



Beaufort Elementary

1800 Prince Street
Beaufort, South Carolina

Grades	PK-5 Elementary School	
Enrollment	485 Students	
Principal	Jennifer Morillo	843-322-2600
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	Good
2007	Below Average	Below Average
2006	Below Average	Good
2005	Below Average	Below Average

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

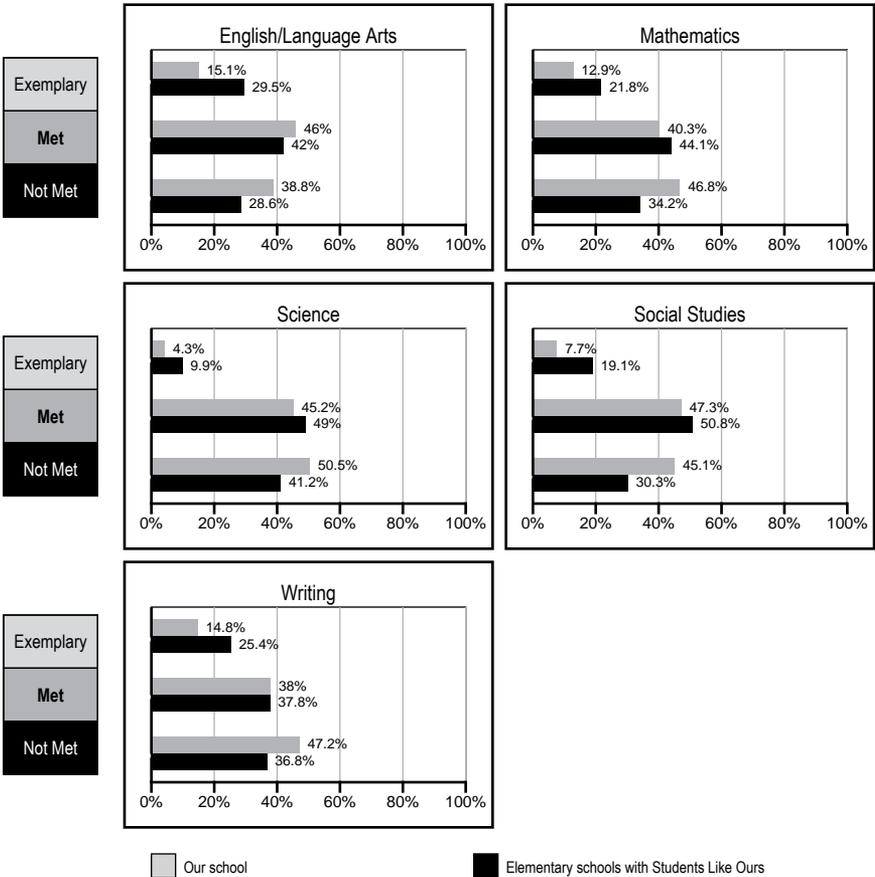
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	89	19	1

* 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=485)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 3.8%	2.5%	1.9%
Attendance rate	96.4%	Up from 96.0%	96.1%	96.3%
Eligible for gifted and talented	19.0%	Up from 15.4%	7.1%	10.0%
With disabilities other than speech	12.8%	Down from 13.6%	9.2%	7.7%
Older than usual for grade	0.8%	Down from 2.3%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	68.2%	Up from 58.5%	57.1%	59.4%
Continuing contract teachers	68.2%	Down from 70.7%	80.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.0%	0.0%	0.0%
Teachers returning from previous year	86.5%	Down from 87.6%	85.5%	85.9%
Teacher attendance rate	95.8%	Up from 95.1%	94.9%	95.1%
Average teacher salary*	\$50,826	Up 4.1%	\$46,457	\$47,149
Professional development days/teacher	14.5 days	Down from 18.4 days	12.2 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 16.8 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.5%	Up from 89.3%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$11,233	Up 11.4%	\$7,663	\$7,458
Percent of expenditures for instruction**	72.7%	Up from 71.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	57.0%	Down from 68.3%	62.0%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Dear Beaufort Elementary Family and Friends,

The 2008-2009 school year has been both productive and rewarding. We began the year with an addition of the district's first G/T magnet. This program served 3rd and 4th grade students throughout the county. 5th grade will be added this fall.

At BES, we believe a quality early childhood program is the essential foundation for an excellent elementary program. Beginning in August 2009, we will offer two new three-year-old Head Start classes, an additional Pre-K class and the continuation of our outstanding Early Childhood Special Education Program for 3 and 4 year olds.

Academically, BES made significant gains in 2008-2009. We were named a Palmetto Silver Award Recipient for 2008-2009, we out performed the state average in all historically underperforming sub-groups measured, and Everyday Math was implemented district wide. BES's 4th Grade had the most significant percentage of students meeting their projected academic growth in MAP scores for Math. We out performed all other elementary schools! Our 5th grade ranked 3rd in the county in the percentage of students meeting their projected academic growth in Everyday Math. At BES, we know each child has a learning light to shine. For us "Let It Shine!" says it all.

