



Beaufort Elementary

1800 Prince Street
Beaufort, South Carolina

Grades	PK-5 Elementary School	
Enrollment	434 Students	
Principal	Dr. Terry Hitch	843-322-2600
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	Below Average	Good*
2007	Below Average	Below Average
2006	Below Average	Good
2005	Below Average	Below Average
2004	Average	Good

* 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

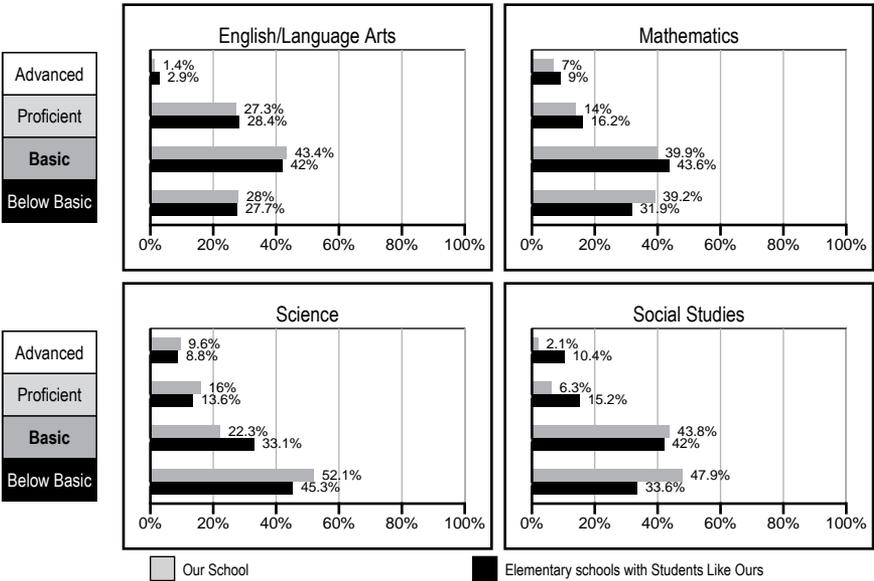
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	63	13

* 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=434)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	No Change	3.0%	2.3%
Attendance rate	96.0%	Up from 95.0%	96.0%	96.3%
Eligible for gifted and talented	15.4%	Down from 22.9%	6.2%	10.4%
With disabilities other than speech	13.6%	Up from 6.1%	8.4%	7.5%
Older than usual for grade	2.3%	Up from 1.0%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	58.5%	Up from 45.0%	54.3%	56.7%
Continuing contract teachers	70.7%	Down from 75.0%	71.9%	77.3%
Teachers with emergency or provisional certificates	3.0%	Down from 8.8%	0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 89.0%	85.0%	86.4%
Teacher attendance rate	95.1%	Up from 94.2%	94.8%	94.9%
Average teacher salary	\$48,806	Up 2.1%	\$44,347	\$45,345
Professional development days/teacher	18.4 days	Up from 15.9 days	13.0 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Up from 12.2 to 1	17.4 to 1	18.5 to 1
Prime instructional time	89.3%	Up from 86.5%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$10,079	Up 0.6%	\$7,650	\$7,052
Percent of expenditures for instruction*	71.3%	Up from 70.4%	69.1%	69.1%
Percent of expenditures for teacher salaries*	68.3%	Up from 67.8%	63.1%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Dear Beaufort Elementary Family and Friends,

In the process of stretching, growth inevitably takes place for both the teacher and the student. Without that extra stretch, professional growth and student progress is hindered. At Beaufort Elementary we have taken that stretch and grown by facing difficult and complex tasks to help us meet the enormous challenges we are continually confronted with. The need to improve student achievement, student/teacher attendance, and parental involvement, as well as guaranteeing a safe, orderly learning environment, is always in the forefront.

During the 2007-2008 school year, the utilization of Measures of Academic Progress (MAP) data provided the means for teachers to meet the individual learning needs of each student. The percentage of students on target for their Spring 2008 MAP goals in Reading and Math proved we were on the right academic path. In Grades 3-5, 69% of students met their spring growth target in Reading. In Grades 3-5, 56% of students met their spring growth target in Math. The district expectation was for 60% of the students to be on target. We exceeded the Reading target and came within 4% of meeting the Math target. In the upcoming school year, implementation of Everyday Math will occur. Staff development for the teaching of this new math adoption has already begun with our teachers. We believe Everyday Math will bring the added boost needed for our math program at BES.

Our students are the purpose of our work. At Beaufort Elementary, we are ABC –“All Because of Children!” As we look forward to the 2008-2009 school year, we will renew our commitment to children and always “Let it Shine!”

