



Beaufort High

84 Sea Island Parkway
Beaufort, South Carolina

Grades	9-12 High School	
Enrollment	1,604 Students	
Principal	Daniel Durbin	843-322-2000
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Excellent
2007	Below Average	At-Risk
2006	Average	Average
2005	Average	At-Risk
2004	Good	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	7	18	3	0

* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	68.9	70.1	77.0	76.2	79.6	82.6
Passed 1 subtest (%)	17.8	20.6	11.5	11.0	11.6	10.0
Passed no subtests (%)	13.3	9.2	11.5	12.9	8.8	7.6

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	91.9%	93.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	406	293
Number of Diplomas	315	213
Rate	77.6%	73.9%

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	51.3	77.6
English 1	61.3	67.5
Physical Science	39.7	60.3
All Tests	51.3	68.1

* 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=1,604)				
Retention rate	0.2%	Down from 0.5%	4.8%	6.1%
Attendance rate	99.7%	Down from 99.9%	95.1%	95.0%
Eligible for gifted and talented	16.3%	Up from 14.4%	12.3%	8.3%
With disabilities other than speech	7.8%	Up from 7.0%	13.9%	13.0%
Older than usual for grade	2.4%	Up from 1.8%	7.7%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.3%	Up from 0.5%	1.8%	1.5%
Enrolled in AP/IB programs	19.9%	Up from 18.4%	17.1%	11.4%
Successful on AP/IB exams	39.1%	N/A	57.5%	54.3%
Eligible for LIFE Scholarship	29.7%	Down from 30.4%	31.5%	30.5%
Annual dropout rate	1.9%	Up from 0.2%	4.0%	3.5%
Career/technology students in co-curricular organizations	1.7%	Down from 1.8%	1.2%	3.1%
Enrollment in career/technology courses	779	Up from 478	647	559
Students participating in work-based experiences	4.9%	Down from 5.3%	7.8%	10.6%
Career/technology students attaining technical skills	79.4%	Down from 80.7%	80.3%	79.6%
Career/technology completers placed	100.0%	No Change	98.3%	98.5%
Teachers (n=99)				
Teachers with advanced degrees	61.6%	Down from 62.0%	61.3%	57.4%
Continuing contract teachers	67.7%	Down from 77.0%	70.8%	69.6%
Teachers with emergency or provisional certificates	14.3%	Up from 11.2%	5.6%	8.7%
Teachers returning from previous year	88.5%	Up from 86.5%	86.0%	85.0%
Teacher attendance rate	95.8%	Up from 94.4%	95.5%	95.4%
Average teacher salary	\$48,636	Up 3.7%	\$46,854	\$46,061
Professional development days/teacher	17.7 days	Down from 19.3 days	11.7 days	11.4 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	3.0
Student-teacher ratio in core subjects	26.3 to 1	Down from 26.4 to 1	27.5 to 1	25.4 to 1
Prime instructional time	94.0%	Up from 92.2%	89.9%	89.1%
Dollars spent per pupil*	\$6,211	Up 10.5%	\$6,924	\$7,279
Percent of expenditures for teacher salaries*	65.3%	Down from 66.1%	54.6%	55.3%
Percent of expenditures for instruction*	67.7%	Down from 69.0%	59.7%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	Up from 58.3%	96.0%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Excellent	Average

* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	347	91.9%	864	51.3%	406	77.6%	No
Gender							
Male	137	90.5%	450	56.0%	166	72.9%	N/A
Female	210	92.9%	413	46.2%	240	80.8%	N/A
Racial/Ethnic Group							
White	164	97.0%	315	64.4%	188	75.5%	N/A
African American	162	87.0%	481	42.8%	193	80.3%	N/A
Asian/Pacific Islander	N/A	N/A	10	80.0%	N/A	N/A	N/A
Hispanic	17	88.2%	34	55.9%	19	78.9%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	14	57.1%	72	31.9%	25	84.0%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	141	87.9%	441	44.2%	166	78.9%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

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

During the 2007-2008 school year, the Beaufort High School staff completed its second year of the small schools model. Initial data indicates that discipline referrals have continued to decline, and stakeholders are expressing increased satisfaction with the school's direction. Small school staffs are working on updating majors for the third year of implementation.

The School of Alternative Studies consists of students that did not earn credits in the core subject areas during their freshman year. A credit audit of the school's students verifies that over 100 credits in the core subject areas have been earned. This will allow those students to join their peers in the small school of their choice.

