



BEREA HIGH

201 Burdine Drive
Greenville, South Carolina

Grades	9-12 High School	
Enrollment	1,064 Students	
Principal	William F. Roach, Jr.	864-355-1600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average
2009	Average	Below Average
2008	Average	Excellent
2007	At-Risk	At-Risk
2006	Below 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 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	5	19	4	3

* Ratings are calculated with data available by 09/29/2011.

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 (%)	70.7%	65.7%	74.7%	73.6%	68.6%	70.0%
Passed 1 subtest (%)	13.7%	16.6%	13.6%	13.8%	16.3%	16.2%
Passed no subtests (%)	15.6%	17.6%	11.7%	12.7%	15.1%	13.8%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	87.4%	86.5%

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	285	296	218	202
Number of Graduates in Cohort	192	188	153	140
Rate	67.4%	63.5%	72.3%	70.5%

*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	60.9%	63.5%
English 1	59.4%	59.4%
Physical Science	65.1%	44.6%
US History and the Constitution	40.1%	31.6%
All Tests	56.4%	49.4%

* 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=1,064)				
Retention rate	2.8%	Down from 4.6%	4.1%	3.7%
Attendance rate	94.1%	Up from 93.5%	94.7%	95.4%
Eligible for gifted and talented	7.0%	Down from 7.5%	8.2%	12.4%
With disabilities other than speech	15.2%	Down from 16.8%	14.1%	12.8%
Older than usual for grade	12.3%	Down from 12.9%	11.9%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	No Change	1.2%	1.1%
Enrolled in AP/IB programs	7.1%	Down from 13.4%	9.7%	13.1%
Successful on AP/IB exams	40.8%	Up from 30.0%	24.8%	50.4%
Eligible for LIFE Scholarship	28.4%	Up from 27.7%	27.6%	30.4%
Annual dropout rate	6.6%	Up from 5.8%	3.6%	3.1%
Career/technology students in co-curricular organizations	6.0%	Down from 6.6%	5.9%	2.2%
Enrollment in career/technology courses	454	Down from 512	337	424
Students participating in work-based experiences	10.3%	Down from 22.9%	10.3%	11.7%
Career/technology students attaining technical skills	73.1%	Up from 72.0%	73.1%	78.7%
Career/technology completers placed	100.0%	No Change	98.5%	98.5%
Teachers (n=59)				
Teachers with advanced degrees	64.4%	Up from 56.1%	58.2%	60.4%
Continuing contract teachers	76.3%	Up from 68.2%	71.3%	76.6%
Teachers with emergency or provisional certificates	10.4%	Down from 11.3%	10.9%	6.5%
Teachers returning from previous year	87.4%	Up from 87.0%	83.7%	86.8%
Teacher attendance rate	97.2%	Up from 96.0%	95.3%	95.8%
Average teacher salary*	\$44,103	Up 1.5%	\$46,841	\$47,390
Professional development days/teacher	8.3 days	Down from 8.7 days	10.2 days	10.0 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	28.7 to 1	Up from 27.0 to 1	22.9 to 1	25.8 to 1
Prime instructional time	91.0%	Up from 89.1%	88.3%	90.1%
Dollars spent per pupil**	\$6,391	Up 3.2%	\$9,005	\$7,974
Percent of expenditures for teacher salaries**	56.6%	Up from 54.9%	53.9%	55.4%
Percent of expenditures for instruction**	60.0%	Up from 59.2%	60.0%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 100.0%	95.9%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	Excellent	N/A	Excellent	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	215	87.4%	970	56.4%	296	63.5%	No
Gender							
Male	90	84.4%	470	53.4%	127	53.5%	N/A
Female	125	89.6%	500	59.2%	169	71.0%	N/A
Racial/Ethnic Group							
White	83	95.2%	372	66.1%	111	65.8%	N/A
African American	79	83.5%	357	44.3%	116	62.9%	N/A
Asian/Pacific Islander	N/A	N/A	11	54.5%	N/A	N/A	N/A
Hispanic	51	80.4%	229	59.4%	67	61.2%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	21	52.4%	106	22.6%	31	35.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	23	73.9%	198	58.6%	33	51.5%	N/A
Socio-Economic Status							
Subsidized meals	141	87.9%	726	53.9%	191	64.4%	N/A

NOTE: 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

Berea High School has served the educational needs of the Berea Community with a rich tradition of academic, athletic, and artistic excellence since 1911. The 2009-2010 school year had many accomplishments that continued this rich tradition of excellence. Berea High continues to be one of the most diverse schools in the upstate with its ever-changing student population. This diversity and rich cultural heritage help prepare students for our diverse world.

