



B-C Grammar Number 1 Elementary

114 Hook Avenue
West Columbia, SC 29169

Grades	K-5 Elementary School	
Enrollment	323 Students	
Principal	Walter Clark	803-739-4075
Superintendent	Dr. Venus Holland	803-739-8399
Board Chair	Beth Branham	803-739-4708



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

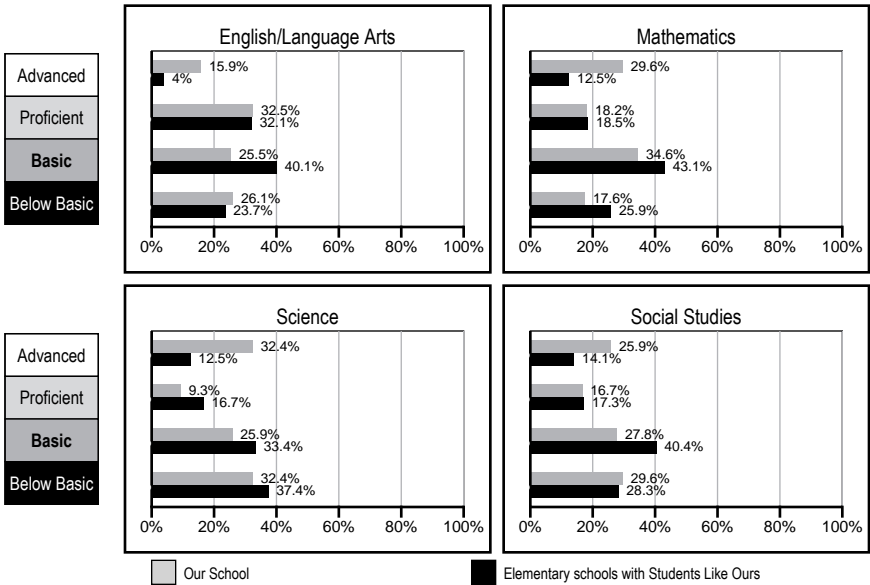
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	35	47	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=323)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Up from 0.6%	2.9%	2.3%
Attendance rate	96.6%	Up from 96.2%	96.1%	96.3%
Eligible for gifted and talented	30.6%	Down from 32.4%	8.9%	10.4%
With disabilities other than speech	6.0%	Down from 8.4%	9.0%	7.5%
Older than usual for grade	0.0%	Down from 0.4%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	71.4%	Up from 67.9%	56.2%	56.7%
Continuing contract teachers	92.9%	Up from 82.1%	79.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.4%	Up from 89.0%	86.9%	86.4%
Teacher attendance rate	94.7%	Up from 94.5%	94.9%	94.9%
Average teacher salary	\$49,305	Up 5.0%	\$45,408	\$45,345
Professional development days/teacher	20.0 days	Up from 18.4 days	12.9 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 15.7 to 1	18.4 to 1	18.5 to 1
Prime instructional time	90.3%	Up from 89.5%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,914	Down 0.2%	\$7,234	\$7,052
Percent of expenditures for instruction*	70.2%	Up from 69.1%	68.3%	69.1%
Percent of expenditures for teacher salaries*	68.8%	Up from 67.5%	63.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At B-C Grammar No.1 School, we teach more than subjects; we teach children. We recognize students as individuals with unique intellectual, social, and physical abilities. We cultivate these abilities through a rich and varied educational experience. Our approach to teaching has become results-based, and we have emphasized improving instruction through collaborative efforts during professional development, shared decision making, RESULTS team meetings, and common grade level planning time. Our school motto is "Learning Today, Knowing Tomorrow." We believe that what students learn today will prepare them for success tomorrow.

Highlights of the 2007-2008 school year include record attendance at PTA/Curriculum Nights, the successful implementation of a new program for first and second-grade students called STARS (Students That Are Reading Successfully), and ACTS (A Chance To Succeed) for students in grades three, four, and five. Other new programs include Morning Focus Groups for students in grades three, four, and five; E.M.P.H.A.A.S.I.S. (Educators Mentoring Parents & Helping African American Students Succeed in Society); and the WCPDM (West Columbia Police Department Mentoring Program). The success we experienced this year would not have been possible without the continued support of our parents, SIC, PTA, faculty, staff, and school community.

B-C No. 1 is a magnet school for the OASIS Academy, a full-day academically accelerated program for selected students who qualify for state gifted and talented services. We have one class at each grade, 3 - 5. Within the OASIS program, we offer an exciting array of different types and levels of enrichment activities for students. It strives to identify and develop each child's gifts and talents by creating opportunities for accelerated growth. This program challenges the most gifted students, using existing resources. We have a full-time assistant principal, a full-time guidance counselor, a full-time nurse, a school-based mental health counselor, and a First Steps worker. We have five teachers who are National Board certified. Our Teacher of the Year is Dee Murph. Our Staff Person of the Year is Paulette Keaton.