Dr. Terry W. Hitch, Principal
Carlos and Chris Negron, SIC Chairpersons

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	53	43
Percent satisfied with learning environment	75.6%	83.0%	82.9%
Percent satisfied with social and physical environment	95.1%	67.9%	81.0%
Percent satisfied with school-home relations	65.9%	90.6%	85.7%

* 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 14 out of 19 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	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	96.0%	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	172	100	25.3	44.3	26.6	3.8	43	47.3	48.2	Yes	Yes
Gender											
Male	83	100	31.2	41.6	22.1	5.2	37.7	40.8	41.7	N/A	N/A
Female	89	100	19.8	46.9	30.9	2.5	48.1	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	56	100	16	56	26	2	46	65.1	60	Yes	Yes
African American	99	100	31.3	38.5	26	4.2	39.6	30.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	16	100	16.7	41.7	33.3	8.3	58.3	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	44	100	35.9	41	12.8	10.3	38.5	12.9	16	I/S	Yes
Migrant Status											
Migrant	2	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	10	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	132	100	26.4	45.5	24	4.1	38	32.3	34	No	Yes

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

All Students	172	100	36.1	41.1	15.8	7	32.3	41.7	45.8	No	Yes
Gender											
Male	83	100	37.7	40.3	15.6	6.5	29.9	42.3	45.6	N/A	N/A
Female	89	100	34.6	42	16	7.4	34.6	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	56	100	26	46	18	10	38	60.6	59	Yes	Yes
African American	99	100	42.7	37.5	14.6	5.2	29.2	22.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	16	100	25	50	16.7	8.3	33.3	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	44	100	38.5	41	15.4	5.1	33.3	14.1	17.1	I/S	Yes
Migrant Status											
Migrant	2	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	10	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	132	100	37.2	40.5	16.5	5.8	30.6	26.1	31.4	No	Yes

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

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	113	100	48.5	21.4	17.5	12.6	30.1	30.8	35.7	96	96.3
Gender											
Male	57	100	50	15.4	19.2	15.4	34.6	32.8	37.4	95.9	96.2
Female	56	100	47.1	27.5	15.7	9.8	25.5	28.7	33.8	96.1	96.4
Racial/Ethnic Group											
White	38	100	37.1	22.9	25.7	14.3	40	49.4	49.2	95.5	96.2
African American	64	100	56.5	17.7	12.9	12.9	25.8	12.7	17	96.3	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	93.3	96.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	17.4	24.9	96.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	97.8	96.1
Disability Status											
Disabled	30	100	46.2	19.2	11.5	23.1	34.6	11.7	14	94.9	95.6
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	99.5	97.4
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	97	96.7
Socio-Economic Status											
Subsided meals	92	100	51.2	22.6	16.7	9.5	26.2	15.9	21.1	96.1	96.1
Social Studies											
All Students	114	100	44.3	44.3	7.5	3.8	11.3	28	34	96	96.3
Gender											
Male	54	100	43.1	39.2	9.8	7.8	17.6	30	36.6	95.9	96.2
Female	60	100	45.5	49.1	5.5	0	5.5	25.8	31.3	96.1	96.4
Racial/Ethnic Group											
White	37	100	33.3	54.5	9.1	3	12.1	42.3	44.5	95.5	96.2
African American	66	100	50	39.1	6.3	4.7	10.9	13.4	19.1	96.3	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	93.3	96.7
Hispanic	11	100	44.4	44.4	11.1	0	11.1	19.4	27.5	96.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.8	96.1
Disability Status											
Disabled	27	100	40	44	8	8	16	10	14.4	94.9	95.6
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	99.5	97.4
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	97	96.7
Socio-Economic Status											
Subsided meals	85	100	48.7	39.7	6.4	5.1	11.5	14.9	21	96.1	96.1

* 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*	
English/Language Arts									
2007	3	55	100	20.4	38.8	36.7	4.1	40.8	
	4	59	100	21.8	49.1	27.3	1.8	29.1	
	5	52	98.1	36	42	18	4	22	
	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
2008	3	60	100	25.9	42.6	25.9	5.6	31.5	
	4	53	100	22.4	44.9	30.6	2	32.7	
	5	59	100	27.3	45.5	23.6	3.6	27.3	
	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	98.2	38.8	49	10.2	2	12.2	
	4	59	98.3	25.5	43.6	21.8	9.1	30.9	
	5	52	98.1	34	42	18	6	24	
	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
2008	3	60	100	51.9	40.7	5.6	1.9	7.4	
	4	53	100	22.4	40.8	22.4	14.3	36.7	
	5	59	100	32.7	41.8	20	5.5	25.5	
	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	28	100	83.3	4.2	12.5	0	12.5	
	4	59	100	56.9	31.4	9.8	2	11.8	
	5	30	100	31.8	31.8	13.6	22.7	36.4	
	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
2008	3	31	100	78.6	10.7	7.1	3.6	10.7	
	4	53	100	38.8	28.6	20.4	12.2	32.7	
	5	29	100	34.6	19.2	23.1	23.1	46.2	
	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	100	45.8	50	4.2	0	4.2	
	4	59	96.6	37.3	49	7.8	5.9	13.7	
	5	28	100	66.7	23.8	9.5	0	9.5	
	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
2008	3	30	100	59.3	37	0	3.7	3.7	
	4	53	100	34.7	55.1	8.2	2	10.2	
	5	31	100	46.7	33.3	13.3	6.7	20	
	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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