



Timberland High

1418 Gravel Hill Road
St. Stephen, SC 29479

Grades	9-12 High School	
Enrollment	883 Students	
Principal	Dave Barrow	843-567-8110
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	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
2008	Average	Below Average
2007	Average	Average
2006	Below Average	At-Risk
2005	Good	Below Average
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
3	4	13	2	1

* 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 (%)	60.8	68.6	74.1	67.0	71.5	72.7
Passed 1 subtest (%)	16.7	18.8	9.5	15.4	15.8	14.1
Passed no subtests (%)	22.5	12.6	16.4	17.5	13.2	13.3

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	89.9%	91.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	228	193
Number of Diplomas	150	138
Rate	65.8%	74.6%

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	51.0	65.3
English 1	56.8	53.8
Physical Science	82.1	39.5
All Tests	55.6	51.7

* 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=883)				
Retention rate	3.5%	Up from 1.8%	5.8%	6.1%
Attendance rate	93.1%	Down from 94.4%	94.5%	95.0%
Eligible for gifted and talented	0.0%	No Change	7.4%	8.3%
With disabilities other than speech	15.5%	Down from 16.1%	14.7%	13.0%
Older than usual for grade	6.9%	Up from 3.9%	10.4%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 7.3%	1.2%	1.5%
Enrolled in AP/IB programs	3.4%	Up from 3.3%	6.5%	11.4%
Successful on AP/IB exams	N/A	N/A	27.7%	54.3%
Eligible for LIFE Scholarship	29.7%	No Change	29.0%	30.5%
Annual dropout rate	6.9%	Up from 6.1%	4.8%	3.5%
Career/technology students in co-curricular organizations	8.7%	Up from 8.0%	8.2%	3.1%
Enrollment in career/technology courses	578	Up from 545	563	559
Students participating in work-based experiences	13.0%	Down from 100.0%	6.1%	10.6%
Career/technology students attaining technical skills	76.6%	Up from 74.8%	78.0%	79.6%
Career/technology completers placed	95.1%	Down from 95.3%	98.7%	98.5%
Teachers (n=62)				
Teachers with advanced degrees	61.3%	Up from 54.7%	57.4%	57.4%
Continuing contract teachers	56.5%	Down from 62.5%	64.5%	69.6%
Teachers with emergency or provisional certificates	10.5%	Down from 13.8%	11.5%	8.7%
Teachers returning from previous year	76.7%	Down from 79.3%	83.8%	85.0%
Teacher attendance rate	95.2%	Down from 95.9%	95.3%	95.4%
Average teacher salary	\$47,494	Up 7.5%	\$45,792	\$46,061
Professional development days/teacher	17.0 days	Up from 16.4 days	10.5 days	11.4 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 24.3 to 1	24.8 to 1	25.4 to 1
Prime instructional time	87.0%	Down from 89.1%	88.5%	89.1%
Dollars spent per pupil*	\$9,300	Up 14.8%	\$7,553	\$7,279
Percent of expenditures for teacher salaries*	49.7%	Down from 51.8%	52.7%	55.3%
Percent of expenditures for instruction*	53.8%	Down from 58.1%	60.5%	60.8%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Parents attending conferences	100.0%	No Change	93.6%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	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	198	89.9%	401	55.6%	228	65.8%	No
Gender							
Male	108	90.7%	176	54.0%	130	62.3%	N/A
Female	90	88.9%	225	56.9%	98	70.4%	N/A
Racial/Ethnic Group							
White	84	94.0%	147	64.6%	98	65.3%	N/A
African American	113	86.7%	244	50.4%	129	65.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	34	52.9%	39	23.1%	41	34.1%	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	124	86.3%	300	52.3%	148	62.8%	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

Timberland High School has a School Improvement Council that serves as the planning team for the school. Since the establishment of the team, channels of communication have been opened to create an atmosphere of support for new ideas. The council has been the key to this communication and provides significant input for this report.

We used several initiatives last year to address the needs of our students. This was the third year for the Ninth Grade Academy, which helps to ease the transition from middle to high school. We continued to use Measures of Academic Progress (MAP) tests as pre- and post-assessment to determine student academic achievement and student growth. Parents continued to use our In-Touch software to keep abreast of their children's academic progress. We implemented Credit Recovery during the school day and after school to address the needs of students who failed two or more courses, giving them the opportunity to retake the class(es) in a computer lab using NovaNet. In addition to Credit Recovery, Virtual Schools provides an opportunity for students to take courses online. Students who scored below standards on the HSAP were placed in Math and ELA Academic Learning Classes. An HSAP campaign that focuses on Math was launched this year. We continue to offer SAT/ACT prep classes and workshops to help our students prepare for the SAT/ACT. In order to recognize academic achievements, we implemented the Renaissance Core Values – Academic Excellence, High Expectations and Accountability, Safe and Caring Environment, and School Spirit – and we rewarded those students quarterly who demonstrated these values. The High Schools That Work program was implemented this year. It is a model that focuses on student achievement and learning. As a part of this program, four focus teams were established.

