



BLACKVILLE-HILDA HIGH

P.O. Box 245

Blackville, South Carolina

| | | |
|-----------------------|---------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 253 Students | |
| Principal | David Fuller | 803-284-5700 |
| Superintendent | Dr. Teresa L. Pope | 803-284-5605 |
| Board Chair | Mr. Steve McCormack | 803-284-0215 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2010 | Average | Good |
| 2009 | At-Risk | At-Risk |
| 2008 | Below Average | Below Average |
| 2007 | Below Average | Good |
| 2006 | At-Risk | 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 4 | 13 | 5 | 13 |

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

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

| Percent | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Passed 2 subtests (%) | 62.9% | 67.6% | 71.7% | 64.7% | 56.8% | 61.7% |
| Passed 1 subtest (%) | 18.6% | 26.8% | 18.9% | 16.2% | 20.9% | 19.3% |
| Passed no subtests (%) | 18.6% | 5.6% | 9.4% | 19.6% | 24.6% | 21.3% |

HSAP Passage Rate by Spring 2010

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| | 86.2% | 83.3% |

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 | 63 | 70 | 129 | 146 |
| Number of Graduates in Cohort | 34 | 48 | 84 | 95 |
| Rate | 54.0% | 68.6% | 61.0% | 65.6% |

*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 | 73.9% | 58.5% |
| English 1 | 40.8% | 50.8% |
| Physical Science | 33.3% | 34.3% |
| US History and the Constitution | 26.3% | 24.8% |
| All Tests | 39.6% | 41.2% |

* 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=253) | | | | |
| Retention rate | 4.5% | Down from 11.3% | 5.3% | 3.7% |
| Attendance rate | 95.3% | Down from 95.6% | 94.1% | 95.4% |
| Eligible for gifted and talented | 9.7% | Up from 0.0% | 3.9% | 12.4% |
| With disabilities other than speech | 12.4% | Down from 17.0% | 13.8% | 12.8% |
| Older than usual for grade | 14.6% | Down from 18.0% | 14.6% | 9.1% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 5.5% | Up from 1.2% | 2.2% | 1.1% |
| Enrolled in AP/IB programs | 7.2% | Down from 7.7% | 8.1% | 13.1% |
| Successful on AP/IB exams | N/A | N/A | 25.2% | 50.4% |
| Eligible for LIFE Scholarship | 35.3% | Down from 35.7% | 26.2% | 30.4% |
| Annual dropout rate | 1.2% | Down from 7.9% | 2.5% | 3.1% |
| Career/technology students in co-curricular organizations | 6.8% | Up from 2.4% | 3.8% | 2.2% |
| Enrollment in career/technology courses | 165 | Down from 206 | 277 | 424 |
| Students participating in work-based experiences | 12.4% | Down from 96.8% | 8.0% | 11.7% |
| Career/technology students attaining technical skills | 90.3% | Up from 84.3% | 74.2% | 78.7% |
| Career/technology completers placed | N/A | N/A | 97.1% | 98.5% |
| Teachers (n=22) | | | | |
| Teachers with advanced degrees | 72.7% | Up from 70.0% | 55.7% | 60.4% |
| Continuing contract teachers | 90.9% | Up from 75.0% | 60.4% | 76.6% |
| Teachers with emergency or provisional certificates | 14.3% | Down from 16.7% | 16.6% | 6.5% |
| Teachers returning from previous year | 88.4% | Up from 83.0% | 78.0% | 86.8% |
| Teacher attendance rate | 96.8% | Up from 96.7% | 96.2% | 95.8% |
| Average teacher salary* | \$42,203 | Up 1.9% | \$44,706 | \$47,390 |
| Professional development days/teacher | 11.2 days | Up from 10.7 days | 10.6 days | 10.0 days |
| School | | | | |
| Principal's years at school | 1.0 | No Change | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.6 to 1 | Down from 23.3 to 1 | 22.5 to 1 | 25.8 to 1 |
| Prime instructional time | 90.6% | Up from 90.1% | 89.1% | 90.1% |
| Dollars spent per pupil** | \$11,839 | Up 18.1% | \$9,819 | \$7,974 |
| Percent of expenditures for teacher salaries** | 38.6% | Down from 40.3% | 52.7% | 55.4% |
| Percent of expenditures for instruction** | 45.4% | Down from 48.0% | 59.5% | 60.4% |
| Opportunities in the arts | Poor | No Change | Good | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 96.3% | Down from 100.0% | 97.4% | 96.0% |
| Character development program | Below Average | Down from Average | Good | Good |
| Modern language program assessment | N/A | N/A | Average | 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 | 58 | 86.2% | 268 | 39.6% | 70 | 68.6% | No |
| Gender | | | | | | | |
| Male | 31 | 80.6% | 139 | 37.4% | 37 | 62.2% | N/A |
| Female | 27 | 92.6% | 129 | 41.9% | 33 | 75.8% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 10 | 90.0% | 54 | 50.0% | 14 | 57.1% | N/A |
| African American | 48 | 85.4% | 214 | 36.9% | 56 | 71.4% | 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 | 14 | 64.3% | 38 | 10.5% | 16 | 50.0% | 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 | 49 | 83.7% | 231 | 37.2% | 60 | 66.7% | 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

In partnership with the community, Blackville-Hilda High School is educating students to produce lifelong learners who are competent, responsible individuals with the unlimited capacity to compete in the challenges of today's highly-informational society. We are achieving this goal by teaching at higher levels through structured and challenging career/technical academic and social experiences.

