

Blacksburg Elementary

402 Hardin Street
Blacksburg, SC 29702

Grades	3-5 Elementary School	
Enrollment	389 Students	
Principal	Janice M. Keller	864-839-2363
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Average

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

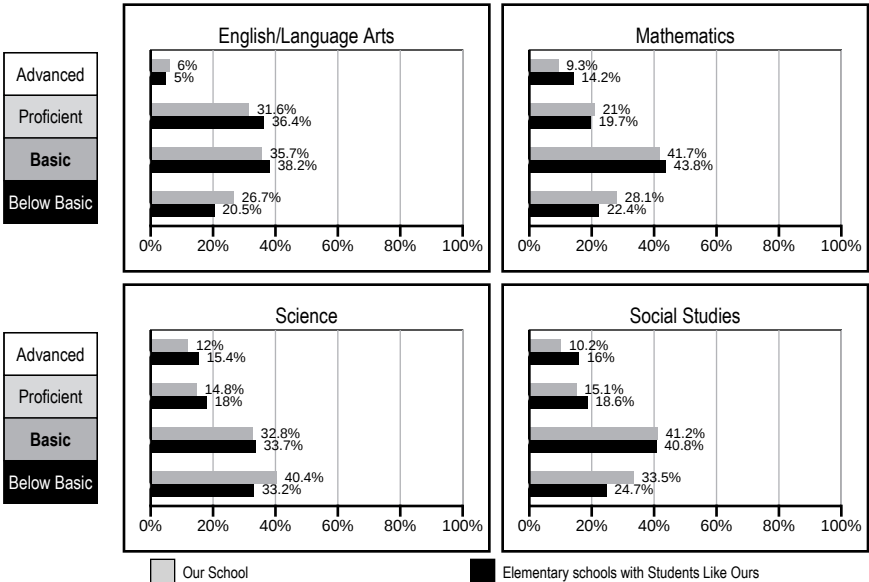
Percent of students tested in 2007-08 whose 2006-07 test scores were located 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	52	28	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=389)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	No Change	2.4%	2.3%
Attendance rate	96.5%	Down from 97.0%	96.3%	96.3%
Eligible for gifted and talented	6.0%	Down from 7.1%	10.6%	10.4%
With disabilities other than speech	9.2%	Up from 8.8%	8.7%	7.5%
Older than usual for grade	0.5%	Down from 0.8%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	40.7%	Up from 39.3%	57.7%	56.7%
Continuing contract teachers	77.8%	Down from 78.6%	80.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Up from 63.8%	87.8%	86.4%
Teacher attendance rate	95.6%	Up from 92.8%	95.0%	94.9%
Average teacher salary	\$40,614	Up 6.3%	\$45,465	\$45,345
Professional development days/teacher	14.7 days	Up from 7.2 days	12.6 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 19.2 to 1	18.6 to 1	18.5 to 1
Prime instructional time	89.4%	Up from 87.4%	89.8%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,102	Up 8.8%	\$6,887	\$7,052
Percent of expenditures for instruction*	62.4%	Down from 63.6%	68.8%	69.1%
Percent of expenditures for teacher salaries*	57.0%	Down from 60.1%	64.9%	64.2%

* 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

Blacksburg Elementary School's theme, "Bridging Students and Success," has guided the school through many changes. First, as teachers and students arrived in the fall, they were welcomed with up-to-date classrooms, equipped with the latest in technological equipment. Active boards, LCD projectors, and document cameras have helped the teachers be more efficient in the delivery of instruction. The interaction the students had helped make the learning environment more exciting, motivating, and challenging. Students enjoyed a new curriculum in science, and their science instruction was enhanced by the use of the science lab. Students were able to participate in many hands-on experiments that sparked the interest in even the most reluctant student. To help bridge the gap in ELA, the computer-assisted instructional program "Reading Plus" was implemented. Students began seeing increases in their reading rate and comprehension as they continued to work through this program. Many students showed two to three years' growth in their comprehension. Preliminary data shows students are making gains in reading, math and writing. Lastly, BES implemented a school-wide behavior plan that allowed the classroom teachers to maintain a learning environment free from excessive disruptions. A behavior interventionist helped make this initiative a success for BES.

Parental involvement increased with the reorganization of the PTO, along with increased parenting opportunities throughout the week that allowed for greater attendance. Workshops were held in science tips, math instruction, reading, test-taking tips, and grade transition tips for parents of students entering third grade and six grade. Parent and school communications increased due to daily agendas, e-mail accounts, and the implementation of an automated calling system.

With the continued support from our parents and community and the addition of current trends and practices, BES is well on the way to becoming a first-class educational institution, bridging our students to success in their academics, behavior, and citizenship.

