



BLACKVILLE-HILDA JUNIOR HIGH

446 Country Club Road
Blackville, SC 29817

Grades	7-8 Middle School	
Enrollment	109 Students	
Principal	Leo W. Waller	803-284-5900
Superintendent	Dr. Teresa L. Pope	803-284-5605
Board Chair	Mr. Steve McCormack	803-284-0215

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

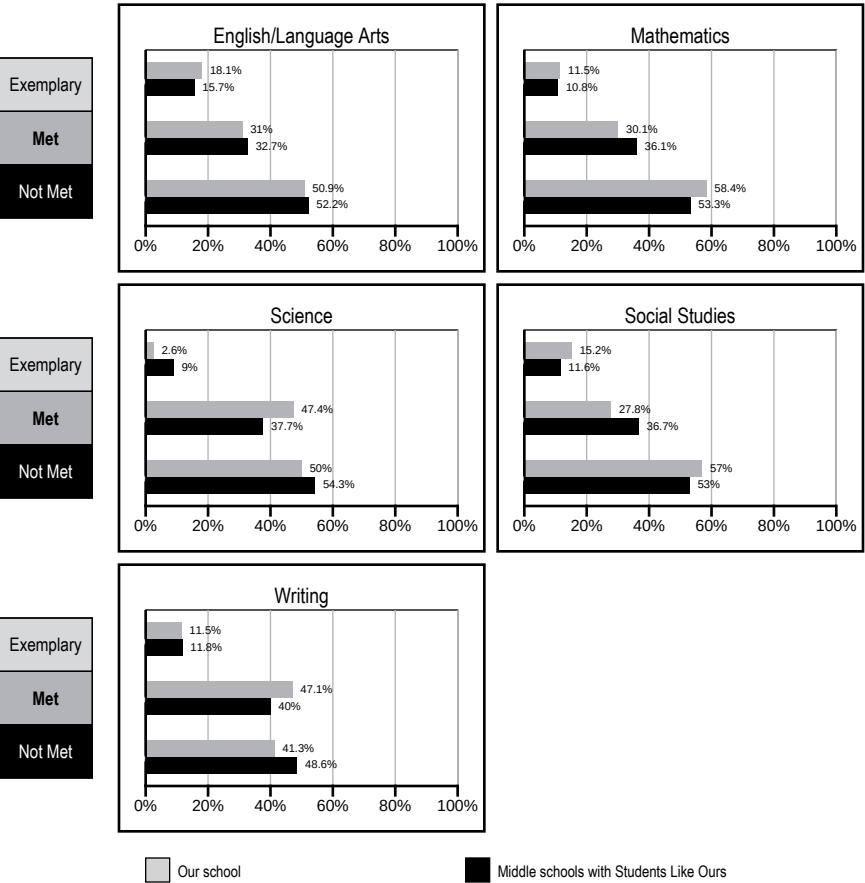
99%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	25	22

* Ratings are calculated with data available by 03/09/2011.

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%	88.5%
English 1	91.7%	90.4%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	95.2%	88.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=109)				
Students enrolled in high school credit courses (grades 7 & 8)	10.1%	Down from 17.4%	13.6%	24.2%
Retention rate	0.0%	No Change	1.1%	0.7%
Attendance rate	95.5%	Down from 95.7%	95.4%	95.9%
Eligible for gifted and talented	6.1%	Down from 8.5%	5.1%	16.4%
With disabilities other than speech	13.9%	Up from 13.2%	14.7%	12.0%
Older than usual for grade	7.3%	Up from 5.0%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 20.7%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	30.0%	Down from 45.5%	57.1%	58.5%
Continuing contract teachers	90.0%	Up from 72.7%	64.3%	80.0%
Teachers with emergency or provisional certificates	30.0%	Up from 18.2%	11.4%	4.0%
Teachers returning from previous year	78.5%	Down from 81.5%	76.7%	84.6%
Teacher attendance rate	95.7%	Up from 95.2%	95.4%	95.4%
Average teacher salary*	\$40,934	Down 5.3%	\$44,914	\$46,561
Professional development days/teacher	5.3 days	Down from 7.6 days	10.5 days	10.2 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	13.8 to 1	Down from 15.1 to 1	16.3 to 1	21.1 to 1
Prime instructional time	90.8%	Up from 89.1%	89.5%	90.4%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 99.6%	97.4%	98.1%
Character development program	Below Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$12,466	Up 23.9%	\$10,687	\$7,802
Percent of expenditures for instruction**	67.6%	Up from 63.6%	60.3%	63.8%
Percent of expenditures for teacher salaries**	51.3%	Down from 58.3%	55.5%	60.0%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

In partnership with the community, Blackville-Hilda Junior High is educating students to become lifelong learners. However, our immediate focus is to prepare students to meet and successfully complete the requirements of the rigorous academic curriculum at the high school level. We continue to implement the Anderson Five curriculum at the junior high school, insuring that courses are taught at a competitive level and that there is an atmosphere of high expectations for all students to achieve.

