



## BROAD RIVER ELEMENTARY

474 Broad River Blvd.  
Beaufort, SC 29906

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	398 Students	
<b>Principal</b>	Constance Goodwine-	843-322-8400
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Good

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

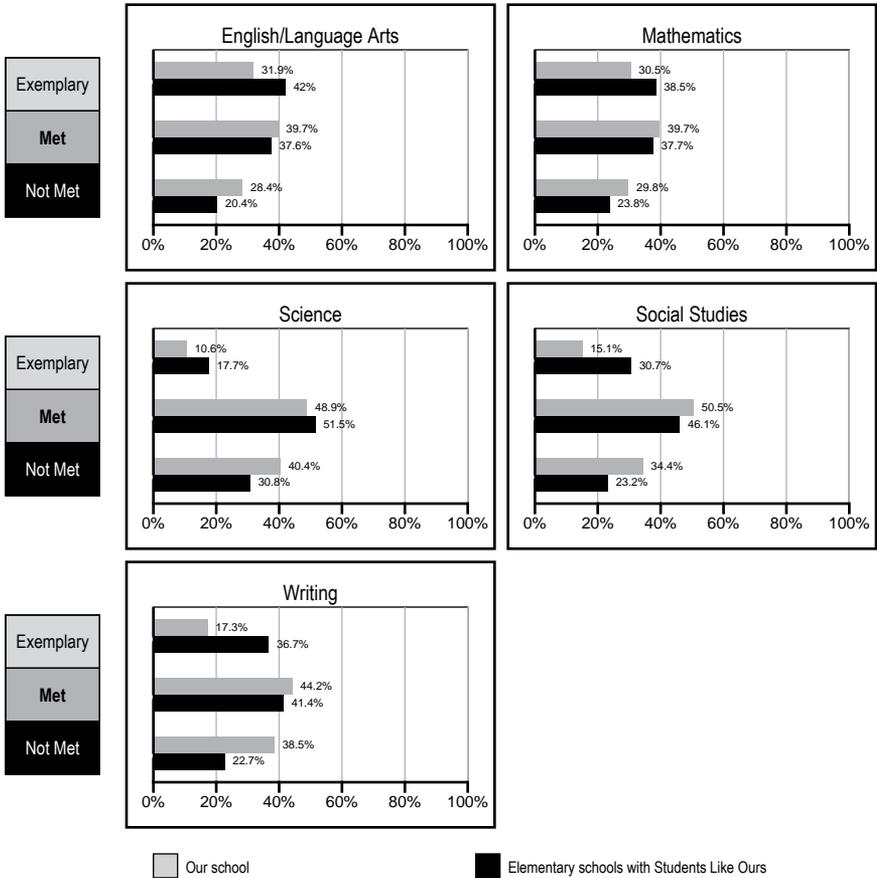
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 91.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	33	53	1	0

\* Ratings are calculated with data available by 11/09/2011.

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=398)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 77.2%	100.0%	100.0%
Retention rate	1.2%	Up from 0.9%	1.2%	1.1%
Attendance rate	95.7%	Down from 96.2%	96.0%	96.2%
Served by gifted and talented program	16.5%	Up from 5.8%	14.2%	13.4%
With disabilities other than speech	2.8%	Down from 7.2%	4.9%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	53.1%	Down from 62.5%	60.9%	62.5%
Continuing contract teachers	68.8%	Down from 78.1%	90.0%	88.2%
Teachers returning from previous year	67.0%	Down from 75.7%	88.5%	87.8%
Teacher attendance rate	93.5%	Down from 95.7%	95.2%	95.2%
Average teacher salary*	\$48,226	Down 0.2%	\$46,510	\$46,773
Professional development days/teacher	9.4 days	Down from 9.9 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	11.3 to 1	Down from 18.8 to 1	20.1 to 1	19.9 to 1
Prime instructional time	86.6%	Down from 89.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 28.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,688	Up 18.9%	\$7,073	\$7,447
Percent of expenditures for instruction**	70.4%	Up from 70.2%	68.4%	68.4%
Percent of expenditures for teacher salaries**	67.1%	Down from 68.3%	65.7%	65.8%

\* 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

Broad River Elementary is an authorized International Baccalaureate Primary Years School. We serve approximately 400 students in grades Pre-k through 5.

Our staff has worked diligently to raise student achievement through the implementation of various literacy, science and math initiatives. These programs include small group literacy instruction by full-time, certified teachers, Science Fair, School-wide Writing Prompts, MAP testing, and educational field trips that link to content standards. We support teacher professional development through academic area coaches in reading, science, math and technology.

Because we value intentional, standards-based instruction, we ensure that our teachers have numerous opportunities for professional development and training in best practices. This year we implemented TAP (The System for Teacher and Student Advancement Program). This offers an avenue for on-going, site-based professional development and coaching.

As a result of the above initiatives, we have achieved academic growth in several content areas across grade-levels.

We foster positive school, parent and community relations through school-wide events such as the Principal's Writer's Luncheon, Literacy Night, Science Night, Exhibition, Artist Showcase and several musical performances.

