

Bland County Public Schools

SIX YEAR PLAN OF IMPROVEMENT *and* COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

2007-2013

Approved November 26, 2007

By the
Bland County School Board.

MISSION STATEMENT

The mission of Bland County Schools is to provide a safe and challenging environment where students will be given the opportunity to learn and acquire skills necessary for a responsible and productive life while developing an appreciation for their community.

VISION

Bland County Public Schools will strive to educate young people in every facet of life so that they may serve our society as worthy citizens of the home, school and community. Development of the fundamental process of learning, along with ethical character, physical and mental health and respect for the property of others will be the primary focus of our county's school system.

Each student should contribute significantly to and benefit from the total school program. Curricula will be diversified so that any student can satisfactorily complete a program of study, which prepares him or her for a useful and satisfying future.

Instructional objectives will aim to meet the students' physical, social, and emotional needs. Teachers will provide stimulating classroom environments, in which constructive learning experiences may take place. These experiences should be relevant to the students' lives and should foster attitudes of cooperation and respect among teachers, students, administration, parents, and citizens of the community.

All co-curricular and extra-curricular activities are greatly valued since these provide students with the opportunities to develop creative initiative, special interest, leadership skills, and self-direction.

Each of these pieces fits into our vision for Bland County Public Schools where every student will grow in knowledge and skills to find a satisfying role in our democratic society.

GOAL # 1 – CLIMATE

An educational environment that is conducive to learning and appropriate to instructional expectations shall be established.

OBJECTIVES

1. The school facilities shall be reviewed to make certain that all safety systems are operable and comply with all standards set by the federal, state, and local government. All schools will pass state inspection requirements.
 - Monthly and yearly review of each school’s compliance with safety procedures shall be established. The Crisis Management Plan is in place and has been reviewed, including information relative to planning for a Pandemic Flu outbreak.
 - All school bus communication systems will be inspected and monitored weekly to ensure proper functioning. Cameras are installed on all buses.
 - Evaluate and develop solutions for physical safety concerns, including building and grounds security issues. Parent notifications relating to safety procedures for locking exit doors and visitor pass requirements have been distributed to parents.
 - Study the feasibility of adding another resource officer.
 - Safety audits will be completed as prescribed by law.

Timeline: Annually

Person(s) Responsible: Principal, Central Office Administrative Staff, Maintenance Staff

Evidence of Implementation: Report of Safety Audit, Fire Marshall Reports, OSHA Standards, State Boiler Inspections, Department of Environmental Quality Inspections

2. Instructional personnel shall have allotted time for instruction with reduced distractions or interruptions.
 - Establish strict attendance, late arrival, and early dismissal policies.
 - Limit announcements to the morning, afternoon, and emergency/drills.
 - Eliminate noise in the halls during class time.
 - Rotation of club schedules, fire drills, etc.

Timeline: Annually

Person(s) Responsible: Principals

Evidence of Implementation: Division Attendance Policy, School Schedules, Four Minute Walk-Through

3. All school personnel shall understand the importance of being a team player with the same educational goals.
 - Share the stated goals with the faculty and staff at school meetings and in-service activities.
 - Address the specific issues of non-compliance on a case-by-case basis with the staff members.
 - Provide training for all teachers that will enhance their classroom management skills.

Timeline: Annually

Person(s) Responsible: Central Office Administration and Principals

Evidence of Implementation: In-service Agendas, Personnel Documentation

4. The school facilities will be maintained and upgraded as funding is available.
- Instructional resources will be provided to support student learning.
 - Up-to-date technology will continue to be a priority, such as purchasing LCD Projectors, Smart Boards, and laptop computers for all teachers.
 - Continue to improve the physical facilities at each school site.
 - Consider purchasing additional outdoor surveillance cameras.

