



BAPTIST HILL HIGH

5117 Baptist Hill Road
Hollywood, SC 29449

Grades	7-12 High School	
Enrollment	483 Students	
Principal	Adrian Busch	843-889-2276
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Average	Excellent
2008	Average	Excellent
2007	Below Average	At-Risk
2006	At-Risk	Excellent

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	2	10	5	12

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

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	68.5%	72.7%	67.0%	60.7%	55.4%	57.4%
Passed 1 subtest (%)	14.8%	14.8%	16.5%	16.3%	21.2%	19.3%
Passed no subtests (%)	16.7%	12.5%	16.5%	23.8%	27.1%	26.9%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	89.5%	80.2%

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	102	120	99	105
Number of Graduates in Cohort	74	78	62	66
Rate	72.5%	65.0%	53.3%	57.0%

*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	73.6%	52.0%
English 1	53.6%	47.2%
Physical Science	47.1%	33.1%
US History and the Constitution	60.0%	23.9%
All Tests	57.9%	37.9%

* 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=483)				
Retention rate	3.6%	Down from 5.1%	5.6%	3.7%
Attendance rate	94.1%	Up from 92.6%	94.8%	95.4%
Eligible for gifted and talented	3.5%	Down from 6.8%	2.4%	12.4%
With disabilities other than speech	13.2%	Down from 13.7%	15.1%	12.8%
Older than usual for grade	13.5%	Down from 16.9%	14.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	10.8%	Up from 9.0%	2.1%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 14.3%	5.7%	13.1%
Successful on AP/IB exams	N/A	N/A	38.1%	50.4%
Eligible for LIFE Scholarship	13.6%	Down from 27.4%	24.7%	30.4%
Annual dropout rate	2.4%	Up from 1.0%	2.4%	3.1%
Career/technology students in co-curricular organizations	0.0%	Down from 1.3%	3.0%	2.2%
Enrollment in career/technology courses	282	Down from 319	185	424
Students participating in work-based experiences	13.9%	Up from 2.6%	4.7%	11.7%
Career/technology students attaining technical skills	73.4%	Up from 68.1%	76.8%	78.7%
Career/technology completers placed	97.5%	Up from 92.6%	96.3%	98.5%
Teachers (n=57)				
Teachers with advanced degrees	35.1%	Down from 48.8%	56.9%	60.4%
Continuing contract teachers	35.1%	Down from 51.2%	58.5%	76.6%
Teachers with emergency or provisional certificates	15.2%	Down from 24.3%	19.6%	6.5%
Teachers returning from previous year	80.0%	Down from 80.3%	78.0%	86.8%
Teacher attendance rate	97.4%	Up from 96.4%	95.5%	95.8%
Average teacher salary*	\$40,583	Down 6.7%	\$43,712	\$47,390
Professional development days/teacher	9.4 days	Down from 9.6 days	10.5 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 19.8 to 1	19.7 to 1	25.8 to 1
Prime instructional time	91.1%	Up from 88.0%	89.1%	90.1%
Dollars spent per pupil**	\$13,090	Up 4.4%	\$10,887	\$7,974
Percent of expenditures for teacher salaries**	50.6%	Up from 47.4%	52.1%	55.4%
Percent of expenditures for instruction**	55.0%	Up from 52.3%	59.0%	60.4%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	78.7%	Down from 97.6%	97.3%	96.0%
Character development program	Excellent	Up from Good	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	86	89.5%	318	57.9%	120	65.0%	No
Gender							
Male	48	91.7%	158	55.1%	69	59.4%	N/A
Female	38	86.8%	160	60.6%	51	72.5%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	83	89.2%	295	56.6%	113	66.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	13	69.2%	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	26	38.5%	N/A	N/A	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	74	89.2%	291	57.7%	100	63.0%	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

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 2009 state report card absolute rating was average for the second 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, afterschool programs, and extended learning opportunities. Assistance in these programs was tailored to students' individual needs based on data from MAP tests and other data sources. Our extended learning sessions provided small group instruction in HSAP, PASS, 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 improve the 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	46	60	33
Percent satisfied with learning environment	95.7%	66.7%	90.9%
Percent satisfied with social and physical environment	97.8%	76.7%	75.8%
Percent satisfied with school-home relations	41.3%	78.3%	81.8%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 12 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	3.8%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.0%	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	96	94.8	28.9	41.1	17.8	12.2	40	69.8	65.9	Yes	Yes
Male	56	94.6	30.2	49.1	11.3	9.4	32.1	67.3	60.8	N/A	N/A
Female	40	95	27	29.7	27	16.2	51.4	72.3	71	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	91.6	77.5	I/S	I/S
African American	88	95.5	30.1	41	18.1	10.8	38.6	48.4	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.2	80.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	62.6	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	12	100	66.7	33.3	0	0	16.7	28.3	21.3	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	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	47.3	I/S	I/S
Subsidized meals	89	94.4	28.9	41	16.9	13.3	39.8	50.2	51.5	Yes	Yes

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

All Students	96	94.8	20	40	28.9	11.1	54.4	64.2	62.3	Yes	Yes
Male	56	94.6	17	47.2	26.4	9.4	54.7	66.5	61.7	N/A	N/A
Female	40	95	24.3	29.7	32.4	13.5	54.1	62	63	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	86.8	75	I/S	I/S
African American	88	95.5	20.5	42.2	28.9	8.4	53	41.8	44	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.2	85.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	58.9	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	12	100	50	41.7	8.3	0	25	25.7	22.1	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	1	I/S	I/S	I/S	I/S	I/S	I/S	59.3	52.6	I/S	I/S
Subsidized meals	89	94.4	20.5	39.8	28.9	10.8	54.2	43.1	48.1	Yes	Yes

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

All Students	93	92.5	66.3	15.1	12.8	5.8	18.6	N/A	N/A	N/A	N/A
Male	54	88.9	72.9	14.6	8.3	4.2	12.5	N/A	N/A	N/A	N/A
Female	39	97.4	57.9	15.8	18.4	7.9	26.3	N/A	N/A	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	86	93.0	68.8	15.0	11.3	5.0	16.3	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	12	83.3	N/AV	N/AV	N/AV	N/AV	N/AV	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	86	93.0	66.3	13.8	13.8	6.3	20.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	88	100	19	47.6	22.6	10.7	45.2	64.1	61.8
	2010	96	94.8	28.9	41.1	17.8	12.2	40	69.8	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	88	100	19	36.9	26.2	17.9	61.9	62.9	62.7
	2010	96	94.8	20	40	28.9	11.1	54.4	64.2	62.3

* Adjusted to account for natural variation in performance.