



Blythewood Middle

2351 Longtown Road East
Blythewood, South

Grades	6-8 Middle School	
Enrollment	1,028 Students	
Principal	Brenda Hafner	803-691-6850
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Melinda Anderson	803-736-5530

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

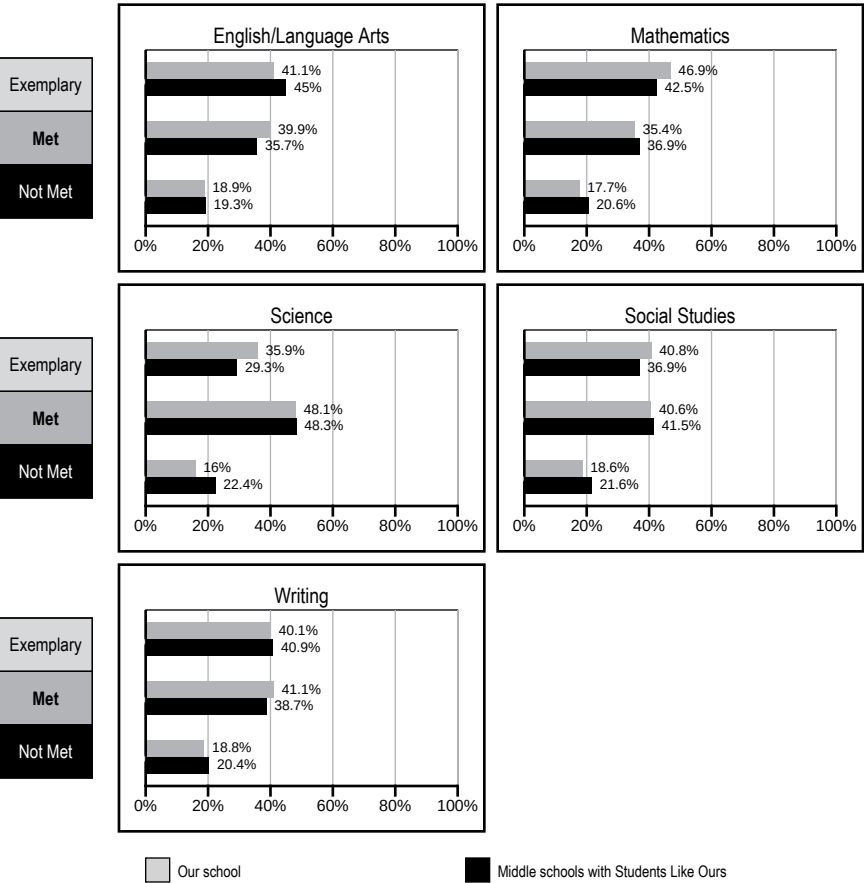
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	9	3	0	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%	99.5%
English 1	N/A	97.3%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	98.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,028)				
Students enrolled in high school credit courses (grades 7 & 8)	57.1%	Down from 66.8%	31.8%	21.6%
Retention rate	1.2%	Down from 1.6%	0.9%	1.2%
Attendance rate	97.0%	Up from 96.7%	96.5%	95.9%
Eligible for gifted and talented	22.8%	Down from 25.6%	24.8%	14.8%
With disabilities other than speech	8.3%	Down from 8.9%	9.5%	12.6%
Older than usual for grade	1.0%	Down from 1.1%	1.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.9%	Up from 1.7%	0.9%	0.6%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	71.2%	Down from 73.0%	57.0%	56.9%
Continuing contract teachers	65.2%	Down from 66.7%	79.4%	72.7%
Teachers with emergency or provisional certificates	4.8%	Up from 3.9%	2.7%	5.3%
Teachers returning from previous year	84.5%	Down from 85.3%	84.2%	82.9%
Teacher attendance rate	94.6%	Down from 95.3%	95.2%	95.2%
Average teacher salary*	\$48,657	Up 1.9%	\$48,611	\$46,599
Professional development days/teacher	11.0 days	Down from 15.4 days	8.8 days	10.8 days
School				
Principal's years at school	10.0	Up from 9.0	7.3	3.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 19.0 to 1	22.1 to 1	20.1 to 1
Prime instructional time	90.2%	Down from 90.5%	90.5%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	81.1%	Up from 78.5%	95.5%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,186	Up 9.4%	\$6,645	\$7,645
Percent of expenditures for instruction**	69.0%	Down from 70.0%	64.5%	63.4%
Percent of expenditures for teacher salaries**	65.8%	Down from 66.3%	59.7%	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

At Blythewood Middle School, the school and community support each other, producing an environment that maximizes the intellectual, physical, and emotional growth of our students. We are committed to the development of the unique potential of each student through a comprehensive and challenging academic program that embraces the best of traditional and innovative practices.

We were proud to be named a State School of Character by the State Department of Education this year. In addition, BMS was selected as a finalist in the national Schools of Character competition and as a 2009 National Schools of Character Promising Practices award winner. Our school was one of six schools in the nation featured in the National Association of Elementary Principals' publication entitled Leading Learning Communities.

Our students continued to excel at local, state, and national competitions throughout the 2008-2009 school year, maintaining a tradition of excellence. Students sustained efforts to make significant contributions to our community through a variety of service projects.

Blythewood Middle School continues to offer students a tailored academic program of study to meet their individual needs. We encourage your participation in school activities and appreciate your continued support as we work together to provide the best educational opportunities for our students.

