



## BERKELEY HIGH

406 West Main Street  
Moncks Corner, SC 29461

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,387 Students	
<b>Principal</b>	Dr. Kimberly A. McLaren	843-899-8800
<b>Superintendent</b>	Dr. Anthony Parker	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-573-7794

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>At-Risk</b>
2009	Below Average	At-Risk
2008	Average	Good
2007	Average	At-Risk
2006	Good	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 GOAL

By 2010, SC'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.

## 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.

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	10	23	2	0

\* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	77.4%	75.3%	75.6%	79.4%	74.4%	77.3%
Passed 1 subtest (%)	11.4%	13.8%	12.9%	11.1%	13.6%	11.4%
Passed no subtests (%)	11.1%	10.9%	11.5%	9.6%	12.1%	11.6%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	86.2%	89.7%

## Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	367	412	246	284
Number of Graduates in Cohort	226	246	181	197
Rate	61.6%	59.7%	75.1%	70.2%

\*Used to calculate current AYP.

## 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	76.6%	73.9%
English 1	56.9%	66.6%
Physical Science	65.4%	53.4%
US History and the Constitution	67.6%	41.5%
All Tests	66.8%	58.5%

\* 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=1,387)</b>				
Retention rate	2.5%	Down from 2.8%	3.7%	3.7%
Attendance rate	88.6%	Down from 91.8%	95.3%	95.4%
Eligible for gifted and talented	0.1%	Up from 0.0%	11.7%	12.4%
With disabilities other than speech	15.2%	Down from 16.5%	13.1%	12.8%
Older than usual for grade	9.1%	Up from 8.4%	9.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.7%	1.1%	1.1%
Enrolled in AP/IB programs	13.1%	Up from 9.5%	13.0%	13.1%
Successful on AP/IB exams	59.2%	Down from 78.2%	43.6%	50.4%
Eligible for LIFE Scholarship	30.9%	Up from 28.2%	31.2%	30.4%
Annual dropout rate	6.7%	Down from 7.9%	3.5%	3.1%
Career/technology students in co-curricular organizations	3.4%	Down from 5.7%	1.1%	2.2%
Enrollment in career/technology courses	642	Down from 704	432	424
Students participating in work-based experiences	14.8%	Up from 12.5%	12.3%	11.7%
Career/technology students attaining technical skills	61.6%	Up from 57.9%	76.8%	78.7%
Career/technology completers placed	95.2%	Down from 97.3%	97.2%	98.5%
<b>Teachers (n=100)</b>				
Teachers with advanced degrees	50.0%	Up from 48.1%	59.4%	60.4%
Continuing contract teachers	65.0%	Up from 58.7%	80.4%	76.6%
Teachers with emergency or provisional certificates	14.0%	Down from 18.9%	5.4%	6.5%
Teachers returning from previous year	82.1%	Up from 79.0%	87.6%	86.8%
Teacher attendance rate	95.1%	Up from 95.0%	95.1%	95.8%
Average teacher salary*	\$45,510	Up 1.6%	\$47,313	\$47,390
Professional development days/teacher	14.3 days	Down from 15.5 days	10.8 days	10.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	25.1 to 1	Down from 25.6 to 1	27.0 to 1	25.8 to 1
Prime instructional time	83.2%	Down from 85.6%	89.1%	90.1%
Dollars spent per pupil**	\$7,954	Up 18.5%	\$7,788	\$7,974
Percent of expenditures for teacher salaries**	52.3%	Down from 56.5%	54.7%	55.4%
Percent of expenditures for instruction**	55.8%	Down from 61.8%	60.1%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.2%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	326	86.2%	1289	66.8%	412	59.7%	No
<b>Gender</b>							
Male	167	81.4%	625	67.5%	215	53.0%	N/A
Female	159	91.2%	664	66.1%	197	67.0%	N/A
<b>Racial/Ethnic Group</b>							
White	184	88.0%	688	74.7%	234	58.1%	N/A
African American	134	83.6%	536	56.3%	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	45	66.7%	10	30.0%	N/A
American Indian/Alaskan	N/A	N/A	11	63.6%	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	42	47.6%	104	41.3%	48	27.1%	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	36	72.2%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	174	81.6%	736	61.3%	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, and Workforce Investment Act grants. The following programs help to assure challenging, rigorous learning opportunities for all: Scholars Academy, Six plus One Writing Traits, Writing Across the Curriculum, MAP Testing, Accelerated Reader, Academic Learning Centers, afterschool tutorial programs, STAR Academy, SAT prep courses, SAT tutorial programs, the Homework Academy, HSAP Campaign, internship programs, Career Counseling, and an Academic Incentive Card Program.