Timeline: Annually

Person(s) Responsible: Bland County School Board, Principals

Evidence of Implementation: Four Minute Walk-Through

5. The school staff will promote effective communication between the school system and the community.
- Establish an open and friendly school climate that promotes parent conferences, questions, expressions of concern and advice. Elementary students receive mid-term reports and secondary students receive a mid-term grade notification if the grade is below a passing grade.
 - Promote public relations awareness with all of the school staff.
 - Encourage staff and parent support of the PTSOs, and other advisory groups, including Drug Advisory, Special Education Advisory, Gifted Advisory, Title I Advisory and School Wellness Committee..

Timeline: Annually

Person(s) Responsible: Central Office Administration, Principals

Evidence of Implementation: Postings on the school web-sites and in the newspaper, School Calendar

6. The school staff will ensure a drug-free and violence-free school environment. A safe and disciplined school environment that is free of disruptive behavior contributes to the instructional program.
- Conduct reviews of drug, alcohol, bullying, and violence data.
 - Continue to support conferences and workshops related to drug and violence issues.
 - Continue to provide meaningful information to students and parents regarding anti-drug, alcohol, bullying, and violence issues.
 - Train all teachers and other staff members in the implementation of the school's Crisis Management Plan.
 - Adhere to the policies and guidelines addressed in the Student Code of Conduct Manual.
 - Continue to utilize Drug Advisory Committee in multi-team support

Timeline: Annually

Person(s) Responsible: Central Office Administrative Staff, Principals

Evidence of Implementation: Results of the Pride Survey, County Statistics, Data from the Crime and Violence Report

7. The school staff will provide a variety of opportunities that enable children to see school as a place for education, information, employment, and personal growth.

- Continue to offer dual credit courses, Adult GED programs, ISAEP Programs, and other programs of educational benefit.
- Continue to incorporate career education into appropriate subject areas.
- Utilize guidance counselors to assist students in exploring career awareness at all grade levels through the use of the Virginia View and Kuder Assessments.
- Continue to offer programs such as DARE, Character Counts, Life Skills, and Parenting Wisely.
- Utilize the newly hired career coach to help develop career planning for each student in grades 9-12.

Timeline: Annually

Person Responsible: Central Office Administrative Staff, Principals, Counselors, Career Coach

Evidence of Implementation: Annual Division Reports, CTE Data Analysis Reports

GOAL # 2 – PLANNING

A system of on-going program planning shall be developed.

OBJECTIVES

1. School staff will monitor student records and analyze statistical data in order to assure the best possible education for Bland County's children.

- Review all appropriate data, including AYP Reports, SOL Accreditation Reports, Term Graduate Reports, and Drop-out Reports.
- Data shall be utilized in the planning processes at the division and school levels, using the new EIMS website and the SPBQ Reports.
- SOL Tracking folders will be used as appropriate.

Timeline: Annually

Person(s) Responsible: Central Office Administrative Staff, Principals

Evidence of Implementation: Annual Review of the Individual School Improvement Plans

2. School staff will utilize data to develop, revise, and modify individual school improvement plans and the division's Comprehensive School Improvement Plan.

Timeline: Annually

Person(s) Responsible: Central Office Administrative Staff, Principals

Evidence of Implementation: Revised Plans

3. A follow-up program of gathering data from graduates and school withdrawals will be used in program review and improvement.

- Utilize the yearly surveys provided by career and technical education programs, along with on-site surveys. Local CTE Improvement Plans are generated from the reported information.
- Utilize the Senior Survey provided by the Western Virginia Public Education Consortium

Timeline: Annually

Person(s) Responsible: CTE Director, Principals

Evidence of Implementation: CTE Data Analysis Reports, WVPEC Reports

4. School Board members and the Superintendent shall examine a plan for consolidating our existing schools and hiring new personnel.

- The School Board will continue to examine the feasibility of developing a consolidation plan for our four schools and securing funding to support the plan. A committee composed of Mr. Don Hodock, Mr. John Thompson, Mr. Anthony Kennedy, and Mr. Jonathan Sweet have been appointed to study the feasibility of school consolidation.
- Provide funding that would enable Bland County to hire additional personnel, such as: an elementary guidance counselor, elementary librarian, and additional elective course instructors.

