



Broad River Elementary

474 Broad River Blvd.

Beaufort, SC 29906

Grades	PK-5 Elementary School	
Enrollment	415 Students	
Principal	Gail Wages	843-322-8400
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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.

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

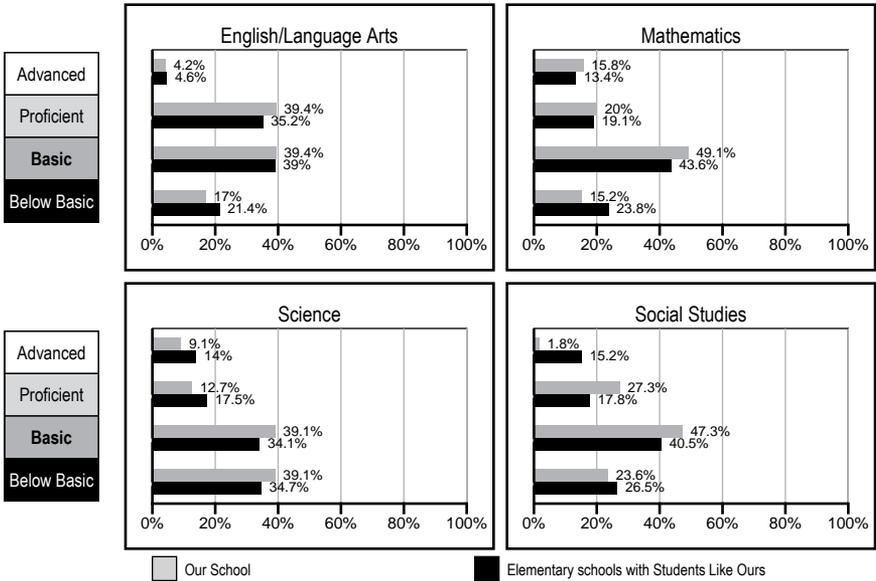
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 84.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	49	34	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=415)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Up from 2.5%	2.7%	2.3%
Attendance rate	96.5%	Up from 96.3%	96.3%	96.3%
Eligible for gifted and talented	17.8%	Up from 14.5%	10.4%	10.4%
With disabilities other than speech	8.8%	Up from 6.4%	8.7%	7.5%
Older than usual for grade	0.0%	Down from 1.4%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	79.4%	Up from 75.7%	57.9%	56.7%
Continuing contract teachers	79.4%	Down from 81.1%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.8%	Up from 82.5%	87.8%	86.4%
Teacher attendance rate	94.0%	Up from 93.1%	95.0%	94.9%
Average teacher salary	\$52,013	Up 7.1%	\$45,627	\$45,345
Professional development days/teacher	13.8 days	Down from 16.4 days	12.3 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 16.0 to 1	18.4 to 1	18.5 to 1
Prime instructional time	89.0%	Up from 87.4%	89.7%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	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*	\$9,645	Up 1.3%	\$6,918	\$7,052
Percent of expenditures for instruction*	73.4%	Up from 69.7%	68.7%	69.1%
Percent of expenditures for teacher salaries*	70.7%	Up from 68.1%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Broad River Elementary School had a very successful 2007-2008 school year. We continued the after-school tutoring and intersession programs, funded by federal Title I monies, to address the needs of at-risk students. We added Project WE CARE, a mentoring program for African American males, funded solely by donations from the community. We continued to have a grade-level tutor during the school day for each grade level K-5, also funded through Title I, except for first grade which was supported by two Reading Recovery teachers and an additional classroom teacher to maintain small class sizes. We continued our full-day preschool program for forty three-year-olds and forty four-year-olds in an effort to prepare them for starting Kindergarten on grade level. Our character education program included small-group counseling as appropriate, as well as classroom counseling every week for all students in character building and behavior intervention. Beaufort-Jasper Health Services provided counseling services and a nurse practitioner weekly to attend to students' medical needs. The Ronald McDonald Dental Van visited BRES two times during the year to provide basic dental care and screen students for possible dental health concerns.

Many areas of improvement occurred on the 2007 PACT tests as compared to 2006. In English/Language Arts, the number of third graders scoring Advanced increased by 9.8%. The number of fourth graders scoring Proficient increased by 26.4%. Fifth grade dropped in ELA. In math, third graders decreased in Proficient and Advanced, but fourth graders increased by 10.2% in Proficient and 5.2% in Advanced. Fifth grade students increased 6.3% in Advanced. In science, third graders rose 2.4% in Proficient and 2.2% in Advanced. Fourth grade improved in all categories in science, up 13.3% in Proficient and 1.2% in Advanced. Fifth grade moved 7.1% of students from Basic to Proficient and 7.1% from Proficient to Advanced. In social studies, third grade went up 7.2% in Proficient and 3.8% in Advanced. Fourth grade went up 2.0% in Proficient and 3.5% in Advanced. Fifth grade went up 9.1% in Proficient, with no change in Advanced.

