

B-C Grammar Number 1 Elementary

114 Hook Avenue
West Columbia, SC 29169

Grades	K-5 Elementary School	
Enrollment	321 Students	
Principal	Walter Clark	803-739-4075
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Good	Average
2005	Good	Average

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

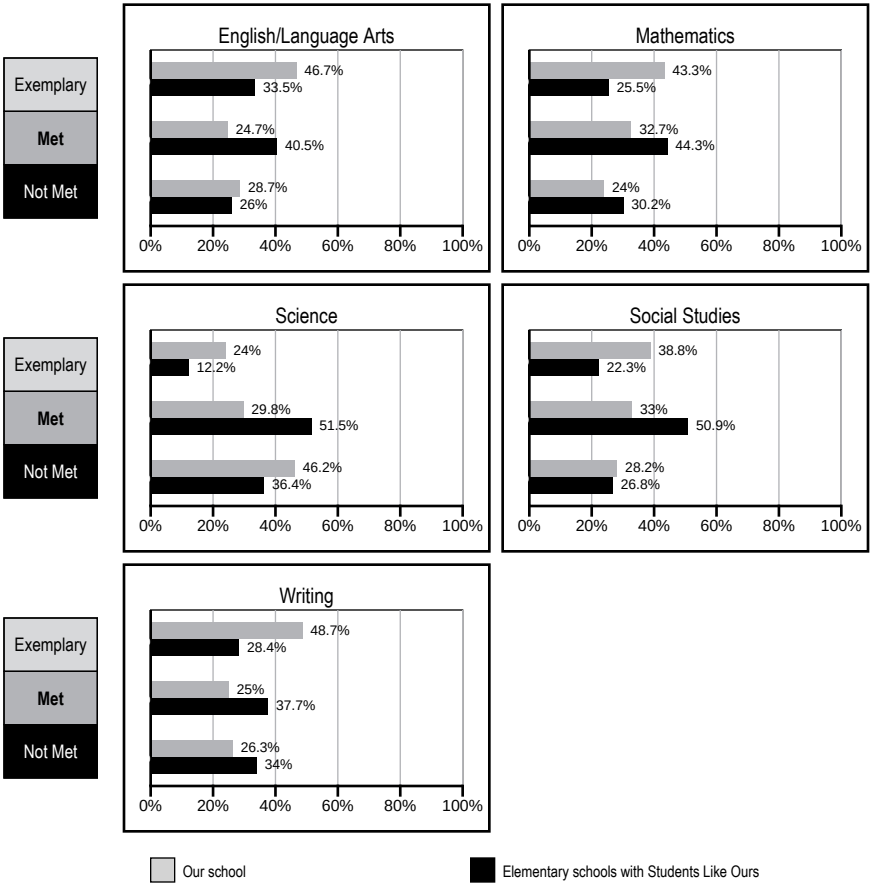
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	14	91	11	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=321)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 2.8%	2.4%	1.9%
Attendance rate	96.3%	Down from 96.6%	96.2%	96.3%
Eligible for gifted and talented	31.5%	Up from 30.6%	8.6%	10.0%
With disabilities other than speech	7.4%	Up from 6.0%	9.2%	7.7%
Older than usual for grade	0.0%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	76.9%	Up from 71.4%	59.7%	59.4%
Continuing contract teachers	96.2%	Up from 92.9%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.5%	Down from 90.4%	86.5%	85.9%
Teacher attendance rate	94.8%	Up from 94.7%	95.0%	95.1%
Average teacher salary*	\$52,449	Up 6.4%	\$47,322	\$47,149
Professional development days/teacher	21.2 days	Up from 20.0 days	11.6 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 16.6 to 1	18.9 to 1	18.8 to 1
Prime instructional time	89.7%	Down from 90.3%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,982	Up 0.8%	\$7,373	\$7,458
Percent of expenditures for instruction**	69.3%	Down from 70.2%	68.5%	68.8%
Percent of expenditures for teacher salaries**	67.7%	Down from 68.8%	61.5%	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

B-C Grammar School No.1 Report Card Narrative
2008-09

At B-C Grammar School No.1 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 2008-2009 school year include record attendance at PTA / Curriculum Nights, a visit from Dr. Paul Slocum, author of "Hear Our Cry, Boys in Crisis," and Hal Urban, author of "Lessons from the Classroom." Other programs that have been an integral part of improving student achievement are: (STARS) Students That Are Reading Successfully; ACTS (A Chance To Succeed); Morning Focus Groups; 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 and 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 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, and a school-based mental health counselor. We have six teachers who are National Board certified. Our Teacher of the Year is Lisa Ragsdale. Our Staff Person of the Year is Christine Anderson.

