



SC Annual School Report Card Summary

Blackville-Hilda Junior High School
 Barnwell 19
 Grades: 7-8 Enrollment: 110
 Principal: Ernest E. Dotson Jr.
 Superintendent: Dr. Teresa L. Pope
 Board Chair: Ms. Inell Waring

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
2013	At-Risk	Average	TBD	TBD	F	N/A
2012	At-Risk	Below Average	N/A	N/A	F	N/A
2011	At-Risk	Below Average	N/A	N/A	Not Met	N/A

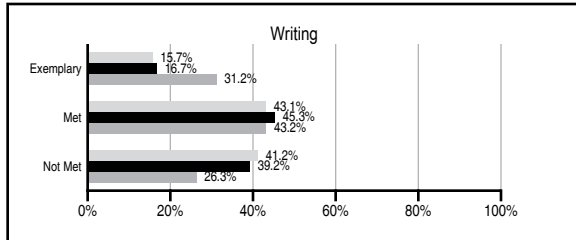
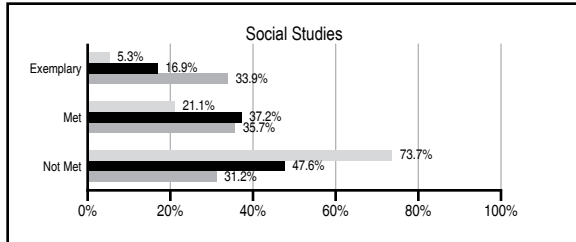
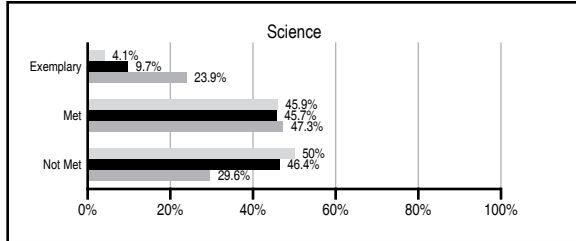
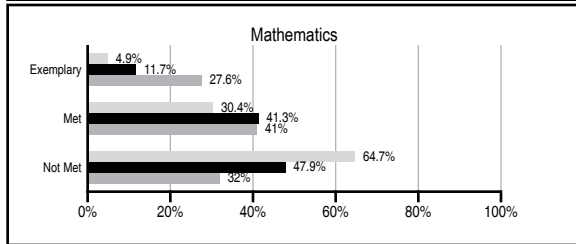
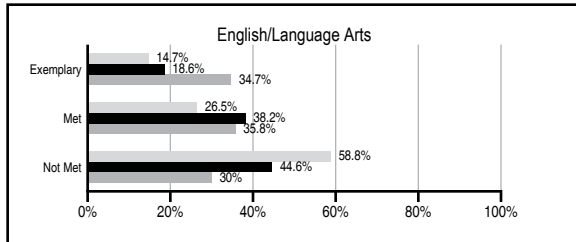
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	29	27	15

* Ratings are calculated with data available by 01/15/2014. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

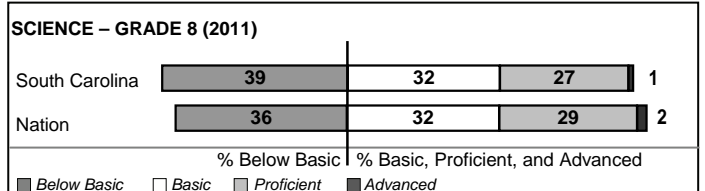
PASS PERFORMANCE

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 - 2013

% of students scoring 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

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=110)				
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%
Teachers (n=12)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	2.9%	2.0%
Professional development days/teacher	9.5 days	Up from 9.1 days	9.3 days	10.1 days
School				
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%
ESEA composite index score	35.0	Up from 28.8	59.6	83.5

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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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