



Beech Springs Intermediate

P.O. Box 411

Duncan, South Carolina

Grades	4-6 Elementary School	
Enrollment	861 Students	
Principal	Ginger Thompson	864-949-7600
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Butch Coan	864-949-2350

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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.

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

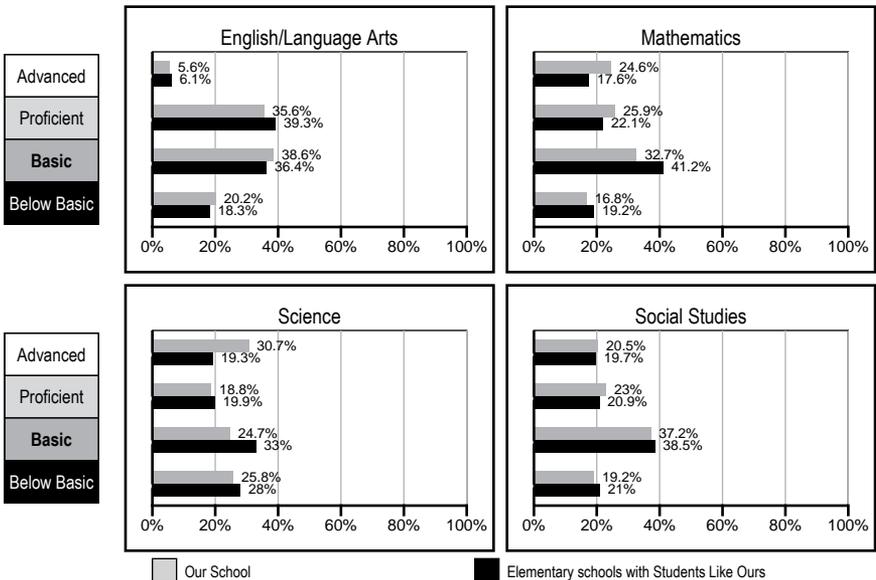
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	13	61	8	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=861)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.3%	2.2%	2.3%
Attendance rate	96.9%	Down from 97.0%	96.3%	96.3%
Eligible for gifted and talented	12.3%	Down from 14.0%	12.1%	10.4%
With disabilities other than speech	11.2%	Down from 12.5%	8.2%	7.5%
Older than usual for grade	0.5%	Down from 1.5%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	50.9%	Down from 59.6%	56.0%	56.7%
Continuing contract teachers	76.4%	Up from 73.1%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.2%	Up from 82.7%	87.4%	86.4%
Teacher attendance rate	94.2%	Up from 92.7%	95.3%	94.9%
Average teacher salary	\$44,108	Up 2.5%	\$45,032	\$45,345
Professional development days/teacher	16.3 days	Down from 16.8 days	12.1 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 11.9 to 1	18.7 to 1	18.5 to 1
Prime instructional time	89.2%	Up from 87.6%	90.1%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.2%	Down from 99.6%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,852	Down 4.2%	\$6,580	\$7,052
Percent of expenditures for instruction*	72.6%	Down from 73.0%	68.8%	69.1%
Percent of expenditures for teacher salaries*	69.3%	Down from 70.0%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Greetings from Beech Springs Intermediate School! Our motto, "Building the Future One Child at a Time," truly exemplifies our approach to teaching and learning. We pride ourselves on identifying each child's individual strengths and weaknesses in an effort to provide exemplary academic experiences. In addition, we provide numerous opportunities for our students to learn more about making good choices in order to become productive citizens. Our students have participated in Pennies for Patients, Relay for Life, Jump Rope for Heart, collected canned goods for the needy, and donated supplies to the Animal Shelter.

Our children are incredible! As a result of their hard work and commitment to doing their best, Beech Springs received the Palmetto Silver Award for improved academic achievement for the second consecutive year. Our students and teachers have set goals and worked diligently to reach them.

With the help of our teachers, parents, and community members, our PTO has continued to provide outstanding support for our school. Our PTO purchased 15 projectors, 15 Interwrite Pads, assisted with student recognition in numerous ways, welcomed parents, grandparents, and pastors into our building for breakfast, hosted our annual Spring Carnival, and continued to offer opportunities for parents to be a part of our school.

Beech Springs is a special place to learn and grow. We are so thankful for the wonderful students that we have the privilege to work with every day. Thank you for sharing your precious children with us.

Kim Ashb, Principal
Sandy Freeman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	283	216
Percent satisfied with learning environment	97.6%	88.3%	88.3%
Percent satisfied with social and physical environment	97.6%	87.5%	86.0%
Percent satisfied with school-home relations	95.1%	89.6%	79.7%

* 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 27 out of 29 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

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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	96.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	862	99.5	19.8	38.8	35.8	5.6	53.7	53.6	48.2	Yes	Yes
Gender											
Male	429	99.5	26.6	41.5	28.6	3.3	44.7	46.3	41.7	N/A	N/A
Female	433	99.5	13.1	36.2	42.9	7.9	62.6	61.7	55	N/A	N/A
Racial/Ethnic Group											
White	581	99.7	17.4	36	40	6.6	59	60.1	60	Yes	Yes
African American	202	100	25.1	49.2	23	2.7	39.9	35.7	31.7	No	Yes
Asian/Pacific Islander	22	100	9.1	36.4	40.9	13.6	68.2	64	70.4	I/S	I/S
Hispanic	56	96.4	29.4	33.3	35.3	2	41.2	36.5	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	117	98.3	61.7	32.7	5.6	0	9.3	13.5	16	Yes	Yes
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	45	95.6	39	39	22	0	26.8	35.5	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	475	99.6	25.7	43.6	28.4	2.3	42.7	39.2	34	Yes	Yes