Timeline: Two Years

Person(s) Responsible: Bland County School Board, Superintendent

Evidence of Implementation: School Board Minutes

5. County schools will meet or exceed the 7 AdvancED Accreditation Standards.

STANDARD 1 VISION AND PURPOSE

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Quality School Indicators

In fulfillment of this standard, the school:

- 1.1 Establishes a vision for the school in collaboration with its stakeholders;
- 1.2 Communicates the vision and purpose to build stakeholder understanding and support;
- 1.3 Identifies goals to advance the vision;
- 1.4 Develops and continuously maintains a profile of the school, its students, and the community;
- 1.5 Ensures that the school's vision and purpose guide the teaching and learning process;
- 1.6 Reviews its vision and purpose systematically and revises them when appropriate.

STANDARD 2 GOVERNANCE AND LEADERSHIP

The school provides governance and leadership that promote student performance and school effectiveness.

GOVERNANCE

Quality School Indicators

In fulfillment of the standard, the system under a governing board that:

- 2.1 Establishes policies and procedures that provide for the effective operation of the school;
- 2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school;
- 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations;

LEADERSHIP

In fulfillment of this standard, the school has leadership that:

- 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness;
- 2.5 Fosters a learning community;
- 2.6 Provides teaches and students opportunities to lead;
- 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership;
- 2.8 Controls curricular and extracurricular activities that are sponsored by the school;
- 2.9 Responds to community expectations and stakeholder satisfaction;
- 2.10 Implements an evaluation system that provides for the professional growth of all personnel.

STANDARD 3 TEACHING AND LEARNING

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Quality School Indicators

In fulfillment of this standard, the school:

- 3.1 Develops and implements curriculum based on clearly-defined expectations for student learning;
- 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning;
- 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices;
- 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice;
- 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity;
- 3.6 Allocates and protects instructional time to support student learning;
- 3.7 Provides for articulation and alignment between and among all levels of schools;
- 3.8 Implements interventions to help students meet expectations for student learning;
- 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning;
- 3.10 Provides comprehensive information and media services that support the curricular and instructional programs;
- 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program.

STANDARD 4 DOCUMENTING AND USING RESULTS

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Quality School Indicators

In fulfillment of this standard, the school:

- 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free;
- 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning;
- 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes;
- 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance;
- 4.5 Communicates the results of student performance and school effectiveness to all stakeholders;
- 4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness;
- 4.7 Demonstrates verifiable growth in student performance;
- 4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.

STANDARD 5 RESOURCES AND SUPPORT SYSTEMS

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Quality School Indicators

In fulfillment of this standard, the school:

- 5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities;
- 5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience);
- 5.3 Ensures that all staff participates in a continuous program of professional development;
- 5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school;
- 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement;
- 5.6 Monitors all financial transactions through a recognized, regularly audited accounting system;
- 5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants;
- 5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders;
- 5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning;
- 5.10 Provides appropriate support for students with special needs.

STANDARD 6 STAKEHOLDER COMMUNICATION AND RELATIONSHIPS

The school fosters effective communications and relationships with and among its stakeholders.

Quality School Indicators

In fulfillment of this standard, the school:

- 6.1 Fosters collaboration with community stakeholders to support student learning;
- 6.2 Has formal channels to listen to and communicate with stakeholders;
- 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school;
- 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
- 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders.

STANDARD 7 COMMITMENT TO CONTINUOUS IMPROVEMENT

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Quality School Indicators

In fulfillment of this standard, the school:

- 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their

performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results);

- 7.2 Engages stakeholders in the processes of continuous improvement;
- 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning;
- 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals;
- 7.5 Monitors and communicates the results of improvement efforts to stakeholders;
- 7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement.