Walter Clark, Principal
Cathy Caldwell, SIC-Chair Person

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	49	39
Percent satisfied with learning environment	100.0%	89.8%	86.8%
Percent satisfied with social and physical environment	96.4%	91.8%	79.5%
Percent satisfied with school-home relations	82.1%	95.9%	94.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 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	
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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	96.3%	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	161	100	28.7	24.7	46.7	78.7	82.1	82.8	Yes	Yes
Gender										
Male	71	100	37.3	19.4	43.3	70.1	77.5	79.3	N/A	N/A
Female	90	100	21.7	28.9	49.4	85.5	86.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	69	100	4.6	15.4	80	96.9	89	89.5	Yes	Yes
African American	63	100	47.4	31.6	21.1	68.4	72.4	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.9	92.3	I/S	I/S
Hispanic	28	100	48.1	33.3	18.5	55.6	72.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	15	100	60	13.3	26.7	53.3	49.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	46.4	32.1	21.4	57.1	69.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	110	100	41.6	31.7	26.7	68.3	74.7	75.5	Yes	Yes

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

All Students	161	100	24	32.7	43.3	81.3	79	78.9	Yes	Yes
Gender										
Male	71	100	32.8	28.4	38.8	76.1	76.5	77	N/A	N/A
Female	90	100	16.9	36.1	47	85.5	81.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	69	100	3.1	21.5	75.4	96.9	86.8	87.2	Yes	Yes
African American	63	100	40.4	47.4	12.3	70.2	66.4	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97	93	I/S	I/S
Hispanic	28	100	40.7	29.6	29.6	66.7	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	15	100	60	26.7	13.3	40	44.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	39.3	28.6	32.1	67.9	72.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	110	100	34.7	40.6	24.8	73.3	71.3	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
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Science

All Students	112	100	46.2	29.8	24	53.8	68	67.5
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Gender

Male	48	100	51.1	17.8	31.1	48.9	66.4	67
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Female	64	100	42.4	39	18.6	57.6	69.7	68
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Racial/Ethnic Group

White	45	100	9.8	36.6	53.7	90.2	79.7	79.5
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African American	47	100	74.4	23.3	2.3	25.6	49.8	50.3
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	84.3
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Hispanic	19	100	63.2	26.3	10.5	36.8	59.3	60.7
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	10	I/S	I/S	I/S	I/S	I/S	37.1	35.6
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
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English Proficiency

Limited English Proficient	20	100	60	30	10	40	55.8	59.6
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Socio-Economic Status

Subsided meals	77	100	66.2	26.8	7	33.8	56.3	55.1
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Social Studies

All Students	110	100	28.2	33	38.8	71.8	73.2	72.3
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Gender

Male	52	100	34.7	30.6	34.7	65.3	70.7	71.5
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Female	58	100	22.2	35.2	42.6	77.8	75.7	73.2
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Racial/Ethnic Group

White	49	100	6.5	28.3	65.2	93.5	80.5	80.7
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African American	44	100	41.5	43.9	14.6	58.5	61.6	60
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.2	88.5
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Hispanic	17	100	56.3	18.8	25	43.8	69.6	68
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
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Disability Status

Disabled	11	100	63.6	27.3	9.1	36.4	41.2	43.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
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English Proficiency

Limited English Proficient	17	100	56.3	18.8	25	43.8	67.9	67.9
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Socio-Economic Status

Subsided meals	74	100	40.6	36.2	23.2	59.4	65.2	62.1
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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	162	99.4	25.8	25.2	49	74.2	68.3	70.2	96.3	95.8
Gender										
Male	72	100	37.7	24.6	37.7	62.3	59.9	63.2	96.2	95.8
Female	90	98.9	15.9	25.6	58.5	84.1	76.8	77.5	96.5	95.9
Racial/Ethnic Group										
White	67	100	6.2	13.8	80	93.8	76.1	79.1	96	95.6
African American	65	100	36.2	39.7	24.1	63.8	56.1	57.6	96.5	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	86.2	97.3	96.5
Hispanic	29	96.6	51.9	22.2	25.9	48.1	62.8	62.6	96.5	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	94.9	95.6
Disability Status										
Disabled	12	100	66.7	8.3	25	33.3	23	26.1	96.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.2
English Proficiency										
Limited English Proficient	30	96.7	50	21.4	28.6	50	59.2	61.2	96.6	96.2
Socio-Economic Status										
Subsidized meals	112	99.1	37.3	31.4	31.4	62.7	58.8	58.9	96.3	95.4

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	52	100	25	20.8	54.2	75
	4	61	100	36.8	22.8	40.4	63.2
	5	48	100	22.2	31.1	46.7	77.8
	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	52	100	29.2	25	45.8	70.8
	4	61	100	22.8	36.8	40.4	77.2
	5	48	100	20	35.6	44.4	80
	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	26	100	40	32	28	60
	4	61	100	49.1	31.6	19.3	50.9
	5	25	100	45.5	22.7	31.8	54.5
	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
Social Studies							
2009	3	26	100	21.7	21.7	56.5	78.3
	4	61	100	31.6	35.1	33.3	68.4
	5	23	100	26.1	39.1	34.8	73.9
	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	51	100	27.1	12.5	60.4	72.9
	4	61	100	31	31	37.9	69
	5	50	98	17.8	31.1	51.1	82.2
	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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