 | 56.1 | 60.7 | 61.4 | N/A | N/A |
| Female | 182 | 99.5 | 11.9 | 32.4 | 32.4 | 23.3 | 68.2 | 64.4 | 63.2 | N/A | N/A |
| White | 206 | 100.0 | 10.2 | 30.5 | 32.5 | 26.9 | 70.6 | 71.4 | 75.3 | Yes | Yes |
| African American | 124 | 99.2 | 24.4 | 41.2 | 27.7 | 6.7 | 47.1 | 47.3 | 42.9 | No | Yes |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 86.0 | 84.3 | I/S | I/S |
| Hispanic | 17 | 94.1 | 18.8 | 43.8 | 25.0 | 12.5 | 62.5 | 60.9 | 59.4 | I/S | I/S |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 68.9 | 64.1 | I/S | I/S |
| Disabled | 42 | 97.6 | 58.3 | 30.6 | 8.3 | 2.8 | 16.7 | 27.8 | 21.5 | I/S | Yes |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | N/A | N/A |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 47.4 | 47.1 | I/S | I/S |
| Subsidized meals | 194 | 99.5 | 22.5 | 41.7 | 24.1 | 11.8 | 49.7 | 54.0 | 48.5 | No | Yes |

| | | | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|-----|-----|
| Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group) | | | | | | | | | | | |
| All Students | 355 | 93.0 | 58.5 | 18.5 | 12.4 | 10.6 | 23.0 | N/A | N/A | N/A | N/A |
| Male | 173 | 90.2 | 61.5 | 17.9 | 9.6 | 10.9 | 20.5 | N/A | N/A | N/A | N/A |
| Female | 182 | 95.6 | 55.7 | 19.0 | 14.9 | 10.3 | 25.3 | N/A | N/A | N/A | N/A |
| White | 206 | 95.1 | 50.5 | 19.9 | 15.3 | 14.3 | 29.6 | N/A | N/A | N/A | N/A |
| African American | 124 | 88.7 | 73.6 | 12.7 | 8.2 | 5.5 | 13.6 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 17 | 100.0 | 52.9 | 35.3 | 5.9 | 5.9 | 11.8 | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 42 | 50.0 | 71.4 | 14.3 | 9.5 | 4.8 | 14.3 | N/A | N/A | N/A | N/A |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsidized meals | 194 | 91.2 | 70.6 | 15.8 | 9.0 | 4.5 | 13.6 | N/A | N/A | N/A | N/A |

* 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

Two-Year HSAP Trend Data

| | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2010 | 359 | 98.3 | 16.3 | 35.2 | 27.4 | 21.1 | 61.7 | 66.2 | 65.9 |
| | 2011 | 355 | 99.4 | 10.3 | 36.8 | 29.1 | 23.8 | 65.3 | 71.3 | 68.0 |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2010 | 359 | 97.5 | 16.7 | 33.6 | 28.2 | 21.5 | 59.1 | 60.6 | 62.3 |
| | 2011 | 355 | 99.4 | 15.6 | 34.4 | 30.6 | 19.4 | 62.4 | 62.5 | 62.3 |

* 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