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

All Students	862	99.9	16.7	32.7	25.9	24.7	61.8	55.6	45.8	Yes	Yes
Gender											
Male	429	100	19	30.5	26.8	23.8	61.3	55	45.6	N/A	N/A
Female	433	99.8	14.5	34.9	25.1	25.6	62.4	56.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	581	99.8	13.3	30.3	28.1	28.3	66.6	62.3	59	Yes	Yes
African American	202	100	28.4	38.3	19.7	13.7	46.4	34.6	26.9	Yes	Yes
Asian/Pacific Islander	22	100	4.5	31.8	27.3	36.4	77.3	68.1	71.3	I/S	I/S
Hispanic	56	100	17	37.7	24.5	20.8	60.4	49.1	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	117	100	49.5	38.5	11	0.9	21.1	18.7	17.1	No	Yes
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	45	100	20.9	41.9	23.3	14	53.5	48.1	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	475	100	21.9	38.2	24.9	14.9	52.7	42.3	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	582	100	25.8	24.7	18.8	30.7	49.5	43.9	35.7	96.9	96.4
Gender											
Male	294	100	28.3	25.4	18.1	28.3	46.4	44.7	37.4	96.7	96.3
Female	288	100	23.2	24	19.6	33.2	52.8	43.1	33.8	97.1	96.6
Racial/Ethnic Group											
White	397	100	20.2	24.9	20.2	34.7	54.9	52.3	49.2	96.5	96.2
African American	135	100	38.5	24.6	15.6	21.3	36.9	20.7	17	98	97.1
Asian/Pacific Islander	14	100	14.3	21.4	21.4	42.9	64.3	52.6	58	97.1	97.5
Hispanic	35	100	45.5	24.2	15.2	15.2	30.3	28.7	24.9	97.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	93.3
Disability Status											
Disabled	80	100	56	30.7	2.7	10.7	13.3	15.8	14	95.9	95.5
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	28	100	48.1	29.6	18.5	3.7	22.2	25.5	24.4	97.6	97.1
Socio-Economic Status											
Subsided meals	315	100	34.8	27.4	14.2	23.6	37.8	29	21.1	96.5	95.7
Social Studies											
All Students	588	100	19.2	37.2	23	20.5	43.6	41.3	34	96.9	96.4
Gender											
Male	295	100	20.1	33.9	23.4	22.6	46	44.7	36.6	96.7	96.3
Female	293	100	18.4	40.4	22.7	18.4	41.2	37.5	31.3	97.1	96.6
Racial/Ethnic Group											
White	397	100	16.3	35.5	25.3	22.9	48.3	47.5	44.5	96.5	96.2
African American	134	100	28.7	43.4	16.4	11.5	27.9	23.3	19.1	98	97.1
Asian/Pacific Islander	16	100	18.8	18.8	12.5	50	62.5	58.7	58.9	97.1	97.5
Hispanic	40	100	16.2	43.2	27	13.5	40.5	26.5	27.5	97.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	93.3
Disability Status											
Disabled	85	100	44.3	35.4	11.4	8.9	20.3	14.2	14.4	95.9	95.5
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	30	100	28.6	35.7	21.4	14.3	35.7	30.3	27.3	97.6	97.1
Socio-Economic Status											
Subsided meals	328	100	24.5	41.2	19.9	14.4	34.3	26	21	96.5	95.7

* 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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	231	99.6	23.7	40.2	34.2	1.8	36.1
	5	271	100	25.1	44	28.6	2.3	30.9
	6	235	100	29.9	38.5	21.3	10.4	31.7
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	309	99.4	20.4	31.8	40.8	6.9	47.8
	5	244	99.2	19.6	46	33.5	0.9	34.4
	6	309	100	19.2	40.2	32.6	7.9	40.5
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	231	100	17.7	27.7	27.3	27.3	54.5
	5	271	100	17.4	39.4	24.3	18.9	43.2
	6	235	100	16.3	39.4	24.4	19.9	44.3
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	309	100	15.8	34.7	24.1	25.4	49.5
	5	244	99.6	11.1	32	27.6	29.3	56.9
	6	309	100	22	31.3	26.5	20.3	46.7
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	231	100	25.9	23.2	24.5	26.4	50.9
	5	136	100	24.4	32.1	18.3	25.2	43.5
	6	116	99.1	31.2	27.5	20.2	21.1	41.3
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	309	100	21.6	27.1	18.9	32.3	51.2
	5	119	100	19.3	22.9	21.1	36.7	57.8
	6	154	100	38.8	21.1	17	23.1	40.1
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	231	100	16.8	38.2	23.2	21.8	45
	5	135	100	32	32.8	13.3	21.9	35.2
	6	119	99.2	18.2	41.8	22.7	17.3	40
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	309	100	19.2	33.7	27.1	19.9	47.1
	5	124	100	18.1	34.5	23.3	24.1	47.4
	6	155	100	20.1	46.5	14.6	18.8	33.3
	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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