Berkeley County School District
South Carolina

Superintendent: Dr. J. Chester Floyd
Primary contact: Sheldon Etheridge, executive director, federal programs*
Schools studied: Cross High School (7-12)
Macedonia Middle School (5-8)
Berkeley Middle School (5-8)
27,561 students, K-12, rural and suburban

District and School Descriptions
Berkeley County School District covers more than 1,200 square miles in rural South Carolina. Located northwest of the city of Charleston, the district is headquartered in the town of Moncks Corner. In addition to an extensive rural area, the district includes suburban towns and small cities. Enrollments are growing quickly, as huge housing developments spring up in once-forested rural areas and suburbs close to Charleston, and the district has become more economically, racially, and culturally diverse. The district’s percentage of low-income students is 53%, but the percentages in individual schools range from 14% to 99%.

A 1995 decision by the U.S. Department of Justice directed the district to make changes in attendance zones to promote greater racial integration. As a result, the district closed some schools and built new ones. Since then, Berkeley County has undertaken a major school construction and renovation program that currently affects all schools.

This case study includes three schools. Cross High School, serving grades 7-12, is located in the most rural and isolated part of Berkeley County and has the highest poverty rate of the district’s secondary schools. The students are 85% African American, 10% white, and 5% Latino. The staff is diverse; one-third of the teachers are African American, and the staff includes teachers from Romania, the Philippines, Jamaica, and Puerto Rico. The school is attempting to reverse several years of low performance so it can exit school improvement status. At one time, Cross School was a boarding school serving all grades; the students lived in such widely scattered areas that a residential school was the only way they could get an education.

Macedonia Middle School, a Title I school that serves low-income neighborhoods, is a high-performing school with consistently strong academic results. The school has 591 students in grades 5-8, of which 60% are from low-income families and one-third are African American.

Berkeley Middle School, which operates as a Title I schoolwide program, has 1,276 students in grades 5-8. More than half of the students are from low-income families; 58% are white, 39% are African American, and 3% are from other racial groups. The school had not made adequate yearly progress for two consecutive years and made many changes as part of its school improvement plan. The school did make AYP in 2004-05 and will exit improvement if it makes AYP this year. All of Berkeley Middle School’s teachers and paraprofessionals meet the highly qualified requirements.

*Other contacts for this case study include Dr. Wanda Whatley, assistant superintendent, learning services; Denise Ling, assistant director, federal programs; Jane Harrelson, Title I facilitator, Berkeley Middle School; Janie Langley, principal, Macedonia Middle School; Don Walton, Title I facilitator, Macedonia Middle School; Robb Streeter, principal, Cross High School; Eric Denton, Title I facilitator, Cross High School; and Dr. Susan Gehlmann, principal, Berkeley Middle School.
Key Findings

- Only a small percentage of Berkeley County students participate in choice and supplemental educational services, although hundreds are eligible for both options. District officials reported that parents are satisfied with their neighborhood schools and prefer the district's own extended-day learning programs to the services offered by outside providers.

- Berkeley County has an extensive program to help teachers obtain advanced degrees, and many teachers participate. The program was designed to encourage good teachers to work in high-poverty schools and provide them with financial incentives if they stay.

- Full-day kindergarten, 9th grade academies, and class-size reduction are three interventions that Berkeley County has found to be effective for improving student performance in schools identified for improvement and for maintaining high achievement in schools where students are performing well.

- Some of Berkeley's schools with the highest rates of poverty, such as Cross School and Macedonia Middle School, have increased achievement through such interventions as class-size reductions, extended-day learning programs, longer blocks of academic time, more intensive counseling, and stricter rules for attendance and behavior. Achievement at Cross School has increased for the past two years, and Macedonia Middle School consistently scores higher than other schools in the district and higher than similar schools in the state.