Janice M. Keller, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	112	101
Percent satisfied with learning environment	96.8%	84.8%	84.0%
Percent satisfied with social and physical environment	96.8%	82.1%	88.1%
Percent satisfied with school-home relations	64.3%	83.8%	79.0%

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

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 12 out of 17 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	Corrective Action
---------------------------	-------------------

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	0.0%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	391	100	26.7	35.7	31.6	6	48	43.2	48.2	Yes	Yes
Gender											
Male	192	100	33	33.5	28.5	5	42.5	36.1	41.7	N/A	N/A
Female	199	100	20.7	37.8	34.6	6.9	53.2	50.4	55	N/A	N/A
Racial/Ethnic Group											
White	341	100	24.8	36.2	33.1	5.9	49.8	50.3	60	Yes	Yes
African American	39	100	38.2	29.4	26.5	5.9	41.2	27.6	31.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	18.9	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	49	100	64.4	31.1	4.4	0	11.1	13.6	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	21.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	246	100	31.4	42.8	22.7	3.1	37.6	31.3	34	No	Yes

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

All Students	391	100	28.1	41.7	21	9.3	39.2	43.8	45.8	No	Yes
Gender											
Male	192	100	25.7	44.1	19	11.2	38.5	43.1	45.6	N/A	N/A
Female	199	100	30.3	39.4	22.9	7.4	39.9	44.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	341	100	25.4	42.1	22.6	9.9	41.2	51.6	59	Yes	Yes
African American	39	100	52.9	32.4	11.8	2.9	26.5	25.3	26.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26.6	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	49	100	73.3	24.4	0	2.2	4.4	17.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	246	100	35.4	42.8	14	7.9	30.6	31.9	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
Science											
All Students	263	100	40.4	32.8	14.8	12	26.8	26.4	35.7	96.5	96.2
Gender											
Male	128	100	39.3	34.4	13.1	13.1	26.2	27.3	37.4	96.7	96.2
Female	135	100	41.4	31.3	16.4	10.9	27.3	25.5	33.8	96.4	96.3
Racial/Ethnic Group											
White	228	100	38.8	32.4	16	12.8	28.8	33.3	49.2	96.4	96
African American	29	100	52	36	8	4	12	10.6	17	97.5	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.9	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	11	24.9	99.2	97.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.7	96.3
Disability Status											
Disabled	35	100	71.9	21.9	3.1	3.1	6.3	12	14	95.5	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	10.1	24.4	99.3	97.4
Socio-Economic Status											
Subsided meals	168	100	48.8	32.5	10	8.8	18.8	17	21.1	96.1	95.8

Social Studies

All Students	264	100	33.5	41.2	15.1	10.2	25.3	20.5	34	96.5	96.2
Gender											
Male	127	100	35.3	34.5	20.7	9.5	30.2	21.9	36.6	96.7	96.2
Female	137	100	31.8	47.3	10.1	10.9	20.9	19	31.3	96.4	96.3
Racial/Ethnic Group											
White	230	100	33	41.4	15.3	10.2	25.6	24.9	44.5	96.4	96
African American	28	100	32	48	16	4	20	9.8	19.1	97.5	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	96.9	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	10	27.5	99.2	97.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.7	96.3
Disability Status											
Disabled	32	100	64.3	25	7.1	3.6	10.7	10.2	14.4	95.5	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	12.4	27.3	99.3	97.4
Socio-Economic Status											
Subsided meals	169	100	40.3	42.2	9.7	7.8	17.5	12.7	21	96.1	95.8

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	137	100	19.7	37.9	34.8	7.6	42.4
	4	125	100	15.3	44.9	38.1	1.7	39.8
	5	136	100	32	53.9	14.1	0	14.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	130	100	25	23.4	40.3	11.3	51.6
	4	136	100	29.7	34.4	32.8	3.1	35.9
	5	125	100	25.2	50.4	20.9	3.5	24.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	137	100	35.6	45.5	16.7	2.3	18.9
	4	125	100	19.5	42.4	22	16.1	38.1
	5	136	100	30.5	56.3	9.4	3.9	13.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	130	100	29	40.3	20.2	10.5	30.6
	4	136	100	28.9	41.4	18	11.7	29.7
	5	125	100	26.1	43.5	25.2	5.2	30.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	68	100	45.5	43.9	10.6	0	10.6
	4	125	100	42.4	28	23.7	5.9	29.7
	5	67	100	46.8	37.1	6.5	9.7	16.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	28.6	36.5	25.4	9.5	34.9
	4	136	100	42.2	39.1	8.6	10.2	18.8
	5	62	100	49.2	15.3	16.9	18.6	35.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	69	100	24.2	60.6	10.6	4.5	15.2
	4	125	100	31.4	50	13.6	5.1	18.6
	5	69	100	60.6	27.3	9.1	3	12.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	24.6	49.2	14.8	11.5	26.2
	4	136	100	35.9	36.7	18.8	8.6	27.3
	5	63	100	37.5	42.9	7.1	12.5	19.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample