



Blacksburg Elementary

402 Hardin Street
Blacksburg, SC 29702

Grades	3-5 Elementary School	
Enrollment	417 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Average	At-Risk
2005	Below Average	At-Risk

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 2008-09 whose 2007-08 test scores were located

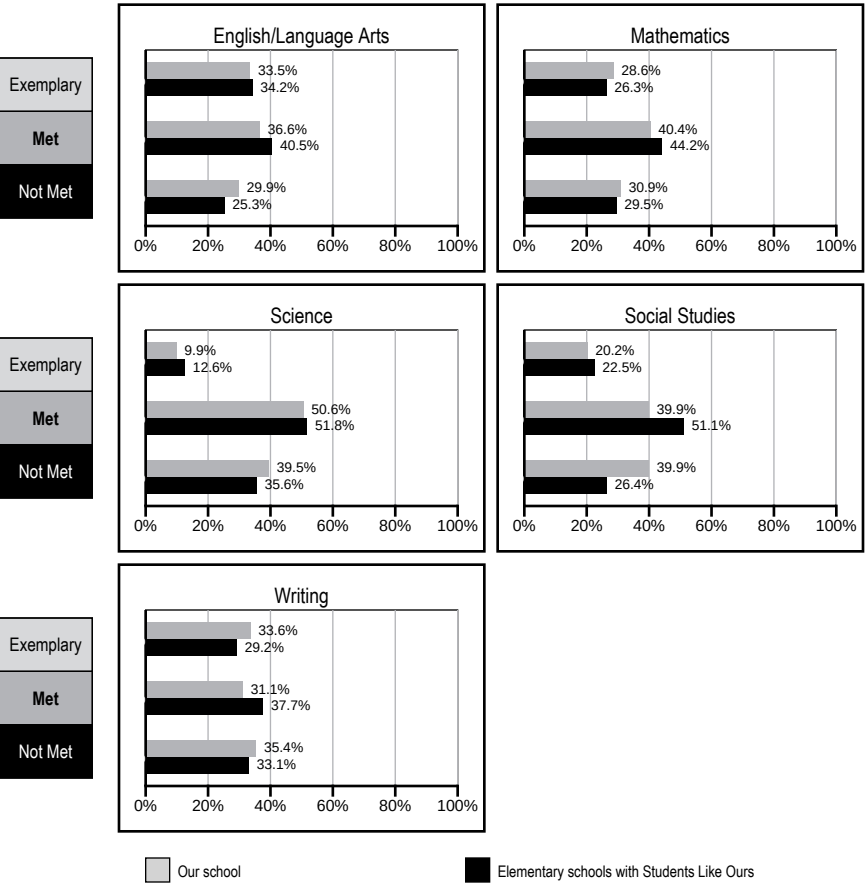
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	17	85	9	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=417)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.0%	Up from 0.5%	2.4%	1.9%
Attendance rate	96.7%	Up from 96.5%	96.2%	96.3%
Eligible for gifted and talented	4.5%	Down from 6.0%	8.7%	10.0%
With disabilities other than speech	8.5%	Down from 9.2%	9.3%	7.7%
Older than usual for grade	0.5%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	63.0%	Up from 40.7%	60.5%	59.4%
Continuing contract teachers	92.6%	Up from 77.8%	82.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.6%	Up from 86.4%	87.2%	85.9%
Teacher attendance rate	94.7%	Down from 95.6%	95.0%	95.1%
Average teacher salary*	\$44,248	Up 8.9%	\$47,419	\$47,149
Professional development days/teacher	11.5 days	Down from 14.7 days	11.5 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 18.1 to 1	19.0 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 89.4%	90.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,028	Down 1.2%	\$7,385	\$7,458
Percent of expenditures for instruction**	66.6%	Up from 62.4%	68.5%	68.8%
Percent of expenditures for teacher salaries**	60.1%	Up from 57.0%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Touching Hearts, Educating Minds...

This was the theme that underlined the vision for Blacksburg Elementary School during the 2008-2009 school year. During the summer of 2008, the School Improvement Council and Leadership Team of BES met on several occasions to re-examine the purpose, mission, and belief of the school. After thorough and intense discussions among the stakeholders, it was evident that a return to the basics was the way for improvement. Improvement in teacher quality, student academics, behavior, and parent involvement became the focus.

Teacher quality improvement efforts afforded the opportunity for re-evaluation of the staff. Teachers participated in studies to improve instruction in math, science, reading, writing, and technology. Specific needs were addressed through individual focus groups highlighting classroom management, aligning instruction to assessment, teaching students of poverty, and creating inviting classrooms.

Students were expected to become active participants in their learning. Classroom teachers began teaching by identifying target groups. School staff began going into the classrooms to aid the teacher in instruction and give assistance to students for review and practice with skills in which they were struggling. Incentives in academic improvement became part of the awards programs already established. Behavior expectations were held high. Students learned a new Wildcat Creed, which we hoped would help students, staff, and parents take pride in the education going on. Behavior incentives were enjoyed by many of the students who chose to follow the expectations set before them.

