

TIMBERLAND HIGH

1418 Gravel Hill Road
St. Stephen, SC 29479

Grades	9-12 High School	
Enrollment	849 Students	
Principal	Kerry Daugherty	843-567-8110
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	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
2010	**Average**	**At-Risk**
2009	Average	Good
2008	Average	Below Average
2007	Average	Average
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.

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
1	5	20	4	3

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

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 (%)	74.1%	70.4%	71.5%	72.7%	67.9%	70.3%
Passed 1 subtest (%)	9.5%	16.7%	12.3%	14.1%	16.3%	15.9%
Passed no subtests (%)	16.4%	12.8%	16.2%	13.3%	15.8%	13.8%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	82.9%	87.0%

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	273	222	209	212
Number of Graduates in Cohort	182	140	146	145
Rate	66.7%	63.1%	71.8%	70.0%

*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	68.9%	63.6%
English 1	66.3%	59.8%
Physical Science	60.4%	45.1%
US History and the Constitution	30.5%	31.6%
All Tests	56.0%	49.7%

* 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=849)				
Retention rate	1.9%	Up from 1.2%	4.2%	3.7%
Attendance rate	90.1%	Down from 93.1%	94.7%	95.4%
Eligible for gifted and talented	0.0%	No Change	8.3%	12.4%
With disabilities other than speech	14.9%	Up from 14.4%	14.3%	12.8%
Older than usual for grade	8.0%	Up from 6.0%	11.6%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.5%	1.4%	1.1%
Enrolled in AP/IB programs	7.6%	Up from 4.5%	8.7%	13.1%
Successful on AP/IB exams	19.2%	Down from 36.8%	26.2%	50.4%
Eligible for LIFE Scholarship	27.8%	Down from 29.7%	28.3%	30.4%
Annual dropout rate	5.5%	Down from 6.2%	3.6%	3.1%
Career/technology students in co-curricular organizations	7.7%	Up from 6.9%	4.4%	2.2%
Enrollment in career/technology courses	559	Down from 632	332	424
Students participating in work-based experiences	11.7%	Up from 7.6%	9.2%	11.7%
Career/technology students attaining technical skills	72.3%	Down from 78.0%	72.7%	78.7%
Career/technology completers placed	93.1%	Down from 96.1%	98.7%	98.5%
Teachers (n=62)				
Teachers with advanced degrees	61.3%	Up from 60.0%	59.0%	60.4%
Continuing contract teachers	62.9%	Down from 70.0%	71.6%	76.6%
Teachers with emergency or provisional certificates	7.3%	Down from 8.8%	10.5%	6.5%
Teachers returning from previous year	83.7%	Up from 80.4%	84.2%	86.8%
Teacher attendance rate	94.7%	Down from 96.2%	95.3%	95.8%
Average teacher salary*	$48,773	Down 0.8%	$46,917	$47,390
Professional development days/teacher	10.2 days	Up from 9.2 days	10.2 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	27.3 to 1	Up from 26.3 to 1	23.1 to 1	25.8 to 1
Prime instructional time	84.1%	Down from 87.8%	88.3%	90.1%
Dollars spent per pupil**	$9,326	Down 1.5%	$8,914	$7,974
Percent of expenditures for teacher salaries**	48.5%	Down from 52.3%	54.2%	55.4%
Percent of expenditures for instruction**	52.5%	Down from 57.6%	59.7%	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	95.7%	96.0%
Character development program	Below Average	Down from Good	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

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	175	82.9%	747	56.0%	222	63.1%	No
Gender							
Male	98	77.6%	388	54.9%	125	55.2%	N/A
Female	77	89.6%	359	57.1%	97	73.2%	N/A
Racial/Ethnic Group							
White	66	86.4%	293	68.9%	94	55.3%	N/A
African American	108	80.6%	443	47.4%	127	68.5%	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	27	25.9%	63	20.6%	34	17.6%	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	127	78.7%	572	51.7%	162	58.6%	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

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.

This year, Timberland was recognized at the state level for different academic achievements. First, we were awarded a 2009-2010 SAT Improvement Award. This award was the Magna Cum Laude for Rapid Improvement on SAT Scores. We enjoyed our highest historical composite score of 1336. Timberland was also presented with a 2009-2010 Palmetto Silver Award for High Rates of Improvement. Our Report Card Growth Rating increased from Below Average in 2008 to Good in 2009. We celebrated the highest improvement in our growth ratings in the district. Timberland is also home to the recipient of the 2010 Award for Excellence in Secondary School Science Teaching. We have completed our fifth year of having the Freshman Academy to assist students with the transition from middle school to high school. We also consistently use Measures of Academic Progress (MAP) tests as indicators of student achievement and growth as well as areas which need strengthening. Using MAP as a guideline, we continued our HSAP campaign this year, offering extra help and incentives to students in both ELA and Math. As a result, our HSAP scores continue to rise. Through our nationally-recognized Renaissance program, we recognize those students who make academic gains, attend school regularly, and have very minimal discipline issues.

