



## Boundary Street Elementary

1406 Boundary Street  
Newberry, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	488 Students	
<b>Principal</b>	Timothy Hunter	803-321-2616
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Don Saylor	803-276-9765

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

## 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**

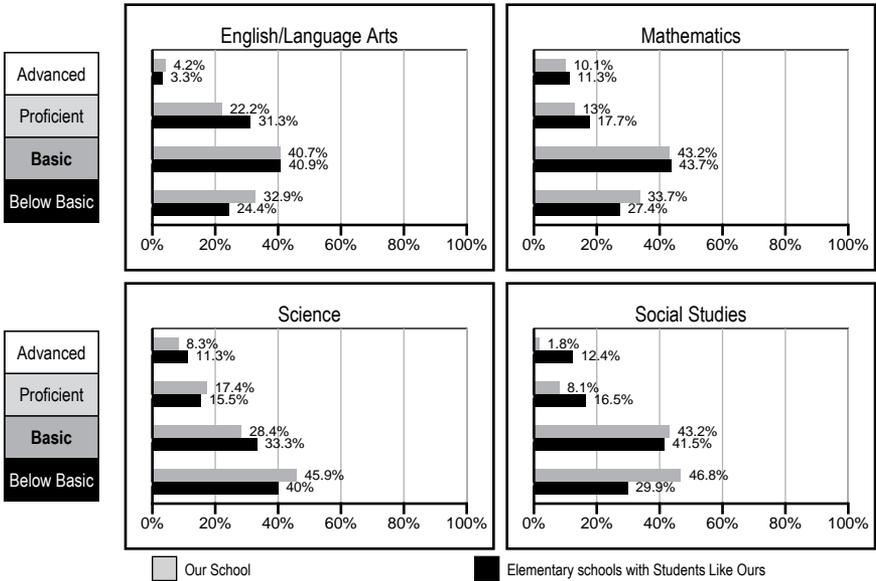
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	1	32	57	3

\* 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
<b>Students (n=488)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.9%	Up from 5.0%	2.9%	2.3%
Attendance rate	95.6%	Up from 95.3%	96.1%	96.3%
Eligible for gifted and talented	0.0%	Down from 1.5%	8.9%	10.4%
With disabilities other than speech	13.3%	Up from 10.4%	9.0%	7.5%
Older than usual for grade	2.6%	Up from 2.4%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	51.4%	Up from 44.7%	54.8%	56.7%
Continuing contract teachers	70.3%	Down from 78.9%	78.3%	77.3%
Teachers with emergency or provisional certificates	2.9%	Up from 2.8%	0.0%	0.0%
Teachers returning from previous year	79.6%	Up from 69.8%	86.6%	86.4%
Teacher attendance rate	94.6%	Down from 95.2%	94.7%	94.9%
Average teacher salary	\$42,196	Up 3.8%	\$45,116	\$45,345
Professional development days/teacher	12.4 days	Down from 19.6 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	0.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 14.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	90.0%	Up from 87.3%	89.1%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,289	Up 7.9%	\$7,234	\$7,052
Percent of expenditures for instruction*	80.5%	Up from 79.1%	68.4%	69.1%
Percent of expenditures for teacher salaries*	75.3%	No Change	63.4%	64.2%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

BSE's family experienced many successes during the 2007-2008 school year. Students were active in the Arts Program, Safety Patrol, Math Olympiads, WBZZ News Broadcast, and After-School Programs. Families and the community worked with the PTO to support these "whole-child" initiatives. The school family enjoyed evening and school-hour gatherings, such as the Math Fair, Family Science Night and supper, Book Fair, and other special celebrations.

The arts are considered an integral part of our students' school lives. As a designated Arts in Basic Curriculum (ABC) site, BSE offered classes in theatre, guitar, and dance. Students' artwork was displayed throughout the school, and students helped create three hall murals under the direction of Artists-In-Residence. Additional artists enriched the program in dance, theatre, and multicultural music. Students participated in the S.C. Department of Education's Arts Assessment Program and scored above the state average for art schools.

During the 2007-2008 school year, teachers participated in a variety of professional development opportunities, including study groups, book studies, conferences, and classes in our first year as a Reading First School. In addition to the Reading First/Literacy Coach, the full-time Math Coach and part-time Science Coach continued to support teacher learning and instruction. Teachers and staff selected Jessica Brannon as the school's Teacher of the Year and JoeAnn Gray as Support Employee of the Year.

While we are proud of our accomplishments, we continually strive to improve. MAP, PACT, and Dominie testing and analyses enabled teachers to provide instruction addressing the individual needs of the students. Upgraded technology and expanded resources, such as SmartBoards and Document Cameras, allowed teachers and students to explore new avenues of learning.

BSE is honored to work with students, parents, and the community.