Though we have the challenge of a transient community, Broad River Elementary strives for excellence.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	54	25
Percent satisfied with learning environment	62.1%	75.5%	91.7%
Percent satisfied with social and physical environment	62.1%	78.8%	83.3%
Percent satisfied with school-home relations	58.6%	86.5%	95.8%

\* 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 13 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

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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.7%	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 = 79.4% (Met or Exemplary)**

All Students	157	100	28.4	39.7	31.9	80.1	83.3	82.4	Yes	Yes
<b>Gender</b>										
Male	81	100	33.8	41.9	24.3	75.7	80.1	78.7	N/A	N/A
Female	76	100	22.4	37.3	40.3	85.1	86.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	64	100	21.7	41.7	36.7	85	93.3	88.9	Yes	Yes
African American	76	100	32.8	40.6	26.6	78.1	72.2	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	12	100	41.7	33.3	25	66.7	78.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	86.4	9.1	4.5	27.3	44.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	98	100	37.5	39.8	22.7	72.7	75.6	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	157	100	29.8	39.7	30.5	80.1	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	81	100	28.4	43.2	28.4	75.7	81.6	79.9	N/A	N/A
Female	76	100	31.3	35.8	32.8	85.1	84.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	64	100	21.7	40	38.3	90	93.2	88.9	Yes	Yes
African American	76	100	37.5	43.8	18.8	71.9	70.6	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	12	100	33.3	33.3	33.3	75	81.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	81.8	13.6	4.5	27.3	46.7	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	80	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	98	100	38.6	37.5	23.9	71.6	75.6	74.9	No	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	103	100	40.4	48.9	10.6	59.6	67.8	68.6
<b>Gender</b>								
Male	54	100	42.9	44.9	12.2	57.1	68.4	68.3
Female	49	100	37.8	53.3	8.9	62.2	67.3	68.9
<b>Racial/Ethnic Group</b>								
White	37	100	31.4	51.4	17.1	68.6	85.5	80.7
African American	53	100	52.2	43.5	4.3	47.8	49.5	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	56.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
<b>Disability Status</b>								
Disabled	15	100	N/AV	N/AV	N/AV	14.3	31.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	53.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	65	100	49.2	44.1	6.8	50.8	55.2	57.3
<b>Social Studies</b>								
All Students	106	100	34.4	50.5	15.1	65.6	71.9	72.5
<b>Gender</b>								
Male	52	100	40.4	42.6	17	59.6	72	72
Female	54	100	28.3	58.7	13	71.7	71.8	73.1
<b>Racial/Ethnic Group</b>								
White	47	100	31.8	50	18.2	68.2	85	81
African American	47	100	40.5	48.6	10.8	59.5	57.1	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	73.5
<b>Disability Status</b>								
Disabled	16	100	N/AV	N/AV	N/AV	21.4	37.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	62.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	65	100	44.6	42.9	12.5	55.4	61.7	62.9

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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	59	100	38.5	44.2	17.3	61.5	73.8	73.2	95.7	96.5
<b>Gender</b>										
Male	35	100	45.5	39.4	15.2	54.5	67.9	67.2	95.7	96.5
Female	24	100	26.3	52.6	21.1	73.7	79.9	79.4	95.8	96.6
<b>Racial/Ethnic Group</b>										
White	23	100	28.6	52.4	19	71.4	87.4	81.5	95.3	96.3
African American	32	100	44.4	44.4	11.1	55.6	59.1	61.3	96.2	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.5	87	96.4	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65	66.7	95.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	95.6	95.6
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	23.5	26	94.9	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63.1	65.7	96.5	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	40	100	45.9	37.8	16.2	54.1	62.7	63.2	95.7	96.4

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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>2010</b>	3	58	98.3	20.8	25	54.2	79.2
	4	51	100	23.9	45.7	30.4	76.1
	5	59	100	28.8	42.3	28.8	71.2
	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>2011</b>	3	44	100	30.2	25.6	44.2	69.8
	4	52	100	32.6	47.8	19.6	67.4
	5	61	100	23.1	44.2	32.7	76.9
	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
<b>Mathematics</b>							
<b>2010</b>	3	58	98.3	41.7	27.1	31.3	58.3
	4	51	100	21.7	45.7	32.6	78.3
	5	59	100	26.9	50	23.1	73.1
	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>2011</b>	3	44	100	39.5	25.6	34.9	60.5
	4	52	100	26.1	45.7	28.3	73.9
	5	61	100	25	46.2	28.8	75
	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>2010</b>	3	29	100	50	29.2	20.8	50
	4	51	100	36.2	57.4	6.4	63.8
	5	31	100	N/A	N/A	N/A	53.6
	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>2011</b>	3	22	100	36.4	45.5	18.2	63.6
	4	52	100	41.3	50	8.7	58.7
	5	29	100	42.3	50	7.7	57.7
	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

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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>2010</b>	3	28	100	50	45.8	4.2	50
	4	51	100	29.8	57.4	12.8	70.2
	5	28	100	N/A	N/A	N/A	45.8
	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>2011</b>	3	22	100	42.9	38.1	19	57.1
	4	52	100	32.6	58.7	8.7	67.4
	5	32	100	30.8	46.2	23.1	69.2
	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>2010</b>	3	56	100	40	38	22	60
	4	51	98	39.1	39.1	21.7	60.9
	5	59	100	28.8	55.8	15.4	71.2
	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>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	59	100	38.5	44.2	17.3	61.5
	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

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