Berea High continued to excel academically this year. The school's nationally recognized Air Force Junior ROTC unit has won the Distinguished Unit Award for the past six years. This year we expanded our emphasis on Professional Learning Communities (PLC) by teachers meeting weekly throughout the school year in their respective PLC. We continued our focus on literacy with the "Bad Boyz Book Club" and started the "Glam Girls Book Club". These are clubs that were started to place even greater emphasis on reading for our students. These clubs meet monthly to discuss and reflect on the books that each of them has been reading since the last meeting.

Believing that Berea High serves as the educational and cultural center of the community, the parents and community, along with the faculty and administration, continue to pursue excellence in every aspect of school life.

Jeff Packard
SIC Chairman
William F. Roach, Jr.
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	35	2
Percent satisfied with learning environment	91.7%	79.4%	I/S
Percent satisfied with social and physical environment	95.0%	91.2%	I/S
Percent satisfied with school-home relations	50.0%	84.4%	I/S

* 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 17 out of 23 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No

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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	263	99.6	14.6	29.7	39.3	16.3	65.7	71.3	65.9	No	Yes
Male	129	99.2	18.5	31.1	38.7	11.8	58.8	66	60.8	N/A	N/A
Female	134	100	10.8	28.3	40	20.8	72.5	76.7	71	N/A	N/A
White	122	99.2	7	23.5	47	22.6	79.1	81.9	77.5	Yes	Yes
African American	86	100	20	41.3	36	2.7	52	49.4	49.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	80.4	80.2	I/S	I/S
Hispanic	51	100	23.9	26.1	28.3	21.7	56.5	58	56.8	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	37	100	41.9	29	19.4	9.7	35.5	24.8	21.3	I/S	I/S
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	29	100	22.5	30	32.5	15	55	49.7	47.3	Yes	I/S
Subsidized meals	190	100	15.2	34.5	36.8	13.5	62.6	52.9	51.5	No	Yes

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

All Students	263	99.6	17.2	40.6	30.1	12.1	57.3	64.6	62.3	No	Yes
Male	129	99.2	19.3	42	28.6	10.1	55.5	64.8	61.7	N/A	N/A
Female	134	100	15	39.2	31.7	14.2	59.2	64.3	63	N/A	N/A
White	122	100	11.2	31.9	41.4	15.5	73.3	76.1	75	Yes	Yes
African American	86	98.8	28.4	52.7	13.5	5.4	29.7	38.6	44	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.3	85.5	I/S	I/S
Hispanic	51	100	13	41.3	30.4	15.2	63	53.9	56.7	Yes	Yes
American Indian/Alaskan	N/A	I/S	62.5	I/S	I/S						
Disabled	37	97.3	60	23.3	13.3	3.3	23.3	22.7	22.1	I/S	I/S
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	29	100	10	47.5	30	12.5	62.5	50.9	52.6	Yes	I/S
Subsidized meals	190	99.5	17.6	43.5	27.6	11.2	52.9	46.2	48.1	No	Yes

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

All Students	261	88.1	57.0	14.8	12.6	15.7	28.3	N/A	N/A	N/A	N/A
Male	128	83.6	60.7	11.2	13.1	15.0	28.0	N/A	N/A	N/A	N/A
Female	133	92.5	53.7	17.9	12.2	16.3	28.5	N/A	N/A	N/A	N/A
White	120	89.2	48.6	13.1	17.8	20.6	38.3	N/A	N/A	N/A	N/A
African American	85	87.1	71.6	12.2	8.1	8.1	16.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	52	88.5	54.3	19.6	8.7	17.4	26.1	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	33	60.6	80.0	10.0	5.0	5.0	10.0	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	45	91.1	53.7	24.4	9.8	12.2	22.0	N/A	N/A	N/A	N/A
Subsidized meals	188	87.2	62.8	12.8	10.4	14.0	24.4	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	2009	298	98	18.2	45	26.4	10.4	46.1	66.9	61.8
	2010	263	99.6	14.6	29.7	39.3	16.3	65.7	71.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	294	98.3	28.7	39.9	21.6	9.7	45.5	64.7	62.7
	2010	263	99.6	17.2	40.6	30.1	12.1	57.3	64.6	62.3

* Adjusted to account for natural variation in performance.

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