



## Berkeley High

406 West Main Street  
Moncks Corner, SC 29461

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,483 Students	
<b>Principal</b>	Dr. Kimberly A. McLaren	843-899-8800
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Good</b>
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Average

## 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
4	7	23	1	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 (%)	74.1	67.1	77.4	74.7	76.7	79.4
Passed 1 subtest (%)	11.2	16.2	11.4	11.9	13.1	11.1
Passed no subtests (%)	14.7	16.7	11.1	13.4	10.5	9.6

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	93.6%	94.0%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	368	234
Number of Diplomas	247	171
Rate	67.1%	73.0%

**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	78.8	72.4
English 1	64.9	59.6
Physical Science	27.8	51.0
All Tests	67.1	60.8

\* 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
<b>Students (n=1,483)</b>				
Retention rate	3.4%	Up from 2.2%	6.3%	6.1%
Attendance rate	92.0%	Down from 95.1%	95.0%	95.0%
Eligible for gifted and talented	0.0%	No Change	11.2%	8.3%
With disabilities other than speech	16.3%	Up from 15.5%	13.5%	13.0%
Older than usual for grade	6.7%	Up from 3.4%	9.0%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.0%	Down from 4.4%	1.2%	1.5%
Enrolled in AP/IB programs	5.6%	Down from 6.4%	9.9%	11.4%
Successful on AP/IB exams	88.6%	N/A	49.2%	54.3%
Eligible for LIFE Scholarship	39.1%	Up from 34.0%	31.8%	30.5%
Annual dropout rate	7.6%	Up from 6.6%	3.7%	3.5%
Career/technology students in co-curricular organizations	2.6%	Down from 2.9%	5.1%	3.1%
Enrollment in career/technology courses	674	Down from 679	567	559
Students participating in work-based experiences	7.8%	Down from 35.5%	22.0%	10.6%
Career/technology students attaining technical skills	55.0%	Up from 52.9%	77.1%	79.6%
Career/technology completers placed	97.7%	Down from 100.0%	98.1%	98.5%
<b>Teachers (n=104)</b>				
Teachers with advanced degrees	50.0%	Up from 43.3%	54.2%	57.4%
Continuing contract teachers	50.0%	Down from 57.7%	75.0%	69.6%
Teachers with emergency or provisional certificates	13.6%	Up from 12.3%	7.4%	8.7%
Teachers returning from previous year	79.6%	Down from 79.9%	86.7%	85.0%
Teacher attendance rate	94.2%	Down from 94.6%	95.5%	95.4%
Average teacher salary	\$43,636	Up 4.0%	\$45,979	\$46,061
Professional development days/teacher	13.2 days	Down from 16.1 days	11.9 days	11.4 days
<b>School</b>				
Principal's years at school	1.0	Down from 14.0	3.0	3.0
Student-teacher ratio in core subjects	25.4 to 1	Down from 28.1 to 1	26.0 to 1	25.4 to 1
Prime instructional time	84.7%	Down from 88.4%	88.9%	89.1%
Dollars spent per pupil*	\$6,512	Up 9.0%	\$7,127	\$7,279
Percent of expenditures for teacher salaries*	53.5%	Down from 58.0%	55.0%	55.3%
Percent of expenditures for instruction*	57.0%	Down from 63.7%	60.6%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	91.7%	Down from 100.0%	93.0%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
Modern Language Program Assessment	Good	N/A	Average	Good
Classical Language Program Assessment	Average	N/A	Average	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	314	93.6%	938	67.1%	368	67.1%	No
<b>Gender</b>							
Male	154	91.6%	459	64.9%	184	59.2%	N/A
Female	160	95.6%	479	69.1%	183	75.4%	N/A
<b>Racial/Ethnic Group</b>							
White	196	95.9%	524	70.8%	215	69.8%	N/A
African American	112	91.1%	364	62.1%	140	65.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	23	60.9%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	36	52.8%	149	38.3%	42	33.3%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	23	60.9%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	151	91.4%	509	64.2%	176	62.5%	N/A

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

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## Report of Principal and School Improvement Council

Berkeley High School strives to ensure that all students have the knowledge and skills to become productive citizens and lifelong learners. We are proud to have been awarded the Small Learning Communities, High Schools That Work, South Carolina Algebra Project, and Teen Lead Character Education grants. The following programs help to assure challenging, rigorous learning opportunities for all: Ninth Grade Academy, Six plus One Writing Traits, Writing across the Curriculum, MAP Testing, Accelerated Reader, Academic Learning Centers, after-school tutorial programs, SAT prep courses, SAT tutorial programs, the Homework Academy, HSAP Campaign, Youth Diversion Program, internship programs, Career Counseling, and an Academic Incentive Card Program rewarding students for earning high grades.