With these initiatives in place, Timberland had many successes. This graduating class had two Palmetto Fellows; the class of 2008 won in excess of three million dollars in scholarship money. We had several students win first place in DECA state competitions, and two won national DECA scholarships. A number of students placed in FBLA state competition and will represent THS at national competition this summer. Several students competed in the 2008 Skills USA, with one student continuing to the Skills USA Nationals.

We had many successes in athletics during the 2007-2008 school year. Our football team was the Regional Champions. Our softball team was the Regional Champions, and the baseball team was the Regional Runners-up. Several students were recognized on the all star/all state teams, and four seniors were awarded full athletic scholarships in their sport of choice.

Timberland will continue to work diligently to become the best school in South Carolina. To enhance this process, we must continue to develop a plan to get our community and parents more involved in school activities along with the continued collaboration and cooperation among teachers. We welcome this challenge.

Dave Barrow, Principal
 Kimberly Glaze, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	196	87
Percent satisfied with learning environment	90.2%	64.3%	69.4%
Percent satisfied with social and physical environment	91.8%	72.8%	67.1%
Percent satisfied with school-home relations	65.0%	76.5%	69.0%

* 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 12 out of 17 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	0.9%	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	202	99.5	19.2	31.1	34.7	15	58	70.1	69.7	Yes	Yes
Male	112	99.1	24.8	27.5	34.9	12.8	53.2	65.2	64.6	N/A	N/A
Female	90	100	11.9	35.7	34.5	17.9	64.3	75.4	74.8	N/A	N/A
White	81	98.8	17.3	18.7	38.7	25.3	70.7	79.6	81.7	Yes	Yes
African American	119	100	20.5	38.5	32.5	8.5	50.4	56.4	53.6	No	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	1	I/S	I/S	I/S	I/S	I/S	I/S	59	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	65.5	I/S	I/S						
Disabled	36	97.2	76.5	20.6	2.9	0	2.9	21.5	25.2	I/S	I/S
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	1	I/S	I/S	I/S	I/S	I/S	I/S	44.8	47.3	I/S	I/S
Subsized meals	137	99.3	22.9	35.1	33.6	8.4	48.9	58	55.1	No	Yes

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

All Students	202	99	24	31.8	28.6	15.6	54.2	69.2	67.2	Yes	Yes
Male	112	98.2	29.6	25.9	27.8	16.7	51.9	69.3	66.3	N/A	N/A
Female	90	100	16.7	39.3	29.8	14.3	57.1	69	68	N/A	N/A
White	81	97.5	17.6	20.3	37.8	24.3	68.9	79.7	79.6	Yes	Yes
African American	119	100	28.2	38.5	23.1	10.3	45.3	54.4	49.7	No	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	1	I/S	I/S	I/S	I/S	I/S	I/S	56.4	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	69.5	I/S	I/S						
Disabled	36	97.2	82.4	14.7	2.9	0	5.9	23.8	23.8	I/S	I/S
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	1	I/S	I/S	I/S	I/S	I/S	I/S	48.3	54.9	I/S	I/S
Subsized meals	137	98.5	28.5	37.7	23.1	10.8	44.6	58.1	53.1	No	Yes

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

All Students	30	93.3	26.7	33.3	20.0	13.3	33.3	N/A	N/A	N/A	N/A
Male	14	92.9	28.6	21.4	28.6	14.3	I/S	N/A	N/A	N/A	N/A
Female	16	93.8	25.0	43.8	12.5	12.5	I/S	N/A	N/A	N/A	N/A
White	12	83.3	N/A	16.7	33.3	33.3	I/S	N/A	N/A	N/A	N/A
African American	18	100.0	44.4	44.4	11.1	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	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	19	94.7	36.8	36.8	21.1	N/A	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	241	99.6	15.5	31.4	34.1	19.0	66.8	69.4	70.7
	2008	202	99.5	19.2	31.1	34.7	15	58	70.1	69.7

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

All Students	2007	240	99.6	27.0	30.1	27.0	15.9	50.4	58.0	62.2
	2008	202	99	24	31.8	28.6	15.6	54.2	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