

Blenheim Elementary/Middle

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

Grades	PK-8 Middle School	
Enrollment	352 Students	
Principal	Dr. Gwen Dixon-Coe	843-528-3262
Superintendent	Miss Alisa Goodman	843-479-4016
Board Chair	Mr. John McInnis	843-586-8989

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**At-Risk**	**Good***
2007	At-Risk	At-Risk
2006	At-Risk	Average
2005	At-Risk	At-Risk
2004	Below Average	Good

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

http://ed.sc.gov
http://www.sceoc.org

Blenheim Elementary/Middle 03/02/09-3501027

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

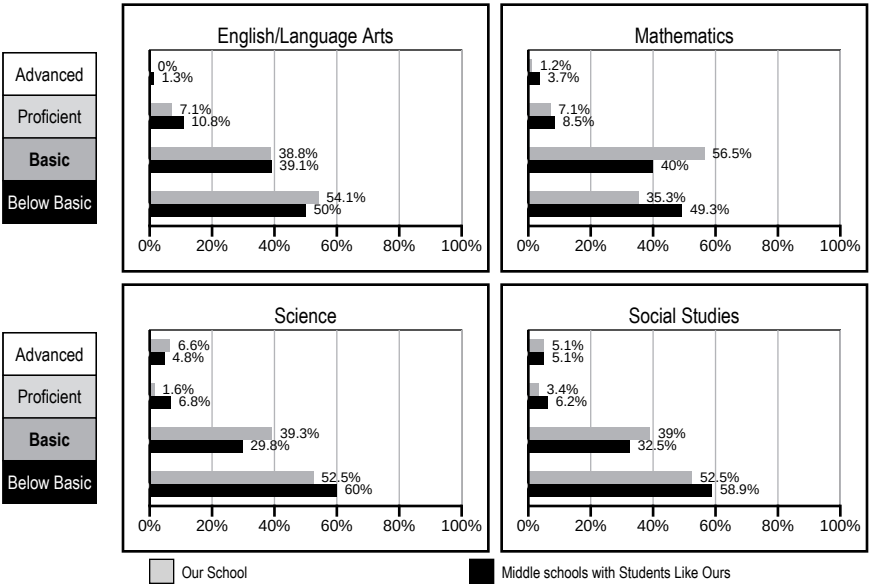
Percent of students tested in 2007-08 whose 2006-07 test scores were located	96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	47

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	0	84.1
English 1	0	82.5
Physical Science	0	39.5
All Subjects	0	81.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=352)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	11.5%	19.4%
Retention rate	4.0%	Down from 4.9%	3.4%	1.8%
Attendance rate	95.3%	Down from 95.5%	95.1%	95.8%
Eligible for gifted and talented	0.0%	No Change	4.8%	15.3%
With disabilities other than speech	6.9%	Up from 5.4%	13.9%	12.9%
Older than usual for grade	1.6%	Down from 1.8%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	20.5%	Up from 0.3%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	39.1%	Down from 46.2%	53.5%	55.0%
Continuing contract teachers	43.5%	Down from 57.7%	54.4%	70.6%
Teachers with emergency or provisional certificates	26.7%	Up from 17.6%	19.3%	5.4%
Teachers returning from previous year	73.1%	Down from 78.6%	76.4%	83.4%
Teacher attendance rate	96.2%	Up from 95.7%	94.8%	94.9%
Average teacher salary	$38,352	Down 8.0%	$43,090	$44,706
Professional development days/teacher	9.5 days	Down from 12.7 days	12.6 days	11.8 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 17.8 to 1	15.9 to 1	20.1 to 1
Prime instructional time	89.5%	Up from 87.9%	88.9%	89.3%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 100.0%	96.8%	98.0%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil*	$7,498	Up 10.9%	$8,870	$7,097
Percent of expenditures for instruction*	66.7%	Down from 68.0%	62.4%	64.4%
Percent of expenditures for teacher salaries*	60.2%	Down from 62.8%	54.7%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Blenheim Elementary Middle School is a small, rural school located in an impoverished region. Students live in isolated neighborhoods far from the nearest town and void of organized activities. The school, with all the events associated with an elementary and middle school setting, is truly the social center of their lives and the focal point for the small community.

Blenheim made many strides this year in providing new initiatives to help increase student achievement. The school day was lengthened so all students could begin their day with a balanced breakfast provided by the school-based child nutrition team, and students silently read for 30 minutes, preparing them for the day's lessons. Students in Kindergarten through second grade began the "Imagine It" reading series, and students in grades three through eight began the Corrective Reading program designed to raise students' reading levels using small groups and highly structured lessons on a daily basis.

A new computer lab with 25 stations was installed in the primary building, and twelve Promethean Boards were installed throughout the year, providing all 2nd through 8th-grade classrooms and the special education classroom an opportunity to integrate technology in their lessons. The school also received a large grant that will purchase laptops for every teacher and develop the skill of integrating technology, which will be implemented at the beginning of the next school year.

Due to the combined efforts of teachers, students, and parents, there has been growth on MAP (Measures of Academic Progress) tests, which is an indication that PACT testing should also increase. We are proud of the academic growth shown by our students and thank all members of our school family for their support.

Deborah D. Wimberly, Principal
Johnnie Quick, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	26	39
Percent satisfied with learning environment	52.4%	53.8%	74.4%
Percent satisfied with social and physical environment	47.6%	64.0%	64.9%
Percent satisfied with school-home relations	76.2%	80.8%	71.8%

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

School Adequate Yearly Progress	NO

This school met 10 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	Restructure

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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	24.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	32.6%	0.0%	No
Student attendance rate	95.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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Blenheim Elementary/Middle											03/02/09-3501027
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	214	99.5	46	37.9	15.7	0.5	24.2	30.4	48.2	No	Yes
Gender											
Male	121	100	53.2	36	9.9	0.9	18.9	24	41.7	N/A	N/A
Female	93	98.9	36.8	40.2	23	0	31	37.3	55	N/A	N/A
Racial/Ethnic Group											
White	110	100	46.9	35.7	17.3	0	22.4	38.4	60	No	Yes
African American	96	99	45.2	39.8	14	1.1	23.7	25.2	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	35.7	47	I/S	I/S
Disability Status											
Disabled	24	95.8	90.5	9.5	0	0	4.8	9.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	189	99.5	48	37.1	14.3	0.6	24	26.6	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	214	99.5	41.7	49.7	7.5	1	21.1	25.1	45.8	No	Yes
Gender											
Male	121	99.2	42.3	52.3	4.5	0.9	17.1	24	45.6	N/A	N/A
Female	93	100	40.9	46.6	11.4	1.1	26.1	26.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	110	99.1	44.9	44.9	8.2	2	22.4	34	59	No	Yes
African American	96	100	40.4	53.2	6.4	0	18.1	19.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	29.3	46.2	I/S	I/S
Disability Status											
Disabled	24	100	72.7	27.3	0	0	0	9.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	189	99.5	40.3	51.1	7.4	1.1	21	22	31.4	No	Yes

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

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Blenheim Elementary/Middle											03/02/09-3501027
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	146	99.3	58	31.2	5.8	5.1	10.9	13.9	35.7	95.3	95.3
Gender											
Male	86	98.8	56.8	34.6	4.9	3.7	8.6	13.9	37.4	94.5	95
Female	60	100	59.6	26.3	7	7	14	13.8	33.8	96.3	95.7
Racial/Ethnic Group											
White	78	98.7	56.9	29.2	5.6	8.3	13.9	24.7	49.2	94.7	94.8
African American	63	100	59.7	32.3	6.5	1.6	8.1	7.6	17	96.2	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.7	95.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	16.4	37.4	93	94
Disability Status											
Disabled	18	100	94.4	5.6	0	0	0	10.5	14	95	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	97.6
Socio-Economic Status											
Subsized meals	129	99.2	57	33.1	5.8	4.1	9.9	10.5	21.1	95.2	95.1
Social Studies											
All Students	145	100	42.9	47.4	6.8	3	9.8	13.8	34	95.3	95.3
Gender											
Male	79	100	43.7	50.7	2.8	2.8	5.6	14.1	36.6	94.5	95
Female	66	100	41.9	43.5	11.3	3.2	14.5	13.4	31.3	96.3	95.7
Racial/Ethnic Group											
White	78	100	43.5	43.5	8.7	4.3	13	16.4	44.5	94.7	94.8
African American	62	100	43.3	50	5	1.7	6.7	11.8	19.1	96.2	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.1
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.7	95.2
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	19	32.7	93	94
Disability Status											
Disabled	16	100	71.4	28.6	0	0	0	6.1	14.4	95	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	97.6
Socio-Economic Status											
Subsized meals	125	100	42.6	50.4	5.2	1.7	7	11.4	21	95.2	95.1

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

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	40	100	23.7	52.6	21.1	2.6	23.7
	4	47	100	40.4	42.6	17	0	17
	5	29	100	73.1	23.1	3.8	0	3.8
	6	35	100	65.6	28.1	6.3	0	6.3
	7	36	97.2	48.5	48.5	3	0	3
	8	41	100	56.4	41	2.6	0	2.6
2008	3	37	100	22.9	42.9	31.4	2.9	34.3
	4	39	100	45.9	35.1	18.9	0	18.9
	5	45	97.8	48.8	34.1	17.1	0	17.1
	6	25	100	69.6	30.4	0	0	0
	7	38	100	48.6	37.1	14.3	0	14.3
	8	30	100	48.1	48.1	3.7	0	3.7
Mathematics								
2007	3	40	100	21.1	68.4	7.9	2.6	10.5
	4	47	100	44.7	40.4	10.6	4.3	14.9
	5	29	100	61.5	34.6	3.8	0	3.8
	6	35	100	56.3	34.4	9.4	0	9.4
	7	36	97.2	45.5	48.5	6.1	0	6.1
	8	41	100	53.8	46.2	0	0	0
2008	3	37	100	37.1	60	2.9	0	2.9
	4	39	100	54.1	29.7	13.5	2.7	16.2
	5	45	100	47.6	45.2	7.1	0	7.1
	6	25	100	30.4	60.9	8.7	0	8.7
	7	38	100	40	51.4	5.7	2.9	8.6
	8	30	96.7	33.3	59.3	7.4	0	7.4
Science								
2007	3	20	100	68.4	31.6	0	0	0
	4	47	100	70.2	17	8.5	4.3	12.8
	5	14	100	75	16.7	8.3	0	8.3
	6	18	100	64.7	23.5	5.9	5.9	11.8
	7	36	97.2	54.5	42.4	0	3	3
	8	22	100	76.2	23.8	0	0	0
2008	3	19	100	73.7	26.3	0	0	0
	4	39	100	48.6	27	18.9	5.4	24.3
	5	22	100	76.2	19	0	4.8	4.8
	6	12	100	81.8	18.2	0	0	0
	7	38	100	42.9	45.7	0	11.4	11.4
	8	16	93.8	53.3	40	6.7	0	6.7
Social Studies								
2007	3	20	100	36.8	47.4	15.8	0	15.8
	4	47	100	66	31.9	2.1	0	2.1
	5	15	100	71.4	28.6	0	0	0
	6	17	100	20	53.3	13.3	13.3	26.7
	7	36	97.2	72.7	24.2	3	0	3
	8	19	100	72.2	27.8	0	0	0
2008	3	18	100	37.5	62.5	0	0	0
	4	39	100	32.4	59.5	8.1	0	8.1
	5	23	100	38.1	38.1	19	4.8	23.8
	6	13	100	58.3	41.7	0	0	0
	7	38	100	65.7	20	5.7	8.6	14.3
	8	14	100	8.3	91.7	0	0	0

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