Overall Impact of NCLB

The Berkeley County school board, the superintendent, administrative staff, and the school-level leaders participate in collaborative efforts to make sure that the No Child Left Behind requirements are being met and that students receive the benefits of improved instruction. The district has grappled with the problem of obtaining highly qualified teachers and other staff. Another problem has been helping school communities and staffs understand that when a school does not make adequate yearly progress, it may not mean that the school is lacking achievement in all areas. It does mean, however, that the district and schools must work closely together to focus on academic improvement.

NCLB and Student Achievement

English/language arts and mathematics scores in Berkeley County schools have improved since the implementation of No Child Left Behind, and at some schools, overall academic performance has improved significantly, especially at the Title I schools. Of the 22 Title I schools that were in their first year of improvement in 2004-05 based on 2003-04 test scores, 10 made AYP in fall 2005-06 based on 2004-05 test scores. The overall percentage of proficient and advanced students in the district exceeded the state targets in both years, as shown in table 1.

District officials said that NCLB is not the main reason for most of this improvement. The district staff continuously monitors each school's instructional needs and helps the principal and teachers make adjustments to address these needs. District officials generally attributed improvements in academic performance to stronger school leadership, the dedication of teachers, curriculum adjustments, close monitoring of instructional needs, and class-size reductions in the primary grades.

South Carolina uses the Palmetto Achievement Challenge Test (PACT), which district officials described as rigorous. However, they do not feel the test does a good job of identifying individual student deficiencies, and it cannot be used to determine growth or needs, especially for subgroups and students with special needs. “We cannot attribute student performance gains to NCLB assessments,” said Sheldon Etheridge, director of federal education programs. In some
cases, Etheridge added, NCLB actually diverts needed funds from the district’s improvement efforts by requiring expenditures for such activities as supplemental educational services, additional staff development, and parental involvement efforts.

The district’s test scores also show that an achievement gap persists between African American and white students. Although the percentage of black students scoring at the proficient level or above has increased since 2003, the gap has stayed about the same, as Table 2 shows. This is mostly because the percentage of white students scoring at the proficient level has also gone up.

### Table 2. Percentage of Berkeley County Students Scoring at the Proficient Level or Above by Subgroup

<table>
<thead>
<tr>
<th>English/language arts</th>
<th>White students</th>
<th>Black students</th>
<th>Gap (percentage points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>33%</td>
<td>17%</td>
<td>16 points</td>
</tr>
<tr>
<td>2004</td>
<td>39%</td>
<td>23%</td>
<td>16 points</td>
</tr>
<tr>
<td>2005</td>
<td>38%</td>
<td>23%</td>
<td>15 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>White students</th>
<th>Black students</th>
<th>Gap (percentage points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>35%</td>
<td>14%</td>
<td>21 points</td>
</tr>
<tr>
<td>2004</td>
<td>38%</td>
<td>17%</td>
<td>21 points</td>
</tr>
<tr>
<td>2005</td>
<td>40%</td>
<td>19%</td>
<td>21 points</td>
</tr>
</tbody>
</table>

Berkeley County staff said that the achievement gap between minority and non-minority students is decreasing for some grade levels, subjects, and schools, but there is no consistent pattern. At Macedonia Middle School, for example, a gap persists in test performance between African American and white students at most grade levels and in most subjects. On the English/language arts grade 5 state test, 49% of white students scored at the proficient or advanced levels in 2005, compared with 35% of African American students—a typical difference between the two groups. But in grade 7 English/language arts, both groups scored low, with percentages of 23% for African American students and 25% for white students. There are some encouraging exceptions, however. In grade 7 math, for example, a higher percentage of African American students reached the proficient level or above—41% compared with 39% of white students.

**Adequate Yearly Progress and School Improvement**

**DISTRICT AND SCHOOL AYP STATUS**

Nineteen Berkeley County schools did not make adequate yearly progress in 2004-05. Five of these schools are not served with Title I funds, but 14 are Title I schools. One school is in corrective action, 12 schools are in year 2 of school improvement, and one school is newly identified for improvement. Students with disabilities were the only subgroup that did not make AYP in 2004-05 at the district level. This subgroup fell short in math. The district is in its second year of district improvement because of the performance of students with disabilities.

