



## Boundary Street Elementary

1406 Boundary Street  
Newberry, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	469 Students	
<b>Principal</b>	Timothy B. 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 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	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**

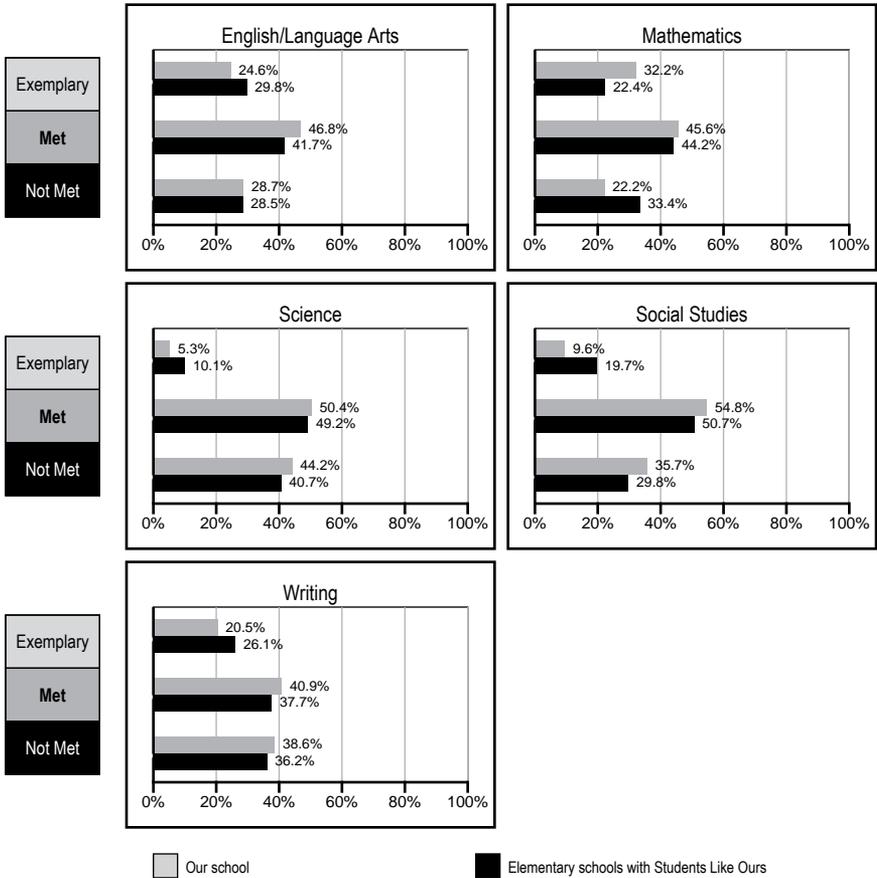
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.2%

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

Excellent	Good	Average	Below Average	At-Risk
0	8	94	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
<b>Students (n=469)</b>				
First graders who attended full-day kindergarten	97.2%	Down from 100.0%	100.0%	100.0%
Retention rate	3.2%	Down from 5.9%	2.4%	1.9%
Attendance rate	95.6%	No Change	96.1%	96.3%
Eligible for gifted and talented	6.0%	Up from 0.0%	7.3%	10.0%
With disabilities other than speech	13.2%	Down from 13.3%	9.1%	7.7%
Older than usual for grade	2.7%	Up from 2.6%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	50.0%	Down from 51.4%	57.7%	59.4%
Continuing contract teachers	80.6%	Up from 70.3%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	79.7%	Up from 79.6%	85.9%	85.9%
Teacher attendance rate	95.0%	Up from 94.6%	95.0%	95.1%
Average teacher salary*	\$43,660	Up 3.5%	\$46,512	\$47,149
Professional development days/teacher	9.4 days	Down from 12.4 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	0.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.1 to 1	18.5 to 1	18.8 to 1
Prime instructional time	88.3%	Down from 90.0%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,454	Up 16.0%	\$7,600	\$7,458
Percent of expenditures for instruction**	74.9%	Down from 80.5%	68.3%	68.8%
Percent of expenditures for teacher salaries**	64.9%	Down from 75.3%	61.7%	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**

It has been a successful year at Boundary Street Elementary School. The school focused its pursuit for "Achieving Academic Excellence One Child at a Time." Students were active in Math Olympiads, Safety Patrol, WBZZ News Broadcast, Lab Bees, Enrichment Clubs, Step Team, and the After School Program.

The arts are considered to be an integral part of our students' lives. As a designated Arts in Basic Curriculum (ABC) site, Boundary Street Elementary offered classes in drama, chorus, and guitar. Our students performed Aladdin at the Newberry Opera House.

During the 2008-09 school year, the faculty/staff participated in a variety of professional development opportunities, including conferences, workshops, book studies, and grade level meetings.

This year has been a year of improvement in academics, extracurricular activities, and parental/community involvement. Next year, Boundary Street Elementary School will seek to further strengthen our school as we continue our pursuit for excellence.