The schools administration, staff, and School Improvement Council have continued with the philosophy of high expectations for all students and are in the process of implementing plans for improvement. Some of the plans include utilizing data to drive instruction, curriculum, and assessment, implementing a comprehensive career guidance/advisement program, and utilization of the leadership team to assist with the curriculum and instructional practices necessary to improve/enhance student awareness and growth.

Professional development opportunities for the faculty have contributed to utilization of best practices and increased student involvement. The freshman academy was implemented this year and will assist in the successful transition of students into high school for their first year. Programs were implemented to give students multiple opportunities to be successful. Additionally, programs/materials were provided to assist/enhance and supplement instruction and increase student exposure to content material.

BHHS continues to have challenges and great opportunities ahead. These include the development of a rigorous and challenging academic career/technical program of study and the development of a culture of high expectations for all students, which will be accomplished as the school works through the key practices of the High Schools That Work initiative.

Leo Waller, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 17 | 65 | 10 |
| Percent satisfied with learning environment | 58.8% | 62.5% | 70.0% |
| Percent satisfied with social and physical environment | 94.1% | 75.4% | 70.0% |
| Percent satisfied with school-home relations | 41.2% | 81.5% | 70.0% |

* 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 11 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 | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |

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 | 53 | 100 | 18.4 | 55.1 | 14.3 | 12.2 | 36.7 | 36.7 | 65.9 | No | Yes |
| Male | 20 | 100 | 10.5 | 68.4 | 21.1 | 0 | 31.6 | 31.6 | 60.8 | N/A | N/A |
| Female | 33 | 100 | 23.3 | 46.7 | 10 | 20 | 40 | 40 | 71 | N/A | N/A |
| White | 11 | 100 | 27.3 | 18.2 | 36.4 | 18.2 | 54.5 | 54.5 | 77.5 | I/S | I/S |
| African American | 40 | 100 | 16.2 | 64.9 | 8.1 | 10.8 | 32.4 | 32.4 | 49.7 | I/S | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 80.2 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 56.8 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 65.9 | I/S | I/S |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 21.3 | I/S | I/S |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47.3 | I/S | I/S |
| Subsidized meals | 44 | 100 | 19.5 | 61 | 9.8 | 9.8 | 29.3 | 29.3 | 51.5 | No | Yes |

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

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 53 | 100 | 18.4 | 53.1 | 20.4 | 8.2 | 44.9 | 44.9 | 62.3 | No | Yes |
| Male | 20 | 100 | 21.1 | 57.9 | 21.1 | 0 | 57.9 | 57.9 | 61.7 | N/A | N/A |
| Female | 33 | 100 | 16.7 | 50 | 20 | 13.3 | 36.7 | 36.7 | 63 | N/A | N/A |
| White | 11 | 100 | 27.3 | 36.4 | 18.2 | 18.2 | 54.5 | 54.5 | 75 | I/S | I/S |
| African American | 40 | 100 | 16.2 | 56.8 | 21.6 | 5.4 | 40.5 | 40.5 | 44 | I/S | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 85.5 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 56.7 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 62.5 | I/S | I/S |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 22.1 | I/S | I/S |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 52.6 | I/S | I/S |
| Subsidized meals | 44 | 100 | 22 | 53.7 | 19.5 | 4.9 | 36.6 | 36.6 | 48.1 | No | Yes |

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

| | | | | | | | | | | | |
|----------------------------|-----|-------|------|-----|-----|-----|-----|-----|-----|-----|-----|
| All Students | 53 | 98.1 | 92.3 | 5.8 | 1.9 | 0.0 | 1.9 | N/A | N/A | N/A | N/A |
| Male | 20 | 95.0 | 89.5 | 5.3 | 5.3 | 0.0 | 5.3 | N/A | N/A | N/A | N/A |
| Female | 33 | 100.0 | 93.9 | 6.1 | 0.0 | 0.0 | 0.0 | N/A | N/A | N/A | N/A |
| White | 11 | 100.0 | 81.8 | 9.1 | 9.1 | 0.0 | 9.1 | N/A | N/A | N/A | N/A |
| African American | 40 | 97.5 | 94.9 | 5.1 | 0.0 | 0.0 | 0.0 | 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 | 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 | 7 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsidized meals | 44 | 100.0 | 95.5 | 4.5 | 0.0 | 0.0 | 0.0 | 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 | 2009 | 72 | 98.6 | 10.1 | 63.8 | 10.1 | 15.9 | 46.4 | 46.4 | 61.8 |
| | 2010 | 53 | 100 | 18.4 | 55.1 | 14.3 | 12.2 | 36.7 | 36.7 | 65.9 |

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

| | | | | | | | | | | |
|--------------|------|----|------|------|------|------|------|------|------|------|
| All Students | 2009 | 72 | 98.6 | 27.5 | 42 | 18.8 | 11.6 | 39.1 | 39.1 | 62.7 |
| | 2010 | 53 | 100 | 18.4 | 53.1 | 20.4 | 8.2 | 44.9 | 44.9 | 62.3 |

* 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