

Blenheim Elementary/Middle

P.O. Box 250
Blenheim, S. C. 29516

Grades	PK-8 Middle School	
Enrollment	334 Students	
Principal	Dr. Gwen Dixon-Coe	843-528-3262
Superintendent	Dr. Frank G. Roberson	843-479-1534
Board Chair	John McInnis	843-586-8989

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

http://ed.sc.gov
http://www.eoc.sc.gov

Blenheim Elementary/Middle	06/01/10-3501027

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

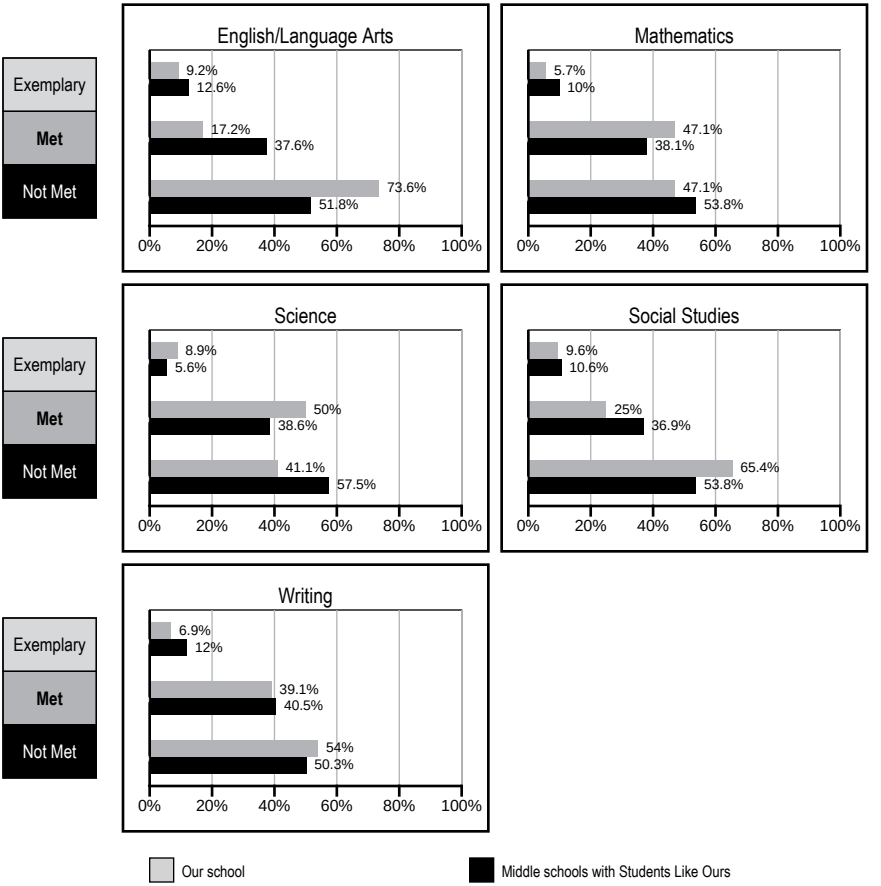
Percent of students tested in 2008-09 whose 2007-08 test scores were located	97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	35	24

* 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	N/A	85.9%
English 1	N/A	82.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	N/A	84.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=334)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	16.1%	21.6%
Retention rate	1.3%	Down from 4.0%	2.3%	1.2%
Attendance rate	95.7%	Up from 95.3%	95.5%	95.9%
Eligible for gifted and talented	0.4%	Up from 0.0%	4.1%	14.8%
With disabilities other than speech	7.8%	Up from 6.9%	14.1%	12.6%
Older than usual for grade	1.4%	Down from 1.6%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 20.5%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	40.7%	Up from 39.1%	54.3%	56.9%
Continuing contract teachers	74.1%	Up from 43.5%	61.5%	72.7%
Teachers with emergency or provisional certificates	20.0%	Down from 26.7%	15.4%	5.3%
Teachers returning from previous year	73.7%	Up from 73.1%	76.0%	82.9%
Teacher attendance rate	95.2%	Down from 96.2%	95.0%	95.2%
Average teacher salary*	$38,819	Up 1.2%	$44,687	$46,599
Professional development days/teacher	10.3 days	Up from 9.5 days	11.0 days	10.8 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 15.3 to 1	16.5 to 1	20.1 to 1
Prime instructional time	89.3%	Down from 89.5%	89.3%	89.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.1%	Down from 98.5%	96.4%	97.8%
Character development program	Excellent	Up from Below Average	Excellent	Good
Dollars spent per pupil**	$8,669	Up 15.6%	$10,078	$7,645
Percent of expenditures for instruction**	58.0%	Down from 66.7%	60.3%	63.4%
Percent of expenditures for teacher salaries**	49.5%	Down from 60.2%	54.1%	57.0%

