



SC Annual School Report Card Summary

Blackville-Hilda Junior High School
Barnwell #19
Grades: 7-8 **Enrollment: 108**
Principal: Ernest Ed Dotson Jr.
Superintendent: Dr. Teresa L. Pope
Board Chair: Ms. Evelyn Coker

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	Below Average	TBD	TBD	F	N/A
2011	At-Risk	Below Average	N/A	N/A	Not Met	N/A
2010	Below Average	Below Average	N/A	N/A	Not Met	N/A

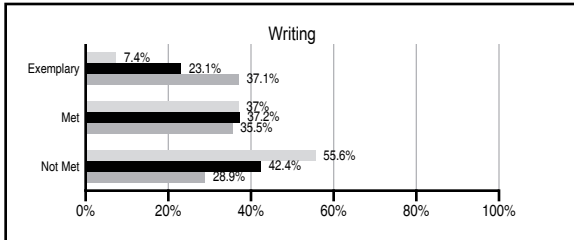
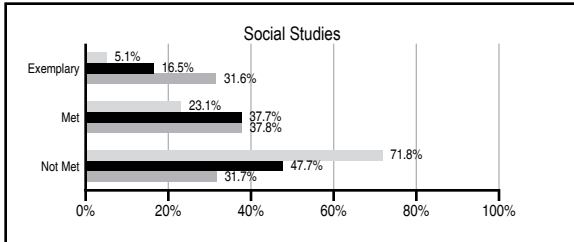
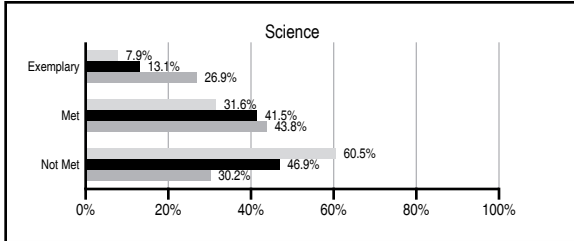
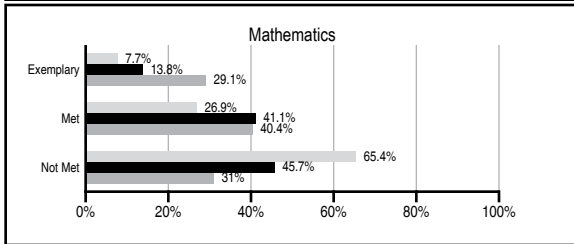
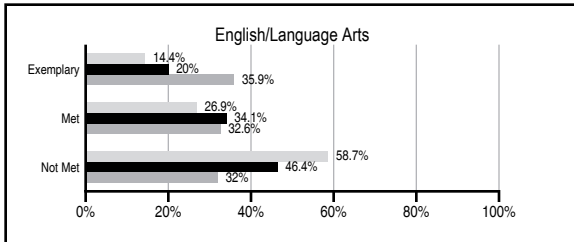
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	2	30	25	19

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Middle Schools with Students Like Ours
 Middle schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



END OF COURSE TESTS - 2012

% of students scoring 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

SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Blackville-Hilda Junior High School [Barnwell #19]

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
Classes not taught by highly qualified teachers	0.0%	No Change	3.1%	2.0%
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%
ESEA composite index score	28.8	N/A	69.0	88.1

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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.

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status