Timeline: Annually

Person(s) Responsible: School-Wide Improvement Committee, Central Office Personnel, Principals

Evidence of Implementation: Quality Review Team Visit and Evaluation

GOAL # 3 – STAFF DEVELOPMENT

Programs to enhance professional growth and development of personnel at all levels shall be pursued.

OBJECTIVES

1. Efforts to recruit and retain the most qualified personnel possible shall be continued.
 - Continue to attend job recruitment fairs.
 - Principals have been trained to use the 4 minute walk-through
 - Continue to improve teacher salaries, thus attracting more teachers.
 - Continue to assign an experienced teacher as a mentor to new teachers.
 - Continue to provide opportunities for teachers to enhance their certification status.
 - Study the possibility of offering teachers a stipend for conference attendance.
 - Comply with the “Highly Qualified” Standards as established by the NCLB.
 - All para professionals will meet the “Highly Qualified” standard.

Timeline: Annually

Person(s) Responsible: Bland County School Board, Central Office Administrative Staff, Principals

Evidence of Implementation: Division Personnel Report

2. Each teacher will prepare an Individual Personal Professional Development Plan that outlines the areas for individual improvement based on data.
 - Additional training will be provided in the use of Smart Boards, centered based instruction, instructional strategies for all areas, and classroom management techniques.

Timeline: Annually

Person Responsible: Central Office Administrative Staff, Principals

Evidence of Implementation: Annual Personnel Report

3. Relevant Staff Development will continue to be offered for the instructional and administrative staff.
 - Provide time prior to the beginning of school and throughout the school year for joint planning and curriculum guide development.
 - Develop in-service activities to be presented periodically throughout the school year.
 - Provide school based in-service time – a time for sharing and collaborating.
 - Continue to offer college level courses for recertification.
 - Continue to encourage attendance at professional conferences.
 - Faculty members will be asked to provide suggestion for in-service activities that would be helpful to them with their teaching assignment.

Timeline: Annually

Person(s) Responsible: Central Office Administrative Staff, Principals

Evidence of Implementation: In-Service Schedules and Sign-In Sheets

4. Central Office staff and principals shall provide staff development for analyzing collected data.

- Appropriate staff and principals have been trained in the data analysis opportunities available through the EIMS system.
- Principals will use the data from various sources such as SOL Tests, AR, STAR Reading, PALS Testing, and teacher-made tests to drive curriculum planning.

Timeline: Annually

Person(s) Responsible: Central Office Administrative Staff, Principals

Evidence of Implementation: Sign-In Sheets

GOAL #4 – CURRICULUM AND INSTRUCTION
Instructional opportunities and placement that increase students' potential
for achieving success as adults shall be provided.

OBJECTIVES

1. Central Office staff and principals shall provide an instructional program that leads to opportunities for success in the four core areas of English, math, science, and social studies.
 - Continue to utilize the various instructional software programs aligned with the SOL's, including audio materials and online materials.
 - Incorporate the teaching of reading comprehension strategies on all content areas.
 - Monitor and review teacher lesson plans.
 - Monitor teacher grade-level collaboration.
 - Continue to use the school-wide writing model that is provided within the current reading series.

Timeline: Annually

Person(s) Responsible: Central Office Administrative Staff, Principals

Evidence of Implementation: Promotion and Retention Rate, AYP, and Accreditation Ratings

2. School Board members and Central Office staff shall develop and implement an educational plan that includes career and technical components as well as academic objectives that allow students in all grade levels to experience success in school.
 - Continue to explore the possibility of offering exploratory classes at the middle school level.
 - Provide opportunities for high school students to develop work-based learning skills and continuing education plans.
 - Provide opportunities for students to participate in an adequate number of course offerings, including additional dual credit courses and advanced physical education courses.
 - Emphasize problem solving and critical thinking skills.
 - Emphasize differentiation of instruction based on student learning needs.
 - Explore options for increasing the number of group activities during regular classroom instruction.
 - Focus on math and reading skills across the curriculum.
 1. Increase the use of math manipulatives in all grades.
 2. Establish math benchmarks.
 3. Increase use of correct mathematical language and communication in all grad
 4. Increase the number of students reading on grade level by the end of third grade.
 5. Continue to offer resource classes for reading remediation.
 6. Offer remediation classes for math.
 7. Offer resources and services for the slow learner.
 - Identify and serve special education and gifted students
 - Increase the use of computerized math.

