



## Belton-Honea Path High

11000 Belton-Honea Path  
Honea Path, South

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,041 Students	
<b>Principal</b>	James S. Ouzts	864-369-7382
<b>Superintendent</b>	Mr. Thomas T. Chapman	864-369-7364
<b>Board Chair</b>	Mrs. Brenda Cooley	864-369-7364

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Below Average</b>
2008	Average	Good
2007	Average	At-Risk
2006	Good	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	9	22	0	0

\* 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 (%)	80.8	83.7	81.6	79.6	82.3	78.0
Passed 1 subtest (%)	9.2	8.5	11.0	11.6	10.1	11.9
Passed no subtests (%)	10.0	7.8	7.5	8.8	7.8	10.1

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	93.4%	94.7%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	287	329
Number of Diplomas	210	245
Rate	73.2%	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	83.2	74.1
English 1	67.7	65.2
Physical Science	69.4	58.4
US History and the Constitution	51.8	46.0
All Tests	67.8	60.0

\* 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
<b>Students (n=1,041)</b>				
Retention rate	3.7%	Down from 6.1%	3.9%	4.8%
Attendance rate	95.2%	Up from 94.7%	95.5%	95.5%
Eligible for gifted and talented	18.3%	Up from 16.0%	13.6%	9.2%
With disabilities other than speech	14.7%	Down from 15.5%	12.7%	12.6%
Older than usual for grade	7.6%	Down from 9.2%	6.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.4%	1.3%	1.2%
Enrolled in AP/IB programs	11.2%	Up from 8.7%	16.1%	13.2%
Successful on AP/IB exams	50.0%	Up from 43.1%	55.4%	55.6%
Eligible for LIFE Scholarship	28.9%	Down from 60.7%	34.4%	29.8%
Annual dropout rate	6.3%	Up from 4.8%	3.6%	3.5%
Career/technology students in co-curricular organizations	18.3%	Down from 20.3%	2.7%	3.0%
Enrollment in career/technology courses	823	Up from 781	700	523
Students participating in work-based experiences	30.6%	Up from 26.7%	15.4%	12.9%
Career/technology students attaining technical skills	87.6%	Up from 84.9%	80.5%	79.3%
Career/technology completers placed	100.0%	No Change	100.0%	98.8%
<b>Teachers (n=58)</b>				
Teachers with advanced degrees	65.5%	Up from 64.9%	63.2%	58.6%
Continuing contract teachers	86.2%	Down from 93.0%	77.4%	71.6%
Teachers with emergency or provisional certificates	1.9%	Up from 0.0%	4.3%	8.1%
Teachers returning from previous year	91.9%	Down from 93.9%	86.3%	85.0%
Teacher attendance rate	96.3%	Up from 94.9%	95.6%	95.5%
Average teacher salary*	\$49,355	Up 1.4%	\$48,985	\$47,761
Professional development days/teacher	8.3 days	Down from 8.9 days	11.1 days	10.8 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	4.0	3.0
Student-teacher ratio in core subjects	28.9 to 1	Down from 29.5 to 1	28.0 to 1	26.1 to 1
Prime instructional time	92.4%	Up from 88.0%	90.1%	89.8%
Dollars spent per pupil**	\$7,242	Up 1.6%	\$7,233	\$7,883
Percent of expenditures for teacher salaries**	55.6%	Up from 52.2%	54.4%	54.1%
Percent of expenditures for instruction**	64.3%	Up from 63.3%	60.0%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Up from 97.9%	95.7%	95.8%
Character development program	Below Average	Down from Average	Good	Good
Modern language program assessment	Good	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	242	93.4%	890	67.8%	287	73.2%	No
<b>Gender</b>							
Male	117	88.0%	448	65.6%	145	62.8%	N/A
Female	125	98.4%	442	69.9%	141	83.7%	N/A
<b>Racial/Ethnic Group</b>							
White	194	95.4%	679	72.0%	221	78.3%	N/A
African American	44	86.4%	193	52.8%	60	55.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	60.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	28	60.7%	125	40.8%	31	35.5%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	99	88.9%	397	61.2%	125	60.8%	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

Belton- Honea Path High School was recognized as a Silver Award Recipient for outstanding student academic achievement by the State Department of Education in the Palmetto Gold and Silver Awards Program for 2008-2009. We were also recognized for exceeding the national composite average on our SAT scores for the 2008 school year. Overall, we had an excellent academic year.