Sincerely,

Dr. Terry W. Hitch, Principal
Charles and Rachel Squires, SIC Co Chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	51	18
Percent satisfied with learning environment	85.4%	78.4%	83.3%
Percent satisfied with social and physical environment	95.1%	82.4%	72.2%
Percent satisfied with school-home relations	82.1%	88.0%	83.3%

* 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 18 out of 21 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

NI

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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	219	99.5	27.4	41.8	30.8	80.3	81.8	82.8	Yes	Yes
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Gender

Male	114	99.1	31.5	38.9	29.6	78.7	78.2	79.3	N/A	N/A
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Female	105	100	23	45	32	82	85.6	86.5	N/A	N/A
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Racial/Ethnic Group

White	87	98.9	12.2	40.2	47.6	92.7	92.4	89.5	Yes	Yes
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African American	114	100	40.4	43.1	16.5	69.7	71.8	73.7	Yes	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
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Hispanic	14	100	23.1	46.2	30.8	84.6	72.4	76.5	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	82.5	I/S	I/S
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Disability Status

Disabled	48	100	48.9	36.2	14.9	55.3	41.7	52	No	Yes
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Migrant Status

Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	68.1	75.1	I/S	I/S
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Socio-Economic Status

Subsided meals	150	100	35.4	43.1	21.5	73.6	73.3	75.5	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	219	99.5	32.7	41.8	25.5	72.1	77.3	78.9	Yes	Yes
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Gender

Male	114	99.1	28.7	39.8	31.5	73.1	75.8	77	N/A	N/A
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Female	105	100	37	44	19	71	79	80.9	N/A	N/A
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Racial/Ethnic Group

White	87	98.9	13.4	43.9	42.7	90.2	89.8	87.2	Yes	Yes
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African American	114	100	47.7	41.3	11	56	62.7	66.7	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
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Hispanic	14	100	38.5	38.5	23.1	84.6	71	76	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	79.5	I/S	I/S
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Disability Status

Disabled	48	100	48.9	44.7	6.4	51.1	37.5	45.5	No	Yes
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Migrant Status

Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	69.1	76.1	I/S	I/S
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Socio-Economic Status

Subsided meals	150	100	43.1	42.4	14.6	63.9	66.9	70.2	Yes	Yes
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* 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

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	151	99.3	36.4	44.8	18.9	63.6	66.1	67.5
Gender								
Male	79	98.7	38.7	37.3	24	61.3	66.1	67
Female	72	100	33.8	52.9	13.2	66.2	66.1	68
Racial/Ethnic Group								
White	57	98.3	16.7	48.1	35.2	83.3	82.9	79.5
African American	82	100	49.4	44.2	6.5	50.6	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	54.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	71.2
Disability Status								
Disabled	35	100	50	32.4	17.6	50	28.1	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	49.9	59.6
Socio-Economic Status								
Subsided meals	105	100	48	43	9	52	51.8	55.1
Social Studies								
All Students	147	99.3	30.5	52.5	17	69.5	70.3	72.3
Gender								
Male	76	98.7	28.8	50.7	20.5	71.2	70	71.5
Female	71	100	32.4	54.4	13.2	67.6	70.6	73.2
Racial/Ethnic Group								
White	61	98.4	19.3	56.1	24.6	80.7	82.6	80.7
African American	72	100	40.8	50.7	8.5	59.2	58.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	60	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	72.2
Disability Status								
Disabled	26	100	50	38.5	11.5	50	36.9	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	5	I/S	I/S	I/S	I/S	I/S	56.2	67.9
Socio-Economic Status								
Subsided meals	96	100	37.2	54.3	8.5	62.8	58.6	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	224	67.4	46.8	38.3	14.9	53.2	68.6	70.2	96.4	96.4
Gender										
Male	118	60.2	61.5	23.1	15.4	38.5	61.3	63.2	96.4	96.3
Female	106	75.5	34.2	51.3	14.5	65.8	76.2	77.5	96.4	96.6
Racial/Ethnic Group										
White	88	53.4	34.9	32.6	32.6	65.1	82.7	79.1	96.3	96.4
African American	118	77.1	57	37.2	5.8	43	54.5	57.6	96.3	96.4
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	86.1	86.2	97.6	97.1
Hispanic	14	85.7	18.2	63.6	18.2	81.8	57.4	62.6	97.2	96.5
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	70	68.7	99.9	96.3
Disability Status										
Disabled	48	56.3	81.5	11.1	7.4	18.5	23.8	26.1	94.9	95.7
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	98.9	97.8
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	53.1	61.2	97.3	96.6
Socio-Economic Status										
Subsided meals	153	79.1	49.6	40	10.4	50.4	55.9	58.9	96.5	96.1

Abbreviations for Missing Data

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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	83	100	30.7	29.3	40	69.3
	4	79	98.7	21.1	44.7	34.2	78.9
	5	57	100	31.6	54.4	14	68.4
	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
Mathematics							
2009	3	83	100	38.7	33.3	28	61.3
	4	79	98.7	22.4	42.1	35.5	77.6
	5	57	100	38.6	52.6	8.8	61.4
	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
Science							
2009	3	44	100	48.7	30.8	20.5	51.3
	4	79	98.7	32.9	47.4	19.7	67.1
	5	28	100	28.6	57.1	14.3	71.4
	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	40	100	32.4	45.9	21.6	67.6
	4	78	98.7	25.3	58.7	16	74.7
	5	29	100	41.4	44.8	13.8	58.6
	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	83	62.7	47.8	26.1	26.1	52.2
	4	80	58.8	51.1	42.2	6.7	48.9
	5	61	85.3	42	46	12	58
	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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