



## SILVER BLUFF HIGH

64 DeSoto Drive  
Aiken, SC 29803

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	723 Students	
<b>Principal</b>	Todd Bornscheuer	803-652-8100
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Below Average</b>
2009	Average	Below Average
2008	Average	Below Average
2007	Good	Below Average
2006	Good	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
1	10	23	2	0

\* 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 (%)	84.6%	75.3%	79.4%	79.3%	73.3%	77.2%
Passed 1 subtest (%)	9.0%	14.6%	8.8%	11.2%	14.0%	11.7%
Passed no subtests (%)	6.4%	10.1%	11.8%	9.5%	12.7%	11.4%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	92.5%	89.6%

## 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	201	200	257	284
Number of Graduates in Cohort	150	142	189	197
Rate	74.6%	71.0%	74.8%	70.4%

\*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	74.4%	74.0%
English 1	74.6%	66.4%
Physical Science	50.9%	53.7%
US History and the Constitution	36.9%	40.5%
All Tests	57.8%	58.2%

\* 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
<b>Students (n=723)</b>				
Retention rate	4.2%	Down from 6.4%	3.7%	3.7%
Attendance rate	96.1%	Up from 95.5%	95.3%	95.4%
Eligible for gifted and talented	10.7%	Down from 11.7%	11.8%	12.4%
With disabilities other than speech	11.0%	Down from 11.6%	13.1%	12.8%
Older than usual for grade	11.6%	Up from 10.6%	10.0%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.2%	1.1%	1.1%
Enrolled in AP/IB programs	19.2%	Up from 15.6%	12.6%	13.1%
Successful on AP/IB exams	42.4%	Up from 38.0%	44.4%	50.4%
Eligible for LIFE Scholarship	37.2%	Up from 28.1%	30.9%	30.4%
Annual dropout rate	7.4%	Up from 4.4%	3.5%	3.1%
Career/technology students in co-curricular organizations	0.0%	Down from 3.5%	1.3%	2.2%
Enrollment in career/technology courses	377	Down from 440	432	424
Students participating in work-based experiences	6.2%	Up from 5.5%	12.9%	11.7%
Career/technology students attaining technical skills	75.6%	Up from 74.3%	76.8%	78.7%
Career/technology completers placed	N/A	N/A	97.1%	98.5%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	55.8%	Down from 56.5%	59.4%	60.4%
Continuing contract teachers	83.7%	Up from 67.4%	80.4%	76.6%
Teachers with emergency or provisional certificates	2.6%	Down from 4.5%	5.4%	6.5%
Teachers returning from previous year	88.3%	Down from 89.9%	87.6%	86.8%
Teacher attendance rate	93.5%	Down from 95.0%	95.1%	95.8%
Average teacher salary*	\$47,175	Down 3.2%	\$47,289	\$47,390
Professional development days/teacher	9.0 days	Down from 12.0 days	10.8 days	10.0 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.5	4.0
Student-teacher ratio in core subjects	25.2 to 1	Up from 24.3 to 1	26.9 to 1	25.8 to 1
Prime instructional time	88.0%	Down from 89.7%	89.1%	90.1%
Dollars spent per pupil**	\$7,751	Up 3.8%	\$7,788	\$7,974
Percent of expenditures for teacher salaries**	56.8%	Up from 48.7%	54.9%	55.4%
Percent of expenditures for instruction**	59.8%	Up from 59.0%	60.1%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.8%	Down from 95.4%	95.4%	96.0%
Character development program	Average	Down from Excellent	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	160	92.5%	559	57.8%	200	71.0%	No
<b>Gender</b>							
Male	80	92.5%	284	57.4%	105	68.6%	N/A
Female	80	92.5%	275	58.2%	95	73.7%	N/A
<b>Racial/Ethnic Group</b>							
White	87	96.6%	272	64.0%	110	76.4%	N/A
African American	67	86.6%	257	50.6%	80	63.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	29	65.5%	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	12	58.3%	59	27.1%	15	46.7%	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	18	72.2%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	81	91.4%	355	52.1%	111	60.4%	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

Silver Bluff High School provides educational opportunities for the students of Aiken County who reside in the Beech Island, Jackson, and New Ellenton areas. An established twenty-nine-year tradition of excellence is the driving force behind the school's accomplishments. Accredited by AdvancEd, Silver Bluff High School provides all students with opportunities to become responsible lifelong learners.

The 2009-2010 school year proved to be the most challenging economic year in the history of the school. Through these difficult times, the hard work of students, parents, faculty, and staff continued to pay academic dividends. Silver Bluff was one of only seventy schools named a Palmetto Silver Award winner for success in closing the achievement gap. Fifty-four students qualified for the Life Scholarship. Silver Bluff led the district in most areas of ninth grade MAP scores, to include growth from fall to spring. The first Silver Bluff Academic Booster Club was established.

