



Blacksburg Middle

101 London Street

Blacksburg, South Carolina

Grades	6-8 Middle School	
Enrollment	423 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

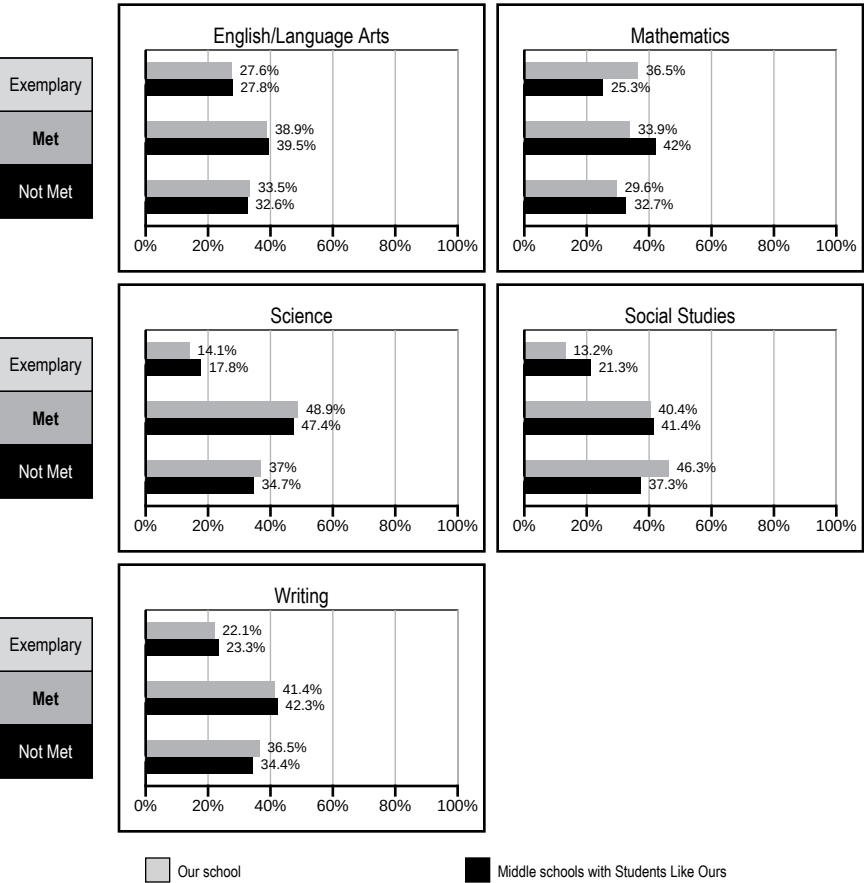
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	41	5	0

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

Palmetto Assessment of State Standards (PASS)



* 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

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

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%	97.8%
English 1	N/A	96.8%
Physical Science	N/A	90.9%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=423)				
Students enrolled in high school credit courses (grades 7 & 8)	52.2%	Up from 49.0%	18.2%	21.6%
Retention rate	0.2%	Down from 0.9%	1.4%	1.2%
Attendance rate	96.4%	Up from 96.0%	95.7%	95.9%
Eligible for gifted and talented	14.1%	Down from 15.6%	15.4%	14.8%
With disabilities other than speech	9.1%	Down from 9.3%	13.7%	12.6%
Older than usual for grade	1.4%	Up from 1.1%	2.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	71.0%	Up from 65.7%	54.3%	56.9%
Continuing contract teachers	90.3%	Up from 82.9%	75.0%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	4.7%	5.3%
Teachers returning from previous year	87.4%	Up from 84.4%	82.9%	82.9%
Teacher attendance rate	94.7%	Down from 95.1%	95.2%	95.2%
Average teacher salary*	\$47,798	Up 7.8%	\$45,812	\$46,599
Professional development days/teacher	5.9 days	Up from 5.7 days	10.1 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 18.1 to 1	20.1 to 1	20.1 to 1
Prime instructional time	90.9%	Up from 90.7%	89.7%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	97.5%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,975	Down 6.6%	\$7,457	\$7,645
Percent of expenditures for instruction**	68.4%	Up from 64.4%	64.3%	63.4%
Percent of expenditures for teacher salaries**	63.4%	Up from 59.8%	58.8%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Blacksburg Middle School has completed another successful school year. Ten eighth grade students were recognized as Junior Scholars. One eighth 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 second year that we implemented a school-wide science lab, which was instructed by Kelly Davis.

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 fourth year.

Pam Clark was named the Teacher of the Year and Barbara Cope received the Distinguished Teacher of Reading award. Kelly Davis holds National Board Certification. PTO encourages 100% student attendance by offering a free trip to Carowinds at the end of the school year. Additionally, PTO encourages exemplary behavior by rewarding students quarterly with a trip to get ice cream. We appreciate the efforts and contributions of our supportive PTO.

