



Black Street Elementary

256 Smith Street
Walterboro, South Carolina

Grades	K-5 Elementary School	
Enrollment	341 Students	
Principal	Martha Strickland	843-549-7702
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Paul Haase	843-782-4510

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	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

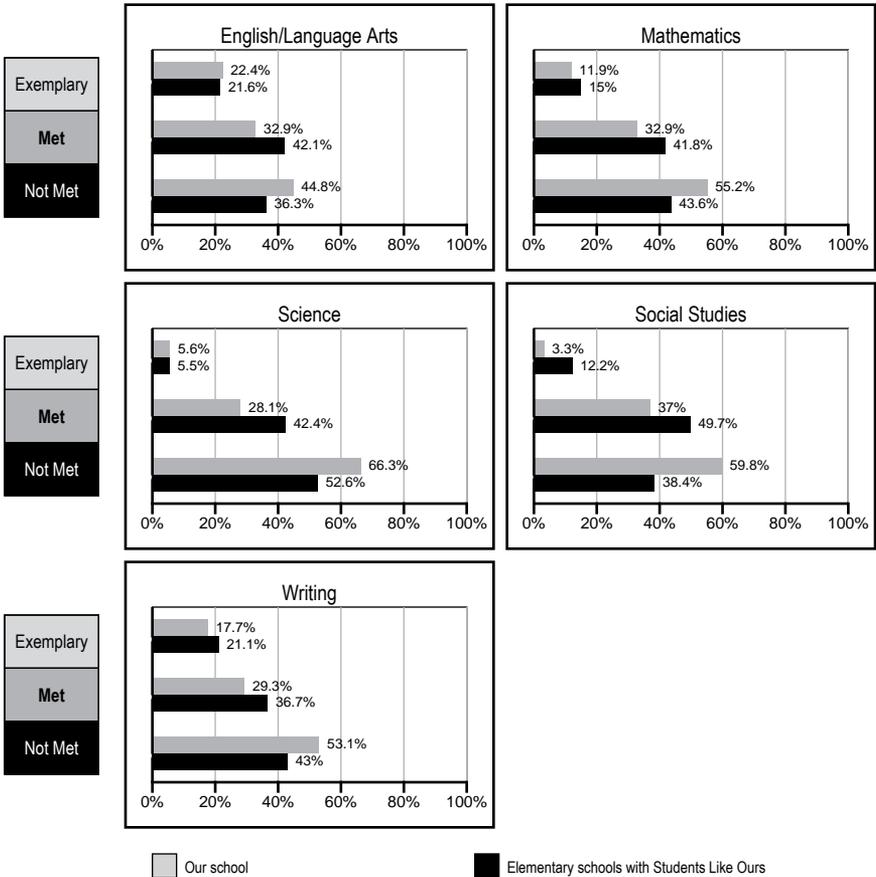
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	58	55	31

* Ratings are calculated with data available by 06/01/2010.

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=341)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Down from 7.4%	2.5%	1.9%
Attendance rate	94.4%	Down from 94.6%	96.0%	96.3%
Eligible for gifted and talented	3.1%	Up from 1.0%	2.9%	10.0%
With disabilities other than speech	19.1%	Up from 15.5%	7.4%	7.7%
Older than usual for grade	5.6%	Up from 5.1%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	63.6%	Up from 62.5%	57.1%	59.4%
Continuing contract teachers	81.8%	Up from 65.0%	71.8%	80.0%
Teachers with emergency or provisional certificates	3.6%	Down from 8.1%	0.0%	0.0%
Teachers returning from previous year	80.0%	Down from 86.3%	81.6%	85.9%
Teacher attendance rate	96.1%	Up from 94.3%	95.2%	95.1%
Average teacher salary*	\$48,797	Up 7.0%	\$45,857	\$47,149
Professional development days/teacher	13.0 days	Up from 10.0 days	10.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 7.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 17.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.1%	Up from 86.5%	90.1%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 85.9%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,538	Up 13.1%	\$8,673	\$7,458
Percent of expenditures for instruction**	72.7%	Up from 70.7%	68.4%	68.8%
Percent of expenditures for teacher salaries**	66.6%	Up from 64.8%	61.9%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2008-2009 school year was a successful year for Black Street Elementary School. In striving to provide an exemplary education for all students, our school leadership team analyzed our South Carolina PACT results from the previous school year. After the analysis, we determined goals for English Language Arts, Mathematics, and Science. After the goals were determined, we identified strategies that needed to be continued or developed in order to achieve our goals. The MAPS assessment was used as the assessment tool to indicate whether our goals were met. These goals and strategies were approved by the State Department, creating our Focused School Renewal Plan. We exceeded each of our goals that we established in this plan.

We base our success on the strategies that we compiled in our plan. We developed a system for ensuring the rigor of daily classroom instruction. The instructional coaches met weekly with our grade level teachers to identify standards to be taught the next week along with strategies to use in lessons. The instructional coaches developed weekly common assessments for teachers to administer to students each Friday. These tests were then analyzed by teachers on a common form and then discussed with the administrator the following week. This systematic progress monitoring allowed teachers, the school leadership team, and parents to identify students having difficulty in mastering standards. Our school leadership team met twice a month with a district leadership team to discuss our progress in meeting our goals. Along with the progress monitoring, we established a system of providing teachers feedback on their lesson plans. Other strategies that we utilized were the continued use of technology through the Smartboards, level reading material, small group instruction, differentiated instruction, and hands-on manipulatives. A new initiative in science was for the science lab to be incorporated into the activity schedule. The science coach then used the teacher's lesson plan to supplement activities on the same standard to further ensure the mastery of standards. An emphasis was placed on the inquiry process while supporting the content standards from the classroom.