Timeline: Annually

Person(s) Responsible: Bland County School Board, Central Office Administrative Staff

Evidence of Implementation: Career & Technical Education Management Plan, Remediation Report, DOE Child Count, Annual Gifted Report.

3. The number of elementary and secondary students achieving a passing score on the Standards of Learning Assessment in the four core subject areas will increase each year.

- Continue to provide staff development for Standards of Learning implementation.
- Continue to provide instructional materials that correlate with the Standards of Learning and utilize all of the online resources available.
- Increased opportunities will be provided for students to receive remediation or tutoring in preparation for the SOL Assessment.

Timeline: Annually

Person(s) Responsible: Central Office Administrative Staff, Principals

Evidence of Implementation: Accreditation Ratings and AYP Ratings

4. Central Office staff and principals shall integrate a technology component within appropriate grade levels and subject areas.

- Provide staff development as needed.
- Utilize the National Teacher Training Institute Workshops to improve technology skills for all teachers.
- Continue to encourage teacher participation in the train-the-teacher technology models being offered through the Educational Technology Grants.

Timeline: Annually

Person(s) Responsible: Central Office Administrative Staff, Principals

Evidence of Implementation: Workshop Attendance Roster, Four Minute Walk -Through

GOAL # 5 – COMMUNICATIONS

Continued improvement shall be sought through a community that is informed and involved in school operation.

OBJECTIVES

1. Efforts will be made to

- All schools will have functioning parent, teacher, and student organizations.
- Recognize parent, teacher, and student contributions at local school board meetings.
- Ensure that community partners receive recognition for exemplary contributions through awards, certificates, or letters of recognition.
- Utilize technology as a source for community information through web sites.
- Continue to promote parent visitation day and open house.
- Encourage more parental involvement in the academic progress of students.
- Encourage teachers to send “progress” notes to parents regularly.
- Continue to include parents and area business representatives on various school committees, including Title I, Special Education Advisory, Gifted Advisory, Drug Advisory, Wellness, and Career and Technical Education Advisory Council.
- Provide information to local media through press releases that highlight the accomplishments of the students, staff, and community involvement.
- Publish directory of school personnel and have available for employees and parents.
- Distribute copies of the brochure developed for Bland County Public Schools.

Timeline: Annually

Person(s) Responsible: Principals, Central Office Administrative Staff

Evidence of Implementation: In-Service Schedules, Membership Rosters

GOAL # 6 – CONTINUOUS IMPROVEMENT AND QUALITY ASSURANCE
Continuous improvement shall be sought in all aspects of the school setting.

OBJECTIVES

1. Bland County Public Schools will maintain a commitment to continuous improvement.
 - Provide for continuous education and training on issues related to achievement.
 - Use student achievement data to set priorities for allocating resources based upon results of the following:
 - * SACSCASI Review
 - * Surveys
 - * State Assessments
 - * Academic Review Process
 - * Federal Monitoring
 - Bland County Public Schools' administrative, instructional, transportation, maintenance, and food services staff will provide quality services that support all aspects of a quality education.
 - The Comprehensive School Plan will be updated each year, with a report being presented to the School Board in November of each year.
 - Individual school improvement plans will be updated each year and will be reflected in the Comprehensive School Improvement Plan. Each school will report its school improvement status and provide data outlining the improvement process to the School Board in October of each year.