Blacksburg Middle School is Setting the Standard. We are working diligently to follow the 5R's: Respect, Responsible, Relationships, Ready, Reliable.

Mrs. Tracey Bourgoin, School Improvement Council Chairperson
Mr. Virgil Hampton, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	133	103
Percent satisfied with learning environment	94.4%	85.0%	71.6%
Percent satisfied with social and physical environment	94.4%	87.9%	79.4%
Percent satisfied with school-home relations	94.4%	86.5%	72.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 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

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	96.4%	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	430	99.5	33.2	39.1	27.8	77.6	78.1	82.8	Yes	Yes
Gender										
Male	220	99.6	38.9	33.2	28	74.4	74.5	79.3	N/A	N/A
Female	210	99.5	27	45.4	27.6	81.1	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	370	99.5	31.3	38.1	30.7	78.7	83.3	89.5	Yes	Yes
African American	48	100	46.7	48.9	4.4	71.1	68.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	92.3	I/S	I/S
Hispanic	8	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	43	100	85	10	5	32.5	47.6	52	No	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	4	I/S	I/S	I/S	I/S	I/S	54.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	298	99.7	41.4	37.5	21.1	72.1	71.5	75.5	Yes	Yes

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

All Students	430	99.5	33.4	37.6	29	75.7	77.5	78.9	Yes	Yes
Gender										
Male	220	99.6	36.5	30.8	32.7	72	76	77	N/A	N/A
Female	210	99.5	30.1	44.9	25	79.6	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	370	99.5	32.1	36.9	31	77	83.3	87.2	Yes	Yes
African American	48	100	37.8	44.4	17.8	73.3	64.9	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	8	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	43	100	N/AV	N/AV	N/AV	25	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	4	I/S	I/S	I/S	I/S	I/S	63.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	298	99.7	38.6	39.3	22.1	71.1	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	282	99.7	36.6	49.3	14.2	63.4	56.6	67.5
Gender								
Male	143	99.3	39	41.2	19.9	61	56.7	67
Female	139	100	34.1	57.6	8.3	65.9	56.4	68
Racial/Ethnic Group								
White	247	99.6	34.2	50	15.8	65.8	65.2	79.5
African American	30	100	N/AV	N/AV	N/AV	43.3	37.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	69.2	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	40.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	9.1	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	1	I/S	N/A	N/A	N/A	N/A	38.2	59.6
Socio-Economic Status								
Subsided meals	190	100	43.9	48.9	7.2	56.1	47	55.1

Social Studies

All Students	285	99.7	46.1	40.6	13.3	53.9	58.5	72.3
Gender								
Male	138	99.3	45	35.9	19.1	55	58.2	71.5
Female	147	100	47.1	45	7.9	52.9	58.8	73.2
Racial/Ethnic Group								
White	239	99.6	44.5	41.5	14	55.5	65.8	80.7
African American	39	100	58.3	30.6	11.1	41.7	42.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	40.2	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	32	100	N/AV	N/AV	N/AV	34.5	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	206	100	53.3	36.9	9.7	46.7	49.1	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	433	99.8	36.3	41.5	22.2	63.7	64.3	70.2	96.4	96.4
Gender										
Male	225	100	44.1	40.8	15	55.9	57.9	63.2	96.4	96.4
Female	208	99.5	27.9	42.1	29.9	72.1	70.9	77.5	96.4	96.5
Racial/Ethnic Group										
White	372	99.7	33	43.1	23.9	67	70.4	79.1	96.1	96.2
African American	49	100	57.8	31.1	11.1	42.2	51.6	57.6	98.4	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.2	86.2	93.3	98.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	43.9	62.6	94.6	97.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	97.2	95.8
Disability Status										
Disabled	44	97.7	N/AV	N/AV	N/AV	12.8	18.7	26.1	95.8	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	4	I/S	I/S	I/S	I/S	I/S	45.7	61.2	96.8	98
Socio-Economic Status										
Subsidized meals	300	99.7	44.3	41.4	14.3	55.7	55.1	58.9	95.8	96.2

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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	99.3	24.6	39.7	35.7	75.4
	7	138	99.3	37.9	44.7	17.4	62.1
	8	157	100	36.2	33.6	30.2	63.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	99.3	27	33.3	39.7	73
	7	138	99.3	31.8	55.3	12.9	68.2
	8	157	100	40.3	25.5	34.2	59.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	66	100	25.8	62.9	11.3	74.2
	7	138	99.3	37.1	52.3	10.6	62.9
	8	78	100	44.6	32.4	23	55.4
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	68	100	14.1	68.8	17.2	85.9
	7	138	99.3	63.6	26.5	9.8	36.4
	8	79	100	42.7	41.3	16	57.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	134	100	31.5	37	31.5	68.5
	7	142	99.3	35.1	45.5	19.4	64.9
	8	157	100	41.6	41.6	16.8	58.4

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample