



BLenheim ELEMENTARY/MIDDLE

P.O. Box 250

Blenheim, S. C. 29516

Grades	PK-8 Elementary School	
Enrollment	321 Students	
Principal	Dr. Gwen Dixon-Coe	843-528-3262
Superintendent	Randall Malichi	843.479.4016
Board Chair	Michael Toms	843-479-1905

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

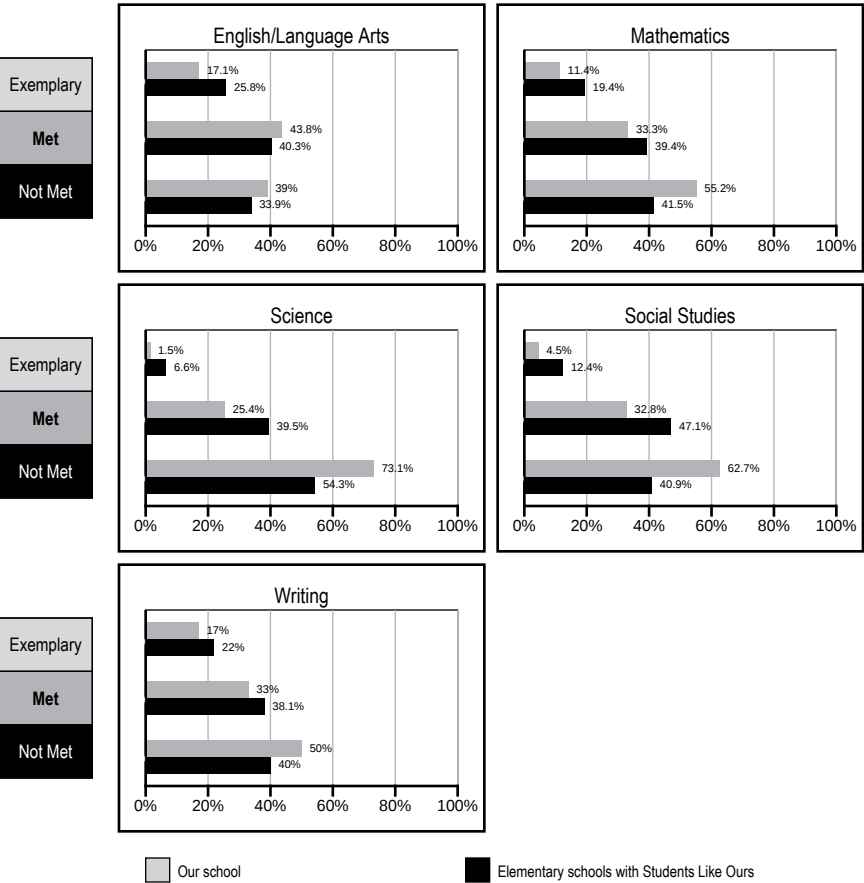
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	98	57	23

* 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=321)				
First graders who attended full-day kindergarten	78.6%	Down from 100.0%	100.0%	100.0%
Retention rate	1.0%	Down from 1.3%	1.5%	1.2%
Attendance rate	94.9%	Down from 95.7%	95.8%	96.1%
Eligible for gifted and talented	0.0%	Down from 0.4%	4.9%	11.7%
With disabilities other than speech	8.8%	Up from 7.8%	8.5%	8.0%
Older than usual for grade	1.1%	Down from 1.4%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.6%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	38.5%	Down from 40.7%	60.0%	60.5%
Continuing contract teachers	80.8%	Up from 74.1%	80.0%	84.6%
Teachers with emergency or provisional certificates	14.3%	Down from 20.0%	0.0%	0.0%
Teachers returning from previous year	75.7%	Up from 73.7%	84.2%	87.0%
Teacher attendance rate	95.9%	Up from 95.2%	95.4%	95.4%
Average teacher salary*	\$40,127	Up 3.4%	\$45,423	\$47,288
Professional development days/teacher	10.0 days	Down from 10.3 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	14.7 to 1	Down from 16.2 to 1	17.4 to 1	19.2 to 1
Prime instructional time	90.5%	Up from 89.3%	90.4%	90.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Up from 88.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,766	Up 1.1%	\$8,475	\$7,548
Percent of expenditures for instruction**	55.4%	Down from 58.0%	68.1%	68.7%
Percent of expenditures for teacher salaries**	50.3%	Up from 49.5%	62.6%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Blenheim Elementary / Middle School continues to provide students with an "Education They can Respect." Though our school did not meet AYP for the 2008- 2009 school year, we did make significant progress towards meeting the state and national academic achievement standards.