Nancy Gregory, Principal
Ray McDowell, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	297	117
Percent satisfied with learning environment	98.3%	79.5%	90.4%
Percent satisfied with social and physical environment	100.0%	81.1%	92.2%
Percent satisfied with school-home relations	96.7%	84.8%	77.7%

* 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	1.0%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	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	1033	99.9	18.7	40.5	40.9	89.3	86	82.8	Yes	Yes
Gender										
Male	493	99.8	21.6	41.4	37	87.1	82.8	79.3	N/A	N/A
Female	540	100	16	39.6	44.4	91.3	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	526	100	9.4	34.3	56.3	95.9	94.5	89.5	Yes	Yes
African American	459	99.8	29.3	47.4	23.3	81.9	81.9	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.2	92.3	I/S	I/S
Hispanic	33	100	20.7	44.8	34.5	86.2	78.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	82.5	I/S	I/S
Disability Status										
Disabled	88	100	57.6	36.5	5.9	55.3	51.6	52	No	Yes
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	14	100	7.7	46.2	46.2	92.3	80.4	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	325	100	33.4	48.2	18.3	77.8	77.8	75.5	Yes	Yes

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

All Students	1033	100	19.5	39	41.5	87.6	80.9	78.9	Yes	Yes
Gender										
Male	493	100	22.8	38.6	38.6	84.4	78.4	77	N/A	N/A
Female	540	100	16.4	39.4	44.2	90.5	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	526	100	9.8	30.4	59.8	94.7	93.2	87.2	Yes	Yes
African American	459	100	29.9	49.1	21	79.9	74.4	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	33	100	31	34.5	34.5	79.3	74.9	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78.6	79.5	I/S	I/S
Disability Status										
Disabled	88	100	61.2	34.1	4.7	50.6	46.8	45.5	No	Yes
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	14	100	23.1	15.4	61.5	84.6	80.1	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	325	100	36	46	18	75.9	70.6	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	696	99.7	15.7	48.6	35.7	84.3	73.4	67.5
Gender								
Male	335	100	17	46.9	36.1	83	72.4	67
Female	361	99.5	14.5	50.1	35.4	85.5	74.5	68
Racial/Ethnic Group								
White	356	99.7	5.5	43.2	51.3	94.5	91.1	79.5
African American	305	99.7	28.2	54.3	17.5	71.8	64.1	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.2	84.3
Hispanic	24	100	9.1	59.1	31.8	90.9	67.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	63.6	71.2
Disability Status								
Disabled	67	100	51.6	42.2	6.3	48.4	41.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69.4	59.6
Socio-Economic Status								
Subsided meals	224	100	33.3	49.1	17.6	66.7	59	55.1

Social Studies

All Students	696	99.3	17.9	41.3	40.7	82.1	79.1	72.3
Gender								
Male	328	98.8	19.9	37.8	42.3	80.1	77.8	71.5
Female	368	99.7	16.2	44.4	39.3	83.8	80.3	73.2
Racial/Ethnic Group								
White	358	98.6	9.6	35.9	54.5	90.4	90.6	80.7
African American	307	100	27.3	47.8	24.9	72.7	72.9	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.4	88.5
Hispanic	22	100	27.8	44.4	27.8	72.2	74.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	60	98.3	43.9	35.1	21.1	56.1	50.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77.9	67.9
Socio-Economic Status								
Subsided meals	209	99.5	32.5	47.7	19.8	67.5	68.6	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	1021	98.1	18.6	41.2	40.3	81.4	75.5	70.2	97	97.4
Gender										
Male	490	97.8	25.9	42.5	31.6	74.1	69	63.2	97	97.3
Female	531	98.5	11.9	40	48.1	88.1	82.3	77.5	97	97.5
Racial/Ethnic Group										
White	519	98.1	10	34.5	55.6	90	88.1	79.1	96.8	97.3
African American	455	98	29	46.5	24.4	71	68.9	57.6	97.3	97.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.6	86.2	96.6	98
Hispanic	31	100	13.8	65.5	20.7	86.2	67.1	62.6	96	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.7	68.7	98.3	97.1
Disability Status										
Disabled	84	85.7	67.1	24.3	8.6	32.9	29.4	26.1	95.9	96.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	14	100	15.4	53.8	30.8	84.6	70.4	61.2	97.6	97.4
Socio-Economic Status										
Subsidized meals	325	98.2	33.7	46.3	20.1	66.3	62.3	58.9	96.4	96.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	336	99.7	18.7	39.3	42.1	81.3
	7	357	100	19.7	40.9	39.4	80.3
	8	340	100	17.5	41.2	41.2	82.5
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	336	100	22	39.4	38.5	78
	7	357	100	17.4	42	40.6	82.6
	8	340	100	19.1	35.4	45.5	80.9
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	168	99.4	22.8	53.7	23.5	77.2
	7	356	100	13.1	45.6	41.3	86.9
	8	172	99.4	14.1	49.7	36.2	85.9
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	171	98.8	8.1	48.1	43.8	91.9
	7	357	100	24.3	38.8	36.8	75.7
	8	168	98.2	13.9	39.9	46.2	86.1
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	330	98.2	19.6	41.3	39.1	80.4
	7	357	98.3	22.3	40.8	37	77.7
	8	334	97.9	13.6	41.5	44.9	86.4

Abbreviations for Missing Data

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