Among student accomplishments were Advanced Placement and other higher-level courses enrolling 74 students; Dual Credit Courses enrolling 25 students; 57 honors courses and 9 AP courses; occupational specialty programs servicing 590 students; AFJROTC winning the International Academic Challenge championship; FBLA competing at the district and state levels; Football winning a state championship and 9 athletic teams making the playoffs -- boys' and girls' tennis, softball, baseball, girls' and boys' basketball, and girls soccer; individuals from wrestling and track qualified for nationals; All-County Chorus and Band students; All-Region and State Band students; and over seven million dollars in scholarships offered to graduating seniors. Berkeley High School is also proud of the Forensics Team and the TSA's Robotics Team.

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. Approximately sixty-nine percent of our faculty received continuing contracts, 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 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, 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  
Cindy Hilton, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	99	253	61
Percent satisfied with learning environment	89.9%	68.4%	83.3%
Percent satisfied with social and physical environment	98.0%	73.7%	77.6%
Percent satisfied with school-home relations	77.6%	76.7%	68.4%

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

## Abbreviations for Missing Data

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**School Adequate Yearly Progress** NO

This school met 11 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	359	98.3	16.3	35.2	27.4	21.1	61.7	66.2	65.9	No	Yes
Male	177	97.7	19.5	37.8	25.6	17.1	55.5	60.1	60.8	N/A	N/A
Female	182	98.9	13.1	32.7	29.2	25	67.9	72.6	71	N/A	N/A
White	194	97.9	11.1	32.8	32.8	23.3	70.6	73.9	77.5	No	Yes
African American	150	98.7	23	37.4	20.9	18.7	51.8	55.2	49.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	84	80.2	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	58.6	56.8	I/S	I/S
American Indian/Alaskan	5	I/S	65.9	I/S	I/S						
Disabled	44	95.5	62.2	27	2.7	8.1	13.5	17.1	21.3	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	52.3	47.3	I/S	I/S
Subsidized meals	203	97	25.3	36	23.1	15.6	52.2	55.5	51.5	No	Yes

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

All Students	359	97.5	16.7	33.6	28.2	21.5	59.1	60.6	62.3	No	Yes
Male	177	97.2	15.3	33.7	28.2	22.7	58.3	60.8	61.7	N/A	N/A
Female	182	97.8	18	33.5	28.1	20.4	59.9	60.5	63	N/A	N/A
White	194	96.4	11.2	30.3	29.8	28.7	68.5	70.6	75	Yes	Yes
African American	150	98.7	23	37.4	26.6	12.9	48.2	46.3	44	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	78	85.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	58.2	56.7	I/S	I/S
American Indian/Alaskan	5	I/S	62.5	I/S	I/S						
Disabled	44	95.5	56.8	27	16.2	0	18.9	21.2	22.1	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	51.8	52.6	I/S	I/S
Subsidized meals	203	96.6	22.7	38.4	25.9	13	49.2	49.4	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	353	89.2	52.7	20.0	13.0	14.3	27.3	N/A	N/A	N/A	N/A
Male	172	90.1	49.7	18.1	12.9	19.4	32.3	N/A	N/A	N/A	N/A
Female	181	88.4	55.6	21.9	13.1	9.4	22.5	N/A	N/A	N/A	N/A
White	193	87.6	42.6	22.5	15.4	19.5	34.9	N/A	N/A	N/A	N/A
African American	145	91.7	65.4	16.5	9.8	8.3	18.0	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	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	39	56.4	86.4	9.1	4.5	0.0	4.5	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	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	197	89.3	60.8	18.2	11.9	9.1	21.0	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*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2009	310	99.4	17.3	36.7	25.3	20.8	58.8	65.2	61.8
	2010	359	98.3	16.3	35.2	27.4	21.1	61.7	66.2	65.9

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

All Students	2009	310	99.4	15.2	32.9	29.1	22.8	63.7	65.8	62.7
	2010	359	97.5	16.7	33.6	28.2	21.5	59.1	60.6	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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