The school leadership team has been utilized to assist in the implementation and evaluation of best practices. Many programs were continued and others initiated. We continue to utilize data from standard assessments and local assessments to drive instruction. We are continuously striving to become a data-driven school.

This year was the application year for the nationally-researched program MMGW (Making Middle Grades Work). Many of the key practices that were outlined in the model are currently being implemented in some form or fashion. Some key points of this model will emphasize that our goal is to provide extra help to students so failure is not an option, maintain high expectation for all students in classroom practices, and prepare students for the rigor of high school college preparatory courses by teaching students the essential concepts of the college preparatory curriculum.

Leo W. Waller, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	51	25
Percent satisfied with learning environment	92.3%	76.5%	72.0%
Percent satisfied with social and physical environment	100.0%	74.0%	64.0%
Percent satisfied with school-home relations	69.2%	84.0%	72.0%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 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

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	110	100	51.9	33.7	14.4	60.6	71.4	83.5	Yes	Yes
Gender										
Male	53	100	54.9	33.3	11.8	52.9	66.7	80.1	N/A	N/A
Female	57	100	49.1	34	17	67.9	76.6	87	N/A	N/A
Racial/Ethnic Group										
White	21	100	52.6	15.8	31.6	68.4	78.2	89.6	I/S	I/S
African American	86	100	51.2	37.8	11	58.5	68.5	74.6	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	13	100	83.3	8.3	8.3	16.7	34.9	51.7	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	100	52.6	32	15.5	60.8	70.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	110	100	61.5	31.7	6.7	55.8	62.3	80.4	No	Yes
Gender										
Male	53	100	58.8	31.4	9.8	58.8	61.4	78.4	N/A	N/A
Female	57	100	64.2	32.1	3.8	52.8	63.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	21	100	57.9	26.3	15.8	52.6	62.8	87.8	I/S	I/S
African American	86	100	63.4	32.9	3.7	54.9	60.6	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	13	100	N/A	N/A	N/A	16.7	16.3	46.1	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	100	61.9	30.9	7.2	54.6	60.5	72.8	No	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	82	100	50	47.4	2.6	50	47.9	67.3
Gender								
Male	39	100	56.8	40.5	2.7	43.2	43.5	66.9
Female	43	100	43.9	53.7	2.4	56.1	52.3	67.7
Racial/Ethnic Group								
White	15	100	38.5	46.2	15.4	61.5	55.8	79.6
African American	65	100	N/A	N/A	N/A	47.6	45.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	10.7	33.8
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	76	100	48.6	48.6	2.8	51.4	48.2	55.4

Social Studies

All Students	83	100	57	27.8	15.2	43	57.3	70.9
Gender								
Male	41	100	50	25	25	50	57.8	70.1
Female	42	100	64.1	30.8	5.1	35.9	56.7	71.7
Racial/Ethnic Group								
White	15	100	69.2	7.7	23.1	30.8	50	79.2
African American	66	100	54.7	32.8	12.5	45.3	59.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	20.8	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	78	100	58.1	27	14.9	41.9	54.5	60.8

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	109	100	41.3	47.1	11.5	58.7	56.6	72.1	95.5	95.5
Gender										
Male	52	100	41.2	43.1	15.7	58.8	50.9	65.2	95.5	95.4
Female	57	100	41.5	50.9	7.5	58.5	62.7	79.2	95.4	95.6
Racial/Ethnic Group										
White	20	100	36.8	42.1	21.1	63.2	62.8	80.8	93.7	94.2
African American	86	100	43.9	46.3	9.8	56.1	53.1	59.7	95.8	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	98.1	97.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	64.6	96.7	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	92.2
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	8.3	4.4	27.7	95	94.4
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	96.7	97.2
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	63.7	97.5	96.2
Socio-Economic Status										
Subsidized meals	102	100	42.3	46.4	11.3	57.7	54.2	61.9	95.4	95.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

English/Language Arts

2009	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	58	100	55.6	31.5	13	44.4
	8	60	100	43.9	47.4	8.8	56.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	55	100	43.4	43.4	13.2	56.6
	8	55	100	60.8	23.5	15.7	39.2

Mathematics

2009	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	58	100	50	40.7	9.3	50
	8	60	100	70.2	28.1	1.8	29.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	55	100	60.4	37.7	1.9	39.6
	8	55	100	62.7	25.5	11.8	37.3

Science

2009	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	58	100	51.9	38.9	9.3	48.1
	8	28	100	63	33.3	3.7	37
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	55	100	50.9	47.2	1.9	49.1
	8	27	100	48	48	4	52

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	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	58	100	53.7	24.1	22.2	46.3
	8	32	100	50	40	10	50
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	55	100	54.7	32.1	13.2	45.3
	8	28	100	61.5	19.2	19.2	38.5
Writing							
2009	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	59	100	40	36.4	23.6	60
	8	60	98.3	43.9	42.1	14	56.1
2010	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	54	100	34	58.5	7.5	66
	8	55	100	49	35.3	15.7	51

Abbreviations for Missing Data

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