Cross High School made adequate yearly progress in 2005, so another year of progress will move the school out of improvement. Berkeley Middle School is in its second year of school improvement, and Macedonia Middle School has never been in school improvement.

**DISTRICT IMPROVEMENT STRATEGIES**

The interventions that are showing the greatest results in raising achievement, according to district officials, are class-size reduction in grades 1 through 8, specialized services for English language learners (beyond the English for Speakers of Other Languages program), and curriculum alignment and modifications for special education students. District staff members have confidence that if they could reduce all class sizes to 15:1, teachers would have greater opportunities to focus on their teaching, which in turn would improve student learning. At present, all grade 1 classes have a student-teacher ratio of no more than 15:1, grades 2 and 3 are 24:1, grades 4-6 are 25:1, and grades 9-12 are 26:1. At the middle schools, however, grades 5-8 are held to no more than 16:1 in many of the English/language arts and math classes in an effort to improve achievement.

Because math performance was a weakness in 2005 testing, math will once again be addressed districtwide. Etheridge explained that math has been a major topic of reform in the district for the past 10 years. A variety of approaches to the teaching of mathematics in the elementary schools and changes in instructional materials have been tried, but none has produced the results that are needed. A district team will be making recommendations for ways to increase math achievement.

**SCHOOL IMPROVEMENT STRATEGIES**

All schools in improvement serving similar grade spans receive the same assistance from the district, according to Etheridge and Denise Ling, assistant director of federal programs. The district provides these schools with training and assistance in analyzing data, budgeting funds, and planning, and also helps them review and modify their Title I and school improvement plans. The schools are also provided with additional staff to reduce class size; extended-time learning programs for students before, during, or after school; and help in selecting and implementing curriculum interventions that supplement regular instruction.

All schools are invited to send staff members to Title I planning meetings, especially when the agenda includes school improvement methods, curriculum changes, budgeting, planning, or
parent involvement. Schools in their second or later year of improvement receive on-site assistance in planning for improvement and how to effectively use their Title I funds. The schools also receive help in learning how to make the most of additional state or federal funds they receive because of their school improvement status.

Examples of effective strategies for boosting achievement can be drawn from Macedonia Middle School, which serves a low-income population, has made AYP consistently, and has higher average test scores than the district’s more affluent schools. “Our teachers expect a lot from students,” said Janie Langley, Macedonia principal. “Student attendance is good, we have all sports, including golf, and we are able to have honors classes, French, and algebra. In addition, we are able to schedule common planning time for grade-level teachers. We have very little staff turnover; our teachers stay here because they are part of the team.” Langley listed what she felt were three keys to the school’s success: stability, leadership, and hard work. She also emphasized that the instructional program is completely targeted on student needs and is revised regularly as these needs change. The school even tried single-gender classes a few years ago, and they find that they are working well in grades 6 and 7.

Macedonia is also a safe school for students, according to Langley and her staff. Bullying and other inappropriate behaviors are not allowed, and the principal and all staff help students to respect each other and treat everyone well. Students generally comply with school expectations, and very few discipline problems arise.

Jane Harrelson, the Title I curriculum facilitator at Berkeley Middle School, is pleased with the changes the staff has made to improve student performance. Two additional teachers were added to the staff, class sizes were reduced to 16:1, and the staff made reading and writing instruction a major focus across the grades, paying close attention to individual student progress in both areas. The school is also focusing specifically on math in grade 8 because achievement has fallen short of AYP targets. Students who need extra help are provided with extended learning time and tutoring after school.

