



## BOUNDARY STREET ELEMENTARY

1406 Boundary Street  
Newberry, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	457 Students	
<b>Principal</b>	Timothy B. Hunter	803-321-2616
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Jody Hamm	803-276-7552

# 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>Good</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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

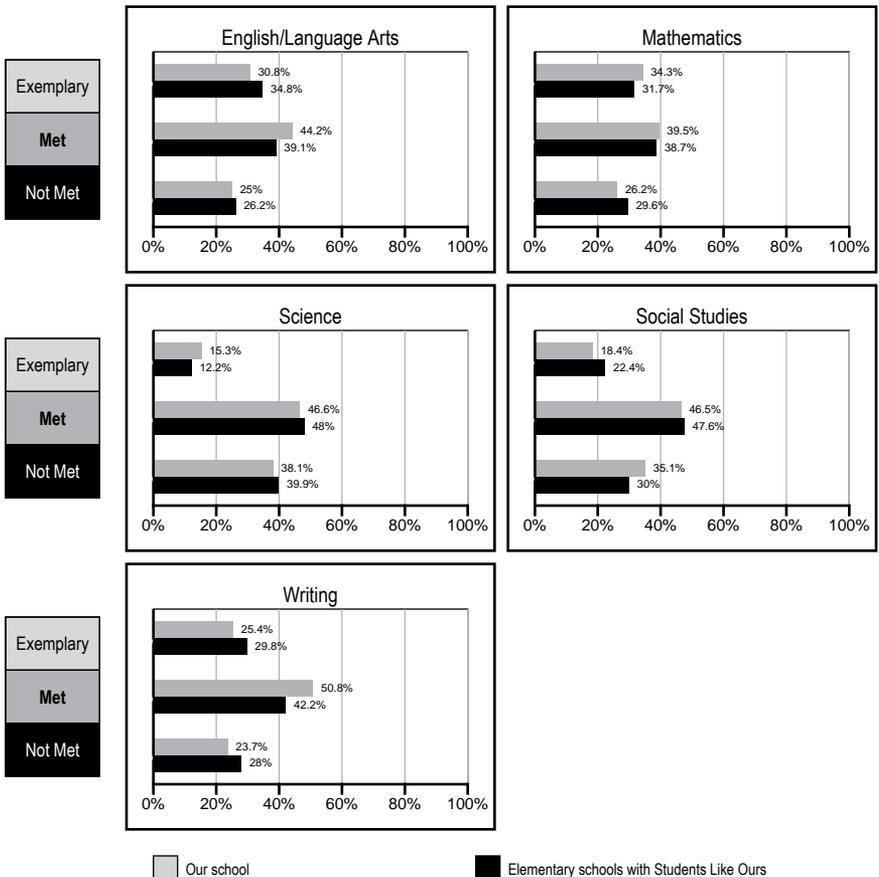
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	15	92	11	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=457)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.5%	100.0%	100.0%
Retention rate	1.3%	Down from 1.6%	1.3%	1.1%
Attendance rate	95.5%	No Change	95.9%	96.2%
Served by gifted and talented program	27.7%	Down from 31.0%	11.4%	13.4%
With disabilities other than speech	2.9%	Down from 11.9%	4.8%	4.1%
Older than usual for grade	0.9%	Down from 1.8%	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=34)</b>				
Teachers with advanced degrees	67.6%	Up from 63.2%	60.6%	62.5%
Continuing contract teachers	94.1%	Up from 86.8%	88.8%	88.2%
Teachers returning from previous year	84.0%	Up from 83.7%	87.4%	87.8%
Teacher attendance rate	94.1%	Up from 92.6%	94.9%	95.2%
Average teacher salary*	\$46,621	Up 3.6%	\$46,621	\$46,773
Professional development days/teacher	13.0 days	Up from 8.9 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 16.1 to 1	19.6 to 1	19.9 to 1
Prime instructional time	88.0%	Up from 85.9%	89.7%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,493	Down 1.2%	\$7,386	\$7,447
Percent of expenditures for instruction**	75.3%	Up from 74.7%	67.2%	68.4%
Percent of expenditures for teacher salaries**	72.0%	Up from 66.6%	64.4%	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