Walter Clark, Principal
Paula Watts, SIC-Chair Person

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	42	30
Percent satisfied with learning environment	96.4%	95.2%	90.0%
Percent satisfied with social and physical environment	96.4%	95.2%	90.0%
Percent satisfied with school-home relations	89.3%	95.2%	89.3%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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

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	1.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	168	99.4	25.6	25.6	32.7	16	55.1	45.4	48.2	Yes	Yes
Gender											
Male	81	98.8	28	28	30.7	13.3	52	37.4	41.7	N/A	N/A
Female	87	100	23.5	23.5	34.6	18.5	58	53.6	55	N/A	N/A
Racial/Ethnic Group											
White	76	100	8.2	17.8	45.2	28.8	80.8	55.4	60	Yes	Yes
African American	64	100	35.5	38.7	21	4.8	33.9	30.2	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	69.2	70.4	I/S	I/S
Hispanic	25	96	63.2	15.8	15.8	5.3	21.1	34.5	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	14.3	16	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	22.2	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	27	96.3	60	15	20	5	25	29.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	118	99.2	33.6	30	29.1	7.3	43.6	35.1	34	No	Yes

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

All Students	168	100	16.6	35	18.5	29.9	64.3	47.1	45.8	Yes	Yes
Gender											
Male	81	100	14.5	36.8	19.7	28.9	65.8	45.7	45.6	N/A	N/A
Female	87	100	18.5	33.3	17.3	30.9	63	48.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	76	100	1.4	24.7	20.5	53.4	91.8	58.2	59	Yes	Yes
African American	64	100	29	48.4	14.5	8.1	40.3	28.5	26.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	25	100	35	35	20	10	35	41.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	19.9	17.1	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	27	100	33.3	33.3	19	14.3	38.1	41.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	118	100	21.6	41.4	18	18.9	52.3	36.6	31.4	Yes	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	114	100	31.8	26.2	9.3	32.7	42.1	39.6	35.7	96.6	95.8
Gender											
Male	53	100	24	26	16	34	50	40.5	37.4	96.3	95.7
Female	61	100	38.6	26.3	3.5	31.6	35.1	38.7	33.8	96.8	95.9
Racial/Ethnic Group											
White	54	100	5.8	17.3	17.3	59.6	76.9	51.9	49.2	96.7	95.7
African American	43	100	52.4	40.5	2.4	4.8	7.1	19.8	17	96.6	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	57.7	58	95.8	97
Hispanic	15	100	75	16.7	0	8.3	8.3	28.7	24.9	96.3	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.3	96.2
Disability Status											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	18.6	14	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.9	98.4	97
English Proficiency											
Limited English Proficient	17	100	69.2	15.4	0	15.4	15.4	24.1	24.4	96.3	95.8
Socio-Economic Status											
Subsided meals	79	100	44	32	6.7	17.3	24	27	21.1	96.4	95.4
Social Studies											
All Students	115	100	28.3	28.3	17	26.4	43.4	35.4	34	96.6	95.8
Gender											
Male	56	100	25	23.1	21.2	30.8	51.9	38.6	36.6	96.3	95.7
Female	59	100	31.5	33.3	13	22.2	35.2	32.1	31.3	96.8	95.9
Racial/Ethnic Group											
White	51	100	4.1	24.5	24.5	46.9	71.4	44.2	44.5	96.7	95.7
African American	42	100	45	35	12.5	7.5	20	21.8	19.1	96.6	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.9	95.8	97
Hispanic	20	100	62.5	25	0	12.5	12.5	29.4	27.5	96.3	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.3	96.2
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	17.7	14.4	96.1	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	16.7	22.6	98.4	97
English Proficiency											
Limited English Proficient	21	100	62.5	25	0	12.5	12.5	23.7	27.3	96.3	95.8
Socio-Economic Status											
Subsided meals	84	100	35.9	33.3	16.7	14.1	30.8	28.4	21	96.4	95.4

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

Abbreviations for Missing Data

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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	63	100	18.2	23.6	47.3	10.9	58.2
	4	47	100	24.4	24.4	39	12.2	51.2
	5	58	100	25.5	41.2	31.4	2	33.3
	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	64	100	20	25	35	20	55
	4	61	98.4	23.6	29.1	38.2	9.1	47.3
	5	43	100	36.6	22	22	19.5	41.5
	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	63	100	27.3	36.4	21.8	14.5	36.4
	4	47	97.9	24.4	19.5	12.2	43.9	56.1
	5	58	100	25.5	29.4	25.5	19.6	45.1
	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	64	100	15	40	16.7	28.3	45
	4	61	100	25	26.8	14.3	33.9	48.2
	5	43	100	7.3	39	26.8	26.8	53.7
	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	31	100	42.3	11.5	34.6	11.5	46.2
	4	47	100	29.3	22	9.8	39	48.8
	5	30	100	38.5	34.6	11.5	15.4	26.9
	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	31	100	30	26.7	13.3	30	43.3
	4	61	100	35.7	23.2	7.1	33.9	41.1
	5	22	100	23.8	33.3	9.5	33.3	42.9
	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	32	100	10.3	31	27.6	31	58.6
	4	47	100	22	31.7	24.4	22	46.3
	5	28	100	24	28	24	24	48
	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	33	100	20	26.7	30	23.3	53.3
	4	61	100	26.8	30.4	12.5	30.4	42.9
	5	21	100	45	25	10	20	30
	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

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