* 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

At Blenheim Elementary Middle school, we are striving to provide all of our students with "an education they can respect." Our school has been designated as a "value added 5" TAP school because of the academic progress we made last year, and we are continuing to make great strides with our MAP and PASS scores. Furthermore, our school has a competent and dedicated faculty and staff.

The mission of Blenheim Elementary Middle School is to work collaboratively with parents and the community to ensure students' mastery of national and state standards in a safe, clean, nurturing environment. We believe that, with proper school-wide and community support, all of our students can achieve at high levels. In addition, by providing our students with a standards-based curriculum and quarterly benchmark tests, we are creating a learning environment where students are challenged and encouraged to set and meet their individual and school-wide goals.

This year was an exciting year with our "Blast the PASS" campaign. All of our teachers and students participated in various motivational activities designed to increased student achievement in the core subject areas. In addition, we developed a school-wide literacy plan to ensure that there was rigor and relevance in the ELA lessons. An ELA Committee was also formed and was responsible for making recommendations for improving instruction in language arts. Other school-wide initiatives included the following: Limos for Learning; the Accelerated Reader Program; our first state Math Competition Team; Compass Learning; the science fair; the 100 Book Challenge; PBIS; and the creation of MAP RIT band instructional groups. These rotating RIT band instructional groups were especially beneficial to our students because this schedule gave teachers time to target specific strengths and weaknesses in ELA and math.

The Blenheim School Improvement Council and P.T.O. have been active organizations that contributed much-needed personnel and resources for many of our school-wide projects. In addition, we made a special effort this year to include more incentives that recognize and reward students for their academic successes. Some of these incentives included a MAP Test Progress Cookout for all students who met their MAP goals in two or more areas. In addition, students who scored 10 or more AR points were awarded certificates, small trophies, and other incentives for their participation and performance.

One of the final activities that brought the community into school this Spring was the May Day/ Field Day Celebration which was enjoyed by all. We will continue to strive for excellence and forge a strong partnership between the home and the school. We thank all who supported our efforts.

Dr. Gwendolyn L. Dixon-Coe, Principal
Mrs. Angela W. Ward, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	34	26
Percent satisfied with learning environment	65.0%	50.0%	64.0%
Percent satisfied with social and physical environment	57.1%	52.9%	42.3%
Percent satisfied with school-home relations	71.4%	76.5%	57.7%

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

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School Adequate Yearly Progress	NO

This school met 16 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	R

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.3%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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Blenheim Elementary/Middle										06/01/10-3501027
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	226	100	57	28	15	61.5	71.2	82.8	Yes	Yes
Gender										
Male	128	100	58	29.5	12.5	56.3	65.9	79.3	N/A	N/A
Female	98	100	55.7	26.1	18.2	68.2	76.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	114	100	54.7	27.4	17.9	63.2	78.8	89.5	Yes	Yes
African American	106	100	58.4	28.7	12.9	58.4	66.9	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.9	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	73	82.5	I/S	I/S
Disability Status										
Disabled	26	100	84.6	11.5	3.8	38.5	45.9	52	I/S	I/S
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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	206	100	60.3	25.5	14.1	59.8	68.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	226	100	51	41.5	7.5	63	64.3	78.9	Yes	Yes
Gender										
Male	128	100	55.4	37.5	7.1	60.7	63.3	77	N/A	N/A
Female	98	100	45.5	46.6	8	65.9	65.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	114	100	48.4	43.2	8.4	63.2	73.4	87.2	Yes	Yes
African American	106	100	53.5	40.6	5.9	63.4	59.1	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	53.8	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	70.3	79.5	I/S	I/S
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	30.8	36.7	45.5	I/S	I/S
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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	206	100	51.6	41.8	6.5	62.5	61.7	70.2	Yes	Yes

