



Blackville-Hilda Junior High

446 Country Club Road
Blackville, SC 29817

Grades	7-8 Middle School	
Enrollment	121 Students	
Principal	Leo 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	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

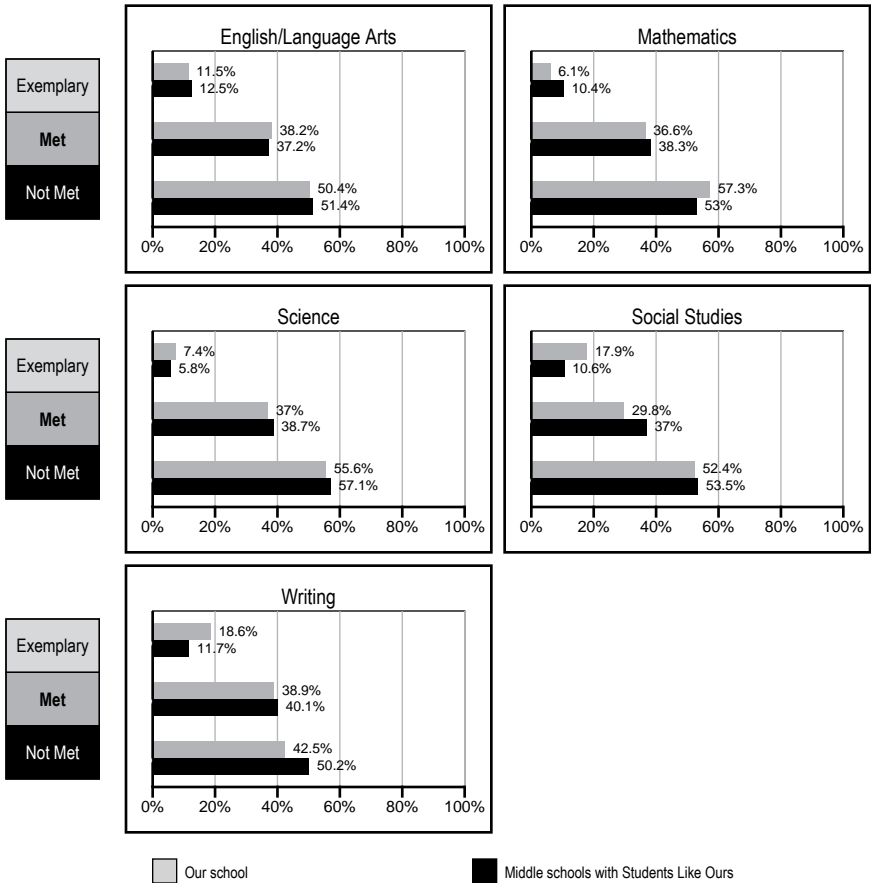
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	38	24

* Ratings are calculated with data available by 06/01/2010.

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	90.0%	86.3%
English 1	85.0%	83.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	87.5%	84.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=121)				
Students enrolled in high school credit courses (grades 7 & 8)	17.4%	Up from 12.2%	16.3%	21.6%
Retention rate	0.0%	Down from 0.8%	2.3%	1.2%
Attendance rate	95.7%	Up from 94.4%	95.5%	95.9%
Eligible for gifted and talented	8.5%	Up from 8.2%	4.9%	14.8%
With disabilities other than speech	13.2%	Down from 17.2%	14.1%	12.6%
Older than usual for grade	5.0%	Up from 4.3%	4.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	20.7%	Down from 30.4%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	45.5%	No Change	54.7%	56.9%
Continuing contract teachers	72.7%	Up from 54.5%	61.7%	72.7%
Teachers with emergency or provisional certificates	18.2%	No Change	14.9%	5.3%
Teachers returning from previous year	81.5%	Up from 70.4%	76.4%	82.9%
Teacher attendance rate	95.2%	Down from 95.4%	94.9%	95.2%
Average teacher salary*	\$43,225	Up 9.5%	\$44,832	\$46,599
Professional development days/teacher	7.6 days	Down from 20.8 days	11.1 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 14.6 to 1	16.7 to 1	20.1 to 1
Prime instructional time	89.1%	Up from 86.9%	89.1%	89.9%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.5%	97.8%
Character development program	Excellent	Up from Average	Excellent	Good
Dollars spent per pupil**	\$10,064	Up 33.4%	\$10,078	\$7,645
Percent of expenditures for instruction**	63.6%	Down from 70.8%	60.6%	63.4%
Percent of expenditures for teacher salaries**	58.3%	Down from 67.3%	54.7%	57.0%

* 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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Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	50	18
Percent satisfied with learning environment	83.3%	79.6%	82.4%
Percent satisfied with social and physical environment	100.0%	79.2%	64.7%
Percent satisfied with school-home relations	83.3%	85.1%	76.5%

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

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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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.9%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	118	100	49.5	39.6	10.8	63.1	69.8	82.8	Yes	Yes
Gender										
Male	55	100	55.8	34.6	9.6	55.8	65.7	79.3	N/A	N/A
Female	63	100	44.1	44.1	11.9	69.5	74.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	25	100	25	58.3	16.7	75	79.5	89.5	I/S	I/S
African American	91	100	56.5	34.1	9.4	58.8	66.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	21.1	34.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	108	100	50	38.2	11.8	63.7	70.4	75.5	Yes	Yes

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

All Students	118	100	60.4	34.2	5.4	51.4	58.2	78.9	No	Yes
Gender										
Male	55	100	63.5	28.8	7.7	53.8	60.1	77	N/A	N/A
Female	63	100	57.6	39	3.4	49.2	56.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	25	100	45.8	45.8	8.3	70.8	65.4	87.2	I/S	I/S
African American	91	100	65.9	30.6	3.5	44.7	55.1	66.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	31.6	24.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	108	100	59.8	34.3	5.9	51	57.3	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	86	100	55.6	37	7.4	44.4	40.4	67.5
Gender								
Male	39	100	45.9	43.2	10.8	54.1	48.3	67
Female	47	100	63.6	31.8	4.5	36.4	31.4	68
Racial/Ethnic Group								
White	18	100	41.2	47.1	11.8	58.8	50.9	79.5
African American	66	100	61.3	32.3	6.5	38.7	36.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	7.1	10	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	81	100	56.6	35.5	7.9	43.4	38.7	55.1
Social Studies								
All Students	90	100	52.4	29.8	17.9	47.6	56.7	72.3
Gender								
Male	43	100	55	22.5	22.5	45	56.6	71.5
Female	47	100	50	36.4	13.6	50	56.8	73.2
Racial/Ethnic Group								
White	22	100	38.1	33.3	28.6	61.9	61.4	80.7
African American	66	100	59	27.9	13.1	41	54.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	12.5	16.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	82	100	54.5	27.3	18.2	45.5	55.5	62.1

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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	119	99.2	42	39.3	18.8	58	52	70.2	95.7	95.7
Gender										
Male	54	98.2	47.1	41.2	11.8	52.9	48.2	63.2	95.3	95.4
Female	65	100	37.7	37.7	24.6	62.3	55.8	77.5	96.1	96
Racial/Ethnic Group										
White	26	100	24	40	36	76	65	79.1	94.9	94.2
African American	91	98.9	48.2	38.8	12.9	51.8	48	57.6	95.9	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.7	96.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	62.6	97.2	93.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	92.5
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	36.8	19.3	26.1	95.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95.7
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	61.2	96.3	94.1
Socio-Economic Status										
Subsided meals	110	99.1	41.7	38.8	19.4	58.3	51.3	58.9	95.8	95.7

Abbreviations for Missing Data

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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							
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
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
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
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
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

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