The mission of Boundary Street Elementary School is to develop students who will be competent, confident and caring citizens by providing diverse learning experiences in a nurturing environment. The 2010-2011 school year has been another phenomenal year here at Boundary Street Elementary School. We have implemented many new and innovative programs, expanded our numbers of students in our before and afterschool programs, and tremendously increased the number of students who qualify for our districts Gifted and Talented Program.

Our school will continue its pursuit for "Achieving Academic Excellence One Child at a Time." As we continue our journey, our students were active in Math Olympiads, Bowtie Club, WBZZ News Broadcast, Lab Bees, Step Team, Fifth Grade Ambassadors, Enrichment Clubs, Study Island Academy and the After-School Program.

In addition, we sent record numbers of teachers to conferences and workshops and purchased numerous amounts of equipment to enhance teaching and learning; as a result, this year we received the South Carolina Department of Education Positive Behavior Interventions and Supports (PBIS) Ribbon Award.

Professionally, our staff will work through professional learning teams and inquiry groups through a research-based structure. Goals will be established by each group to measure improvements of student achievement. These groups will allow teachers to work with other grade levels and to work with teachers of other specialties. Vertical and horizontal articulation of instruction and standards will be the focus of all professional development.

In the 2011–12 school year, our focus will remain on professional learning and application of knowledge. In addition to professional engagement through inquiry, a continuation of data analysis and collaboration will drive our efforts in order for us to continue to live our vision of "Achieving Academic Excellence One Child at a Time!"

Finally, I have really enjoyed the several years as principal of Boundary Street Elementary School and it has been my pleasure to serve at such a great institution which has really grown tremendously in terms of fulfilling our school's mission.

Timothy Hunter, Principal  
Katherine Barnett, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	62	41
Percent satisfied with learning environment	100.0%	90.2%	92.3%
Percent satisfied with social and physical environment	100.0%	95.2%	94.9%
Percent satisfied with school-home relations	70.0%	90.3%	92.5%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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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

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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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 = 79.4% (Met or Exemplary)**

All Students	190	100	25.6	43.8	30.7	84.1	76.6	82.4	Yes	Yes
<b>Gender</b>										
Male	100	100	33.3	40.9	25.8	78.5	70.3	78.7	N/A	N/A
Female	90	100	16.9	47	36.1	90.4	83.2	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	52	100	24.5	24.5	51	85.7	85.7	88.9	Yes	Yes
African American	97	100	29.3	51.1	19.6	81.5	65.5	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	39	100	17.6	52.9	29.4	88.2	76.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	63.3	30	6.7	46.7	43.2	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	35	100	18.8	50	31.3	87.5	74.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	153	100	28.8	48.9	22.3	81.3	69.9	75.4	Yes	Yes