CORRECTIVE ACTION AND RESTRUCTURING STRATEGIES
One Berkeley County elementary school, J. K. Gourdin, was in corrective action, but the school exited that status as a result of 2005 testing. With a change in leadership, the staff introduced several interventions to improve achievement. The school initiated an early literacy program (grades PreK-3), reduced class sizes, and adopted a reading assistance program.

Major restructuring efforts have taken place at Cross High School (grades 7-12), which has had consistently low achievement records. The school has seen increased test scores, although it is still in school improvement status. This is one of the highest poverty schools in the district, and it serves an isolated rural population that is mostly African American.

J. Robb Streeter is the “principal specialist” at the school, a participant in a state program to turn around low-performing schools. A former football coach and marketing major, he seeks to inspire adults to become better teachers and students to become learners. South Carolina pays Streeter’s salary plus a 50% stipend for a two-year period. His task is to raise achievement in a school that was greatly in need of improvement and listed as unsatisfactory on South Carolina’s accountability report card. Now in his second year at Cross High School, Streeter is confident that the changes he and the staff have made are yielding progress, and he notes that the community supports these changes.

Cross High School has become the community center of northwestern Berkeley County, and the students, parents, and members of the community point with pride to the improvements in student achievement.

Cross High School staff attributes the school’s improved performance to a variety of interventions, including the development of an academy for students in grades 7, 8, and 9. The academy keeps students in a group with a team of teachers, and it functions like a “school within a school.” As described by Principal Streeter, the school’s master schedule now provides many
opportunities for students to receive guidance and counseling. The instructional day has 90-minute blocks for language arts, math, global studies, and a career package that includes classes such as industrial technology, business, trade, and biology. Art, band, and physical education are also part of students' schedules. Teachers have opportunities for continuous professional development and common planning periods. Throughout the school there is a clear focus on state standards in the content areas, and the ratio of students to adults does not exceed 25:1. In addition, an active and well utilized after-school homework center is available for students until after 5:00 p.m. every day.

Changing the school and its focus was not an easy task, according to Sheldon Etheridge, especially because of the huge task of getting parental and community support. Streeter acknowledged that those first steps were most important. “We as adults must not fail our students,” he said. “It is our job to find ways that they can succeed, but our kids were very casual about school, and they did not have a mindset to acquire an education.”

Some students came to school only when they felt like it, he explained, and that was something that had to change. He found that the senior class had talent, but leadership was lacking. “That is where we started,” he said. “I told them that we were going to help them become better, and they stepped up to the plate.” The new principal’s message was clear: “You've GOT to pass English. You WILL come to school. There will be NO drugs or alcohol.”

In reviewing what had been accomplished, Streeter added, “It is great now. We continue to improve, and we will only get better.”

**Testing Issues**

The Berkeley County School District tests students in grades 3 through 8, plus grade 10, as do all schools in South Carolina. The 10th grade test also counts as a high school exit examination. Although the high school test was originally designed to test the acquisition of basic skills, the state recently introduced a new version of the exam that is more rigorous and aligned with state standards. Students can take the high school test more than once if they fail. Most students pass eventually, but those who don't pass it do not receive a high school diploma. This year's senior class is the first class required to pass the new exit test.

There were no major changes in testing in 2005 and none are anticipated in 2006. The Palmetto Achievement Challenge Test is in place, and teachers use district-developed preparation materials to help students become familiar with test-taking procedures. South Carolina developed and implemented the state test in grades 3-8 for English/language arts and math prior to the passage of NCLB. Because the test has been in place for some time and already covers the grades designated by NCLB, the NCLB testing requirements have not presented difficulty within the district.

Etheridge explained the effects of testing on families: “Students are only marginally aware of NCLB and its requirements and consequence, and this is only realized by students that are involved in home discussions with knowledgeable parents. The only effects realized by parents were because of choice transfers or supplemental educational services.”