Among our student accomplishments were the highest Advanced Placement scores in the district and state; Advanced Placement and other higher level courses enrolling 44 students; Dual Credit Courses enrolling 97 students; 53 honors courses earning a total of 1,044 Carnegie units; occupational specialty programs servicing 967 students; Mock Trial winning the state championship; FBLA competing at the district and state levels; eight athletic teams made the playoffs - football, boys and girls tennis, softball, baseball, boys and girls basketball, and girls soccer; individuals from wrestling and track qualified for nationals; All-County Chorus and Band students; All-region band students; a student placing in the regional Poetry Out Loud contest; and over five million dollars in scholarships offered to graduating seniors. Approximately 75% of our students are involved in extracurricular activities.

BHS is reaccruited by the Southern Association of Colleges and Schools. We continue to work toward the goals of our School Renewal Plan, ACCENT, and High Schools That Work site development and implementation plans. Forty-seven percent of our faculty have earned master's degrees or above, and teachers regularly attend 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.

To enhance student achievement, BHS appreciates active parent involvement as evidenced through numerous booster clubs. These clubs include groups which sponsor academics, athletics, AFJROTC, band, and drama/fine arts. Members of these groups provide representation on the School Improvement Council. The BHS staff and community at large are working together to provide each student the opportunity to reach his or her full potential in a supportive learning environment.

Dr. Kimberly McLaren, Principal  
Faun Harrop, School Improvement Council

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	97	272	61
Percent satisfied with learning environment	89.7%	64.9%	82.5%
Percent satisfied with social and physical environment	97.9%	74.6%	69.0%
Percent satisfied with school-home relations	66.3%	72.7%	60.7%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 out of 21 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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No

Abbreviations for Missing Data

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

All Students	373	99.5	16	31.4	34.6	18	64.6	70.1	69.7	Yes	Yes
Male	182	99.5	21.5	33.1	31.4	14	56.4	65.2	64.6	N/A	N/A
Female	191	99.5	10.7	29.8	37.6	21.9	72.5	75.4	74.8	N/A	N/A
White	216	99.1	13.2	27.3	36.1	23.4	69.3	79.6	81.7	Yes	Yes
African American	148	100	20.3	38.4	31.9	9.4	56.5	56.4	53.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	91.1	83.1	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	59	59.7	I/S	I/S
American Indian/Alaskan	3	I/S	65.5	I/S	I/S						
Disabled	67	98.5	56.5	33.9	6.5	3.2	17.7	21.5	25.2	No	Yes
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	2	I/S	I/S	I/S	I/S	I/S	I/S	44.8	47.3	I/S	I/S
Subsized meals	187	98.9	23.1	34.7	30.6	11.6	55.5	58	55.1	Yes	Yes

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

All Students	373	99.5	16.3	30.3	34.6	18.9	64.9	69.2	67.2	Yes	Yes
Male	182	99.5	20.9	27.9	34.9	16.3	64.5	69.3	66.3	N/A	N/A
Female	191	99.5	11.8	32.6	34.3	21.3	65.2	69	68	N/A	N/A
White	216	99.1	12.2	27.8	36.6	23.4	71.2	79.7	79.6	Yes	Yes
African American	148	100	22.5	35.5	31.2	10.9	54.3	54.4	49.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.7	88.9	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	56.4	60	I/S	I/S
American Indian/Alaskan	3	I/S	69.5	I/S	I/S						
Disabled	67	98.5	53.2	35.5	9.7	1.6	21	23.8	23.8	Yes	Yes
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	2	I/S	I/S	I/S	I/S	I/S	I/S	48.3	54.9	I/S	I/S
Subsized meals	187	98.9	22.5	30.6	33.5	13.3	57.2	58.1	53.1	Yes	Yes

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

All Students	123	91.1	74.8	11.4	1.6	3.3	I/S	N/A	N/A	N/A	N/A
Male	70	87.1	68.6	14.3	1.4	2.9	I/S	N/A	N/A	N/A	N/A
Female	53	96.2	83.0	7.5	1.9	3.8	I/S	N/A	N/A	N/A	N/A
White	71	93.0	73.2	12.7	2.8	4.2	I/S	N/A	N/A	N/A	N/A
African American	50	88.0	76.0	10.0	N/A	2.0	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	30	90.0	83.3	6.7	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	73	95.9	76.7	15.1	1.4	2.7	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*
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## English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	389	97.7	22.0	27.7	31.9	18.4	61.9	69.4	70.7
	2008	373	99.5	16	31.4	34.6	18	64.6	70.1	69.7

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

All Students	2007	389	97.4	25.7	31.6	26.3	16.4	52.5	58.0	62.2
	2008	373	99.5	16.3	30.3	34.6	18.9	64.9	69.2	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