



Blackville-Hilda Junior High School

446 Country Club Road
Blackville, SC 29817

Grades	7-8 Middle School	
Enrollment	108 Students	
Principal	Ernest Ed Dotson Jr.	803-284-5900
Superintendent	Dr. Teresa L. Pope	803-284-5605
Board Chair	Ms. Evelyn Coker	803-284-4515

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	Below Average
2011	At-Risk	Below Average
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	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 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

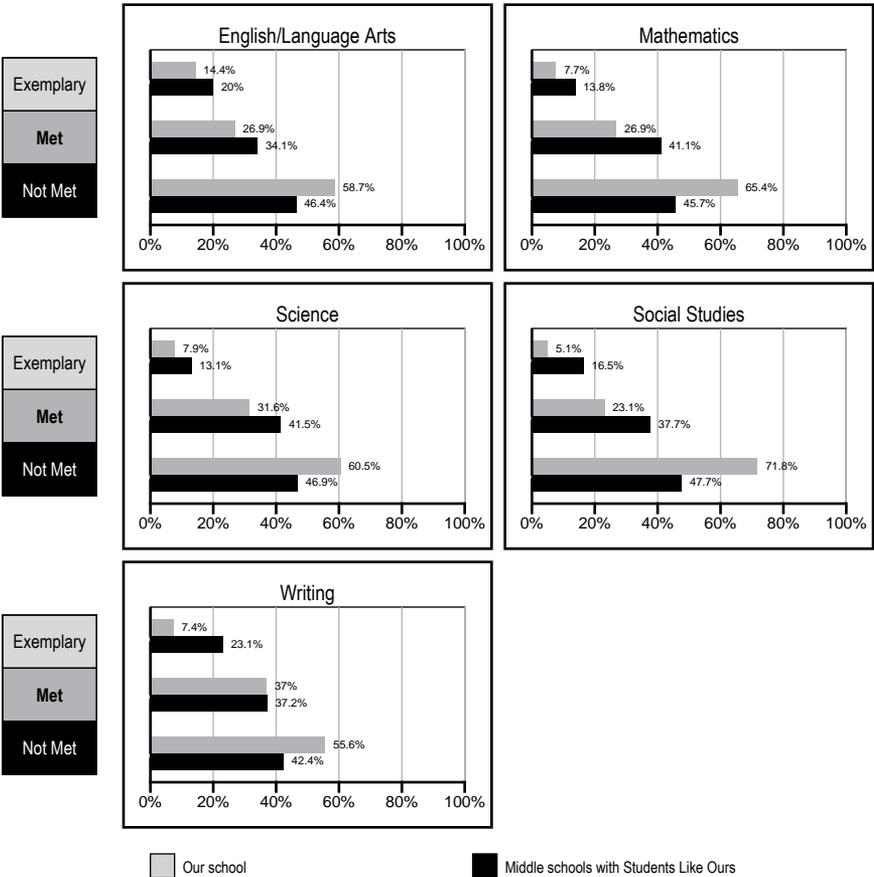
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	30	25	19

* Ratings are calculated with data available by 11/07/2012.

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	100.0%	88.6%
English 1	66.7%	78.7%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	83.3%	87.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=108)				
Students enrolled in high school credit courses (grades 7 & 8)	13.0%	Up from 8.3%	14.9%	22.9%
Retention rate	0.9%	Up from 0.0%	1.0%	0.8%
Attendance rate	96.5%	Up from 95.5%	95.8%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.8%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	44.4%	Up from 40.0%	60.4%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	76.7%	Down from 83.3%	80.5%	86.7%
Teacher attendance rate	93.3%	Down from 95.4%	95.1%	95.2%
Average teacher salary*	\$42,797	Up 4.6%	\$44,165	\$46,422
Professional development days/teacher	9.1 days	Up from 7.8 days	9.3 days	10.0 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 14.4 to 1	19.6 to 1	22.0 to 1
Prime instructional time	88.7%	Down from 90.1%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.3%	98.1%	98.8%
Character development program	At-Risk	Down from Below Average	Good	Good
Dollars spent per pupil**	\$8,563	Down 17.5%	\$8,891	\$7,245
Percent of expenditures for instruction**	66.8%	Up from 62.3%	60.9%	63.1%
Percent of expenditures for teacher salaries**	62.9%	Up from 56.3%	55.7%	60.9%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Our district mission statement includes several phrases that clearly show what is happening at Blackville-Hilda Junior High School this year. We have "High Expectations" that each student will achieve his or her "Academic Achievement" potential each day. We know that "failure is not an option", and we instill this belief in each student. We provide the necessary support to show that "Knowledge leads to excellence"; therefore, "Success prevails".

We are in our second year of implementation of the Making Middle Grades Work program. By using the information garnered from last year's Technical Assistance Visit, we have implemented a strong improvement program in two of the ten key practice areas that are the focal points for this initiative. Grade level teams met early in the year to establish these goals. The first is literacy improvement. We have begun two specific programs that are designed to support student achievement in this key practice. First, the district has purchased a processing skills program called Fast ForWord that each student has worked on for the entire school year. In addition, we have incorporated 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 remarkable gains here as well.

The other focal point for our improvement plan is to increase rigor in all of our subjects. Several programs have been put into action to accomplish this goal. 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. Another important element of our effort to provide more rigorous content has been the initial process of learning the Common Core Standards that will be in place in the near future. These are national standards that will bring our students to a higher level of achievement, and our teachers are actively pursuing a number of professional development opportunities to learn these standards and the best practices for putting them into action in the classroom. We have ongoing professional development provided by the Making Middle Grades Work representatives that have addressed how standards are presented in the classroom, specific lesson plans that address key standards, the use of questioning techniques that support more effective critical thinking, and other important positive classroom methodologies.

As we prepare for next year, we will continue to use team effort and data to focus on specific areas of improvement in preparing our students for the academic and life challenges ahead.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	52	5
Percent satisfied with learning environment	I/S	58.8%	I/S
Percent satisfied with social and physical environment	I/S	56.9%	I/S
Percent satisfied with school-home relations	I/S	75.0%	I/S

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

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2012, 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.

Overall Weighted Points Total	28.8
Overall Grade Conversion	F

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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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
Grades 6-8						
All Students	611.9	607.9	595.8	584.9	100.0	100.0
Male	602.9	609.2	595.9	584.2	100.0	100.0
Female	623.2	606.2	595.7	586.0	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	606.7	603.9	591.6	587.2	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	607.5	606.6	594.9	582.7	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	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
English/Language Arts							
2011	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	66	100	54	28.6	17.5	46
	8	48	100	55.8	37.2	7	44.2
2012	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
Mathematics							
2011	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	66	100	61.9	28.6	9.5	38.1
	8	48	100	62.8	34.9	2.3	37.2
2012	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
Science							
2011	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	66	100	63.5	34.9	1.6	36.5
	8	25	100	N/AV	N/AV	N/AV	52.2
2012	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	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	66	100	57.1	30.2	12.7	42.9
	8	23	100	65	30	5	35
2012	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
Writing							
2011	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	48	100	N/AV	N/AV	N/AV	58.1
2012	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

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