At Macedonia Middle School, Principal Langley made special efforts to reassure the community that the school’s high test scores were accurate and attained by testing correctly. “I went to the churches,” she said, “and I asked for volunteers to be in the classrooms when students were testing. That has worked out so well, and there are no questions about how the students are tested.” These volunteers are called “community monitors,” and the principal finds that it is a great way to connect young people with the people of the community, especially since many of them are senior citizens.
Impact of NCLB on Curriculum and Instruction

GENERAL CHANGES IN CURRICULUM AND INSTRUCTION

Although Berkeley County schools have made many improvements in curriculum and instruction since NCLB was passed, none of these, according to district staff, were made solely because of the law. District staff members consistently monitor curriculum, instruction, teaching, and learning, and they help schools make adjustments as they identify student needs. Class-size reduction was implemented in the middle schools in English/language arts and math classes, and special programs such as dual-language instruction and the use of interpreters were put into place for English language learners. At the high schools, special academic programs and academies were created for 9th graders to sharpen their focus on mastering reading and math skills. Extended learning time interventions were expanded to offer assistance to students before, during, and after school. Staff members from the district office of federal programs continue to assist schools with coordinating their resources.

The district has also reevaluated its curriculum programs and examined interventions for student subgroups. District officials are confident that everyone in the district has been made aware of the requirements of NCLB—students, school staffs, district personnel, board members, parents, and community members.

Berkeley County’s major change over the past few years has been in the reading curriculum. A balanced literacy program has replaced an intensive phonics-based program, which had earlier replaced the long-time whole language program. Although there were achievement gains from the phonetic approach, district and school staff felt that a balanced literacy program would be even more effective.

District staff expressed the view that NCLB has had little or no impact on classroom teaching. Teachers, however, have become aware of consequences if their students do not score at the proficient level or above on the state tests. Etheridge noted, “In some cases, because it does not recognize improvement or it demands unrealistic goals, NCLB has had a negative impact on staff morale, student esteem, and career goals.”

Many Berkeley County teachers view NCLB as having a negative impact on education because of the emphasis on test performance. They attribute the improvement of instruction to their better understanding of student needs, and better use of data regarding student performance. Many teachers believe that this would have happened without NCLB. Teachers expressed concern that they are put on the defensive about student and school performance when they are conferencing with parents because media reports about NCLB have helped spawn a negative attitude toward public education. This is causing a morale problem among teachers and other educators.

CHANGES IN CURRICULUM AND INSTRUCTION FOR SUBGROUPS

The special education department has changed its instructional content and focus for English/language arts because of newly identified student needs. Supplemental services are provided in the middle schools for English language learners, and class sizes have been reduced in English/language arts and math.

The district uses only the normal testing accommodations for students with disabilities that are allowed by the state. The most common accommodation for students with disabilities is the use of “large print” tests, but this is done for no more than 5% of the students. There are no accommodations for English language learners. The state test is not timed, which helps English language learners and students with disabilities.

Berkeley County students identified as learning disabled are allowed to take out-of-level tests. In 2004-05, less than 1% of the enrollment—82 students—fit into this category.
**English Language Learners**

Title III funds have been used to hire two additional teachers in Berkeley County. Although English language learners compose only 2% of the district’s students, this amounts to 600 students across the grades. Students who need to learn English attend their neighborhood schools, and for the most part they are in mainstream classes. Berkeley County has had a 38% increase in English language learners in the past year due to the many families moving into the area to accept jobs in the housing industry. 

Schools concentrate on English language acquisition, and students receive assistance in class from interpreters who also help them with their homework after school. Some dual-language classes have been started. The district does not find its Title III funds sufficient to cover all the needs of these students, who are a very diverse group. The students speak more than 50 languages—mainly Spanish, Vietnamese, and several Pacific Islander languages. The linguistic and cultural differences present challenges to instruction, but English immersion is the main method of instruction used for all language groups.

