



## Blackwater Middle

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

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	725 Students	
<b>Principal</b>	Cynthia V. Thibodeau	843-903-8440
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

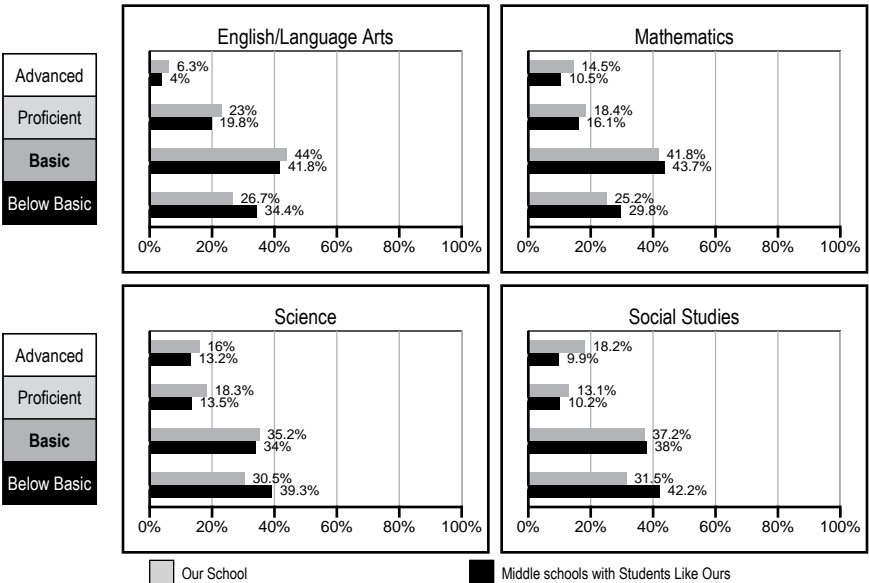
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.9%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	4	25	9

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	97.1	95.7
English 1	100.0	93.3
Physical Science	0	80.8
All Subjects	97.6	94.8

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=725)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	58.5%	Down from 80.0%	15.4%	19.4%
Retention rate	1.1%	Up from 0.9%	2.2%	1.8%
Attendance rate	95.2%	Up from 95.0%	95.7%	95.8%
Eligible for gifted and talented	22.8%	Down from 26.5%	12.5%	15.3%
With disabilities other than speech	18.7%	Up from 16.6%	14.2%	12.9%
Older than usual for grade	1.4%	Up from 1.0%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.1%	Down from 7.1%	0.9%	0.7%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	42.6%	Down from 50.0%	53.6%	55.0%
Continuing contract teachers	66.0%	Up from 60.9%	70.0%	70.6%
Teachers with emergency or provisional certificates	9.5%	Down from 10.5%	6.7%	5.4%
Teachers returning from previous year	N/A	N/A	82.0%	83.4%
Teacher attendance rate	93.6%	Down from 96.0%	94.9%	94.9%
Average teacher salary	\$46,304	Up 3.2%	\$44,234	\$44,706
Professional development days/teacher	17.6 days	Up from 16.6 days	11.5 days	11.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.5	3.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 21.2 to 1	19.9 to 1	20.1 to 1
Prime instructional time	86.2%	Down from 89.3%	89.0%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 95.4%	98.3%	98.0%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil*	\$6,736	N/A	\$6,939	\$7,097
Percent of expenditures for instruction*	72.3%	N/A	65.0%	64.4%
Percent of expenditures for teacher salaries*	67.5%	N/A	60.1%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

Black Water Middle School students and staff were very excited to begin this school year in a beautiful new building with lots of space and new technology. The country setting (off of highway 90) helped to provide a serene, calm environment in which to study, learn, and grow.

During the 2007-08 school year, Black Water Middle School staff identified students who were not being successful in school, according to PACT and MAP (Measures of Academic Progress) tests, and assigned mentors to assist those students. Individual teachers analyzed the progress of their students on PACT and MAP tests and devised plans to improve classroom instruction based on those test results. Academic assistance classes, such as READ 180, offered students additional assistance in the area of reading. MAP tests on 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. Extra support was provided to students through a morning tutoring program and an after-school tutoring program. Student achievement results were used to determine the content of teachers' professional development programs, and we continued with year three of our "Literacy First" initiatives. Also, the school schedule was redesigned to include a literacy block for all students.

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, 2007-2008 Principal  
Ms Tami Gibson, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	190	124
Percent satisfied with learning environment	93.8%	70.2%	80.3%
Percent satisfied with social and physical environment	87.2%	68.1%	67.8%
Percent satisfied with school-home relations	68.8%	82.1%	64.5%

