



Blacksburg Middle

101 London Street
Blacksburg, South Carolina

Grades	6-8 Middle School	
Enrollment	449 Students	
Principal	Virgil Hampton	864-839-6476
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	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Average	Below 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

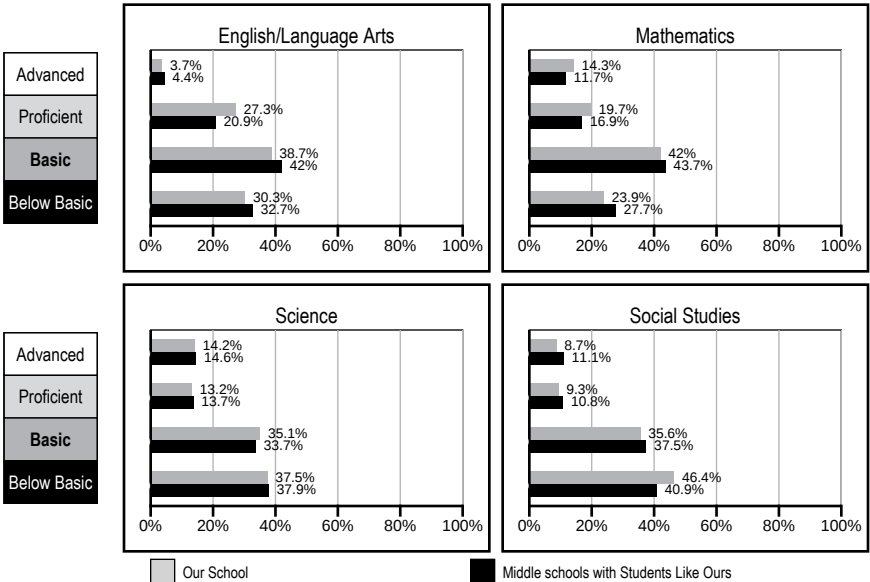
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	28	6

* 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	100.0	96.9
English 1	0	94.7
Physical Science	0	66.7
All Subjects	100.0	95.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=449)				
Students enrolled in high school credit courses (grades 7 & 8)	49.0%	Up from 38.9%	17.6%	19.4%
Retention rate	0.9%	No Change	1.5%	1.8%
Attendance rate	96.0%	Down from 96.2%	95.7%	95.8%
Eligible for gifted and talented	15.6%	Down from 16.6%	13.3%	15.3%
With disabilities other than speech	9.3%	Up from 5.7%	14.5%	12.9%
Older than usual for grade	1.1%	Down from 1.6%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	65.7%	Up from 54.3%	52.6%	55.0%
Continuing contract teachers	82.9%	Up from 74.3%	73.6%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	5.1%	5.4%
Teachers returning from previous year	84.4%	Up from 79.1%	83.4%	83.4%
Teacher attendance rate	95.1%	Down from 96.3%	94.8%	94.9%
Average teacher salary	\$44,327	Up 5.2%	\$44,327	\$44,706
Professional development days/teacher	5.7 days	Down from 9.9 days	11.5 days	11.8 days
School				
Principal's years at school	3.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 13.2 to 1	19.3 to 1	20.1 to 1
Prime instructional time	90.7%	Down from 91.6%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	97.8%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$7,436	Up 5.5%	\$6,949	\$7,097
Percent of expenditures for instruction*	64.4%	Up from 64.0%	65.5%	64.4%
Percent of expenditures for teacher salaries*	59.8%	Down from 63.4%	61.6%	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

Blacksburg Middle School has completed another successful school year. Five eighth-grade students were recognized as Junior Scholars. One seventh-grade student received state recognition in the Duke University Talent Search. Forty-seven students took the end-of-course test in Algebra, and all students passed. Students took MAP a minimum of two times this school year, and many showed significant progress. We continue to use test data to monitor student achievement.

This was the first year that we implemented a school-wide science lab. Kelly Davis was the lab instructor.

Our school offered the Community In Schools Program for students to receive additional instruction in curricular areas and character education.

BMS implemented school-wide Positive Behavioral Intervention and Support (PBIS) for the third year.

Angie Martin was named the Teacher of the Year, and Christy Touchberry received the Distinguished Teacher of Reading award. One teacher holds National Board Certification. We appreciate the efforts and contributions of our supportive PTO.

As our motto states, Blacksburg Middle School is Setting the Standard.