An alternative school for rising freshmen will be piloted during the 2008-09 school year. This program will focus on helping identified students develop stronger skills in math and English, while earning credit. In addition, the program will provide students with additional support in social skills, study skills, and career exploration.

The staff development focus has been centered on varying instructional methodology and utilizing technology in the classroom. Funds from the school's technical assistant funds will be utilized during the 2008-09 school year to train all teachers in the 4 MAT Learning Styles Model of instruction and assessment. This model will become the non-negotiable school-wide standard.

In addition, the technology funds will be utilized to purchase White Board technology for all math and science classrooms. This will require that math and science teachers be trained to effectively utilize the technology in instruction and assessment. It is the district's goal that all classrooms be equipped with this technology within the next two years.

External Audits were conducted by four teams consisting of community partners; teachers, parents, and students from other schools; and district employees. Each team examined the small school's administrative processes, classroom instruction, and general climate. The exit report produced by each audit team will be used to guide each small school's improvement plan.

Dr. Daniel H. Durbin, Principal
Mrs. Lisa O'Brien, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	231	64
Percent satisfied with learning environment	79.0%	62.9%	63.9%
Percent satisfied with social and physical environment	81.0%	71.8%	61.7%
Percent satisfied with school-home relations	50.8%	76.8%	55.7%

* 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 15 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. Sanction: Implement the restructuring plan.
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 School	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.0%	0.0%	No

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	416	96.4	12.7	28.5	33.4	25.4	67.6	65.3	69.7	Yes	Yes
Male	199	96.5	16.4	33.3	31.7	18.6	60.1	58.5	64.6	N/A	N/A
Female	217	96.3	9.4	24.1	35	31.5	74.4	72.1	74.8	N/A	N/A
White	191	96.9	4.5	15.2	39.9	40.4	86	84.2	81.7	Yes	Yes
African American	204	96.6	21.1	41.6	26.3	11.1	48.4	50.2	53.6	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	66.7	83.1	I/S	I/S
Hispanic	13	100	8.3	25	50	16.7	83.3	46	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	65.5	I/S	I/S						
Disabled	41	90.2	50	38.2	11.8	0	17.6	21.4	25.2	I/S	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	20.9	47.3	I/S	I/S
Subsized meals	183	95.6	22.8	40.7	26.3	10.2	47.9	48	55.1	No	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	416	96.6	20.7	26.2	28.2	24.9	65.3	60.5	67.2	Yes	Yes
Male	199	96.5	25.7	22.4	30.1	21.9	61.7	56.9	66.3	N/A	N/A
Female	217	96.8	16.3	29.6	26.6	27.6	68.5	64.2	68	N/A	N/A
White	191	97.4	8.4	20.2	33.7	37.6	82	78	79.6	Yes	Yes
African American	204	96.6	33.2	33.2	22.1	11.6	47.9	44.9	49.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	60	88.9	I/S	I/S
Hispanic	13	100	16.7	8.3	41.7	33.3	83.3	48.3	60	I/S	I/S
American Indian/Alaskan	1	I/S	69.5	I/S	I/S						
Disabled	41	90.2	67.6	26.5	2.9	2.9	11.8	13.6	23.8	I/S	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	30.8	54.9	I/S	I/S
Subsized meals	183	95.6	32.3	29.3	27.5	10.8	50.3	46.2	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	257	91.1	68.5	16.7	3.9	1.9	5.8	N/A	N/A	N/A	N/A
Male	116	87.9	59.5	17.2	6.9	4.3	11.2	N/A	N/A	N/A	N/A
Female	141	93.6	75.9	16.3	1.4	N/A	I/S	N/A	N/A	N/A	N/A
White	97	90.7	58.8	21.6	6.2	4.1	10.3	N/A	N/A	N/A	N/A
African American	149	90.6	75.2	12.8	2.7	N/A	I/S	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	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	24	70.8	70.8	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	129	89.1	72.1	14.0	2.3	0.8	I/S	N/A	N/A	N/A	N/A

* Adj - 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 and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------

English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	442	95.0	11.0	31.0	34.5	23.5	68.5	66.5	70.7
	2008	416	96.4	12.7	28.5	33.4	25.4	67.6	65.3	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	442	95.0	26.6	31.8	22.3	19.3	52.1	53.7	62.2
	2008	416	96.6	20.7	26.2	28.2	24.9	65.3	60.5	67.2

Abbreviations for Missing Data

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