



## Blackville-Hilda Junior High School

446 Country Club Road  
Blackville, SC 29817

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	110 Students	
<b>Principal</b>	Ernest E. Dotson Jr.	803-284-5900
<b>Superintendent</b>	Dr. Teresa L. Pope	803-284-5605
<b>Board Chair</b>	Ms. Inell Waring	803-284-3217

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>At-Risk</b>	<b>Average</b>
2012	At-Risk	Below Average
2011	At-Risk	Below Average
2010	Below Average	Below Average
2009	Below Average	Below Average

## 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 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

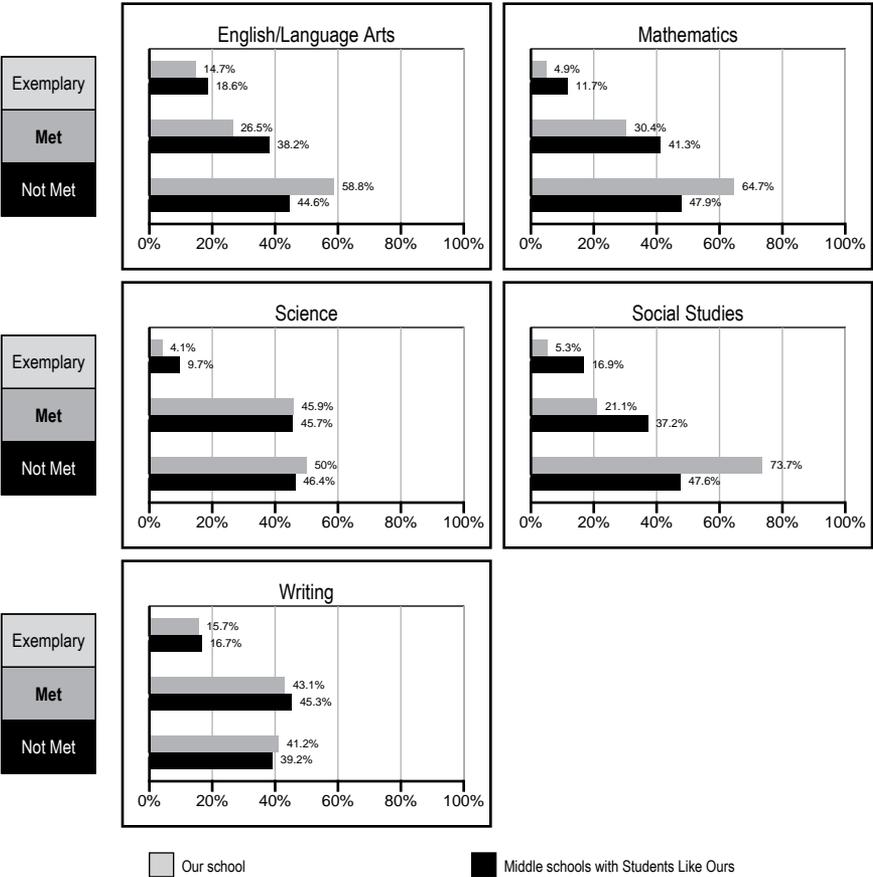
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	29	27	15

\* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.3%	89.4%
English 1	84.6%	87.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	88.5%	89.7%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=110)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	12.7%	Down from 13.0%	14.1%	24.6%
Retention rate	0.0%	Down from 0.9%	1.1%	0.6%
Attendance rate	95.3%	Down from 96.5%	95.3%	95.9%
Served by gifted and talented program	7.3%	N/A	7.0%	18.5%
With disabilities	14.7%	N/A	15.8%	13.0%
Older than usual for grade	8.3%	N/A	7.7%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Up from 0.9%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=12)</b>				
Teachers with advanced degrees	44.4%	No Change	59.8%	61.5%
Continuing contract teachers	77.8%	Down from 100.0%	68.7%	77.2%
Teachers returning from previous year	75.9%	Down from 76.7%	79.2%	85.9%
Teacher attendance rate	95.0%	Up from 93.3%	95.2%	94.9%
Average teacher salary*	\$45,337	Up 5.9%	\$44,395	\$47,313
Professional development days/teacher	9.5 days	Up from 9.1 days	9.3 days	10.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 17.3 to 1	18.6 to 1	22.1 to 1
Prime instructional time	89.1%	Up from 88.7%	89.3%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.7%	99.0%
Character development program	Average	Up from At-Risk	Good	Good
Dollars spent per pupil**	\$7,939	Down 7.3%	\$9,472	\$7,239
Percent of expenditures for instruction**	69.0%	Up from 66.8%	60.5%	63.0%
Percent of expenditures for teacher salaries**	66.0%	Up from 62.9%	55.0%	61.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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Report of Principal and School Improvement Council