Mr. Michael Snipes, School Improvement Council Chair
Mr. Virgil Hampton, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	144	68
Percent satisfied with learning environment	100.0%	75.0%	83.6%
Percent satisfied with social and physical environment	100.0%	72.0%	80.9%
Percent satisfied with school-home relations	81.3%	83.2%	79.1%

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

School Adequate Yearly Progress

NO

This school met 14 out of 19 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	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	0.0%	No
Student attendance rate	96.0%	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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	448	99.8	30.3	38.7	27.3	3.7	38.9	43.2	48.2	No	Yes
Gender											
Male	214	100	37.6	38.1	21.8	2.5	31.2	36.1	41.7	N/A	N/A
Female	234	99.6	23.8	39.2	32.2	4.8	45.8	50.4	55	N/A	N/A
Racial/Ethnic Group											
White	389	99.7	26.8	39.9	29.5	3.8	41.3	50.3	60	No	Yes
African American	57	100	53.7	31.5	11.1	3.7	22.2	27.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	18.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	42	100	71.8	25.6	2.6	0	7.7	13.6	16	I/S	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	N/A	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	296	99.7	38.8	39.1	19.9	2.1	29.9	31.3	34	No	Yes

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

All Students	448	99.8	25.4	43.1	19.1	12.4	42.9	43.8	45.8	Yes	Yes
Gender											
Male	214	100	24.3	41.1	20.8	13.9	46	43.1	45.6	N/A	N/A
Female	234	99.6	26.4	44.9	17.6	11	40.1	44.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	389	99.7	22.5	44.5	20.1	12.9	44.8	51.6	59	Yes	Yes
African American	57	100	44.4	35.2	13	7.4	29.6	25.3	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	42	100	64.1	30.8	5.1	0	7.7	17.1	17.1	I/S	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	N/A	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	296	99.7	31.7	42.3	17.1	8.9	37	31.9	31.4	Yes	Yes

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

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
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Science

All Students	303	99.7	37.5	35.1	13.2	14.2	27.4	26.4	35.7	96	96.2
Gender											
Male	145	100	31.6	39	13.2	16.2	29.4	27.3	37.4	95.6	96.2
Female	158	99.4	42.8	31.6	13.2	12.5	25.7	25.5	33.8	96.5	96.3
Racial/Ethnic Group											
White	266	99.6	36	35.6	13.8	14.6	28.5	33.3	49.2	95.9	96
African American	35	100	48.5	33.3	9.1	9.1	18.2	10.6	17	97.3	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	11	24.9	94.7	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.3
Disability Status											
Disabled	27	100	64	24	12	0	12	12	14	94.8	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10.1	24.4	99.9	97.4
Socio-Economic Status											
Subsided meals	196	99.5	44.9	31.9	11.9	11.4	23.2	17	21.1	95.3	95.8

Social Studies

All Students	301	99.7	46.4	35.6	9.3	8.7	18	20.5	34	96	96.2
Gender											
Male	154	100	47.3	30.8	10.3	11.6	21.9	21.9	36.6	95.6	96.2
Female	147	99.3	45.5	40.6	8.4	5.6	14	19	31.3	96.5	96.3
Racial/Ethnic Group											
White	260	99.6	43.6	36.4	10	10	20	24.9	44.5	95.9	96
African American	39	100	64.9	32.4	2.7	0	2.7	9.8	19.1	97.3	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	N/A	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	10	27.5	94.7	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.3
Disability Status											
Disabled	30	100	81.5	14.8	3.7	0	3.7	10.2	14.4	94.8	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	12.4	27.3	99.9	97.4
Socio-Economic Status											
Subsided meals	198	99.5	52.9	33.2	7	7	13.9	12.7	21	95.3	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	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	149	100	25.5	38.3	27.7	8.5	36.2
	7	156	100	37.7	36.3	25.3	0.7	26
2008	8	136	100	35.6	47	16.7	0.8	17.4
	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	137	100	27.5	39.7	31.3	1.5	32.8
2008	7	157	99.4	32.2	38.3	24.2	5.4	29.5
	8	154	100	30.9	38.3	26.8	4	30.9
Mathematics								
2007	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	149	100	27.7	31.2	28.4	12.8	41.1
	7	156	100	28.8	50	13	8.2	21.2
2008	8	136	100	34.1	55.3	9.1	1.5	10.6
	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	137	100	19.8	42	22.9	15.3	38.2
2008	7	157	99.4	24.8	43	16.8	15.4	32.2
	8	154	100	30.9	44.3	18.1	6.7	24.8
Science								
2007	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	74	100	38	35.2	8.5	18.3	26.8
	7	156	100	45.9	33.6	12.3	8.2	20.5
2008	8	66	100	49.2	43.1	4.6	3.1	7.7
	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	68	100	42.2	29.7	12.5	15.6	28.1
2008	7	157	99.4	29.5	36.9	14.8	18.8	33.6
	8	78	100	49.3	36	10.7	4	14.7
Social Studies								
2007	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	75	100	25.7	32.9	18.6	22.9	41.4
	7	156	100	63.7	30.8	2.7	2.7	5.5
2008	8	70	100	55.2	43.3	1.5	0	1.5
	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	68	100	24.2	40.9	15.2	19.7	34.8
2008	7	157	99.4	57.7	26.2	9.4	6.7	16.1
	8	76	100	43.2	50	4.1	2.7	6.8

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample