



## B-C GRAMMAR NUMBER 1 ELEMENTARY

114 Hook Avenue  
West Columbia, SC 29169

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	382 Students	
<b>Principal</b>	Walter Clark	803-739-4075
<b>Superintendent</b>	Venus J. holland, Ed.D.	803-739-4708
<b>Board Chair</b>	ElizaBeth Dickerson	803-791-6085

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Good	Average
2009	Good	Average
2008	Average	Below Average
2007	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 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

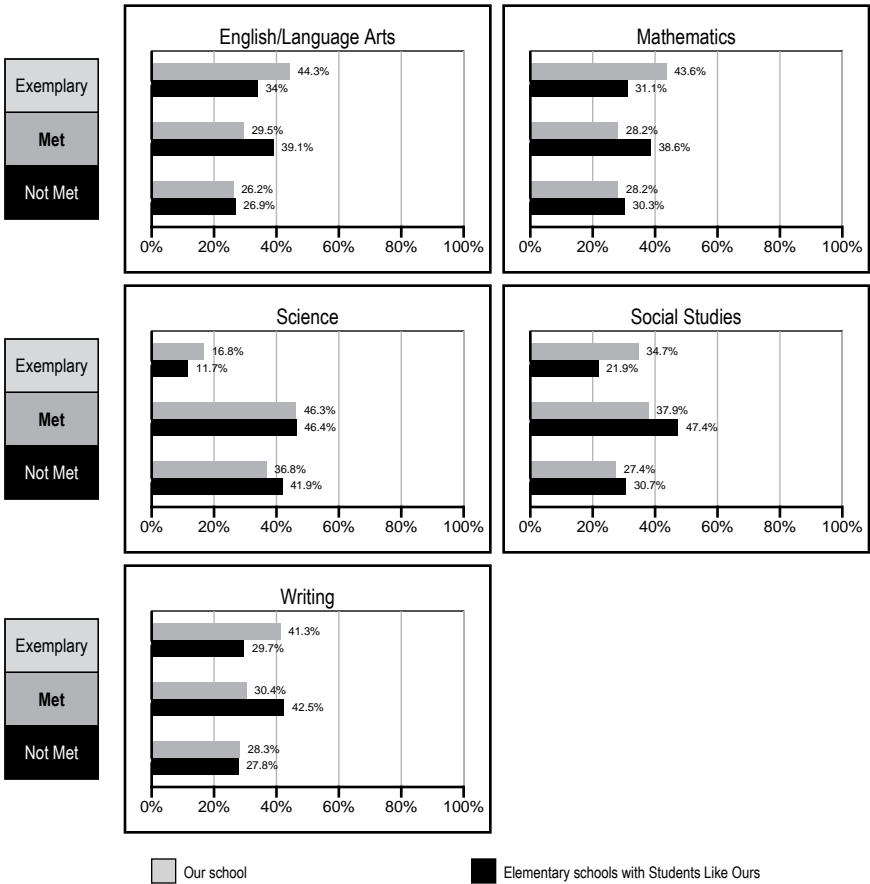
98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	15	97	14	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=382)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.8%	1.5%	1.1%
Attendance rate	98.5%	Down from 99.7%	95.9%	96.2%
Served by gifted and talented program	29.4%	Down from 34.1%	9.6%	13.4%
With disabilities other than speech	5.2%	Down from 8.8%	4.7%	4.1%
Older than usual for grade	0.0%	No Change	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	77.8%	Down from 84.6%	60.0%	62.5%
Continuing contract teachers	88.9%	Down from 92.3%	88.4%	88.2%
Teachers returning from previous year	87.0%	Down from 88.5%	87.3%	87.8%
Teacher attendance rate	93.2%	Down from 94.2%	95.0%	95.2%
Average teacher salary*	\$50,563	Down 4.4%	\$46,165	\$46,773
Professional development days/teacher	21.1 days	Down from 21.5 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 19.1 to 1	19.6 to 1	19.9 to 1
Prime instructional time	90.8%	Down from 92.2%	89.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,034	Down 3.8%	\$7,491	\$7,447
Percent of expenditures for instruction**	70.0%	Up from 69.7%	67.7%	68.4%
Percent of expenditures for teacher salaries**	67.8%	Up from 67.7%	64.7%	65.8%

\* 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 B-C Grammar School No.1 we recognize students as individuals with unique intellectual, social, and physical abilities. We cultivate these abilities through rich and varied educational experiences. 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.

We are very excited about our Response to Intervention Initiative that targets students in Kindergarten, first and second grade. We have seen good results and look forward to greater results next year. Other intervention programs such as Read 120, ACTS (A Chance To Succeed) and Morning Focus Groups will continue to play an integral role in the educational program at B-C Grammar School No.1. The overall success we experienced this year would not have been possible without the continued support of our faculty and staff, parents, SIC, PTA, 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 part-time assistant principal, a full-time guidance counselor, a full-time nurse, and a school-based mental health counselor. We have eight teachers who are National Board certified. Our Teacher of the Year is Alicia Lyles. Our Staff Person of the Year is Sharon Holmes. BC #1 looks forward to another exciting school year where emphasis will be placed on "Keys to Success."