Through our mission, Blenheim has been able to provide our students with a challenging standards-based curriculum. Using the district's 10-day assessment, MAP and benchmark tests we have identified the areas of strengths and weaknesses in our teaching and learning process. The 2009-2010 school year focused on "Data Driven Instruction" for teachers, students, and parents.

Emphasis was placed on a clear understanding of what the test scores and various assessments indicated as needs for our students. Our "Blast the Pass" campaign continued with a parent-teacher-student night, where parents received direct instruction on their student's scores, information on how to work with their children, along with sample problems in core areas.

A number of school-wide initiatives were continued while others were implemented. Students were encouraged to improve their reading by participating in Limos for Learning and Accelerated Reader. Students were further challenged using the Compass Learning and RIT band instructional groups.

The newest innovation was the kick-off of our Robotics Program which "STEM" (Science, Technology, Engineering and Mathematics) to Blenheim's plan to enter the South Carolina Project Lead the Way Initiative. The District's 10-day assessment really pulled students, staff and parents together as we all worked hard to interpret the data, teach and re-teach for mastery, and support each other through the monitoring process.

The Blenheim School Improvement Council and the Title I Parent Involvement Council were active in keeping parents and the community aware of all programs, activities, and instructional planning that was implemented during the year. These parent and teacher organizations worked hard to support and provide incentives to motivate both the students and staff to strive for academic excellence.

This year's incentives included the Parent Conference Pancake Supper, Family Day, Supplemental Educational Service Provider Fair, Reading with the Red Hat Ladies, the 80+ Club Awards, Mid-Year Parent-Teacher Conferences, Robotics Night, and 21st Century Parent Nights to mention a few. Blenheim was among 16 South Carolina schools that was released from the Palmetto Priority School Initiative.

Parents, students, and the staff celebrated this achievement with an end of the year Field Day that was the highlight of all incentives.

The students and staff are excited about the future initiatives for our school and applaud the support of everyone who made this year one of excellence!

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	26	40	39
Percent satisfied with learning environment	73.1%	84.6%	64.1%
Percent satisfied with social and physical environment	73.1%	68.4%	65.8%
Percent satisfied with school-home relations	69.2%	82.5%	68.4%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 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-HOLD
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	18.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	31.1%	0.0%	No
Student attendance rate	94.9%	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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	211	98.6	50.3	36.4	13.3	65.1	72.5	83.5	Yes	Yes
Gender										
Male	116	98.3	56.1	33.6	10.3	58.9	68.2	80.1	N/A	N/A
Female	95	99	43.2	39.8	17	72.7	77.1	87	N/A	N/A
Racial/Ethnic Group										
White	97	100	48.4	37.4	14.3	70.3	79.6	89.6	Yes	Yes
African American	104	97.1	51.5	36.1	12.4	61.9	68.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	62.5	79.6	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	77.2	85.1	I/S	I/S
Disability Status										
Disabled	31	90.3	N/A	N/A	N/A	34.5	43.4	51.7	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	50	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	196	98.5	52.5	35.9	11.6	63.5	70.2	76.9	Yes	Yes