Broad River constantly strives to increase parent involvement in the school. We had a 100% parent conference rate again this year and increased attendance at student-parent events at the school, including a Veterans Day celebration, student performances each quarter, Math/Reading/Writing/Art Nights, and student-led parent conferences. We provided agenda books for every student in the school as a means of daily home-school communication and found them to be very successful in keeping parents apprised of daily events. We continually search for ways to further parent involvement and will put forth much effort to expand these opportunities in the 2008-2009 school year.

Gail Wages, Principal
Lisa Lepionka, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	55	26
Percent satisfied with learning environment	72.7%	84.9%	88.5%
Percent satisfied with social and physical environment	84.8%	77.4%	88.5%
Percent satisfied with school-home relations	60.6%	87.0%	92.0%

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

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School Adequate Yearly Progress

NO

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

Newly Identified

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	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

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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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	184	100	17	39.4	39.4	4.2	57	47.3	48.2	Yes	Yes
Gender											
Male	97	100	24.4	41.1	33.3	1.1	46.7	40.8	41.7	N/A	N/A
Female	87	100	8	37.3	46.7	8	69.3	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	83	100	7.9	35.5	50	6.6	68.4	65.1	60	Yes	Yes
African American	91	100	26.8	41.5	30.5	1.2	45.1	30.2	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	34.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	34	100	75	17.9	7.1	0	14.3	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	30.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	119	100	22	42.2	33.9	1.8	48.6	32.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	184	100	15.2	49.1	20	15.8	49.1	41.7	45.8	Yes	Yes
Gender											
Male	97	100	15.6	43.3	23.3	17.8	54.4	42.3	45.6	N/A	N/A
Female	87	100	14.7	56	16	13.3	42.7	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	83	100	5.3	46.1	23.7	25	63.2	60.6	59	Yes	Yes
African American	91	100	25.6	53.7	14.6	6.1	32.9	22.7	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	30	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	34	100	50	39.3	7.1	3.6	14.3	14.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	26.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	119	100	20.2	54.1	18.3	7.3	40.4	26.1	31.4	Yes	Yes

* Adj - 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

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	120	100	39.1	39.1	12.7	9.1	21.8	30.8	35.7	96.5	96.3
Gender											
Male	65	100	38.7	37.1	12.9	11.3	24.2	32.8	37.4	96.8	96.2
Female	55	100	39.6	41.7	12.5	6.3	18.8	28.7	33.8	96.3	96.4
Racial/Ethnic Group											
White	54	100	23.1	40.4	19.2	17.3	36.5	49.4	49.2	96	96.2
African American	60	100	54.5	38.2	5.5	1.8	7.3	12.7	17	97.1	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	96.7	96.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	17.4	24.9	95.7	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	97.4	96.1
Disability Status											
Disabled	24	100	85.7	14.3	0	0	0	11.7	14	95.9	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	95.9	96.7
Socio-Economic Status											
Subsided meals	77	100	50	41.7	6.9	1.4	8.3	15.9	21.1	96.3	96.1
Social Studies											
All Students	124	100	23.6	47.3	27.3	1.8	29.1	28	34	96.5	96.3
Gender											
Male	62	100	24.6	45.6	26.3	3.5	29.8	30	36.6	96.8	96.2
Female	62	100	22.6	49.1	28.3	0	28.3	25.8	31.3	96.3	96.4
Racial/Ethnic Group											
White	54	100	10.4	45.8	41.7	2.1	43.8	42.3	44.5	96	96.2
African American	63	100	37.5	50	10.7	1.8	12.5	13.4	19.1	97.1	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	96.7	96.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	19.4	27.5	95.7	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.4	96.1
Disability Status											
Disabled	24	100	45	45	10	0	10	10	14.4	95.9	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	95.9	96.7
Socio-Economic Status											
Subsided meals	83	100	29.3	52	17.3	1.3	18.7	14.9	21	96.3	96.1

* Adj - 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

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	55	98.2	3.9	56.9	29.4	9.8	39.2
	4	55	100	6.4	46.8	46.8	0	46.8
	5	45	100	30.2	55.8	14	0	14
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	9.1	27.3	58.2	5.5	63.6
	4	60	100	20	41.8	34.5	3.6	38.2
	5	64	100	21.8	49.1	25.5	3.6	29.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	55	100	31.4	52.9	11.8	3.9	15.7
	4	55	98.2	15.2	34.8	32.6	17.4	50
	5	45	100	20.9	44.2	20.9	14	34.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	14.5	60	14.5	10.9	25.5
	4	60	100	18.2	36.4	20	25.5	45.5
	5	64	100	12.7	50.9	25.5	10.9	36.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	27	96.3	65.2	17.4	13	4.3	17.4
	4	55	98.2	34.8	37	19.6	8.7	28.3
	5	23	100	57.1	28.6	4.8	9.5	14.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	42.3	38.5	11.5	7.7	19.2
	4	60	100	32.7	49.1	9.1	9.1	18.2
	5	32	100	48.3	20.7	20.7	10.3	31
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	28	96.4	30.8	57.7	7.7	3.8	11.5
	4	55	96.4	31.1	51.1	13.3	4.4	17.8
	5	22	100	59.1	31.8	9.1	0	9.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	17.2	44.8	34.5	3.4	37.9
	4	60	100	18.2	50.9	29.1	1.8	30.9
	5	32	100	42.3	42.3	15.4	0	15.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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