



BLACKSBURG ELEMENTARY

402 Hardin Street
Blacksburg, SC 29702

Grades	3-5 Elementary School	
Enrollment	386 Students	
Principal	Janice M. Keller	864-839-2363
Superintendent	Kim Bagwell	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	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

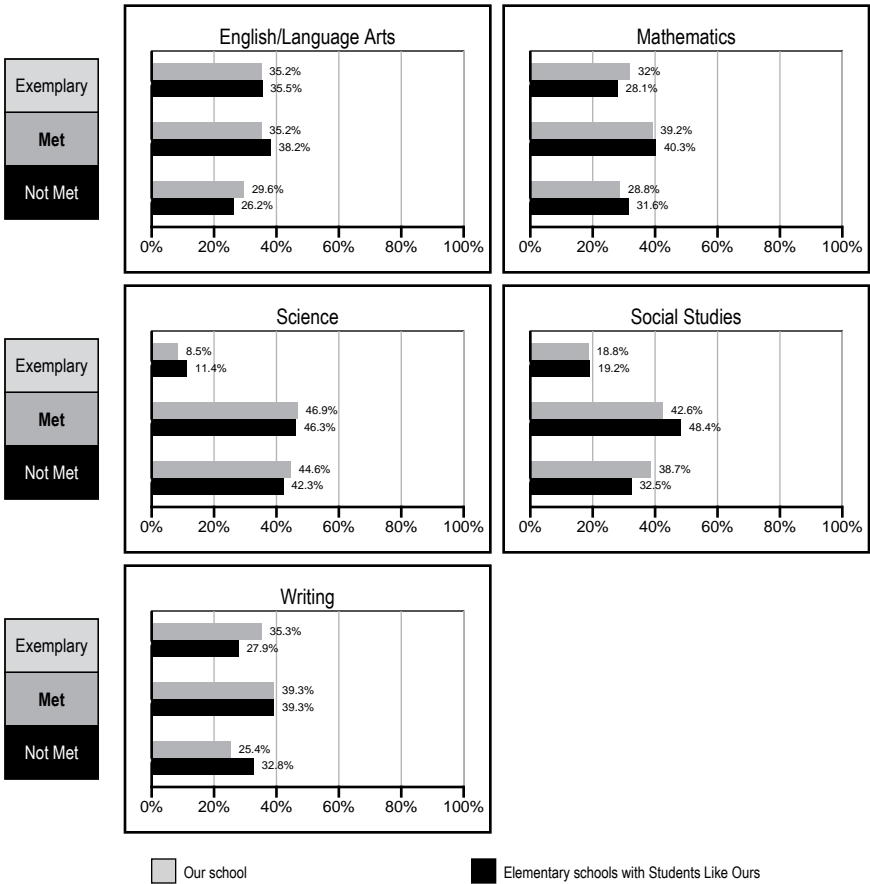
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	99	12	1

* Ratings are calculated with data available by 03/09/2011.

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=386)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.6%	Up from 1.0%	1.5%	1.2%
Attendance rate	98.0%	Up from 96.7%	95.7%	96.1%
Eligible for gifted and talented	7.6%	Up from 4.5%	9.7%	11.7%
With disabilities other than speech	9.4%	Up from 8.5%	8.9%	8.0%
Older than usual for grade	0.5%	No Change	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	72.7%	Up from 63.0%	59.4%	60.5%
Continuing contract teachers	100.0%	Up from 92.6%	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.2%	Down from 91.6%	87.4%	87.0%
Teacher attendance rate	90.4%	Down from 94.7%	94.8%	95.4%
Average teacher salary*	\$46,684	Up 5.5%	\$46,733	\$47,288
Professional development days/teacher	7.9 days	Down from 11.5 days	11.1 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.8 to 1	19.3 to 1	19.2 to 1
Prime instructional time	88.3%	Down from 91.0%	89.6%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,079	Up 0.8%	\$7,574	\$7,548
Percent of expenditures for instruction**	68.9%	Up from 66.6%	67.5%	68.7%
Percent of expenditures for teacher salaries**	66.6%	Up from 60.1%	64.5%	65.1%

* 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

We're committed to "Being the best at BES!" This theme boosted our students, staff, and community into a successful and rewarding school year in the areas of academics, citizenship, and service. As the students began the new school year, they learned the Wildcat Creed and Pledge, which helped guide them each day in the decisions they made. Respect for their fellow students, taking the responsibility for their education, and building positive relationships with their school family helped promote a school climate that placed the importance of a well-rounded education in the forefront.

Programs were implemented to ensure students would gain success over their areas of concern. Writing and math clinics were offered along with supplemental tutoring services. Classroom instruction included time for review and extra practice, along with enrichment opportunities. Teachers planned lessons to motivate and educate by providing activities that met the various learning styles of their students. Students participated weekly in the PAWS basic math facts program to help build the foundation of basic math. Computer and science labs were utilized as an added dimension to bring about success. Teachers used MAP data and ongoing classroom assessment to help plan lessons in order to ensure the students were being taught at their appropriate learning levels.

A strong and growing volunteer program continued to help BES rise to meet the challenges of budget cuts and larger teacher student ratios by assisting our classroom teachers through mentoring at-risk students, preparing papers for the day, gathering needed materials, and monitoring during classroom instruction.

