



Timberland High

1418 Gravel Hill Road
St. Stephen, SC 29479

Grades	9-12 High School	
Enrollment	885 Students	
Principal	Dave Barrow	843-567-8110
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	Average	Good
2008	Average	Below Average
2007	Average	Average
2006	Below Average	At-Risk
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
4	4	12	6	4

* 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 (%)	68.6	74.1	70.4	71.5	72.7	67.9
Passed 1 subtest (%)	18.8	9.5	16.7	15.8	14.1	16.3
Passed no subtests (%)	12.6	16.4	12.8	13.2	13.3	15.8

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	91.6%	92.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	273	209
Number of Diplomas	182	146
Rate	66.7%	71.8%

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	52.0	60.6
English 1	51.9	52.7
Physical Science	53.1	40.7
US History and the Constitution	37.9	26.8
All Tests	48.9	44.7

* 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=885)				
Retention rate	1.2%	Down from 3.5%	5.9%	4.8%
Attendance rate	93.1%	No Change	95.0%	95.5%
Eligible for gifted and talented	0.0%	No Change	7.5%	9.2%
With disabilities other than speech	14.4%	Down from 15.5%	13.7%	12.6%
Older than usual for grade	6.0%	Down from 6.9%	10.5%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.8%	1.6%	1.2%
Enrolled in AP/IB programs	4.5%	Up from 3.4%	6.9%	13.2%
Successful on AP/IB exams	36.8%	N/A	30.2%	55.6%
Eligible for LIFE Scholarship	29.7%	No Change	28.1%	29.8%
Annual dropout rate	6.2%	Down from 6.9%	4.0%	3.5%
Career/technology students in co-curricular organizations	6.9%	Down from 8.7%	5.3%	3.0%
Enrollment in career/technology courses	632	Up from 578	497	523
Students participating in work-based experiences	7.6%	Down from 13.0%	8.3%	12.9%
Career/technology students attaining technical skills	78.0%	Up from 76.6%	75.6%	79.3%
Career/technology completers placed	96.1%	Up from 95.1%	98.9%	98.8%
Teachers (n=60)				
Teachers with advanced degrees	60.0%	Down from 61.3%	56.0%	58.6%
Continuing contract teachers	70.0%	Up from 56.5%	68.2%	71.6%
Teachers with emergency or provisional certificates	8.8%	Down from 10.5%	10.7%	8.1%
Teachers returning from previous year	80.4%	Up from 76.7%	84.7%	85.0%
Teacher attendance rate	96.2%	Up from 95.2%	95.1%	95.5%
Average teacher salary*	\$49,161	Up 3.5%	\$48,157	\$47,761
Professional development days/teacher	9.2 days	Down from 17.0 days	11.5 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	26.3 to 1	Up from 18.5 to 1	23.4 to 1	26.1 to 1
Prime instructional time	87.8%	Up from 87.0%	89.1%	89.8%
Dollars spent per pupil**	\$9,464	Up 1.8%	\$8,689	\$7,883
Percent of expenditures for teacher salaries**	52.3%	Up from 49.7%	50.1%	54.1%
Percent of expenditures for instruction**	57.6%	Up from 53.8%	59.5%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	90.7%	95.8%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	214	91.6%	734	48.9%	273	66.7%	No
Gender							
Male	110	94.5%	383	48.6%	144	63.9%	N/A
Female	104	88.5%	351	49.3%	129	69.8%	N/A
Racial/Ethnic Group							
White	84	96.4%	286	60.5%	105	61.0%	N/A
African American	130	88.5%	434	40.8%	166	69.9%	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	26	57.7%	64	15.6%	34	47.1%	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	147	89.1%	565	44.1%	184	64.7%	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.

We have continued several initiatives to continue to address the needs of our students. We have completed our fourth year of having the Freshman Academy which exists to assist students with the transition from middle school to high school. We have also continued to use Measures of Academic Progress (MAP) tests as indicators of student achievement and growth as well as areas which need strengthening. We continued our HSAP campaign this year, offering extra help and incentives to students in both ELA and Math. Through our nationally-recognized Renaissance program, we continued to recognize those students who make academic gains, attend school regularly, and have very minimal discipline issues. The High Schools That Work program was also in action this year with five different focus teams under the guidance of our leadership team. In March, we welcomed the HSTW Technical Assistance Team for a visit and an opportunity to meet our students, faculty, and staff, monitor our progress, and highlight both our strengths and weaknesses. This visit was a successful experience for THS and we look forward to continued implementation of HSTW and other initiatives to further our students' achievements.