Good students continue to be the strength of our school. In addition to our test scores, we had a number of band, chorus, and athletic team members selected for all-state honors. Our baseball team was crowned AAA State Champions and several other teams were Region Champions. The JROTC Drill Team continued to fair well in competitions and FFA remains one of the top programs in the state. BHP seniors earned over \$1,840,172 in academic, athletic, and military scholarships.

BHP adopted a school-wide approach to literacy, the Content Literacy Continuum (CLC), in early August. The Strategic Instruction Model (SIM) helps secondary schools develop a school-wide framework of interventions that will help all students meet higher standards. The first year of the program involved training every teacher in SIM strategies and training for our Reading Teacher in Xtreme Reading. All of these initiatives will help faculty reach more students. We will build on our first year successes in CLC during the 2009-2010 school year.

Parents, business, industry, and foundations provide outstanding support for our school. Our Renaissance Program remains strong and provides scholarships and incentives for students who excel in the areas of academics, attendance, and behavior/citizenship.

Jimmy Ouzts, Principal  
Kurt Taveneir, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	194	88
Percent satisfied with learning environment	93.2%	89.7%	91.9%
Percent satisfied with social and physical environment	100.0%	89.6%	85.2%
Percent satisfied with school-home relations	84.7%	92.2%	88.5%

\* 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 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
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	260	98.5	10	43.2	29.6	17.2	57.2	57.2	61.8	No	Yes
Male	129	97.7	13	41.5	24.4	21.1	56.9	56.9	57.4	N/A	N/A
Female	131	99.2	7.1	44.9	34.6	13.4	57.5	57.5	66.1	N/A	N/A
White	204	98	7.1	41.9	31.3	19.7	60.6	60.6	74.3	No	Yes
African American	52	100	22.4	49	20.4	8.2	42.9	42.9	44.9	No	Yes
Asian/Pacific Islander	4	I/S	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	39	100	38.5	46.2	10.3	5.1	17.9	17.9	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	113	98.2	18.2	51.8	21.8	8.2	41.8	41.8	45.6	No	Yes

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

All Students	260	98.5	14	26.8	30.8	28.4	69.6	69.6	62.7	Yes	Yes
Male	129	97.7	14.6	23.6	29.3	32.5	71.5	71.5	61.8	N/A	N/A
Female	131	99.2	13.4	29.9	32.3	24.4	67.7	67.7	63.6	N/A	N/A
White	204	98	11.6	24.2	32.3	31.8	74.2	74.2	75.1	Yes	Yes
African American	52	100	24.5	38.8	24.5	12.2	49	49	45.1	No	Yes
Asian/Pacific Islander	4	I/S	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	39	100	43.6	33.3	15.4	7.7	30.8	30.8	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	113	98.2	22.7	35.5	30	11.8	52.7	52.7	47.9	No	Yes

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

All Students	259	97.3	49.0	23.9	13.1	11.2	24.3	N/A	N/A	N/A	N/A
Male	129	96.1	43.4	20.9	17.1	14.7	31.8	N/A	N/A	N/A	N/A
Female	130	98.5	54.6	26.9	9.2	7.7	16.9	N/A	N/A	N/A	N/A
White	203	97.0	43.3	26.1	14.8	12.8	27.6	N/A	N/A	N/A	N/A
African American	52	98.1	71.2	17.3	5.8	3.8	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	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	38	94.7	84.2	7.9	2.6	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	113	96.5	66.4	18.6	7.1	4.4	11.5	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	262	98.1	8.9	29.7	32.9	28.5	69.9	69.1	69.7
	2009	260	98.5	10	43.2	29.6	17.2	57.2	57.2	61.8

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

All Students	2008	262	98.5	10.5	25.1	35.6	28.7	74.9	74	67.2
	2009	260	98.5	14	26.8	30.8	28.4	69.6	69.6	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