



BEREA HIGH

201 Burdine Drive
Greenville, South Carolina

Grades	9-12 High School	
Enrollment	1,052 Students	
Principal	Mike Noel	864-355-1600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Below Average
2009	Average	Below Average
2008	Average	Excellent
2007	At-Risk	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	3	19	4	6

* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	65.7%	74.7%	73.8%	68.6%	70.0%	65.9%
Passed 1 subtest (%)	16.6%	13.6%	14.3%	16.3%	16.2%	19.0%
Passed no subtests (%)	17.6%	11.7%	11.8%	15.1%	13.8%	15.1%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	85.4%	83.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	296	309	202	190
Number of Graduates in Cohort	188	195	140	134
Rate	63.5%	63.1%	70.5%	70.7%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	300	N/A	197
Number of Graduates in Cohort	N/A	198	N/A	134
Rate	N/A	66.0%	N/A	67.4%

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	66.4%	66.2%
English 1	62.4%	52.0%
Biology 1/Applied Biology 2	60.6%	49.7%
Physical Science	62.8%	42.3%
US History and the Constitution	42.8%	31.9%
All Tests	58.9%	47.9%

* 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=1,052)				
Retention rate	4.0%	Up from 2.8%	4.8%	3.4%
Attendance rate	93.6%	Down from 94.1%	94.9%	95.0%
Served by gifted and talented program	5.7%	Down from 7.0%	7.7%	12.4%
With disabilities other than speech	13.6%	Down from 15.2%	12.2%	9.9%
Older than usual for grade	8.8%	Down from 12.3%	9.9%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 1.6%	0.8%	0.9%
Enrolled in AP/IB programs	10.6%	Up from 7.1%	7.6%	13.0%
Successful on AP/IB exams	14.9%	Down from 40.8%	17.3%	51.7%
Eligible for LIFE Scholarship	28.4%	No Change	27.5%	30.1%
Annual dropout rate	5.7%	Down from 6.6%	2.4%	2.5%
Career/technology students in co-curricular organizations	9.0%	Up from 6.0%	5.4%	2.9%
Enrollment in career/technology courses	530	Up from 454	352	419
Students participating in work-based experiences	0.0%	Down from 10.3%	1.1%	7.2%
Career/technology students attaining technical skills	72.5%	Down from 73.1%	76.7%	83.0%
Career/technology completers placed	100.0%	No Change	98.9%	98.4%
Teachers (n=52)				
Teachers with advanced degrees	65.4%	Up from 64.4%	59.1%	61.1%
Continuing contract teachers	84.6%	Up from 76.3%	74.5%	80.6%
Teachers returning from previous year	84.7%	Down from 87.4%	82.6%	86.5%
Teacher attendance rate	95.1%	Down from 97.2%	95.4%	95.5%
Average teacher salary*	\$43,801	Down 0.7%	\$45,203	\$46,884
Professional development days/teacher	9.8 days	Up from 8.3 days	9.9 days	10.0 days
School				
Principal's years at school	1.0	Down from 7.0	2.5	4.0
Student-teacher ratio in core subjects	31.2 to 1	Up from 28.7 to 1	23.6 to 1	26.5 to 1
Prime instructional time	88.4%	Down from 91.0%	88.7%	89.3%
Dollars spent per pupil**	\$6,174	Down 3.4%	\$8,846	\$7,804
Percent of expenditures for teacher salaries**	56.8%	Up from 56.6%	55.9%	58.0%
Percent of expenditures for instruction**	58.6%	Down from 60.0%	59.1%	60.6%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Down from 99.2%	96.5%	97.3%
Character development program	Below Average	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

* 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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	226	85.4%	1235	58.9%	296	63.5%	No
Gender							
Male	114	78.9%	583	60.2%	127	53.5%	N/A
Female	112	92.0%	643	57.9%	169	71.0%	N/A
Racial/Ethnic Group							
White	84	82.1%	493	66.5%	111	65.8%	N/A
African American	86	86.0%	402	45.3%	116	62.9%	N/A
Asian/Pacific Islander	N/A	N/A	11	63.6%	N/A	N/A	N/A
Hispanic	52	88.5%	314	63.7%	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	44	54.5%	107	24.3%	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	50	88.0%	254	61.8%	33	51.5%	N/A
Socio-Economic Status							
Subsidized meals	162	83.3%	952	56.3%	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 since 1911. The 2010-2011 school year was filled with new milestones and an opportunity to celebrate our centennial birthday as a high school. During this past year we welcomed back alumni and showcased our current students' achievements to our community. As one of the most diverse schools in the upstate, Berea High provides many opportunities to develop cultural awareness and appreciation for the talents and abilities of our student population and to prepare our students for an ever changing, diverse society.