Timberland enjoyed many successes both in and out of the classroom this year. The Class of 2009 honored four Palmetto Fellows, one Teaching Fellow and won more than four million dollars in scholarship money. Furthermore, five students in this class were awarded the South Carolina Honors Diploma. THS students competed at both the regional and national level in Skills USA competition and several received 1st, 2nd, and 3rd place honors. Students also represented THS in FBLA and DECA competitions as well 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 second year in a row and our Renaissance sponsors were named National Sponsors of the Year.

This year was also successful for our athletes. Our football team won the Regional Championship. Many of our teams advanced to the state play-offs and four of our track athletes competed at the State Championships. Many students were recognized on numerous all-star/all-region/all-lowcountry teams including the Shrine Bowl, the North-South game, and Under Armour All-America Team. Seven of our athletes signed athletic scholarships in their various sports.

Timberland will continue to work diligently to become the best school in South Carolina. To achieve this goal, we will continue 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	58	114	49
Percent satisfied with learning environment	93.1%	68.1%	79.6%
Percent satisfied with social and physical environment	96.6%	80.5%	64.4%
Percent satisfied with school-home relations	73.7%	81.3%	77.1%

* 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 10 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	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	2.1%	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	204	100	17.4	46.2	19.5	16.9	52.8	65.2	61.8	No	Yes
Male	94	100	26.1	36.4	22.7	14.8	51.1	62.2	57.4	N/A	N/A
Female	110	100	10.3	54.2	16.8	18.7	54.2	67.9	66.1	N/A	N/A
White	74	100	13.2	32.4	29.4	25	70.6	73.2	74.3	Yes	Yes
African American	129	100	19.8	54	13.5	12.7	42.9	53.3	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.5	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	50	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	28	100	59.3	33.3	3.7	3.7	11.1	21.7	19.4	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.1	38.5	I/S	I/S
Subsized meals	168	100	20.1	48.4	17	14.5	45.9	56	45.6	No	Yes

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

All Students	204	99.5	23.2	36.6	26.8	13.4	51	65.8	62.7	No	Yes
Male	94	98.9	25.3	39.1	20.7	14.9	49.4	66.1	61.8	N/A	N/A
Female	110	100	21.5	34.6	31.8	12.1	52.3	65.5	63.6	N/A	N/A
White	74	100	22.1	25	29.4	23.5	63.2	72.7	75.1	No	Yes
African American	129	99.2	24	43.2	25.6	7.2	44	53.9	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.8	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.5	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	28	100	74.1	7.4	14.8	3.7	18.5	27.5	21.8	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.5	52.3	I/S	I/S
Subsized meals	168	99.4	25.9	40.5	24.1	9.5	44.9	55.9	47.9	No	Yes

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

All Students	203	89.7	53.2	21.2	6.9	8.4	15.3	N/A	N/A	N/A	N/A
Male	93	84.9	48.4	19.4	8.6	8.6	17.2	N/A	N/A	N/A	N/A
Female	110	93.6	57.3	22.7	5.5	8.2	13.6	N/A	N/A	N/A	N/A
White	74	89.2	41.9	21.6	10.8	14.9	25.7	N/A	N/A	N/A	N/A
African American	128	89.8	60.2	20.3	4.7	4.7	9.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	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	27	55.6	48.1	3.7	3.7	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	167	88.0	58.7	17.4	6.0	6.0	12.0	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	2008	202	99.5	19.2	31.1	34.7	15	58	70.1	69.7
	2009	204	100	17.4	46.2	19.5	16.9	52.8	65.2	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	202	99	24	31.8	28.6	15.6	54.2	69.2	67.2
	2009	204	99.5	23.2	36.6	26.8	13.4	51	65.8	62.7

* Adjusted to account for natural variation in performance.