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

All Students	211	100	59	32.8	8.2	57.9	68.7	80.4	Yes	Yes
Gender										
Male	116	100	62.6	29.9	7.5	57	66	78.4	N/A	N/A
Female	95	100	54.5	36.4	9.1	59.1	71.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	97	100	61.5	30.8	7.7	52.7	75	87.8	No	Yes
African American	104	100	56.7	35.1	8.2	61.9	64.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	62.5	78.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	80.3	83.2	I/S	I/S
Disability Status										
Disabled	31	100	N/A	N/A	N/A	41.4	42	46.1	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	58.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	196	100	61.9	30.4	7.7	55.8	65.9	72.8	No	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	138	100	71.1	26.6	2.3	28.9	42.7	67.3
Gender								
Male	78	100	75	23.6	1.4	25	44.1	66.9
Female	60	100	66.1	30.4	3.6	33.9	41.3	67.7
Racial/Ethnic Group								
White	58	100	66.7	29.6	3.7	33.3	55	79.6
African American	73	100	73.9	24.6	1.4	26.1	35.6	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	51.6	69.5
Disability Status								
Disabled	19	100	N/A	N/A	N/A	5.6	17.4	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	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	128	100	73.9	23.5	2.5	26.1	38.3	55.4

Social Studies

All Students	139	100	61.2	34.9	3.9	38.8	51.4	70.9
Gender								
Male	69	100	57.1	36.5	6.3	42.9	49.8	70.1
Female	70	100	65.2	33.3	1.5	34.8	53.1	71.7
Racial/Ethnic Group								
White	63	100	71.2	23.7	5.1	28.8	58.9	79.2
African American	70	100	51.5	45.5	3	48.5	46.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	36.4	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	62.1	71.2
Disability Status								
Disabled	22	100	N/A	N/A	N/A	25	29	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	129	100	63.3	33.3	3.3	36.7	47.1	60.8

Abbreviations for Missing Data

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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	210	100	48	39.3	12.8	52	56.3	72.1	94.9	95.1
Gender										
Male	116	100	51.4	37.4	11.2	48.6	48.3	65.2	94.5	94.9
Female	94	100	43.8	41.6	14.6	56.2	64.7	79.2	95.4	95.3
Racial/Ethnic Group										
White	96	100	52.2	37	10.9	47.8	64.2	80.8	93.3	94.1
African American	104	100	45.4	40.2	14.4	54.6	51.7	59.7	96.6	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	95.6	95.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	57.1	64.6	92	94.2
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	60.5	73.4	93	93.7
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	18.5	14.5	27.7	95.2	93.7
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	N/A	N/AV	N/A	N/A	N/A	N/A	50	63.7	N/A	95.4
Socio-Economic Status										
Subsidized meals	195	100	49.5	39.6	11	50.5	52.9	61.9	94.9	94.9

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
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
2010	3	41	100	36.8	34.2	28.9	63.2
	4	31	90.3	44.8	44.8	10.3	55.2
	5	41	100	36.8	52.6	10.5	63.2
	6	39	100	55.6	33.3	11.1	44.4
	7	35	100	66.7	21.2	12.1	33.3
	8	24	100	N/A	N/A	N/A	28.6
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
2010	3	41	100	57.9	21.1	21.1	42.1
	4	31	100	37.9	58.6	3.4	62.1
	5	41	100	65.8	26.3	7.9	34.2
	6	39	100	50	47.2	2.8	50
	7	35	100	63.6	27.3	9.1	36.4
	8	24	100	N/A	N/A	N/A	14.3
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
2010	3	20	100	N/A	N/A	N/A	15
	4	31	100	N/A	N/A	N/A	34.5
	5	21	100	72.2	22.2	5.6	27.8
	6	19	100	50	44.4	5.6	50
	7	35	100	78.8	18.2	3	21.2
	8	12	100	I/S	I/S	I/S	I/S

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
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
2010	3	21	100	61.1	33.3	5.6	38.9
	4	31	100	58.6	37.9	3.4	41.4
	5	20	100	70	25	5	30
	6	20	100	38.9	55.6	5.6	61.1
	7	35	100	66.7	30.3	3	33.3
	8	12	100	N/A	N/A	N/A	27.3
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
2010	3	41	100	60.5	23.7	15.8	39.5
	4	30	100	58.6	37.9	3.4	41.4
	5	41	100	33.3	38.5	28.2	66.7
	6	39	100	38.9	50	11.1	61.1
	7	35	100	48.5	42.4	9.1	51.5
	8	24	100	N/AV	N/AV	N/AV	47.6

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