Weldon Humphreys, Principal  
Dr. Mike Beggs, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	22	60	20
Percent satisfied with learning environment	86.4%	81.0%	95.0%
Percent satisfied with social and physical environment	90.9%	82.5%	90.0%
Percent satisfied with school-home relations	68.2%	79.7%	100.0%

\* 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 11 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

Continuing School Improvement

## 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	<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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	188	98.9	32.1	41.2	22.4	4.2	36.4	38.5	48.2	No	Yes
<b>Gender</b>											
Male	107	99.1	39.6	37.4	18.7	4.4	28.6	30.2	41.7	N/A	N/A
Female	81	98.8	23	45.9	27	4.1	45.9	47.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	55	100	16	42	34	8	52	53.3	60	Yes	Yes
African American	95	99	41.2	44.7	14.1	0	21.2	21.8	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	36	97.2	35.7	32.1	28.6	3.6	50	32	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	38	97.4	69.7	27.3	3	0	9.1	10.8	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	22.9	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	31	96.8	37.5	33.3	25	4.2	45.8	28.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	136	100	40	41.7	17.5	0.8	27.5	24.8	34	No	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	188	100	33.5	43.7	12.6	10.2	32.9	39.1	45.8	No	Yes
<b>Gender</b>											
Male	107	100	39.1	40.2	9.8	10.9	25	37.5	45.6	N/A	N/A
Female	81	100	26.7	48	16	9.3	42.7	40.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	55	100	14	48	18	20	54	55	59	Yes	Yes
African American	95	100	43	45.3	9.3	2.3	19.8	21	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	36	100	41.4	34.5	13.8	10.3	31	33.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	38	100	70.6	29.4	0	0	5.9	13.9	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	20	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	31	100	40	36	12	12	32	32.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	136	100	39.2	45	10.8	5	25.8	26.2	31.4	No	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
<b>Science</b>											
All Students	123	100	45.4	28.7	17.6	8.3	25.9	30.2	35.7	95.6	95.9
<b>Gender</b>											
Male	68	100	43.1	29.3	19	8.6	27.6	30.6	37.4	95.4	95.7
Female	55	100	48	28	16	8	24	29.6	33.8	95.8	96.2
<b>Racial/Ethnic Group</b>											
White	37	100	14.7	41.2	26.5	17.6	44.1	45.2	49.2	95.7	96
African American	59	100	56.6	28.3	15.1	0	15.1	12.9	17	95.8	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	92.2	95.5
Hispanic	25	100	73.7	10.5	5.3	10.5	15.8	26.2	24.9	95	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.8	96.6
<b>Disability Status</b>											
Disabled	26	100	78.3	17.4	4.3	0	4.3	8	14	94.6	94.8
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	10	21.9	97.1	96.1
<b>English Proficiency</b>											
Limited English Proficient	22	100	70.6	11.8	5.9	11.8	17.6	24.8	24.4	95.4	96.1
<b>Socio-Economic Status</b>											
Subsided meals	91	100	57	25.3	15.2	2.5	17.7	17.4	21.1	95.2	95.4
<b>Social Studies</b>											
All Students	124	99.2	46.4	43.6	8.2	1.8	10	24.2	34	95.6	95.9
<b>Gender</b>											
Male	71	100	46	42.9	7.9	3.2	11.1	25.1	36.6	95.4	95.7
Female	53	98.1	46.8	44.7	8.5	0	8.5	23.4	31.3	95.8	96.2
<b>Racial/Ethnic Group</b>											
White	33	100	20	60	20	0	20	34.3	44.5	95.7	96
African American	69	100	58.1	40.3	1.6	0	1.6	13.1	19.1	95.8	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	92.2	95.5
Hispanic	22	95.5	50	27.8	11.1	11.1	22.2	21.1	27.5	95	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.8	96.6
<b>Disability Status</b>											
Disabled	29	100	76.9	23.1	0	0	0	7.9	14.4	94.6	94.8
<b>Migrant Status</b>											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	8.3	22.6	97.1	96.1
<b>English Proficiency</b>											
Limited English Proficient	19	94.7	53.3	26.7	13.3	6.7	20	18.3	27.3	95.4	96.1
<b>Socio-Economic Status</b>											
Subsided meals	92	100	58.5	35.4	3.7	2.4	6.1	14.6	21	95.2	95.4

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

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	65	100	25	33.3	40	1.7	41.7	
	4	63	100	31.6	47.4	19.3	1.8	21.1	
	5	65	100	58.7	36.5	4.8	0	4.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	69	100	21.2	37.9	36.4	4.5	40.9	
	4	59	100	40.4	42.3	11.5	5.8	17.3	
	5	60	96.7	38.3	44.7	14.9	2.1	17	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	65	100	51.7	33.3	10	5	15	
	4	63	100	35.1	40.4	10.5	14	24.6	
	5	65	100	39.7	47.6	9.5	3.2	12.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	69	100	39.4	43.9	4.5	12.1	16.7	
	4	59	100	34.6	38.5	15.4	11.5	26.9	
	5	60	100	24.5	49	20.4	6.1	26.5	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	33	100	61.3	32.3	6.5	0	6.5	
	4	63	100	35.1	28.1	19.3	17.5	36.8	
	5	33	100	74.2	19.4	3.2	3.2	6.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	34	100	50	31.3	12.5	6.3	18.8	
	4	59	100	42.3	28.8	25	3.8	28.8	
	5	30	100	45.8	25	8.3	20.8	29.2	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	32	100	31	41.4	20.7	6.9	27.6	
	4	63	100	52.6	31.6	12.3	3.5	15.8	
	5	32	100	56.3	31.3	12.5	0	12.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	35	100	29.4	58.8	5.9	5.9	11.8	
	4	59	100	53.8	36.5	9.6	0	9.6	
	5	30	96.7	54.2	37.5	8.3	0	8.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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