Staff members participated in various learning opportunities throughout the year to help better prepare them for the ever-changing needs of their students. Several teachers completed advanced degree course work this school year. A focus on special needs, autism disorders, and technology ranked highest among courses completed. School-wide staff development incorporated studies in Thinking Maps, writing success, and classroom management. Several staff members served on the School Improvement Council and assisted in the analyzing and developing of the current school-wide improvement plan.

Once again, BES students shone brightly in their efforts to help others. Monies were raised and donated to Jump Rope for Heart, Relay for Life, and Children's Leukemia Foundation. Supplies and food were gathered for the homeless, the United States military, the Humane Society, and for Iron City Ministries. The efforts of the school's Beta club and student council in sponsoring these causes are to be commended.

2009-2010 was an unforgettable year for BES. Thanks go to all who made that possible - community, parents, staff, and students.

Rita Martin, Principal 2010-2011

Janice M. Keller, Principal 2009-2010

Christy Phenicie, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	111	89
Percent satisfied with learning environment	95.8%	80.9%	80.7%
Percent satisfied with social and physical environment	95.8%	81.1%	80.9%
Percent satisfied with school-home relations	87.5%	86.5%	82.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 19 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.0%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	391	100	29.6	35.2	35.2	82.5	77.6	83.5	Yes	Yes
Gender										
Male	197	100	34	35.6	30.3	79.3	73.8	80.1	N/A	N/A
Female	194	100	25	34.8	40.2	85.9	81.4	87	N/A	N/A
Racial/Ethnic Group										
White	342	100	27.9	35.6	36.5	83.1	82.1	89.6	Yes	Yes
African American	41	100	43.6	35.9	20.5	76.9	68.2	74.6	I/S	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.5	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	50	100	75.5	16.3	8.2	42.9	40.6	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	63.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	300	100	33.3	36.8	29.9	80.2	71.9	76.9	Yes	Yes

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

All Students	391	100	28.8	39.2	32	78.8	77.6	80.4	Yes	Yes
Gender										
Male	197	100	28.2	37.2	34.6	78.7	76.1	78.4	N/A	N/A
Female	194	100	29.3	41.3	29.3	78.8	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	342	100	26.7	38.3	35	79.8	82.3	87.8	Yes	Yes
African American	41	100	46.2	46.2	7.7	71.8	67.2	69.3	I/S	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.5	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	50	100	71.4	14.3	14.3	44.9	41.9	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	300	100	32.3	39.2	28.5	76.4	71.6	72.8	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
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Science

All Students	271	99.6	44.4	47.1	8.5	55.6	56.1	67.3
Gender								
Male	140	99.3	39.7	51.5	8.8	60.3	57.5	66.9
Female	131	100	49.6	42.3	8.1	50.4	54.7	67.7
Racial/Ethnic Group								
White	233	99.6	42	48.7	9.4	58	65.6	79.6
African American	32	100	N/A	N/A	N/A	40	34.7	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	38.4	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	36	97.2	73.5	23.5	2.9	26.5	28	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	39.4	58.6
Socio-Economic Status								
Subsidized meals	214	99.5	46.8	47.3	5.9	53.2	46.7	55.4

Social Studies

All Students	269	100	38.7	42.6	18.8	61.3	57.8	70.9
Gender								
Male	135	100	39.4	37	23.6	60.6	56.6	70.1
Female	134	100	38	48.1	14	62	59.1	71.7
Racial/Ethnic Group								
White	237	100	37.2	42.5	20.4	62.8	64.9	79.2
African American	27	100	53.8	42.3	3.8	46.2	42.5	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.3	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	38.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	38	100	73	24.3	2.7	27	29.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	40.7	68
Socio-Economic Status								
Subsidized meals	204	100	41.3	44.9	13.8	58.7	49.3	60.8

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	387	100	25.4	39.3	35.3	74.6	66.6	72.1	98	96.1
Gender										
Male	195	100	32.3	36.5	31.2	67.7	59.3	65.2	97.9	96.1
Female	192	100	18.4	42.2	39.5	81.6	74	79.2	98.2	96.1
Racial/Ethnic Group										
White	338	100	25.6	37.2	37.2	74.4	72.2	80.8	97.9	95.9
African American	41	100	23.1	56.4	20.5	76.9	56	59.7	98.8	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	75.9	87	99.4	97.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	43.3	64.6	98.9	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.7	98
Disability Status										
Disabled	52	100	68.6	25.5	5.9	31.4	21.3	27.7	98.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	45.6	63.7	99.6	97.3
Socio-Economic Status										
Subsidized meals	297	100	29.7	39.3	31	70.3	59.4	61.9	98.1	95.8

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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
2010	3	120	100	31.9	19.5	48.7	68.1
	4	149	100	34	36.8	29.2	66
	5	122	100	21.7	48.7	29.6	78.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	120	100	25.7	30.1	44.2	74.3
	4	149	100	27.1	44.4	28.5	72.9
	5	122	100	33.9	41.7	24.3	66.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	61	98.4	54.4	31.6	14	45.6
	4	149	100	42.4	50	7.6	57.6
	5	61	100	39.7	55.2	5.2	60.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	59	100	38.2	36.4	25.5	61.8
	4	149	100	33.3	47.9	18.8	66.7
	5	61	100	52.6	35.1	12.3	47.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	117	100	29.2	36.3	34.5	70.8
	4	149	100	25.5	37.2	37.2	74.5
	5	121	100	21.6	44.8	33.6	78.4
	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

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