



Berkeley High

406 West Main Street
Moncks Corner, SC 29461

Grades	9-12 High School	
Enrollment	1,380 Students	
Principal	Dr. Kimberly A. McLaren	843-899-8800
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Average	Good
2007	Average	At-Risk
2006	Good	Below Average
2005	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	9	24	3	1

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	67.1	77.4	75.3	76.7	79.4	74.4
Passed 1 subtest (%)	16.2	11.4	13.8	13.1	11.1	13.6
Passed no subtests (%)	16.7	11.1	10.9	10.5	9.6	12.1

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	89.5%	93.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	367	246
Number of Diplomas	226	181
Rate	61.6%	75.1%

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	77.7	71.8
English 1	58.0	60.7
Physical Science	59.7	49.7
US History and the Constitution	49.5	36.4
All Tests	62.1	53.5

* 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
Students (n=1,380)				
Retention rate	2.8%	Down from 3.4%	4.8%	4.8%
Attendance rate	91.8%	Down from 92.0%	95.0%	95.5%
Eligible for gifted and talented	0.0%	No Change	11.9%	9.2%
With disabilities other than speech	16.5%	Up from 16.3%	13.7%	12.6%
Older than usual for grade	8.4%	Up from 6.7%	9.1%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 2.0%	1.0%	1.2%
Enrolled in AP/IB programs	9.5%	Up from 5.6%	13.1%	13.2%
Successful on AP/IB exams	78.2%	Down from 88.6%	51.0%	55.6%
Eligible for LIFE Scholarship	28.2%	Down from 39.1%	29.4%	29.8%
Annual dropout rate	7.9%	Up from 7.6%	4.4%	3.5%
Career/technology students in co-curricular organizations	5.7%	Up from 2.6%	3.0%	3.0%
Enrollment in career/technology courses	704	Up from 674	445	523
Students participating in work-based experiences	12.5%	Up from 7.8%	13.6%	12.9%
Career/technology students attaining technical skills	57.9%	Up from 55.0%	78.8%	79.3%
Career/technology completers placed	97.3%	Down from 97.7%	97.9%	98.8%
Teachers (n=104)				
Teachers with advanced degrees	48.1%	Down from 50.0%	59.2%	58.6%
Continuing contract teachers	58.7%	Up from 50.0%	77.6%	71.6%
Teachers with emergency or provisional certificates	18.9%	Up from 13.6%	6.1%	8.1%
Teachers returning from previous year	79.0%	Down from 79.6%	86.8%	85.0%
Teacher attendance rate	95.0%	Up from 94.2%	95.4%	95.5%
Average teacher salary*	\$44,777	Up 2.6%	\$47,968	\$47,761
Professional development days/teacher	15.5 days	Up from 13.2 days	12.4 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	25.6 to 1	Up from 25.4 to 1	27.1 to 1	26.1 to 1
Prime instructional time	85.6%	Up from 84.7%	89.7%	89.8%
Dollars spent per pupil**	\$6,710	Up 3.0%	\$7,844	\$7,883
Percent of expenditures for teacher salaries**	56.5%	Up from 53.5%	54.0%	54.1%
Percent of expenditures for instruction**	61.8%	Up from 57.0%	59.2%	60.2%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 91.7%	97.2%	95.8%
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	Good	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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	295	89.5%	1284	62.1%	367	61.6%	No
Gender							
Male	156	85.9%	616	63.0%	196	54.6%	N/A
Female	139	93.5%	668	61.2%	171	69.6%	N/A
Racial/Ethnic Group							
White	174	95.4%	696	69.5%	216	63.9%	N/A
African American	116	81.0%	538	52.0%	144	58.3%	N/A
Asian/Pacific Islander	N/A	N/A	12	100.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	29	51.7%	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	54	53.7%	116	32.8%	67	26.9%	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	22	45.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	133	79.7%	667	57.7%	171	50.9%	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

Berkeley High School strives to ensure that all students have the knowledge and skills to become productive citizens and life long learners. We are proud to have been awarded the Palmetto Silver Award for the 2007-08 school year. BHS is also proud to have received the ACCENT, High Schools That Work, Teen Lead Character Education, Jobs For America's Graduates, and South Carolina Algebra Project Grants. The following programs help to assure challenging, rigorous learning opportunities for all: Ninth Grade Academy, Six plus One Writing Traits, Writing across the Curriculum, MAP Testing, Accelerated Reader, Academic Learning Centers, after-school tutorial programs, SAT prep courses, SAT tutorial programs, the Homework Academy, HSAP Campaign, Youth Diversion Program, internship programs, Career Counseling, and an Academic Incentive Card Program rewarding students for earning high grades.

