



Blackville-Hilda High

P.O. Box 245

Blackville, South Carolina

Grades	9-12 High School	
Enrollment	255 Students	
Principal	Leo Waller	803-284-5700
Superintendent	Dr. Teresa L. Pope	803-284-5605
Board Chair	Mr. Steve McCormack	803-284-0215

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	Below Average	Below Average
2007	Below Average	Good
2006	At-Risk	At-Risk
2005	Excellent	Good

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
2	3	3	10	15

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	68.6	62.9	67.6	66.6	64.7	56.8
Passed 1 subtest (%)	7.8	18.6	26.8	18.3	16.2	20.9
Passed no subtests (%)	23.5	18.6	5.6	15.1	19.6	24.6

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	81.3%	83.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	63	129
Number of Diplomas	34	84
Rate	54.0%	61.0%

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	47.2	52.3
English 1	31.3	41.4
Physical Science	17.9	30.0
US History and the Constitution	18.2	19.2
All Tests	27.4	34.8

* 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=255)				
Retention rate	11.3%	Down from 14.0%	7.8%	4.8%
Attendance rate	95.6%	Down from 95.8%	94.3%	95.5%
Eligible for gifted and talented	0.0%	No Change	2.7%	9.2%
With disabilities other than speech	17.0%	Up from 16.4%	14.0%	12.6%
Older than usual for grade	18.0%	Up from 17.5%	11.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Down from 11.2%	1.3%	1.2%
Enrolled in AP/IB programs	7.7%	Up from 7.6%	5.8%	13.2%
Successful on AP/IB exams	N/A	N/A	38.0%	55.6%
Eligible for LIFE Scholarship	35.7%	Up from 20.3%	27.8%	29.8%
Annual dropout rate	7.9%	Up from 4.4%	4.2%	3.5%
Career/technology students in co-curricular organizations	2.4%	Up from 2.2%	3.6%	3.0%
Enrollment in career/technology courses	206	Down from 229	295	523
Students participating in work-based experiences	96.8%	Up from 0.0%	12.7%	12.9%
Career/technology students attaining technical skills	84.3%	Up from 82.4%	77.0%	79.3%
Career/technology completers placed	N/A	N/A	99.1%	98.8%
Teachers (n=20)				
Teachers with advanced degrees	70.0%	Up from 57.9%	54.3%	58.6%
Continuing contract teachers	75.0%	Up from 73.7%	60.8%	71.6%
Teachers with emergency or provisional certificates	16.7%	No Change	19.3%	8.1%
Teachers returning from previous year	83.0%	Down from 83.6%	76.0%	85.0%
Teacher attendance rate	96.7%	Up from 95.2%	95.6%	95.5%
Average teacher salary*	\$41,415	Up 4.5%	\$44,687	\$47,761
Professional development days/teacher	10.7 days	Down from 16.6 days	10.6 days	10.8 days
School				
Principal's years at school	1.0	Down from 12.0	2.0	3.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 24.7 to 1	22.3 to 1	26.1 to 1
Prime instructional time	90.1%	Up from 87.1%	89.0%	89.8%
Dollars spent per pupil**	\$10,026	Up 3.8%	\$10,026	\$7,883
Percent of expenditures for teacher salaries**	40.3%	Down from 41.5%	53.1%	54.1%
Percent of expenditures for instruction**	48.0%	Up from 45.7%	60.0%	60.2%
Opportunities in the arts	Poor	Down from Fair	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 75.2%	93.3%	95.8%
Character development program	Average	Down from Good	Good	Good
Modern language program assessment	Excellent	N/A	Average	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	48	81.3%	234	27.4%	63	54.0%	No
Gender							
Male	24	83.3%	114	28.1%	28	53.6%	N/A
Female	24	79.2%	120	26.7%	35	54.3%	N/A
Racial/Ethnic Group							
White	10	90.0%	32	37.5%	17	41.2%	N/A
African American	38	78.9%	199	24.6%	46	58.7%	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	N/A	N/A	50	8.0%	10	20.0%	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	36	77.8%	202	24.8%	47	53.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Principal's Narrative

In partnership with the community, Blackville-Hilda High School is educating for the future to develop life-long learners who are competent, responsible individuals with unlimited capacity to compete in any challenge they undertake. We are achieving this goal by teaching on a higher level through structured and challenging career/technical, academic, and social experiences.

