

BEAUFORT HIGH

84 Sea Island Parkway
Beaufort, South Carolina

Grades	9-12 High School	
Enrollment	1,730 Students	
Principal	Dr. Daniel Durbin	843-322-2000
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**At-Risk**
2009	Average	Below Average
2008	Average	Excellent
2007	Below Average	At-Risk
2006	Average	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.

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	15	10	0	0

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

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

	Our High School			High Schools with Students Like Ours		
Percent	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
Passed 2 subtests (%)	77.0%	71.5%	74.5%	82.6%	77.7%	80.7%
Passed 1 subtest (%)	11.5%	16.7%	14.8%	10.0%	12.2%	10.9%
Passed no subtests (%)	11.5%	11.8%	10.7%	7.6%	10.2%	8.7%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	86.1%	92.1%

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	493	510	347	379
Number of Graduates in Cohort	327	331	258	278
Rate	66.3%	64.9%	74.9%	72.5%

*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	55.1%	77.2%
English 1	73.5%	72.4%
Physical Science	54.1%	63.4%
US History and the Constitution	34.4%	50.4%
All Tests	54.9%	65.5%

* 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

BEAUFORT HIGH 09/29/11-0701002

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,730)				
Retention rate	9.9%	Up from 0.5%	3.0%	3.7%
Attendance rate	99.8%	Up from 99.5%	95.4%	95.4%
Eligible for gifted and talented	16.7%	Up from 16.5%	16.0%	12.4%
With disabilities other than speech	8.1%	Up from 7.6%	12.3%	12.8%
Older than usual for grade	10.1%	Up from 3.0%	7.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Up from 0.9%	1.3%	1.1%
Enrolled in AP/IB programs	49.2%	Up from 19.6%	18.9%	13.1%
Successful on AP/IB exams	28.0%	Down from 30.4%	57.2%	50.4%
Eligible for LIFE Scholarship	29.9%	Up from 26.7%	31.5%	30.4%
Annual dropout rate	0.6%	No Change	3.4%	3.1%
Career/technology students in co-curricular organizations	0.4%	Down from 1.1%	1.4%	2.2%
Enrollment in career/technology courses	1008	Up from 121	639	424
Students participating in work-based experiences	18.0%	Up from 1.6%	9.7%	11.7%
Career/technology students attaining technical skills	70.7%	Down from 72.5%	78.6%	78.7%
Career/technology completers placed	97.7%	Down from 100.0%	100.0%	98.5%
Teachers (n=95)				
Teachers with advanced degrees	65.3%	Up from 63.2%	63.9%	60.4%
Continuing contract teachers	76.8%	Up from 72.6%	80.2%	76.6%
Teachers with emergency or provisional certificates	10.1%	Down from 12.6%	4.6%	6.5%
Teachers returning from previous year	87.3%	Down from 88.9%	88.0%	86.8%
Teacher attendance rate	94.0%	Down from 95.4%	95.8%	95.8%
Average teacher salary*	$51,482	Up 1.7%	$48,651	$47,390
Professional development days/teacher	10.0 days	Up from 9.3 days	9.9 days	10.0 days
School				
Principal's years at school	8.0	Up from 6.0	6.0	4.0
Student-teacher ratio in core subjects	32.2 to 1	Up from 30.1 to 1	28.9 to 1	25.8 to 1
Prime instructional time	91.0%	Down from 92.2%	90.8%	90.1%
Dollars spent per pupil**	$6,857	Up 2.5%	$7,215	$7,974
Percent of expenditures for teacher salaries**	62.5%	Up from 53.8%	56.2%	55.4%
Percent of expenditures for instruction**	66.2%	Down from 67.1%	61.6%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	50.0%	Down from 59.9%	94.5%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	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

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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	368	86.1%	1504	54.9%	510	64.9%	No
Gender							
Male	171	83.6%	757	53.9%	244	59.4%	N/A
Female	197	88.3%	747	56.0%	265	69.8%	N/A
Racial/Ethnic Group							
White	167	93.4%	649	70.7%	226	69.5%	N/A
African American	181	77.9%	763	40.1%	246	61.4%	N/A
Asian/Pacific Islander	N/A	N/A	11	72.7%	N/A	N/A	N/A
Hispanic	13	100.0%	66	62.1%	25	60.0%	N/A
American Indian/Alaskan	N/A	N/A	11	90.9%	N/A	N/A	N/A
Disability Status							
Disabled	19	52.6%	110	22.7%	31	64.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	18	50.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	160	77.5%	684	42.1%	211	57.3%	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

During the 2009-2010 school year, the Beaufort High School staff completed its fourth full year of the small schools model. Data indicated a continued decline in negative student behaviors such as physical altercations and harassment. In addition, the school has seen an increase in the number of CATE completers. This is attributed to the small school focus on majors. Stakeholder surveys indicated continued confidence in the school's ability to provide a safe, focused learning environment.

