



BLACKWATER MIDDLE

900 East Cox Ferry Road
Conway, S.C. 29526

Grades	6-8 Middle School	
Enrollment	665 Students	
Principal	Cynthia V. Thibodeau	843-903-8440
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	N/A	N/A

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

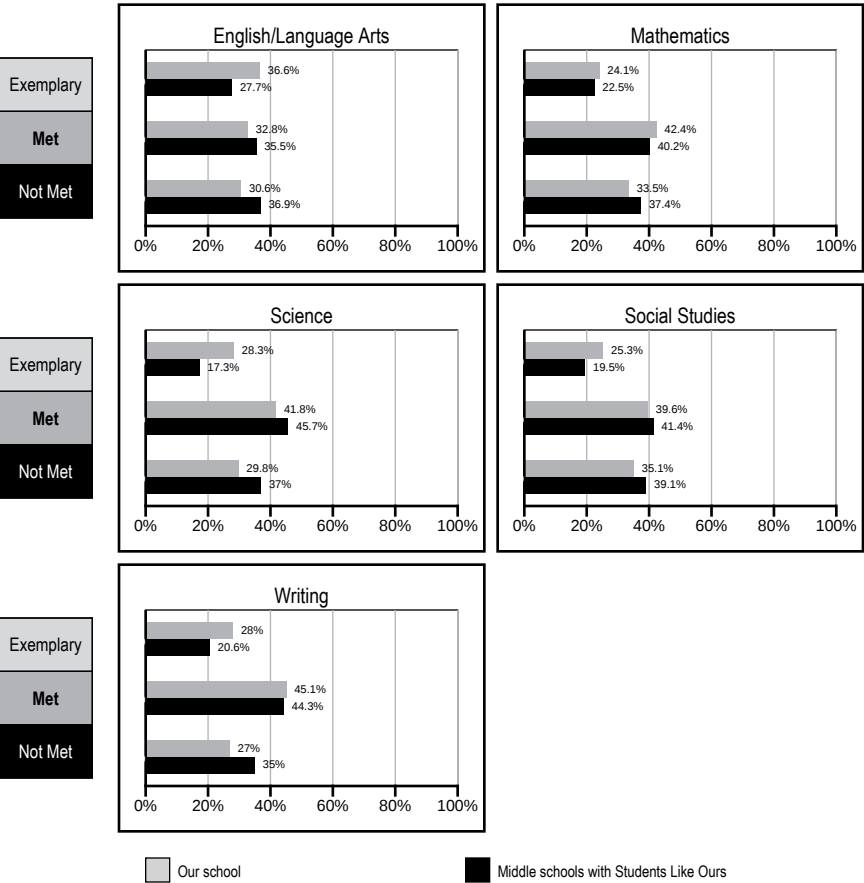
96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	37	13	0

* 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	94.6%	95.3%
English 1	100.0%	96.4%
Physical Science	N/A	79.0%
US History and the Constitution	N/A	N/A
All Subjects	95.6%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=665)				
Students enrolled in high school credit courses (grades 7 & 8)	87.0%	Up from 78.4%	26.8%	24.2%
Retention rate	0.1%	Down from 0.7%	0.7%	0.7%
Attendance rate	95.4%	Up from 95.1%	95.6%	95.9%
Eligible for gifted and talented	23.9%	Down from 24.5%	14.3%	16.4%
With disabilities other than speech	15.8%	Down from 19.2%	13.2%	12.0%
Older than usual for grade	0.6%	Down from 0.8%	3.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.5%	Up from 4.6%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	47.9%	Down from 49.0%	55.8%	58.5%
Continuing contract teachers	81.3%	Up from 73.5%	81.3%	80.0%
Teachers with emergency or provisional certificates	10.6%	Down from 13.0%	4.0%	4.0%
Teachers returning from previous year	89.2%	N/A	83.1%	84.6%
Teacher attendance rate	93.8%	Down from 93.9%	95.3%	95.4%
Average teacher salary*	\$47,887	Up 4.2%	\$45,589	\$46,561
Professional development days/teacher	18.4 days	Down from 19.1 days	10.8 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 22.4 to 1	20.9 to 1	21.1 to 1
Prime instructional time	86.8%	Up from 86.6%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Up from 97.1%	98.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,721	Up 7.5%	\$7,930	\$7,802
Percent of expenditures for instruction**	62.9%	Down from 63.5%	63.4%	63.8%
Percent of expenditures for teacher salaries**	59.1%	Up from 45.8%	59.8%	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