Berea High continued to excel academically this year. Student performance on end-of-course tests improved in every subject area. The school's nationally recognized Air Force Junior ROTC unit has won the Distinguished Unit Award for the past seven years. This year the unit was recognized as a Distinguished Unit with Merit, the highest award given to JROTC units. This year we expanded our emphasis on literacy with the purchase of books for classroom libraries. Our student book clubs continue to increase in numbers and participation. Over 35% of our students participate in either "Bad Boyz" or "Glam Girls" book clubs. Our band received over \$20,000 in grants for music equipment and continues to grow and excel. Our athletic teams competed at a high level, going to the playoffs in football, basketball, and softball. In addition we had ten student athletes sign letters of intent to continue their education and to play college sports.

Instructionally, we have continued to expand our professional learning communities. We have spent this year aligning our curriculum vertically to ensure that our students have a clear and intentional path to reaching mastery in all content areas. 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. Our goal is to provide a high quality education to all of our students and to prepare them to be successful in all aspects of their lives after high school.

Georgia Sizemore, SIC Chair
Mike Noel, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	42	23
Percent satisfied with learning environment	82.5%	81.0%	73.9%
Percent satisfied with social and physical environment	92.9%	88.1%	82.6%
Percent satisfied with school-home relations	35.1%	73.8%	73.9%

* 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 15 out of 29 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	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	285	98.2	15.5	29.1	35.7	19.8	63.2	75.1	68.0	No	Yes
Male	143	97.9	23.7	25.2	36.6	14.5	55.7	70.3	63.1	N/A	N/A
Female	142	98.6	7.1	33.1	34.6	25.2	70.9	80.0	73.1	N/A	N/A
White	102	97.1	10.0	21.1	46.7	22.2	74.4	85.5	79.4	Yes	Yes
African American	89	98.9	25.6	32.9	29.3	12.2	46.3	54.2	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.3	83.2	I/S	I/S
Hispanic	90	98.9	12.0	33.7	31.3	22.9	67.5	65.7	62.8	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.7	66.4	I/S	I/S
Disabled	46	95.7	53.7	36.6	9.8	N/A	14.6	24.1	22.8	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	50	100.0	21.7	52.2	26.1	N/A	45.7	48.0	45.1	No	Yes
Subsidized meals	235	97.9	17.1	31.0	32.4	19.5	59.0	58.4	54.7	No	Yes

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

All Students	285	97.5	20.9	35.3	36.0	7.8	57.8	67.5	62.3	No	Yes
Male	143	96.5	23.7	29.8	38.9	7.6	54.2	66.2	61.4	N/A	N/A
Female	142	98.6	18.1	40.9	33.1	7.9	61.4	68.8	63.2	N/A	N/A
White	102	97.1	13.3	34.4	45.6	6.7	67.8	78.7	75.3	No	Yes
African American	89	96.6	36.6	39.0	22.0	2.4	35.4	42.6	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5	84.3	I/S	I/S
Hispanic	90	98.9	14.5	33.7	38.6	13.3	67.5	60.2	59.4	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	90.9	64.1	I/S	I/S
Disabled	46	93.5	65.9	19.5	12.2	2.4	14.6	21.2	21.5	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	50	100.0	26.1	41.3	26.1	6.5	43.5	47.2	47.1	No	Yes
Subsidized meals	235	97.0	23.3	36.2	35.2	5.2	54.3	51.1	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	285	91.6	68.2	19.2	9.6	3.1	12.6	N/A	N/A	N/A	N/A
Male	143	88.8	68.5	15.7	11.8	3.9	15.7	N/A	N/A	N/A	N/A
Female	142	94.4	67.9	22.4	7.5	2.2	9.7	N/A	N/A	N/A	N/A
White	102	91.2	62.4	23.7	12.9	1.1	14.0	N/A	N/A	N/A	N/A
African American	89	87.6	83.3	11.5	5.1	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	90	95.6	60.5	22.1	10.5	7.0	17.4	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	46	67.4	96.8	3.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	50	96.0	83.3	14.6	2.1	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	235	91.1	70.6	18.2	8.9	2.3	11.2	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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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	2010	263	99.6	14.6	29.7	39.3	16.3	65.7	71.3	65.9
	2011	285	98.2	15.5	29.1	35.7	19.8	63.2	75.1	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	263	99.6	17.2	40.6	30.1	12.1	57.3	64.6	62.3
	2011	285	97.5	20.9	35.3	36.0	7.8	57.8	67.5	62.3

* Adjusted to account for natural variation in performance.

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