In an effort to improve curriculum, instruction, and student achievement, the school's staff, administration, and School Improvement Council have adopted the philosophy of high expectations for all students and are in the process of implementing plans for improvement. Some of these include, but are not limited to, making student-centered instruction the focus throughout the school; utilizing data to drive instruction, curriculum, and assessment; implementing a comprehensive career guidance/advisement program; and organizing a leadership team that identifies curriculum and instructional practices that address student needs and promote continued growth and improvement.

Implementation of the School Improvement Plan has evidenced positive results from professional development, employing best practices, and increased student involvement; however, BHHS feels that there are several challenges and opportunities ahead. The challenges and opportunities include the development of a rigorous and challenging academic and career/technical program of study, the implementation of a structured program of extra help for students with the support needed to succeed in challenging courses, and improvement of test results with a focus on professional development as well as increased parental, community, and business involvement.

At Blackville-Hilda High School and Barnwell 19 School District, our goal is to ensure that every student is successful.

James L. Jones, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	0	0
Percent satisfied with learning environment	72.7%	N/R	N/R
Percent satisfied with social and physical environment	86.4%	N/R	N/R
Percent satisfied with school-home relations	52.4%	N/R	N/R

* 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 6 out of 13 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	N/A	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	72	98.6	10.1	63.8	10.1	15.9	46.4	46.4	61.8	No	Yes
Male	41	100	12.5	57.5	10	20	47.5	47.5	57.4	N/A	N/A
Female	31	96.8	6.9	72.4	10.3	10.3	44.8	44.8	66.1	N/A	N/A
White	11	90.9	0	44.4	44.4	11.1	77.8	I/S	74.3	I/S	I/S
African American	61	100	11.7	66.7	5	16.7	41.7	41.7	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	5	I/S	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	N/A	38.5	I/S	I/S
Subsized meals	61	98.4	12.1	65.5	8.6	13.8	41.4	41.4	45.6	No	Yes

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

All Students	72	98.6	27.5	42	18.8	11.6	39.1	39.1	62.7	No	Yes
Male	41	100	20	42.5	22.5	15	47.5	47.5	61.8	N/A	N/A
Female	31	96.8	37.9	41.4	13.8	6.9	27.6	27.6	63.6	N/A	N/A
White	11	90.9	11.1	44.4	11.1	33.3	55.6	I/S	75.1	I/S	I/S
African American	61	100	30	41.7	20	8.3	36.7	36.7	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	5	I/S	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	N/A	52.3	I/S	I/S
Subsized meals	61	98.4	31	44.8	13.8	10.3	32.8	32.8	47.9	No	Yes

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

All Students	72	97.2	91.7	4.2	1.4	N/A	I/S	N/A	N/A	N/A	N/A
Male	41	97.6	87.8	7.3	2.4	N/A	I/S	N/A	N/A	N/A	N/A
Female	31	96.8	96.8	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	11	90.9	81.8	9.1	N/A	N/A	I/S	N/A	N/A	N/A	N/A
African American	61	98.4	93.4	3.3	1.6	N/A	I/S	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	N/A	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	5	I/S	I/S	I/S	I/S	I/S	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	61	96.7	90.2	4.9	1.6	N/A	I/S	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	70	100	26.2	40	27.7	6.2	41.5	40.3	69.7
	2009	72	98.6	10.1	63.8	10.1	15.9	46.4	46.4	61.8

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

All Students	2008	70	100	26.2	36.9	27.7	9.2	46.2	44.8	67.2
	2009	72	98.6	27.5	42	18.8	11.6	39.1	39.1	62.7

* 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