During the 2009-2010 school year, Black Water Middle School staff identified students who were not being successful in school according to PASS and MAP (Measures of Academic Progress) tests and Science and Social Studies benchmark tests. Individual teachers analyzed the progress of their students on PASS, MAP, and benchmark tests and devised plans to improve classroom instruction based on those test results. By utilizing the Horry County Schools' Response to Intervention (RtI) Model all students received instruction based on their needs whether that meant they needed to be in an accelerated math class, a strategic intervention class such as READ 180, or an intensive intervention class such as LANGUAGE!. MAP tests on English language arts, reading, and math were given three times during the year to provide teachers data on student progress, enabling teachers to make adjustments in classroom instruction to better meet each student's needs. Students received additional support through an after-school tutoring program called PAWS (Personalized Assistance With Standards). Student achievement results and Classroom Walkthroughs data were used to determine the content of teachers' professional development throughout the school year as well.

The challenges we face as we continuously strive to see that all of our children meet and exceed state standards include: adjusting classroom instruction to meet the needs of a very diverse population, increasing the involvement of parents in the education of their children, motivating our middle-school-aged children to strive to do well academically when their interests often drift away from academics at this age level, continuing professional development of best practices with all teachers, and continuous assessment of student progress with mastery of standards as an end result. Through the work of teachers, students, and parents, we will continue to strengthen our instructional program to ensure the success of all of our students.

We would like to thank all of the parents, faculty and staff, community, and businesses for their support as we progress toward our goals. Without your assistance, our continued progress would not be possible.

Cynthia V. Thibodeau PhD, Principal
Ms Tracy Huggins, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	192	51
Percent satisfied with learning environment	100.0%	67.7%	92.2%
Percent satisfied with social and physical environment	100.0%	76.4%	75.5%
Percent satisfied with school-home relations	82.6%	82.7%	76.5%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 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	2.0%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	669	99.9	31.3	33.6	35.2	78.3	85.4	83.5	Yes	Yes
Gender										
Male	339	99.7	35.4	34.4	30.2	75.7	82	80.1	N/A	N/A
Female	330	100	27.1	32.7	40.3	80.9	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	451	99.8	25.6	32.9	41.5	81.7	89.5	89.6	Yes	Yes
African American	164	100	45.6	31.5	22.8	70.5	73.7	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	35	100	34.4	56.3	9.4	71.9	82.1	79.6	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	108	100	65	28.2	6.8	46.6	58.2	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	46.2	46.2	7.7	57.7	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	462	100	38.3	33.9	27.8	73.1	80.5	76.9	Yes	Yes

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

All Students	669	99.9	34	42.8	23.2	75.7	84.2	80.4	Yes	Yes
Gender										
Male	339	99.7	36.1	40.3	23.6	74.4	82.2	78.4	N/A	N/A
Female	330	100	32	45.2	22.8	76.9	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	451	99.8	29.3	42.9	27.8	79	89.5	87.8	Yes	Yes
African American	164	100	46.3	40.9	12.8	66.4	69.8	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	35	100	43.8	46.9	9.4	68.8	78.3	78.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	108	100	80.6	16.5	2.9	35.9	53.9	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	50	46.2	3.8	61.5	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	462	100	39.7	43.1	17.2	70	78.5	72.8	Yes	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	437	100	30	41.6	28.5	70	71.8	67.3
Gender								
Male	232	100	29.2	40.7	30.1	70.8	71.7	66.9
Female	205	100	30.9	42.6	26.6	69.1	71.9	67.7
Racial/Ethnic Group								
White	293	100	26	40.1	33.8	74	80.4	79.6
African American	110	100	38.8	48	13.3	61.2	48.8	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	24	100	42.9	33.3	23.8	57.1	61.9	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80	69.5
Disability Status								
Disabled	80	100	71.4	24.7	3.9	28.6	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	18	100	58.8	29.4	11.8	41.2	59.1	58.6
Socio-Economic Status								
Subsidized meals	305	100	36	42.3	21.7	64	63	55.4