While we are continuing to work with programs that we considered to be of benefit to our students, a number of changes have been made to the structure of the school day at Blackville-Hilda Junior High to attempt to address the needs of the students for academic achievement gains.

We continue to have the students work with a processing skills program called Fast ForWord. This program has shown some promising results for improving reading levels for our students. We have continued a segment of the school day dedicated to silent sustained reading of self-selected texts. Research has shown that both of these interventions have been successful elsewhere, and early test results show important gains here as well. We are in the second year that the Ruth Patrick Center from USC Aiken has been contracted to work with our math teachers on a regular basis to support increasingly rigorous classroom material presentation. They also are heavily involved in guiding our math teachers in the learning process related to the new standards that are being implemented called Common Core. Another important element of our effort toward learning the Common Core Standards that will be in place in the near future is the work we have done in our in-house professional development sessions. Learning and applying these national standards will bring our students to a higher level of achievement.

We have instituted a character development program into a newly created advisory class period that provides specific information on how students can deal with the daily challenges of middle school social development. We are using our advisory period for club meetings as well, and this year all of our clubs are service oriented with students developing service projects in each club. We also have incorporated a Goals Focused Conference format that allows students to confer with their advisors to set individual goals to support student effort and initiative. One other schedule change that is allowing us to focus on identified student needs is the implementation of an exploratory class devoted to providing extra help in the core courses that provide the basis for measures of student achievement.

As we look to the next year, we are hopeful that our continuing efforts to study and use the data sources available to us will bear fruit. We believe our commitment to improved student outcomes through data study and the application of research based best practices to address those areas of focus that are revealed by that study will be rewarded by improvements in the ability level of each student.

Ernest E. Dotson Jr.  
Principal

Dr. Herman Wallace  
SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	55	9
Percent satisfied with learning environment	N/A	54.5%	N/A
Percent satisfied with social and physical environment	N/A	42.8%	N/A
Percent satisfied with school-home relations	N/A	55.4%	N/A

\* Only students at the highest middle school grade level and their parents were included.

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>35.0</b>
<b>Overall Grade Conversion</b>	<b>F</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Blackville-Hilda Junior High School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	<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
Student attendance rate	95.3%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 6-8</b>						
All Students	610.4	608.5	593.5	583.1	100.0	100.0
Male	604.2	605.8	591.9	582.4	100.0	100.0
Female	618.0	611.8	595.6	583.9	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	610.2	606.5	592.4	586.8	100.0	100.0
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	610.5	608.2	594.4	584.7	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	57	100	58.8	25.5	15.7	41.2
	8	59	100	57.4	29.6	13	42.6
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	51	100	50	33.3	16.7	50
	8	61	100	66.7	20.4	13	33.3
<b>Mathematics</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	57	100	60.8	27.5	11.8	39.2
	8	59	100	70.4	25.9	3.7	29.6
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	51	100	N/AV	N/AV	N/AV	31.3
	8	61	100	61.1	29.6	9.3	38.9
<b>Science</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	57	100	68.6	25.5	5.9	31.4
	8	29	100	46.2	42.3	11.5	53.8
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	51	100	N/AV	N/AV	N/AV	50
	8	30	100	50	38.5	11.5	50

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	56	100	70	22	8	30
	8	30	100	N/AV	N/AV	N/AV	25
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	51	100	66.7	27.1	6.3	33.3
	8	31	100	85.7	10.7	3.6	14.3
<b>Writing</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	59	100	55.6	37	7.4	44.4
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	49	100	37.5	43.8	18.8	62.5
	8	60	100	44.4	42.6	13	55.6

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