Improving standardized test scores was a priority during the 2008-2009 school year. The school district has implemented a new student academic support tool. The APEX program was adopted to support credit recovery, SAT/ACT, AP, EOC, and HSAP preparation and course supplement materials. In addition, the school utilized the U.S. TestPrep online program to provide additional support to EOC and HSAP preparation. Teachers also utilized the TCA online program to support SAT/ACT preparation.

Subject-area data teams were established to monitor student progress in standardized testing courses. The freshmen teams used the data to cycle struggling math students into remediation course at semester break. This allowed those students an opportunity to regain the lost credit. At all levels, the data was used to examine progress and/or redirect instruction and assessment to promote student success.

The staff development focus has been centered on supporting teachers to use the new tools: APEX, U.S. TestPrep, TCA, and PowerSchool. It is anticipated that teachers will have an even greater command of the tools during the 2010-2011 school year. In addition, teachers have been concentrating on how to collect, interpret, and utilize data to enhance student achievement.

An external audit was conducted by Mr. Brandon Cosby, small schools auditor. Mr. Cosby examined the small school's administrative processes, classroom instruction, and general climate. Overall, the school received high marks for general implementation of the small schools model. The exit report was utilized to update the School Improvement Plan for the 2010-2011 school year.

Daniel Durbin, Principal
Gail Clark, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	65	167	66
Percent satisfied with learning environment	72.3%	66.5%	80.0%
Percent satisfied with social and physical environment	73.4%	81.5%	65.6%
Percent satisfied with school-home relations	53.8%	84.6%	72.7%

* 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 8 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

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	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.6%	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	448	92.9	13.3	30	30	26.8	65.3	62.5	65.9	No	Yes
Male	229	93	17.7	33	30	19.2	58.1	54.9	60.8	N/A	N/A
Female	219	92.7	8.6	26.9	29.9	34.5	72.6	69.8	71	N/A	N/A
White	207	92.8	3.8	18.9	35.7	41.6	83.2	79.7	77.5	Yes	Yes
African American	211	92.9	23	40.8	24.1	12	47.6	45.5	49.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60	80.2	I/S	I/S
Hispanic	18	100	11.8	35.3	23.5	29.4	58.8	51.1	56.8	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	41	80.5	60.6	24.2	12.1	3	18.2	18.2	21.3	I/S	No
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	38.1	47.3	I/S	I/S
Subsidized meals	192	93.2	22.3	38.9	27.4	11.4	48.6	48.5	51.5	No	No
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	448	93.1	20.9	32.1	24.6	22.4	58.2	55.4	62.3	No	Yes
Male	229	92.1	25.7	31.7	22.3	20.3	53	52.5	61.7	N/A	N/A
Female	219	94.1	16	32.5	27	24.5	63.5	58.2	63	N/A	N/A
White	207	93.2	8.6	25.7	28.3	37.4	74.9	72.5	75	Yes	Yes
African American	211	92.9	33	39.3	20.9	6.8	41.9	36.6	44	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	80	85.5	I/S	I/S
Hispanic	18	100	29.4	23.5	29.4	17.6	52.9	47.8	56.7	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	41	80.5	63.6	30.3	6.1	0	9.1	18.2	22.1	I/S	No
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	42.1	52.6	I/S	I/S
Subsidized meals	192	92.7	29.3	40.8	22.4	7.5	42.5	41	48.1	No	No
Physical Science (End-of-Course Test performance by Group)											
All Students	443	82.4	63.8	17.0	10.4	8.8	19.2	N/A	N/A	N/A	N/A
Male	227	78.0	63.3	17.5	12.4	6.8	19.2	N/A	N/A	N/A	N/A
Female	216	87.0	64.4	16.5	8.5	10.6	19.1	N/A	N/A	N/A	N/A
White	201	84.1	45.0	20.7	17.8	16.6	34.3	N/A	N/A	N/A	N/A
African American	212	83.0	82.4	13.1	4.0	0.6	4.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	18	83.3	66.7	20.0	6.7	6.7	13.3	N/A	N/A	N/A	N/A
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	40	60.0	N/AV	N/AV	N/AV	N/AV	N/AV	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	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	195	84.6	83.6	9.7	6.1	0.6	6.7	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	2009	447	96.4	15.3	35.9	24.5	24.3	62.1	60.1	61.8
	2010	448	92.9	13.3	30	30	26.8	65.3	62.5	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	447	96	23.7	28	24.1	24.1	59.5	59.1	62.7
	2010	448	93.1	20.9	32.1	24.6	22.4	58.2	55.4	62.3

* Adjusted to account for natural variation in performance.

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