



Baptist Hill High

5117 Baptist Hill Road
Hollywood, SC 29449

Grades	9-12 High School	
Enrollment	390 Students	
Principal	Dr. James E. Winbush	843-889-2276
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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
1	1	2	6	8

* 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 (%)	75.2	68.5	72.7	61.8	60.7	55.4
Passed 1 subtest (%)	11.0	14.8	14.8	20.8	16.3	21.2
Passed no subtests (%)	13.8	16.7	12.5	20.9	23.8	27.1

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	93.4%	81.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	102	99
Number of Diplomas	74	62
Rate	72.5%	53.3%

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	58.2	42.9
English 1	47.8	36.7
Physical Science	37.9	28.1
US History and the Constitution	28.7	19.8
All Tests	42.3	32.5

* 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=390)				
Retention rate	5.1%	Down from 14.1%	6.8%	4.8%
Attendance rate	92.6%	Down from 93.4%	94.5%	95.5%
Eligible for gifted and talented	6.8%	Down from 7.1%	1.7%	9.2%
With disabilities other than speech	13.7%	Up from 13.0%	14.5%	12.6%
Older than usual for grade	16.9%	Down from 18.1%	15.4%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	9.0%	Up from 8.1%	1.5%	1.2%
Enrolled in AP/IB programs	14.3%	Up from 11.8%	2.6%	13.2%
Successful on AP/IB exams	N/A	N/A	29.6%	55.6%
Eligible for LIFE Scholarship	27.4%	Up from 22.5%	27.3%	29.8%
Annual dropout rate	1.0%	Down from 2.4%	1.8%	3.5%
Career/technology students in co-curricular organizations	1.3%	Up from 0.0%	1.9%	3.0%
Enrollment in career/technology courses	319	Up from 316	226	523
Students participating in work-based experiences	2.6%	Down from 4.8%	2.0%	12.9%
Career/technology students attaining technical skills	68.1%	Down from 71.1%	74.0%	79.3%
Career/technology completers placed	92.6%	Up from 91.8%	97.8%	98.8%
Teachers (n=43)				
Teachers with advanced degrees	48.8%	Down from 52.4%	55.1%	58.6%
Continuing contract teachers	51.2%	Down from 52.4%	57.1%	71.6%
Teachers with emergency or provisional certificates	24.3%	Down from 36.8%	24.0%	8.1%
Teachers returning from previous year	80.3%	Up from 78.3%	74.4%	85.0%
Teacher attendance rate	96.4%	Down from 96.6%	95.9%	95.5%
Average teacher salary*	\$43,500	Up 3.5%	\$44,687	\$47,761
Professional development days/teacher	9.6 days	Up from 8.7 days	11.6 days	10.8 days
School				
Principal's years at school	5.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.0 to 1	19.8 to 1	26.1 to 1
Prime instructional time	88.0%	Down from 88.9%	88.0%	89.8%
Dollars spent per pupil**	\$12,538	Up 13.3%	\$10,958	\$7,883
Percent of expenditures for teacher salaries**	47.4%	Up from 45.8%	51.8%	54.1%
Percent of expenditures for instruction**	52.3%	Up from 50.9%	59.2%	60.2%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Up from 88.0%	91.9%	95.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Below 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	91	93.4%	333	42.3%	102	72.5%	No
Gender							
Male	47	91.5%	176	39.2%	54	59.3%	N/A
Female	44	95.5%	157	45.9%	48	87.5%	N/A
Racial/Ethnic Group							
White	N/A	N/A	10	80.0%	N/A	N/A	N/A
African American	89	93.3%	313	41.2%	98	72.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	40.0%	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	11	45.5%	37	24.3%	11	9.1%	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	79	93.7%	292	42.5%	87	73.6%	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

Baptist Hill High School's administration, faculty and staff continue to work collaboratively with parents and the community to implement and improve programs that will ensure student success. Our students' test scores are steadily improving, and our 2008 state report card absolute rating was average for the first time.