Reading First continued to be a researched-based initiative in kindergarten through third grade. Teachers implemented theory and instructional based strategies proven to be effective through scientifically-based research. We administered the Dominion text level tests to monitor the progress of our students reading levels. A Dominion text level data wall was created and utilized to track the progress of our students.

The School Improvement Council met on a regular basis to work toward bridging the school and the community. We established the first Thanksgiving Feast for our students and parents. The SIC was a vital part in identifying ways our students would need help in transitioning to their new school due to the rezoning of our district. Field trips were taken to all of the schools so that students could visit their new school for next year.

Tracy McDonald, Principal

Brandy McCall, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	42	17
Percent satisfied with learning environment	87.0%	64.3%	75.0%
Percent satisfied with social and physical environment	87.0%	68.3%	52.9%
Percent satisfied with school-home relations	52.2%	73.8%	70.6%

* 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 14 out of 15 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. 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	24.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	94.4%	94.0%*	Yes

* Or greater than last year

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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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	154	100	43.8	34.2	21.9	70.5	74.8	82.8	Yes	Yes
Gender										
Male	83	100	53.9	31.6	14.5	57.9	69.7	79.3	N/A	N/A
Female	71	100	32.9	37.1	30	84.3	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	41	100	36.8	28.9	34.2	71.1	82.3	89.5	I/S	Yes
African American	110	100	47.6	34.3	18.1	69.5	68.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	82.5	I/S	I/S
Disability Status										
Disabled	34	100	70.6	23.5	5.9	35.3	34.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	145	100	46	32.8	21.2	69.3	71.3	75.5	Yes	Yes

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

All Students	154	100	54.1	34.2	11.6	59.6	69	78.9	Yes	Yes
Gender										
Male	83	100	57.9	31.6	10.5	53.9	66.6	77	N/A	N/A
Female	71	100	50	37.1	12.9	65.7	71.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	41	100	39.5	31.6	28.9	68.4	77.8	87.2	I/S	Yes
African American	110	100	59	35.2	5.7	55.2	61.4	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	79.5	I/S	I/S
Disability Status										
Disabled	34	100	73.5	20.6	5.9	38.2	35.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	84.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	145	100	56.2	32.8	10.9	58.4	65.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	97	100	64.8	29.7	5.5	35.2	58.6	67.5
Gender								
Male	50	100	68.9	24.4	6.7	31.1	57.7	67
Female	47	100	60.9	34.8	4.3	39.1	59.5	68
Racial/Ethnic Group								
White	22	100	50	40	10	50	72.5	79.5
African American	74	100	68.6	27.1	4.3	31.4	48	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	59.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	71.2
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	17.4	22.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	68.1	59.6
Socio-Economic Status								
Subsized meals	90	100	66.7	28.6	4.8	33.3	52.9	55.1
Social Studies								
All Students	99	100	58.5	38.3	3.2	41.5	66.9	72.3
Gender								
Male	54	100	54	40	6	46	65.5	71.5
Female	45	100	N/AV	N/AV	N/AV	36.4	68.3	73.2
Racial/Ethnic Group								
White	29	100	55.6	33.3	11.1	44.4	74.5	80.7
African American	68	100	N/AV	N/AV	N/AV	40	59.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	17	100	64.7	29.4	5.9	35.3	37.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.4	67.9
Socio-Economic Status								
Subsized meals	93	100	59.1	37.5	3.4	40.9	62.4	62.1

Abbreviations for Missing Data

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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	157	98.1	53.1	29.3	17.7	46.9	55.6	70.2	94.4	95.3
Gender										
Male	85	97.7	62.8	25.6	11.5	37.2	46.8	63.2	94	94.9
Female	72	98.6	42	33.3	24.6	58	64.3	77.5	94.8	95.7
Racial/Ethnic Group										
White	40	100	51.3	23.1	25.6	48.7	67.1	79.1	93.1	94.6
African American	113	97.4	52.4	32.4	15.2	47.6	46.5	57.6	94.8	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	86.2	N/A	96.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	48.1	62.6	92.7	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	68.7	N/A	92.3
Disability Status										
Disabled	35	91.4	84.4	9.4	6.3	15.6	16.8	26.1	93.3	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.1
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	57.6	61.2	96	96.3
Socio-Economic Status										
Subsided meals	147	98.6	54.7	27.3	18	45.3	49.8	58.9	94.2	95.1

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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	61	100	55.9	27.1	16.9	44.1
	4	42	100	33.3	30.8	35.9	66.7
	5	51	100	37.5	45.8	16.7	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	61	100	66.1	23.7	10.2	33.9
	4	42	100	38.5	51.3	10.3	61.5
	5	51	100	52.1	33.3	14.6	47.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	30	100	65.5	27.6	6.9	34.5
	4	42	100	61.5	35.9	2.6	38.5
	5	25	100	69.6	21.7	8.7	30.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	31	100	73.3	23.3	3.3	26.7
	4	42	100	N/AV	N/AV	N/AV	51.3
	5	26	100	56	36	8	44
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	61	98.4	69.5	13.6	16.9	30.5
	4	44	97.7	25	52.5	22.5	75
	5	52	98.1	56.3	29.2	14.6	43.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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