Timeline: Annually

Person(s) Responsible: Central Office Administrative Staff, Principals

Evidence of Implementation: Written Reports

2. Bland County Public Schools will provide a safe and disciplined school environment conducive for learning.

- Continue to evaluate facilities to provide a safe environment for students and employees.
- Purchase and maintain security systems in each building.
- Schools will pass all state inspection requirements in order to provide a safe environment for all staff and students.
- Conduct fire drills as required by law.
- Maintain a record of fire inspections by the local and state fire officers
- Secure buildings after hours

Timeline: Annually

Person(s) Responsible: Principals, Central Office Administrative Staff

Evidence of Implementation: Written Reports, State Reports

3. Bland County Public Schools will make continued strides toward new school facilities or consolidation/re-organization of the existing school facilities.

Timeline: Annually

Person(s) Responsible: School Board, Central Office Administrative Staff

Evidence of Implementation: Construction of a new school facility for middle and high school students

TECHNOLOGY COMPONENT

The Standards of Quality requires the inclusion of a technology component consistent with the Six-Year Technology Plan for Virginia as adopted by the State Board of Education. The Technology Plan for Bland County Public Schools has been completed and approved by the School Board. A copy is on file with the Department of Education and copies can be obtained through the Office of the Superintendent.

REGIONAL SERVICES

Bland County Public Schools actively pursues involvement in those regional programs that serve to meet the needs of students and staff. These programs cover a wide variety of activities some of which are financially supported while others are regional organizations or initiatives that require no financial participation.

Administrative Regional Agencies and Programs

Appalachian Regional Governor's School-Wytheville Community College

Regional Governor's School-UVA Wise

Emory and Henry Summer Scholars

Adult Basic Education

Dual Credit Enrollment Programs

Project PERT (Post-Secondary Education Rehabilitation Transition)

Department of Rehabilitative Services

Crossroads Educational Consortium (Tech Prep)

Linwood Holton Governor's School

Project Discovery

Upward Bound

Talent Search

Family Preservation and Intervention

TTAC – Technical Assistance Center

Mt. Rogers Community Service Board

WIA – Youth Workforce / People, Inc.

Region 7 Superintendents Group

Southwest Virginia Education Consortium

Western Virginia Public Education Consortium

ENROLLMENT DATA

Bland County Schools' enrollment data is listed below. Enrollments have been historically declining over the past several years and had established a trend of decline until the school year 2002-2003. This school year saw an enrollment increase by 14 students and an additional 6 students in 2003-2004 school year. This two year trend of growth did not continue into the next year. At the beginning of the 2004 school year Bland County Public Schools saw another decline in enrollment.

<u>DATE</u>	<u>ENROLLMENT</u>
August 31, 2007	900
August 31, 2006	911
August 31, 2005	889
August 31, 2004	886
August 31, 2003	910
August 31, 2002	904
August 31, 2001	890
August 31, 2000	895
August 31, 1999	922
August 31, 1998	962
August 29, 1997	985
September 30, 1996	999
September 29, 1995	1004
August 31, 1994	1038
August 31, 1993	1041
September 30, 1992	1000

BLAND COUNTY SCHOOL BOARD

-ATTENDANCE DATA-
August 31, 2007

TOTAL MEMBERSHIP

BLAND	464
ROCKY GAP	436
TOTAL MEMBERSHIP – BLAND COUNTY SCHOOLS	900
BLAND ELEMENTARY SCHOOL	287
ROCKY GAP ELEMENTARY SCHOOL	256
TOTAL ELEMENTARY – BLAND COUNTY SCHOOLS	543
BLAND HIGH SCHOOL	177
ROCKY GAP HIGH SCHOOL	180
TOTAL SECONDARY – BLAND COUNTY SCHOOLS	357

MEMBERSHIP – GRADE DISTRIBUTION

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
BLAND	28	50	32	29	29	44	37	38	35	36	38	44	24	464
R. GAP	27	27	29	31	38	30	38	36	34	39	37	45	25	436
TOTAL	55	77	61	60	67	74	75	74	69	75	75	89	49	900

MEMBERSHIP TOTALS PER MONTH

Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
900										