**NCLB School Choice**

Fourteen Berkeley County schools offered public school choice in 2004-05, and 18 are offering choice in 2005-06. About 20 students changed to another school, although hundreds were eligible to select another school. Two main issues appear to account for such small numbers, according to district officials: the longer bus rides and greater travel time involved, and concerns for student safety among parents who want their children to be closer to home.

Sheldon Etheridge and Dr. Chester Floyd, Berkeley County superintendent, contend that public school choice has not improved student achievement. Etheridge explained that some parents used choice to move their child to a school closer to their workplace or, in some cases, to place their child in a school with a different racial-ethnic composition.

**Supplemental Educational Services**

Three Berkeley schools offered supplemental educational services in 2004-05 for low-income students attending schools identified for improvement. Although only one Berkeley County school was required to offer supplemental educational services two years ago, and only three in 2004-05, students at 12 schools are eligible in 2005-06. As of fall 2005 only a small number of parents, less than 1% of those eligible, had indicated a desire to participate in the services for their students. Tutorial assistance in small group settings was the most popular choice selected by parents.

Because the Berkeley County School District is in improvement status, it cannot be a provider of supplemental educational services. But the district offers its own comprehensive extended learning time program at Title I schools, to which many parents send their children. These programs, designed by school staff, are focused on meeting the needs of students who can benefit from extra help, such as tutoring, remediation, and homework assistance.

**Teacher Qualifications, Support, and Professional Development**

Berkeley County entered the 2005-06 school year with 95% of its 2,042 teachers meeting the highly qualified requirements of NCLB. The 120 teachers who are still working to meet that requirement are expected to do so by the end of this school year. Approximately 60 of that group are veteran teachers, and they will meet the requirements through the state’s high objective uniform state standard of evaluation (HOUSSE). Teachers are provided with fiscal support to take the necessary classes or tests.
Title I schools have a higher percentage of highly qualified teachers than non-Title I schools do. This is because of special district programs that have supported teachers in low-income schools in obtaining advanced degrees.

All new hires are required to meet state standards for being highly qualified. However, Berkeley County goes beyond that expectation by making it desirable to teach in certain content areas and at high-poverty schools. Teachers of math and special education are offered hiring bonuses of $5,000, and in addition, teachers receive mileage allowances of up to $3,000 if they are willing to drive to rural high-poverty schools. If the teacher completes the National Board Certification that is aligned with the standards of the teaching profession and is willing to teach in a Title I school, Berkeley County provides an additional $5,000 stipend. Parents are always informed if their children are being taught by a teacher who does not meet the qualifications.

One concern expressed by district staff is that teachers are required to attend training, and that necessitates the use of substitutes for classroom instruction. This staff development includes data analysis and curriculum/instructional planning.

To meet the NCLB requirements for highly qualified teachers and paraprofessionals, the district intensified its recruitment efforts and provided financial assistance to staff members who needed to improve their qualifications. Refresher classes were provided for paraprofessionals, and there is close review and monitoring of staff qualifications as well as hiring practices.

**PROFESSIONAL DEVELOPMENT**

Berkeley County has an extensive program of professional development that has been in existence for several years. Referred to as TASSEL (Teacher Advancement for Student Success through Enhanced Learning), the program was created to assist the highest-poverty Title I schools having difficulty retaining teachers. Some schools had turnover rates as high as 72%, and often, half of the teachers had less than five years of experience. TASSEL, according to Sheldon Etheridge, who founded the program, is intended to improve the professional status of teachers by helping them obtain advanced degrees. The idea is to retain teachers in the high-poverty schools to improve instruction for students.

**Paraprofessional Qualifications and Support**

Forty-six of the 354 Berkeley County paraprofessionals (13%) have not yet met the qualifications requirements of NCLB. The district provides assistance that includes financial support for taking the necessary classes and tests.

**Funding and Costs**

Berkeley County School District officials said the district lacks sufficient funds to carry out all NCLB requirements. Because funds must be set aside to cover choice, supplemental educational services, and staff development, Title I schools receive smaller allocations, and they are not able to implement the changes they need in curriculum and instructional programs.