Timothy B. Hunter, 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	21	43	32
Percent satisfied with learning environment	100.0%	90.5%	84.4%
Percent satisfied with social and physical environment	100.0%	86.0%	84.4%
Percent satisfied with school-home relations	80.0%	83.3%	84.4%

\* 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

YES

This school met 17 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

CSI-DELAY

## 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.8%

	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

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

All Students	192	100	28	47.4	24.6	89.1	77.5	82.8	Yes	Yes
<b>Gender</b>										
Male	105	100	25.8	49.5	24.7	89.2	72.1	79.3	N/A	N/A
Female	87	100	30.5	45.1	24.4	89	83.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	59	100	8.9	44.6	46.4	96.4	86.4	89.5	Yes	Yes
African American	94	100	42.5	46	11.5	85.1	68	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	38	100	22.6	58.1	19.4	87.1	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	42.4	51.5	6.1	72.7	45.1	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	17.9	60.7	21.4	89.3	68.3	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	144	100	34.9	51.9	13.2	86	70.8	75.5	Yes	Yes

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

All Students	192	100	21.7	46.3	32	83.4	73.8	78.9	Yes	Yes
<b>Gender</b>										
Male	105	100	17.2	50.5	32.3	88.2	71.6	77	N/A	N/A
Female	87	100	26.8	41.5	31.7	78	76.1	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	59	100	8.9	33.9	57.1	91.1	84.1	87.2	Yes	Yes
African American	94	100	29.9	55.2	14.9	78.2	60.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	38	100	22.6	45.2	32.3	83.9	75.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	48.5	42.4	9.1	60.6	40.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	25	39.3	35.7	82.1	73.4	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	144	100	27.9	52.7	19.4	79.1	65.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	126	100	44	50	6	56	60.1	67.5
<b>Gender</b>								
Male	64	100	33.3	57.9	8.8	66.7	59.9	67
Female	62	100	54.2	42.4	3.4	45.8	60.4	68
<b>Racial/Ethnic Group</b>								
White	39	100	27	62.2	10.8	73	73.3	79.5
African American	60	100	61.8	36.4	1.8	38.2	43.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	27	100	29.2	62.5	8.3	70.8	55.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	19	100	70.6	23.5	5.9	29.4	26	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	23	100	27.3	63.6	9.1	72.7	54.5	59.6
<b>Socio-Economic Status</b>								
Subsized meals	93	100	51.2	45.2	3.6	48.8	48.4	55.1
<b>Social Studies</b>								
All Students	130	100	35.6	55.1	9.3	64.4	63.6	72.3
<b>Gender</b>								
Male	72	100	39.1	50	10.9	60.9	59.3	71.5
Female	58	100	31.5	61.1	7.4	68.5	68.2	73.2
<b>Racial/Ethnic Group</b>								
White	39	100	16.2	62.2	21.6	83.8	74	80.7
African American	65	100	48.3	50	1.7	51.7	50.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	25	100	35	55	10	65	65.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	26	100	56	40	4	44	33.7	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	20	100	41.2	47.1	11.8	58.8	62.6	67.9
<b>Socio-Economic Status</b>								
Subsized meals	100	100	42.7	51.7	5.6	57.3	54.3	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
<b>Writing</b>										
All Students	192	96.9	38.2	41.2	20.6	61.8	62.6	70.2	95.6	95.8
<b>Gender</b>										
Male	105	97.1	45.6	38.9	15.6	54.4	52.4	63.2	95.7	95.6
Female	87	96.6	30	43.8	26.3	70	73.6	77.5	95.5	96
<b>Racial/Ethnic Group</b>										
White	59	96.6	24.1	38.9	37	75.9	73.8	79.1	95.5	95.7
African American	94	96.8	45.9	45.9	8.2	54.1	48.8	57.6	95.9	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97
Hispanic	38	97.4	43.3	33.3	23.3	56.7	61.8	62.6	95.1	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.7
<b>Disability Status</b>										
Disabled	39	89.7	74.2	22.6	3.2	25.8	20.1	26.1	94.7	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
<b>English Proficiency</b>										
Limited English Proficient	32	96.9	40.7	33.3	25.9	59.3	59.7	61.2	95.3	95.9
<b>Socio-Economic Status</b>										
Subsidized meals	143	96.5	46.8	41.9	11.3	53.2	52	58.9	95.4	95.3

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	73	100	25.4	49.3	25.4	74.6
	4	64	100	26.3	52.6	21.1	73.7
	5	55	100	33.3	39.2	27.5	66.7
	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
<b>Mathematics</b>							
<b>2009</b>	3	73	100	31.3	43.3	25.4	68.7
	4	64	100	1.8	52.6	45.6	98.2
	5	55	100	31.4	43.1	25.5	68.6
	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
<b>Science</b>							
<b>2009</b>	3	36	100	47.1	47.1	5.9	52.9
	4	64	100	39.7	55.2	5.2	60.3
	5	26	100	50	41.7	8.3	50
	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
<b>Social Studies</b>							
<b>2009</b>	3	37	100	45.5	48.5	6.1	54.5
	4	64	100	27.6	67.2	5.2	72.4
	5	29	100	40.7	37	22.2	59.3
	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
<b>Writing</b>							
<b>2009</b>	3	73	97.3	50	31.8	18.2	50
	4	64	98.4	23.2	53.6	23.2	76.8
	5	55	94.6	39.6	39.6	20.8	60.4
	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

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