Walter Clark, Principal  
Lori Ritter, SIC-Chair Person

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	43	33
Percent satisfied with learning environment	75.0%	95.3%	90.6%
Percent satisfied with social and physical environment	95.0%	95.3%	97.0%
Percent satisfied with school-home relations	65.0%	100.0%	97.0%

\* 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 13 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	3.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.5%	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 = 79.4% (Met or Exemplary)**

All Students	167	100	25.7	28.9	45.4	82.9	79.9	82.4	Yes	Yes
<b>Gender</b>										
Male	79	100	33.3	24.6	42	76.8	75.4	78.7	N/A	N/A
Female	88	100	19.3	32.5	48.2	88	84.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	59	100	5.1	16.9	78	98.3	87.3	88.9	Yes	Yes
African American	68	100	40.4	40.4	19.3	73.7	70.7	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.6	93	I/S	I/S
Hispanic	33	100	41.4	31	27.6	65.5	73.6	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	62.5	12.5	25	50	48.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	34	100	40.6	31.3	28.1	68.8	70.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	122	100	35.1	36.9	27.9	76.6	73.9	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	167	100	27.6	28.3	44.1	80.9	79.2	81.9	Yes	Yes
<b>Gender</b>										
Male	79	100	30.4	27.5	42	79.7	76.6	79.9	N/A	N/A
Female	88	100	25.3	28.9	45.8	81.9	81.7	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	59	100	6.8	22	71.2	100	88	88.9	Yes	Yes
African American	68	100	42.1	36.8	21.1	66.7	67.6	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.7	94.6	I/S	I/S
Hispanic	33	100	48.3	27.6	24.1	65.5	73.9	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	62.5	18.8	18.8	59.4	47.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	34	100	43.8	25	31.3	68.8	72.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	122	100	36.9	33.3	29.7	73.9	73	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	108	100	36.5	45.8	17.7	63.5	64.9	68.6
<b>Gender</b>								
Male	49	100	43.9	39	17.1	56.1	64.6	68.3
Female	59	100	30.9	50.9	18.2	69.1	65.3	68.9
<b>Racial/Ethnic Group</b>								
White	35	100	11.4	51.4	37.1	88.6	78.2	80.7
African American	49	100	N/AV	N/AV	N/AV	47.5	48	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	19	100	56.3	37.5	6.3	43.8	59.1	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	70.8
<b>Disability Status</b>								
Disabled	22	100	66.7	28.6	4.8	33.3	35.3	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	20	100	52.6	31.6	15.8	47.4	56	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	81	100	47.2	47.2	5.6	52.8	55.5	57.3
<b>Social Studies</b>								
All Students	108	100	27.3	37.4	35.4	72.7	72.5	72.5
<b>Gender</b>								
Male	50	100	31.1	24.4	44.4	68.9	70.4	72
Female	58	100	24.1	48.1	27.8	75.9	74.5	73.1
<b>Racial/Ethnic Group</b>								
White	42	100	4.8	38.1	57.1	95.2	81.4	81
African American	39	100	40.6	46.9	12.5	59.4	61	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.2	89
Hispanic	22	100	60	30	10	40	63.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	73.5
<b>Disability Status</b>								
Disabled	21	100	45	35	20	55	40.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	23	100	54.5	27.3	18.2	45.5	58.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	74	100	39.7	39.7	20.6	60.3	64.9	62.9

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
<b>Writing</b>										
All Students	48	95.8	26.7	31.1	42.2	73.3	71.1	73.2	98.5	97.3
<b>Gender</b>										
Male	22	95.5	47.6	23.8	28.6	52.4	65.4	67.2	98.4	97.3
Female	26	96.2	8.3	37.5	54.2	91.7	76.9	79.4	98.6	97.4
<b>Racial/Ethnic Group</b>										
White	18	100	5.6	27.8	66.7	94.4	80.3	81.5	98.3	97.2
African American	17	94.1	46.7	33.3	20	53.3	58.9	61.3	98.4	97.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	87	98.1	97.5
Hispanic	12	91.7	36.4	27.3	36.4	63.6	65.7	66.7	98.8	97.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.3	96.9
<b>Disability Status</b>										
Disabled	11	81.8	I/S	I/S	I/S	I/S	28.2	26	98.1	96.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	92.3	33.3	33.3	33.3	66.7	66.7	65.7	98.9	97.7
<b>Socio-Economic Status</b>										
Subsidized meals	37	94.6	35.3	32.4	32.4	64.7	62.9	63.2	98.5	97.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	55	100	32	14	54	68
	4	57	96.5	20	34	46	80
	5	57	100	22.6	34	43.4	77.4
	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
<b>2011</b>	3	71	100	24.2	30.3	45.5	75.8
	4	49	100	24.4	24.4	51.2	75.6
	5	47	100	28.9	31.1	40	71.1
	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
<b>Mathematics</b>							
<b>2010</b>	3	55	98.2	32.7	26.5	40.8	67.3
	4	57	100	22	30	48	78
	5	57	100	20.8	34	45.3	79.2
	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
<b>2011</b>	3	71	100	39.4	15.2	45.5	60.6
	4	49	100	14.6	39	46.3	85.4
	5	47	100	22.2	37.8	40	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
<b>Science</b>							
<b>2010</b>	3	28	92.9	43.5	30.4	26.1	56.5
	4	57	100	28	50	22	72
	5	30	100	31	48.3	20.7	69
	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
<b>2011</b>	3	35	100	48.4	45.2	6.5	51.6
	4	49	100	28.6	42.9	28.6	71.4
	5	24	100	34.8	52.2	13	65.2
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	27	100	32	28	40	68
	4	57	100	22	48	30	78
	5	27	100	37.5	41.7	20.8	62.5
	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
<b>2011</b>	3	36	100	37.1	17.1	45.7	62.9
	4	49	100	21.4	50	28.6	78.6
	5	23	100	22.7	45.5	31.8	77.3
	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
<b>Writing</b>							
<b>2010</b>	3	56	96.4	39.6	10.4	50	60.4
	4	56	98.2	18.4	26.5	55.1	81.6
	5	58	100	25.9	29.6	44.4	74.1
	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
<b>2011</b>	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	48	95.8	26.7	31.1	42.2	73.3
	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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