



## BEECH HILL ELEMENTARY

1001 Beech Hill Road  
Summerville, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,069 Students	
<b>Principal</b>	Rene' Wyatt Harris	843-821-3970
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Frances Townsend	843-873-1341

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent*</b>
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	Average
2006	Good	Below Average

\* The School's 2010 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 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

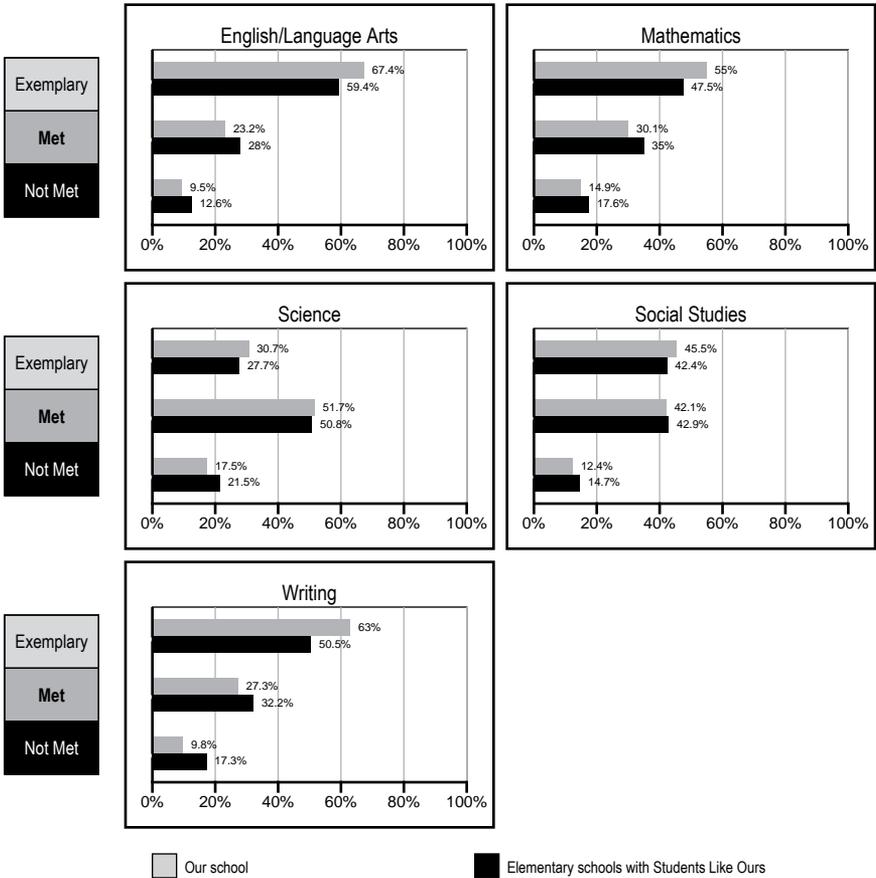
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
17	3	2	0	0

\* Ratings are calculated with data available by 03/09/2011.

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=1,069)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 1.3%	0.5%	1.2%
Attendance rate	96.1%	Down from 96.5%	96.4%	96.1%
Eligible for gifted and talented	26.5%	Up from 23.2%	23.7%	11.7%
With disabilities other than speech	5.0%	No Change	5.6%	8.0%
Older than usual for grade	0.1%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.4%	0.0%	0.0%
<b>Teachers (n=67)</b>				
Teachers with advanced degrees	50.7%	Up from 50.0%	62.4%	60.5%
Continuing contract teachers	80.6%	Up from 66.7%	90.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.6%	Up from 80.8%	89.2%	87.0%
Teacher attendance rate	94.6%	Up from 94.4%	95.5%	95.4%
Average teacher salary*	\$44,783	Up 2.8%	\$49,258	\$47,288
Professional development days/teacher	10.5 days	Down from 11.3 days	9.9 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.9 to 1	20.7 to 1	19.2 to 1
Prime instructional time	89.8%	Down from 90.0%	91.9%	90.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,531	Up 3.1%	\$6,960	\$7,548
Percent of expenditures for instruction**	66.6%	Down from 67.4%	70.8%	68.7%
Percent of expenditures for teacher salaries**	64.6%	Up from 64.0%	68.8%	65.1%

\* 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

Hope is in the sound of children's laughter. At Beech Hill, we value our children's laughter and their voice in shaping our school community. We strive to address the needs of the whole child. We are driven by our mission: "Beech Hill will lead the way to lifelong learning through excellence, leadership and empowerment."