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress

NO

This school met 18 out of 25 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. Sanction: Implement the restructuring plan.
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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.2%	0.0%	No
Student attendance rate	95.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	732	99.5	26.6	45.2	22.4	5.8	41.6	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	403	99.3	32.7	45.3	17.9	4.2	35.2	50.3	41.7	N/A	N/A
Female	329	99.7	19.1	45.1	28	7.8	49.5	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	487	99.2	19.4	46.1	27.4	7.1	48.9	65.4	60	Yes	Yes
African American	166	100	46.2	41.3	9.8	2.8	23.8	34.7	31.7	No	Yes
Asian/Pacific Islander	12	100	18.2	18.2	36.4	27.3	63.6	73	70.4	I/S	I/S
Hispanic	48	100	41.5	48.8	9.8	0	22	43.1	38.4	Yes	Yes
American Indian/Alaskan	16	100	20	66.7	13.3	0	26.7	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	140	99.3	64.2	33.3	1.7	0.8	8.3	21.7	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	28	100	61.9	38.1	0	0	9.5	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	485	99.4	31.9	45.7	18.8	3.6	34.3	44.9	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	732	99.5	26	43.2	17.8	13.1	41.5	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	403	99.3	27.7	40.8	16.8	14.8	40.2	55.9	45.6	N/A	N/A
Female	329	99.7	23.9	46.1	19.1	10.9	43	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	487	99.2	19.4	42.9	21.2	16.4	50.5	65.2	59	Yes	Yes
African American	166	100	44.8	44.1	7.7	3.5	16.1	31.6	26.9	No	Yes
Asian/Pacific Islander	12	100	18.2	9.1	45.5	27.3	81.8	75	71.3	I/S	I/S
Hispanic	48	100	36.6	48.8	7.3	7.3	22	42.6	38.1	No	Yes
American Indian/Alaskan	16	100	13.3	60	20	6.7	40	48.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	140	99.3	65.8	27.5	5.8	0.8	10	20.8	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	28	100	61.9	23.8	9.5	4.8	14.3	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	485	99.4	30.7	43.1	16.9	9.3	35.2	43.9	31.4	No	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	497	98.6	29.6	35.8	18.5	16.2	34.6	41.4	35.7	95.2	96.3
<b>Gender</b>											
Male	277	98.9	30.5	33.7	18.1	17.7	35.8	43.8	37.4	94.9	96.2
Female	220	98.2	28.6	38.3	18.9	14.3	33.2	39	33.8	95.5	96.4
<b>Racial/Ethnic Group</b>											
White	329	97.9	24.1	32.7	23.1	20.1	43.2	50.4	49.2	94.8	96.1
African American	114	100	44.9	43.9	6.1	5.1	11.2	16.7	17	95.6	96.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	96.6	97.4
Hispanic	32	100	42.3	34.6	19.2	3.8	23.1	26.2	24.9	96.2	96.8
American Indian/Alaskan	13	100	15.4	53.8	15.4	15.4	30.8	28.3	37.4	96.6	95.5
<b>Disability Status</b>											
Disabled	95	96.8	55.7	34.2	6.3	3.8	10.1	15.2	14	95.2	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	20	100	64.3	21.4	7.1	7.1	14.3	22.7	24.4	97	97
<b>Socio-Economic Status</b>											
Subsidized meals	333	97.9	34	37.2	16.3	12.4	28.7	28.8	21.1	95	96
<b>Social Studies</b>											
All Students	494	99.2	30.7	37.8	13.1	18.3	31.4	41.6	34	95.2	96.3
<b>Gender</b>											
Male	270	98.9	31.5	29.5	16.6	22.4	39	45.3	36.6	94.9	96.2
Female	224	99.6	29.7	48.2	8.7	13.3	22.1	37.8	31.3	95.5	96.4
<b>Racial/Ethnic Group</b>											
White	329	98.8	25.6	37	14.8	22.6	37.4	48.6	44.5	94.8	96.1
African American	109	100	42.2	41.1	11.1	5.6	16.7	20.7	19.1	95.6	96.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	96.6	97.4
Hispanic	33	100	46.4	42.9	3.6	7.1	10.7	33.9	27.5	96.2	96.8
American Indian/Alaskan	13	100	41.7	33.3	0	25	25	39.1	32.7	96.6	95.5
<b>Disability Status</b>											
Disabled	98	100	59.8	28.7	4.6	6.9	11.5	17.1	14.4	95.2	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	17	100	58.3	41.7	0	0	0	30.8	27.3	97	97
<b>Socio-Economic Status</b>											
Subsidized meals	323	98.8	34.9	39.2	12.9	12.9	25.9	29.8	21	95	96

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	244	100	29.2	43.5	22.2	5.1	27.3
	7	222	100	21.3	43.1	29.7	5.9	35.6
	8	248	98.8	26.1	48.2	19.8	5.9	25.7
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	250	99.6	27.6	41.7	20.2	10.5	30.7
	7	259	98.8	29.6	43.8	24.3	2.2	26.5
	8	223	100	21.8	50.8	22.8	4.6	27.4
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	244	100	21.8	43.5	19.9	14.8	34.7
	7	222	100	18.8	45	17.3	18.8	36.1
	8	248	99.2	27.9	45.9	18	8.1	26.1
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	250	99.6	25.4	33.3	23.2	18	41.2
	7	259	98.8	23.5	44.7	17.3	14.6	31.9
	8	223	100	29.4	52.8	12.2	5.6	17.8
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	125	98.4	43.8	28.6	12.4	15.2	27.6
	7	222	100	27.1	37.2	18.1	17.6	35.7
	8	123	100	36.7	28.4	11	23.9	34.9
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	127	98.4	44.1	28	13.6	14.4	28
	7	259	98.1	26.8	38.4	17.9	17	34.8
	8	111	100	18.6	39.2	25.8	16.5	42.3
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	123	100	18.7	49.5	23.4	8.4	31.8
	7	222	100	31.7	37.2	14.1	17.1	31.2
	8	125	98.4	29.5	55.4	8	7.1	15.2
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	123	99.2	20	37.3	19.1	23.6	42.7
	7	259	99.2	35.2	32.2	11.5	21.1	32.6
	8	112	99.1	32.3	51.5	10.1	6.1	16.2

Abbreviations for Missing Data

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