Our instructional emphasis in the coming year will include continued promotion of a rigorous and relevant senior curriculum and growth of our Freshman Academy. We will now offer Spanish and Engineering in the ninth grade to select students. Advanced Placement course additions will include Psychology and Music Theory. We will be offering a summer program for at-risk rising ninth graders to show these students the importance of completing their high school education.

Research indicates that schools with strong extracurricular involvement foster positive academic environments as well. The rich tradition of success in these areas continued in 2009-2010. The NJROTC program was among the top in the nation, winning the most prestigious national James H. Harvey Award! The Athletic Department was recognized by the SC High School league with the Region 5-AA Character and Sportsmanship Award. Multiple athletic scholarships were awarded, and the varsity football, girls' basketball, and boys' basketball teams all won Region Championships. Marching band placed 8th in state competition and received an "Excellent" rating at the SCBDA Concert Festival. They received the Outstanding Performance Award for the 2009-2010 school year for the second time in a row and the 8th time in school history. The Key Club continued the tradition of thousands of hours of service to community and thousands in fundraising donated to a variety of charities.

We are poised for continued success in 2010-2011 and look forward to working with you to maximize your child's high school experience.

Thea Brooks, SBHS SIC Chairperson  
J. Todd Bornscheuer, SBHS Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	122	113
Percent satisfied with learning environment	84.1%	75.6%	82.1%
Percent satisfied with social and physical environment	95.5%	73.8%	82.1%
Percent satisfied with school-home relations	75.0%	78.7%	77.5%

\* 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 13 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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

  

	<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
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## English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	174	97.1	12.3	33.7	34.4	19.6	68.1	68.7	65.9	Yes	Yes
Male	74	93.2	18.5	38.5	33.8	9.2	56.9	62.2	60.8	N/A	N/A
Female	100	100	8.2	30.6	34.7	26.5	75.5	74.5	71	N/A	N/A
White	87	98.9	4.8	31	41.7	22.6	75	78.9	77.5	Yes	Yes
African American	78	94.9	22.9	37.1	28.6	11.4	57.1	51.7	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	94.1	80.2	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	60.9	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	65.9	I/S	I/S						
Disabled	30	100	44.8	31	24.1	0	27.6	16.6	21.3	I/S	I/S
Migrant	N/A	I/S	N/A	N/A							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	59.6	47.3	I/S	I/S
Subsidized meals	107	97.2	16.8	36.6	31.7	14.9	59.4	53	51.5	Yes	Yes

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

All Students	174	97.7	17.1	34.1	35.4	13.4	59.1	63.2	62.3	No	Yes
Male	74	94.6	25.8	30.3	36.4	7.6	51.5	62.3	61.7	N/A	N/A
Female	100	100	11.2	36.7	34.7	17.3	64.3	64	63	N/A	N/A
White	87	98.9	8.3	35.7	41.7	14.3	64.3	73.7	75	Yes	Yes
African American	78	96.2	29.6	33.8	28.2	8.5	49.3	46	44	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	82.4	85.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	54.4	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	62.5	I/S	I/S						
Disabled	30	100	62.1	27.6	6.9	3.4	17.2	17.9	22.1	I/S	I/S
Migrant	N/A	I/S	N/A	N/A							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	53.8	52.6	I/S	I/S
Subsidized meals	107	98.1	23.5	38.2	29.4	8.8	52.9	46.3	48.1	No	Yes

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

All Students	174	95.4	63.3	14.5	16.9	5.4	22.3	N/A	N/A	N/A	N/A
Male	74	94.6	72.9	5.7	17.1	4.3	21.4	N/A	N/A	N/A	N/A
Female	100	96.0	56.3	20.8	16.7	6.3	22.9	N/A	N/A	N/A	N/A
White	87	94.3	56.1	15.9	18.3	9.8	28.0	N/A	N/A	N/A	N/A
African American	78	96.2	73.3	12.0	13.3	1.3	14.7	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	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	30	96.7	89.7	0.0	6.9	3.4	10.3	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	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	107	97.2	73.1	14.4	12.5	0.0	12.5	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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2009	182	97.8	15.2	35.7	31.6	17.5	61.4	65.9	61.8
	2010	174	97.1	12.3	33.7	34.4	19.6	68.1	68.7	65.9
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2009	182	97.3	19.4	30.6	27.1	22.9	62.4	66.5	62.7
	2010	174	97.7	17.1	34.1	35.4	13.4	59.1	63.2	62.3

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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