For Beacons, there are many reasons to celebrate: academic achievements, an abundance of after-school options, and countless community connections. Like many schools, we continue to face challenges, too. We have been called upon to do more with less and to respond to the transitory nature and explosive growth of our school.

Here at Beech Hill, we are part of a team. Professional learning communities, Positive Behavior Interventions and Supports (PBIS), after-school clubs, PTA boards, School Improvement and Student Leadership Councils, parent/community volunteers, and business partnerships demonstrate the power of great teams when we focus on student achievement.

We work hard to show that we are supreme. Celebrations like Honor Roll, Terrific Kids, Perfect Attendance, PIE Awards, academic bowls, essay writing contests, BoxTops Winners, Jump Rope for Heart, Sailing Bookers, "Shine" tickets, and Field Day provide opportunities for all students to feel valued, brilliant, and successful.

We are trustworthy, truthful, active listeners, too. Events like Beacon Buddies, Strands on the "Beech," Cultural Arts Week, PTA Reflections, Career Day, Career Shadow Day, Big Fox/Little Fox Mentoring, the HOUSE Awards, and Tied to Brightness give our Beacons time to embrace the concept of community and celebrate our diversity.

We aim for our personal best every time. Activities like Hats for Haiti, Day of Caring, Veterans Day celebrations, Market Day, Camp Read and Write, and SMART Night promote intrinsic rewards. Events like Seuss-ah-Palooza, Special Olympics, and Relay for Life help students to expand their definition of success to encompass appreciation for those who create art; value for those who nurture the environment; admiration for those who dream big; and gratitude for those who connect with and serve others.

We are grateful for our children's laughter and their desire to learn, our parents' helping hands and warm hearts, and our teachers' commitment to making positive differences. Here at Beech Hill, we are part of a team, where we work hard to show that we are supreme. We aim for our personal best every time, so our beacons of light will brightly shine.

René Wyatt Harris, Principal  
Kenneth Gerald, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	169	122
Percent satisfied with learning environment	93.0%	78.4%	90.9%
Percent satisfied with social and physical environment	96.4%	80.6%	96.7%
Percent satisfied with school-home relations	94.6%	88.8%	87.6%

\* 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

YES

This school met 21 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	552	98.6	9.4	22.9	67.7	95.2	89.1	83.5	Yes	Yes
<b>Gender</b>										
Male	265	98.5	11.8	25.7	62.4	94.3	86.1	80.1	N/A	N/A
Female	287	98.6	7.2	20.5	72.3	96	92.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	404	99.3	6.7	19.9	73.4	97.2	93	89.6	Yes	Yes
African American	116	96.6	19.8	35.8	44.3	87.7	81.6	74.6	Yes	Yes
Asian/Pacific Islander	14	92.9	N/A	N/A	N/A	100	94.5	92.7	I/S	I/S
Hispanic	13	100	16.7	25	58.3	91.7	84.1	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	50	98	41.3	21.7	37	67.4	57.3	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	82.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	165	97	20.7	32	47.3	88	83.1	76.9	Yes	Yes

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

All Students	552	98.6	14.7	30.2	55.1	91.4	87.2	80.4	Yes	Yes
<b>Gender</b>										
Male	265	98.5	15.9	29.8	54.3	89.8	85.5	78.4	N/A	N/A
Female	287	98.6	13.7	30.6	55.8	92.8	88.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	404	99.3	10.9	28.7	60.5	93.8	92	87.8	Yes	Yes
African American	116	96.6	28.3	38.7	33	82.1	77.5	69.3	Yes	Yes
Asian/Pacific Islander	14	92.9	15.4	15.4	69.2	92.3	94.5	93.5	I/S	I/S
Hispanic	13	100	16.7	33.3	50	91.7	86.1	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	50	98	37	37	26.1	69.6	55	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	86.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	165	97	27.3	38	34.7	81.3	80.3	72.8	Yes	Yes