Parent involvement continued to be a strong part of Blacksburg Elementary's success. There were record numbers in attendance at programs and events sponsored by the PTO and school along with high attendance during parent conference opportunities. The school held a "Curriculum Carousel" event that highlighted student work from the year, along with performances from the fifth grade band, the school's honor choir, step team, and various other student groups. The annual academic banquet was also held in May this year. Those two programs alone brought in over 900 parents, students, and community members.

With the strides that were taken this past year to improve academics, relationships, and educational practices, BES will continue making the gains it needs in order to become and remain an outstanding educational institution in which the community, parents, students, and staff will be proud.

Thank you for an unforgettable year!

Janice M. Keller, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	128	115
Percent satisfied with learning environment	100.0%	91.4%	83.8%
Percent satisfied with social and physical environment	100.0%	92.9%	86.7%
Percent satisfied with school-home relations	81.5%	94.5%	79.6%

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

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School Adequate Yearly Progress	NO
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This school met 20 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	RP
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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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	409	100	29.9	36.6	33.5	82.4	78.1	82.8	Yes	Yes
Gender										
Male	206	100	34.8	30.8	34.3	76.3	74.5	79.3	N/A	N/A
Female	203	100	24.9	42.5	32.6	88.6	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	356	100	28.4	37.1	34.5	82.5	83.3	89.5	Yes	Yes
African American	46	100	41.9	32.6	25.6	81.4	68.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.7	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	53	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	51	100	55.1	36.7	8.2	69.4	47.6	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	54.4	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	284	100	35.9	39.6	24.5	79.9	71.5	75.5	Yes	Yes

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

All Students	409	100	30.9	40.4	28.6	77.2	77.5	78.9	Yes	Yes
Gender										
Male	206	100	35.9	30.8	33.3	74.2	76	77	N/A	N/A
Female	203	100	25.9	50.3	23.8	80.3	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	356	100	28.9	40.9	30.1	78.7	83.3	87.2	Yes	Yes
African American	46	100	46.5	39.5	14	65.1	64.9	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.7	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	51	100	67.3	20.4	12.2	40.8	40.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	63.9	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	284	100	37.4	41.8	20.9	71.8	71	70.2	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	268	100	39.5	50.6	9.9	60.5	56.6	67.5
Gender								
Male	137	100	42	46.6	11.5	58	56.7	67
Female	131	100	36.9	54.9	8.2	63.1	56.4	68
Racial/Ethnic Group								
White	237	100	39.1	50.7	10.2	60.9	65.2	79.5
African American	25	100	47.8	47.8	4.3	52.2	37.2	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	69.2	84.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	40.2	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	30	100	N/AV	N/AV	N/AV	31	23.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	38.2	59.6
Socio-Economic Status								
Subsided meals	187	100	43.5	50.8	5.6	56.5	47	55.1

Social Studies

All Students	263	100	39.9	39.9	20.2	60.1	58.5	72.3
Gender								
Male	131	100	39.4	38.6	22	60.6	58.2	71.5
Female	132	100	40.5	41.3	18.3	59.5	58.8	73.2
Racial/Ethnic Group								
White	227	100	36.8	41.4	21.8	63.2	65.8	80.7
African American	30	100	64.3	28.6	7.1	35.7	42.8	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	68.8	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	40.2	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	33	100	58.1	38.7	3.2	41.9	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	42.6	67.9
Socio-Economic Status								
Subsided meals	182	100	45.5	40.9	13.6	54.5	49.1	62.1

Abbreviations for Missing Data

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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	412	100	35.4	31.1	33.6	64.6	64.3	70.2	96.7	96.4
Gender										
Male	206	100	38	32.5	29.5	62	57.9	63.2	96.8	96.4
Female	206	100	32.7	29.6	37.8	67.3	70.9	77.5	96.6	96.5
Racial/Ethnic Group										
White	358	100	34.9	31.1	34	65.1	70.4	79.1	96.6	96.2
African American	47	100	39.5	32.6	27.9	60.5	51.6	57.6	97.2	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	76.2	86.2	99.9	98.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	43.9	62.6	97.4	97.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	93.3	95.8
Disability Status										
Disabled	49	100	70.8	16.7	12.5	29.2	18.7	26.1	96.3	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	45.7	61.2	98.3	98
Socio-Economic Status										
Subsidized meals	288	100	42.8	31.5	25.7	57.2	55.1	58.9	96.3	96.2

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
English/Language Arts							
2009	3	156	100	34.9	31.6	33.6	65.1
	4	122	100	27	38.3	34.8	73
	5	131	100	26.6	41.1	32.3	73.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	156	100	36.8	36.8	26.3	63.2
	4	122	100	25.2	37.4	37.4	74.8
	5	131	100	29	47.6	23.4	71
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	79	100	42.1	47.4	10.5	57.9
	4	122	100	33	53.9	13	67
	5	67	100	48.4	48.4	3.2	51.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	77	100	47.4	34.2	18.4	52.6
	4	122	100	26.1	48.7	25.2	73.9
	5	64	100	56.5	30.6	12.9	43.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	155	100	39.9	22.2	37.9	60.1
	4	124	100	29.9	36.8	33.3	70.1
	5	133	100	34.9	36.5	28.6	65.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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