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

All Students	190	100	26.7	39.8	33.5	82.4	80.2	81.9	Yes	Yes
<b>Gender</b>										
Male	100	100	31.2	31.2	37.6	79.6	76.5	79.9	N/A	N/A
Female	90	100	21.7	49.4	28.9	85.5	83.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	52	100	18.4	24.5	57.1	87.8	88.5	88.9	Yes	Yes
African American	97	100	34.8	48.9	16.3	75	69	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	39	100	17.6	38.2	44.1	94.1	83.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	66.7	23.3	10	50	48.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	35	100	15.6	40.6	43.8	93.8	82.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	153	100	32.4	41.7	25.9	79.1	74	74.9	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	129	100	38	47.1	14.9	62	64.8	68.6
<b>Gender</b>								
Male	65	100	35.5	50	14.5	64.5	62.5	68.3
Female	64	100	40.7	44.1	15.3	59.3	67.2	68.9
<b>Racial/Ethnic Group</b>								
White	33	100	15.6	56.3	28.1	84.4	80.8	80.7
African American	65	100	49.2	42.6	8.2	50.8	45.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	30	100	40.7	48.1	11.1	59.3	64.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	25	100	N/AV	N/AV	N/AV	39.1	30	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	26	100	44	48	8	56	62.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	104	100	44.8	44.8	10.4	55.2	54.4	57.3
<b>Social Studies</b>								
All Students	128	100	36.8	45.3	17.9	63.2	66.8	72.5
<b>Gender</b>								
Male	69	100	35.5	48.4	16.1	64.5	64	72
Female	59	100	38.2	41.8	20	61.8	69.6	73.1
<b>Racial/Ethnic Group</b>								
White	31	100	24.1	34.5	41.4	75.9	77.3	81
African American	72	100	42.6	51.5	5.9	57.4	52.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	24	100	35	40	25	65	70.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	23	100	47.6	47.6	4.8	52.4	39.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	22	100	36.8	36.8	26.3	63.2	71.6	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	109	100	38.8	49	12.2	61.2	59.5	62.9

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	65	98.5	23.7	50.8	25.4	76.3	67.6	73.2	95.5	95.8
<b>Gender</b>										
Male	31	100	31	48.3	20.7	69	59.9	67.2	95.4	95.7
Female	34	97.1	16.7	53.3	30	83.3	75.8	79.4	95.6	96
<b>Racial/Ethnic Group</b>										
White	22	95.5	10.5	42.1	47.4	89.5	79.1	81.5	95.3	95.9
African American	29	100	35.7	53.6	10.7	64.3	52.5	61.3	95.7	95.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	97.1	96.2
Hispanic	12	100	18.2	63.6	18.2	81.8	69	66.7	95.1	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	92.7	95.7
<b>Disability Status</b>										
Disabled	7	I/S	I/S	I/S	I/S	I/S	25.3	26	94.6	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	94.8
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	65.3	65.7	95.5	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	47	97.9	34.1	56.1	9.8	65.9	57	63.2	95.3	95.3

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>2010</b>	3	70	100	42.9	38.1	19	57.1
	4	63	98.4	35	36.7	28.3	65
	5	64	96.9	18.3	51.7	30	81.7
	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	56	100	20.8	39.6	39.6	79.2
	4	67	100	32.8	47.5	19.7	67.2
	5	67	100	22.6	43.5	33.9	77.4
	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
<b>Mathematics</b>							
<b>2010</b>	3	70	100	49.2	36.5	14.3	50.8
	4	63	98.4	30	38.3	31.7	70
	5	64	96.9	16.7	40	43.3	83.3
	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	56	100	26.4	28.3	45.3	73.6
	4	67	100	27.9	50.8	21.3	72.1
	5	67	100	25.8	38.7	35.5	74.2
	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>Science</b>							
<b>2010</b>	3	36	100	71.9	21.9	6.3	28.1
	4	62	100	42.6	50.8	6.6	57.4
	5	31	100	26.7	63.3	10	73.3
	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	28	100	33.3	40.7	25.9	66.7
	4	67	100	45.9	45.9	8.2	54.1
	5	34	100	27.3	54.5	18.2	72.7
	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	34	100	61.3	32.3	6.5	38.7
	4	62	100	39.3	49.2	11.5	60.7
	5	31	100	35.5	48.4	16.1	64.5
	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>2011</b>	3	28	100	34.6	42.3	23.1	65.4
	4	67	100	37.7	49.2	13.1	62.3
	5	33	100	36.7	40	23.3	63.3
	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>2010</b>	3	69	97.1	52.4	30.2	17.5	47.6
	4	63	100	37.7	45.9	16.4	62.3
	5	63	95.2	27.1	44.1	28.8	72.9
	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>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	65	98.5	23.7	50.8	25.4	76.3
	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

Abbreviations for Missing Data

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