When the costs of implementing NCLB were calculated, district staff realized that they would have to eliminate Title I support at four schools in 2005-06. The set-asides may make it necessary for additional schools (and students) to be dropped from Title I in 2006-07.

Moreover, the district’s Title I allocation has decreased 10% in the past two years due to changes in state allocations, even though the percentage of low-income students has increased. Until recently, the district was able to fund all schools that had low-income percentages above the district average, but that is no longer the case. Of the 34 schools in Berkeley County, 20 now receive Title I funds, and all are schoolwide project schools.
Capacity Issues

Berkeley County staff members do not believe that they have sufficient staffing to carry out NCLB requirements. Accelerated attrition due to retirement and career moves causes great staffing problems for the district, which is not able to find enough highly qualified teachers to replace outgoing staff. Recruiting efforts have increased, and the district offers signing bonuses, mileage allowances, salary stipends for certified teachers, and fiscal assistance for professional growth. Although these measures have helped, it is anticipated that the needs will be greater each year.

Other Issues

Community reaction to NCLB has been minimal, according to Etheridge, but it tends to be negative when expressed. “Our community feels that the standards for NCLB are so rigid that not attaining them is to be expected,” he stated.

Berkeley County district officials believe that NCLB has made the public more aware of the role the federal government plays in public education. However, they list a number of challenges that are not easily resolved within the district. One is a general belief by district staff that because of the unique needs of the subgroups, it is not possible to meet the NCLB goal of 100% of students being proficient in English/language arts and math by 2014. Second, they believe that securing highly qualified teachers for every teaching position is also not possible because there is such a decreasing pool of applicants for district teaching positions.

Sheldon Etheridge recommends that the following changes be made to NCLB:

○ Change the requirements that outside vendors provide supplemental educational services. Districts should be required to offer these services because they can do it in a way that is much more efficient and cost effective.

○ Eliminate the requirements that high schools be served if they are more than 75% low-income. Support should be concentrated in the elementary and middle school grades (K-8), and class-size reduction should be emphasized.

○ Eliminate the set-aside for staff development. Most states provide other funding sources for staff development.

○ Eliminate the requirement for 100% of students to reach proficiency.

○ Require that states pass on the flexibility that is offered to them through NCLB to districts and schools. State department of education personnel place restrictions on the use of funds, which often negates the intent of NCLB.
Data File—Berkeley County School District

Location: South-central South Carolina
Type: Rural and suburban

Number of Schools
Total: 35
Elementary: 19
Middle/junior high: 9
High schools: 6
Other: 1 (K-12)

Number of Title I Schools: 20

Student Enrollment and Demographics
Total enrollment: 27,561

White: 57%
African American: 35%
Latino: 5%
Other: 3%

Low-income students: 53%
Students with disabilities: 15%
English language learners: 3%

Teachers
Total number of teachers: 2,042
Percentage meeting NCLB “highly qualified” requirements: 95%

Paraprofessionals
Total number of Title I instructional paraprofessionals: 354
Percentage meeting NCLB “highly qualified” requirements: 87%

Total Number That Did Not Make AYP Based on 2004-05 Testing
Title I and non-Title I schools that did not make AYP, including those in improvement, restructuring, or corrective action: 19

Number of Title I Schools in Improvement, Restructuring, or Corrective Action
Schools in year 1 of improvement (Did not make AYP for two consecutive years):
22 6
Schools in year 2 of improvement (Did not make AYP for three consecutive years):
2 11
Schools in corrective action (Did not make AYP for four consecutive years):
1 1
Schools in restructuring (Did not make AYP for five or more consecutive years):
0 0

Number of Schools Offering Choice and/or SES
Schools offering choice only:
22 6
Schools in year 1 of school improvement offering SES instead of choice:
0 0
Schools offering SES and choice:
3 12