Our 9th Grade Academy helped our freshmen adjust to the rigors of high school by grouping them in a small learning community with single-gender classes. All ninth grade students were enrolled in Freshman Seminar, which provided instruction in study skills, character development, and career exploration and provided support for the transition to high school.

We expanded intervention strategies for students who struggle academically and will continue to offer additional academic support through our HSAP lab, after-school programs, and extended learning opportunities. Assistance in these programs was tailored to students' individual needs based on data from benchmark and MAP tests. Our extended learning sessions provided small group instruction in HSAP and End of Course test preparation, SAT preparation, and college and career exploration.

Team planning time was provided during the school day to allow teachers to study and collaborate as members of professional learning communities. Professional development for teachers focused on strategies for active learning, differentiated instruction, and reading across the curriculum. With the assistance of the administrative team, teachers engaged in frequent data analysis and collaborative instructional planning.

While we are proud of our accomplishments, we realize that there are still many challenges we must meet. We continue to seek solutions to the barriers that are slowing our progress. We will continue our efforts to improve our graduation rate, longitudinal exit exam passage rate, SAT scores, and our students' performance on state assessments. We must address the poor reading levels of our students, increase parent involvement, reduce the dropout rate, and recruit and retain highly qualified teachers. We are confident that, together, we can face these challenges and implement strategies that will ensure academic success for our students.

James E. Winbush, Principal
Helen Plexico, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	75	53
Percent satisfied with learning environment	90.9%	78.7%	84.9%
Percent satisfied with social and physical environment	95.5%	80.8%	88.2%
Percent satisfied with school-home relations	27.9%	78.1%	88.7%

* 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 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

R

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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	88	100	19	47.6	22.6	10.7	45.2	64.1	61.8	No	Yes
Male	42	100	32.5	47.5	12.5	7.5	32.5	60.7	57.4	N/A	N/A
Female	46	100	6.8	47.7	31.8	13.6	56.8	67	66.1	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8	74.3	I/S	I/S
African American	84	100	18.8	48.8	21.3	11.3	45	44.5	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	85.5	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.5	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	11	100	63.6	27.3	9.1	0	9.1	23.9	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	2	I/S	I/S	I/S	I/S	I/S	I/S	44.6	38.5	I/S	I/S
Subsized meals	75	100	19.7	50.7	22.5	7	43.7	42	45.6	No	Yes

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

All Students	88	100	19	36.9	26.2	17.9	61.9	62.9	62.7	No	Yes
Male	42	100	32.5	37.5	27.5	2.5	47.5	63.2	61.8	N/A	N/A
Female	46	100	6.8	36.4	25	31.8	75	62.5	63.6	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	88.2	75.1	I/S	I/S
African American	84	100	17.5	38.8	26.3	17.5	62.5	40.7	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	89.1	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	63.1	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	11	100	72.7	27.3	0	0	18.2	26.9	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	56.9	52.3	I/S	I/S
Subsized meals	75	100	19.7	39.4	23.9	16.9	60.6	40.5	47.9	No	Yes

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

All Students	88	98.9	76.1	14.8	5.7	2.3	I/S	N/A	N/A	N/A	N/A
Male	42	97.6	88.1	7.1	N/A	2.4	I/S	N/A	N/A	N/A	N/A
Female	46	100.0	65.2	21.7	10.9	2.2	I/S	N/A	N/A	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	84	98.8	76.2	14.3	6.0	2.4	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	2	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	11	100.0	N/AV	N/AV	N/AV	N/AV	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	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	75	98.7	78.7	14.7	4.0	1.3	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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	108	100	22.9	47.6	20	9.5	44.8	70.7	69.7
	2009	88	100	19	47.6	22.6	10.7	45.2	64.1	61.8

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

All Students	2008	108	100	22.9	36.2	28.6	12.4	53.3	66.9	67.2
	2009	88	100	19	36.9	26.2	17.9	61.9	62.9	62.7

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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