Social Studies

All Students	440	99.3	34.9	39.9	25.2	65.1	75.3	70.9
Gender								
Male	211	98.6	37.2	34.6	28.3	62.8	74.2	70.1
Female	229	100	32.9	44.8	22.4	67.1	76.5	71.7
Racial/Ethnic Group								
White	303	99	33.8	38.9	27.3	66.2	80.5	79.2
African American	101	100	39.1	41.3	19.6	60.9	59.7	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	20	100	25	55	20	75	74	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	66	71.2
Disability Status								
Disabled	65	96.9	75	23.3	1.7	25	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	14	100	35.3	58.8	5.9	64.7	72.8	68
Socio-Economic Status								
Subsidized meals	298	99.7	41.9	40.8	17.2	58.1	68	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	675	98.5	26.9	45.1	28	73.1	76.8	72.1	95.4	95.8
Gender										
Male	345	98	35	42.6	22.4	65	69.9	65.2	95.3	95.7
Female	330	99.1	18.8	47.7	33.6	81.3	83.9	79.2	95.5	95.8
Racial/Ethnic Group										
White	454	98.7	21.6	46.1	32.3	78.4	83.2	80.8	95	95.5
African American	167	97.6	39.7	43.2	17.1	60.3	59.2	59.7	96.2	96.2
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	85.2	87	97.9	96.9
Hispanic	35	100	34.4	50	15.6	65.6	69.7	64.6	96.3	96.4
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	70.6	73.4	93.9	94.1
Disability Status										
Disabled	105	92.4	73.6	24.2	2.2	26.4	34.3	27.7	95.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	34.6	50	15.4	65.4	67.2	63.7	96.6	96.7
Socio-Economic Status										
Subsidized meals	458	98.5	33.8	45	21.2	66.2	68.9	61.9	95	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	191	99.5	24.7	41.8	33.5	75.3
	7	255	99.6	36	40.6	23.4	64
	8	245	99.6	31	41.8	27.2	69
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	219	100	21.7	34	44.3	78.3
	7	209	100	34.7	33.7	31.6	65.3
	8	241	99.6	37.3	33	29.7	62.7
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	191	99.5	25.8	43.4	30.8	74.2
	7	255	99.6	35.6	41.4	23	64.4
	8	245	99.6	35.3	43.5	21.1	64.7
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	219	100	24.6	41.9	33.5	75.4
	7	209	100	36.8	46.1	17.1	63.2
	8	241	99.6	40.6	40.6	18.9	59.4
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	93	100	30.3	58.4	11.2	69.7
	7	255	99.6	28.8	52.9	18.3	71.3
	8	121	100	35.3	38.8	25.9	64.7
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	110	100	39.6	46.5	13.9	60.4
	7	208	100	24	43.8	32.3	76
	8	119	100	31.7	32.7	35.6	68.3

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
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	98	100	20.2	67	12.8	79.8
	7	254	99.6	48.5	27.6	23.8	51.5
	8	123	100	31.9	44	24.1	68.1
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	110	98.2	9.9	61.4	28.7	90.1
	7	209	100	44	32.6	23.3	56
	8	121	99.2	42.1	32.7	25.2	57.9
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	194	97.4	23.4	43.5	33.2	76.6
	7	257	97.7	26.2	45.6	28.3	73.8
	8	249	96	32.9	46.5	20.6	67.1
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	218	99.1	19.2	47.8	33	80.8
	7	213	98.6	30.9	43.5	25.7	69.1
	8	244	98	30.5	44.1	25.4	69.5

Abbreviations for Missing Data

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