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

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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
Science								
All Students	147	100	51.5	43.2	5.3	48.5	44	67.5
Gender								
Male	87	100	48.7	46.1	5.3	51.3	45.3	67
Female	60	100	55.4	39.3	5.4	44.6	42.7	68
Racial/Ethnic Group								
White	72	100	49.2	42.6	8.2	50.8	59.5	79.5
African American	73	100	53.6	43.5	2.9	46.4	35	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	53.5	71.2
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	23.5	26.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsized meals	133	100	52.1	42.1	5.8	47.9	39.9	55.1
Social Studies								
All Students	148	100	52.7	39.5	7.8	47.3	50.6	72.3
Gender								
Male	84	100	54.1	36.5	9.5	45.9	50.4	71.5
Female	64	100	50.9	43.6	5.5	49.1	50.7	73.2
Racial/Ethnic Group								
White	76	100	51.6	37.1	11.3	48.4	60.5	80.7
African American	66	100	54	41.3	4.8	46	44.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	33.3	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	54.2	72.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	14.3	26.8	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsized meals	139	100	54.5	38.8	6.6	45.5	46.8	62.1

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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	222	99.6	44	42.5	13.5	56	53.3	70.2	95.7	95.4
Gender										
Male	125	99.2	48.6	40.5	10.8	51.4	45.7	63.2	95.5	95.2
Female	97	100	38.2	44.9	16.9	61.8	61.3	77.5	96	95.7
Racial/Ethnic Group										
White	112	99.1	45.3	42.1	12.6	54.7	63.5	79.1	94.8	94.9
African American	104	100	43.6	41.6	14.9	56.4	48	57.6	96.9	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	94.2	96.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	50	62.6	97.4	95.9
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	51.3	68.7	93	93.7
Disability Status										
Disabled	25	100	84	8	8	16	13.8	26.1	95.7	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	95.9
Socio-Economic Status										
Subsized meals	203	99.5	45.1	42.4	12.5	54.9	48.8	58.9	95.6	95.2

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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	34	100	46.9	43.8	9.4	53.1
	4	45	100	45	27.5	27.5	55
	5	49	100	41.5	39	19.5	58.5
	6	38	100	81.8	12.1	6.1	18.2
	7	24	100	71.4	19	9.5	28.6
	8	36	100	66.7	21.2	12.1	33.3
Mathematics							
2009	3	34	100	N/AV	N/AV	N/AV	37.5
	4	45	100	62.5	32.5	5	37.5
	5	49	100	39	41.5	19.5	61
	6	38	100	54.5	39.4	6.1	45.5
	7	24	100	47.6	47.6	4.8	52.4
	8	36	100	39.4	54.5	6.1	60.6
Science							
2009	3	16	100	N/AV	N/AV	N/AV	33.3
	4	45	100	62.5	35	2.5	37.5
	5	25	100	47.6	47.6	4.8	52.4
	6	18	100	N/AV	N/AV	N/AV	29.4
	7	24	100	28.6	61.9	9.5	71.4
	8	19	100	27.8	55.6	16.7	72.2
Social Studies							
2009	3	18	100	N/AV	N/AV	N/AV	58.8
	4	45	100	52.5	42.5	5	47.5
	5	24	100	30	55	15	70
	6	20	100	N/AV	N/AV	N/AV	37.5
	7	24	100	76.2	14.3	9.5	23.8
	8	17	100	53.3	26.7	20	46.7
Writing							
2009	3	34	100	42.4	45.5	12.1	57.6
	4	45	97.8	30.8	48.7	20.5	69.2
	5	47	100	36.6	41.5	22	63.4
	6	37	100	63.6	24.2	12.1	36.4
	7	23	100	42.9	52.4	4.8	57.1
	8	36	100	51.5	45.5	3	48.5

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