Among our student accomplishments were a ten-percent increase in HSAP scores; Advanced Placement and other higher level courses enrolling 64 students; Dual Credit Courses enrolling 49 students; 67 honors courses earning a total of 1,169 Carnegie units; occupational specialty programs servicing 545 students; AFJROTC winning the National Academic Challenge championship; FBLA competing at the district and state levels; Ten athletic teams made the playoffs- football, boys and girls tennis, softball, baseball, girls basketball, and girls soccer; individuals from wrestling and track qualified for nationals; All-County Chorus and Band students; All-region band students; a student attending the state finals for the Poetry Out Loud contest; and over five million dollars in scholarships offered to graduating seniors.

BHS is reaccredited 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. Fifty-two percent of our faculty have earned master's degrees or above, 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.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	102	299	38
Percent satisfied with learning environment	94.1%	65.9%	80.6%
Percent satisfied with social and physical environment	99.0%	68.7%	68.4%
Percent satisfied with school-home relations	79.2%	74.7%	65.8%

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

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 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	
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	2.2%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	310	99.4	17.3	36.7	25.3	20.8	58.8	65.2	61.8	No	Yes
Male	134	99.3	23	32.5	21.4	23	53.2	62.2	57.4	N/A	N/A
Female	176	99.4	12.9	39.9	28.2	19	63.2	67.9	66.1	N/A	N/A
White	194	99.5	11.7	30.2	31.8	26.3	69.3	73.2	74.3	No	Yes
African American	109	99.1	26.2	47.6	14.6	11.7	42.7	53.3	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.5	77.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	50	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	42	95.2	68.6	22.9	8.6	0	17.1	21.7	19.4	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	36.1	38.5	I/S	I/S
Subsized meals	148	100	22	45.4	19.9	12.8	48.2	56	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	310	99.4	15.2	32.9	29.1	22.8	63.7	65.8	62.7	No	Yes
Male	134	99.3	15.9	33.3	27.8	23	61.1	66.1	61.8	N/A	N/A
Female	176	99.4	14.7	32.5	30.1	22.7	65.6	65.5	63.6	N/A	N/A
White	194	99.5	10.6	29.1	33	27.4	72.6	72.7	75.1	Yes	Yes
African American	109	99.1	22.3	39.8	24.3	13.6	49.5	53.9	45.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87.8	83.8	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	60.5	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	42	95.2	54.3	40	5.7	0	22.9	27.5	21.8	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	52.5	52.3	I/S	I/S
Subsized meals	148	100	20.6	36.9	27	15.6	53.9	55.9	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)											
All Students	305	83.0	51.1	14.4	9.8	7.5	17.4	N/A	N/A	N/A	N/A
Male	132	75.8	38.6	18.9	8.3	9.8	18.2	N/A	N/A	N/A	N/A
Female	173	88.4	60.7	11.0	11.0	5.8	16.8	N/A	N/A	N/A	N/A
White	192	81.8	43.8	14.1	13.5	10.4	24.0	N/A	N/A	N/A	N/A
African American	106	84.0	62.3	16.0	3.8	1.9	I/S	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	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	37	32.4	27.0	5.4	N/A	N/A	I/S	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
Subsized meals	146	84.2	61.6	15.1	5.5	2.1	7.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	2008	373	99.5	16	31.4	34.6	18	64.6	70.1	69.7
	2009	310	99.4	17.3	36.7	25.3	20.8	58.8	65.2	61.8

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

All Students	2008	373	99.5	16.3	30.3	34.6	18.9	64.9	69.2	67.2
	2009	310	99.4	15.2	32.9	29.1	22.8	63.7	65.8	62.7

* Adjusted to account for natural variation in performance.