Timberland enjoyed many successes both in and out of the classroom this year. The Class of 2010 honored three Palmetto Fellows and was awarded more than two million dollars in scholarship money. Furthermore, seven students in this class earned the South Carolina Honors Diploma. THS students competed at both the regional and state level in Skills USA competition and brought home the 1st place honors. Our Students also represented THS in FBLA and DECA competitions as well as in the All-County Band, All-Region Band, and in the All-County Chorus. Our Renaissance program won the National Renaissance Conference VTW Judges' Award for the third year in a row.

This year was also successful for our athletes. Our football, girls' basketball, and boys' basketball teams all won the 7-AA Region Championship. Many of our teams advanced to the state playoffs, and our boys' basketball team continued on to the Lower State Championship. Many students were recognized on numerous all-star/all-region/all-lowcountry teams, including the Shrine Bowl and the Wendy's High School Heisman Trophy.

Timberland will continue to work diligently to become the best school in South Carolina. To achieve this goal, we will continue to work with our parents and community for more involvement in school activities. 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	52	171	29
Percent satisfied with learning environment	92.3%	63.2%	82.1%
Percent satisfied with social and physical environment	100.0%	70.0%	62.1%
Percent satisfied with school-home relations	63.5%	79.5%	81.5%

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

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School Adequate Yearly Progress	NO

This school met 11 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. 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	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	3.7%	0.0%	No

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TIMBERLAND HIGH 03/24/11-0801043

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	228	100	19.2	31.9	30.5	18.3	61.5	66.2	65.9	No	Yes
Male	129	100	27.1	30.5	27.1	15.3	49.2	60.1	60.8	N/A	N/A
Female	99	100	9.5	33.7	34.7	22.1	76.8	72.6	71	N/A	N/A
White	101	100	14	22.6	32.3	31.2	76.3	73.9	77.5	Yes	Yes
African American	122	100	24.1	38.8	29.3	7.8	49.1	55.2	49.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84	80.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6	56.8	I/S	I/S
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	39	100	68.6	20	8.6	2.9	14.3	17.1	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	2	I/S	I/S	I/S	I/S	I/S	I/S	52.3	47.3	I/S	I/S
Subsidized meals	168	100	22.8	35.4	29.1	12.7	54.4	55.5	51.5	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	228	100	23	34.7	24.9	17.4	55.9	60.6	62.3	No	Yes
Male	129	100	28	29.7	26.3	16.1	55.9	60.8	61.7	N/A	N/A
Female	99	100	16.8	41.1	23.2	18.9	55.8	60.5	63	N/A	N/A
White	101	100	11.8	28	36.6	23.7	76.3	70.6	75	Yes	Yes
African American	122	100	31.9	40.5	15.5	12.1	38.8	46.3	44	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	78	85.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	58.2	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	39	100	68.6	20	2.9	8.6	17.1	21.2	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	2	I/S	I/S	I/S	I/S	I/S	I/S	51.8	52.6	I/S	I/S
Subsidized meals	168	100	25.3	38	22.2	14.6	48.7	49.4	48.1	No	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	228	87.7	56.0	20.5	10.5	13.0	23.5	N/A	N/A	N/A	N/A
Male	129	83.7	58.3	21.3	8.3	12.0	20.4	N/A	N/A	N/A	N/A
Female	99	92.9	53.3	19.6	13.0	14.1	27.2	N/A	N/A	N/A	N/A
White	101	92.1	38.7	28.0	15.1	18.3	33.3	N/A	N/A	N/A	N/A
African American	122	84.4	72.8	14.6	6.8	5.8	12.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	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	39	48.7	84.2	5.3	10.5	0.0	10.5	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	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	168	85.7	62.5	17.4	10.4	9.7	20.1	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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	204	100	17.4	46.2	19.5	16.9	52.8	65.2	61.8
	2010	228	100	19.2	31.9	30.5	18.3	61.5	66.2	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	204	99.5	23.2	36.6	26.8	13.4	51	65.8	62.7
	2010	228	100	23	34.7	24.9	17.4	55.9	60.6	62.3

* Adjusted to account for natural variation in performance.

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