\* 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
<b>Science</b>								
All Students	365	99.5	17.1	51.3	31.6	82.9	74.7	67.3
<b>Gender</b>								
Male	172	99.4	16	50	34	84	74.2	66.9
Female	193	99.5	18	52.4	29.6	82	75.3	67.7
<b>Racial/Ethnic Group</b>								
White	276	99.3	11.2	54.7	34.1	88.8	84.1	79.6
African American	66	100	43.5	37.1	19.4	56.5	56.5	49.7
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	69	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.8	69.5
<b>Disability Status</b>								
Disabled	34	100	40.6	40.6	18.8	59.4	39.4	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	102	99	33.7	48.4	17.9	66.3	61.8	55.4
<b>Social Studies</b>								
All Students	372	99.7	12.4	42.1	45.5	87.6	78.8	70.9
<b>Gender</b>								
Male	175	100	17.7	33.5	48.8	82.3	77.8	70.1
Female	197	99.5	7.8	49.5	42.7	92.2	79.8	71.7
<b>Racial/Ethnic Group</b>								
White	276	99.6	8.7	41.3	50	91.3	84.6	79.2
African American	77	100	26	46.6	27.4	74	67.5	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.1	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	74.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.5	71.2
<b>Disability Status</b>								
Disabled	33	97	55.2	31	13.8	44.8	44.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	108	100	22.5	53.9	23.5	77.5	69.2	60.8

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	551	98.2	9.4	27.4	63.2	90.6	82.9	72.1	96.1	96
<b>Gender</b>										
Male	262	98.9	12.8	35.4	51.9	87.2	77.4	65.2	96.1	96
Female	289	97.6	6.5	20.3	73.2	93.5	88.6	79.2	96.1	96.1
<b>Racial/Ethnic Group</b>										
White	402	98.3	6.8	24.5	68.8	93.2	88.2	80.8	96	95.8
African American	117	97.4	18.1	39	42.9	81.9	73.1	59.7	96.6	96.4
Asian/Pacific Islander	14	100	7.7	23.1	69.2	92.3	90.5	87	95.7	97
Hispanic	13	100	25	25	50	75	75.2	64.6	96.1	96.1
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	90.1	73.4	95.1	95.5
<b>Disability Status</b>										
Disabled	51	80.4	42.5	35	22.5	57.5	37.7	27.7	95.3	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.4	63.7	96.4	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	163	97.6	19.6	39.2	41.2	80.4	74.1	61.9	95.4	95.5

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
<b>English/Language Arts</b>							
<b>2009</b>	3	181	100	11	19.7	69.4	89
	4	165	99.4	13.5	35.9	50.6	86.5
	5	163	100	7.3	35.8	57	92.7
	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>2010</b>	3	177	98.3	10.2	13.9	75.9	89.8
	4	196	98.5	7.5	25.3	67.2	92.5
	5	179	98.9	10.5	29.2	60.2	89.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	181	100	20.2	31.8	48	79.8
	4	165	99.4	14.7	48.7	36.5	85.3
	5	163	100	15.2	45	39.7	84.8
	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
<b>2010</b>	3	177	98.3	15.1	21.1	63.9	84.9
	4	196	98.5	9.1	33.9	57	90.9
	5	179	98.9	20.5	35.1	44.4	79.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	89	100	15.5	52.4	32.1	84.5
	4	165	99.4	17.9	57.7	24.4	82.1
	5	82	100	21.3	53.3	25.3	78.7
	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>2010</b>	3	86	98.8	19.5	42.7	37.8	80.5
	4	192	100	17.2	54.3	28.5	82.8
	5	87	98.9	14.5	53	32.5	85.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
<b>Social Studies</b>							
<b>2009</b>	3	93	98.9	2.2	44.4	53.3	97.8
	4	165	99.4	5.1	48.7	46.2	94.9
	5	81	100	9.2	48.7	42.1	90.8
	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
<b>2010</b>	3	90	100	10.6	31.8	57.6	89.4
	4	192	100	9.7	48.6	41.6	90.3
	5	90	98.9	19.8	38.4	41.9	80.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	181	97.8	14	24.4	61.6	86
	4	167	99.4	12.7	38.6	48.7	87.3
	5	162	98.2	7.2	32.7	60.1	92.8
	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
<b>2010</b>	3	176	97.7	11	29.9	59.1	89
	4	197	97.5	10.3	27.6	62.2	89.7
	5	178	99.4	7.1	24.7	68.2	92.9
	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

Abbreviations for Missing Data

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