



Beech Hill Elementary

1001 Beech Hill Road
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	989 Students	
Principal	Rene' Wyatt Harris	843-821-3970
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	At-Risk
2007	Good	Average
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

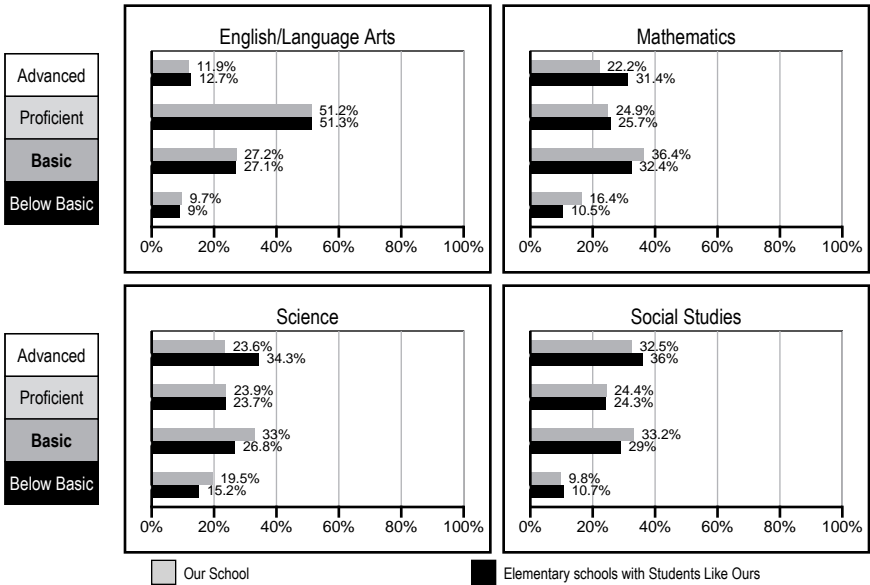
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 91.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	21	2	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=989)				
First graders who attended full-day kindergarten	100.0%	Up from 98.9%	100.0%	100.0%
Retention rate	1.4%	Down from 1.7%	1.5%	2.3%
Attendance rate	96.7%	Up from 96.3%	96.7%	96.3%
Eligible for gifted and talented	21.0%	Up from 16.5%	23.4%	10.4%
With disabilities other than speech	5.0%	Up from 4.3%	5.5%	7.5%
Older than usual for grade	0.1%	Down from 0.6%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Up from 0.7%	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	46.0%	Down from 52.3%	61.8%	56.7%
Continuing contract teachers	66.7%	Up from 60.0%	79.2%	77.3%
Teachers with emergency or provisional certificates	2.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	80.4%	Down from 85.3%	88.2%	86.4%
Teacher attendance rate	95.7%	Up from 94.8%	94.8%	94.9%
Average teacher salary	\$40,959	Down 1.5%	\$47,699	\$45,345
Professional development days/teacher	11.1 days	Down from 12.6 days	10.8 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 17.9 to 1	19.9 to 1	18.5 to 1
Prime instructional time	91.1%	Up from 89.7%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,416	No Change	\$6,491	\$7,052
Percent of expenditures for instruction*	66.6%	Up from 64.9%	70.5%	69.1%
Percent of expenditures for teacher salaries*	64.0%	Up from 61.7%	65.3%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Leading the Way to Lifelong Learning is the mission of Beech Hill Elementary. Our community aims to create a place that promotes rigor through high expectations, relevance through meaningful experiences and relationships through team-building initiatives. As we lead the way to lifelong learning, we strive to lead the way to excellence. This framework drives our actions even as we struggle to address the challenge of an annual increased enrollment. This mushroom in student population also yields the challenge of higher teacher-student ratios and greater diversity in student needs. Merit is recognized and celebrated in many ways at Beech Hill. State recognition and awards include: Exemplary Writing Award (2005-2007), Red Carpet School Award (2005-2008), Closing the Achievement Gap School Award (2007) and The South Carolina Department of Education Gender Initiatives Award (2007).

At Beech Hill, we set high expectations. Our instructional teams work to deliver rigor to the learning experience with varied approaches. Practices include the implementation of Explicit Direct Instruction (EDI), a balanced Literacy Model and technology integration. These district initiatives are fully-functional because of the equitable and systematic distribution of resources and comprehensive staff development and training.

At Beech Hill, we strengthen instruction by making learning relevant. The use of SMART Board technology, video-streaming, and computer software help our children to make real world connections. Targeted instruction that addresses students' unique learning blueprints has been strengthened by the use of multiple data sources. Results from MAP, DRA, and DIBELS give teachers tools to gauge needs and growth. Interventions like RTI provide additional support for delayed literacy development. GATE instruction and the Brain Boosters program provide ways to develop critical thinking skills. The Single-Gender program, specifically geared to address the learning differences of boys and girls, adds another layer of differentiation to our school.

At Beech Hill, we are committed to developing the whole child with positive relationships. Based on the ideas from integrated thematic instruction (ITI) and positive behavior intervention support (PBIS), we strive to provide a nurturing atmosphere where all children can shine. We promote citizenship through our BEAMERS program as we recognize and celebrate stellar behavior. Our student council program promotes leadership and service learning. Initiatives like food and clothing drives, Relay for Life, Jump Rope for Heart, A Day of Caring and the Green Team Recycling promote student and community interaction. We work to build strong relationships with our adult stakeholders too. Staff members work to model collaboration through professional learning community initiatives. Our PTA, School Improvement Council and Partners in Education organizations support school-wide projects. Family involvement in events like Grandparents' Night, Fall Festival and Math and Science Nights continue to grow.

Through rigor, relevance and relationships, Beech Hill is leading the way to lifelong learning and excellence. It's our time to shine.

Babette Hamilton, Principal
Patti Girone, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	145	130
Percent satisfied with learning environment	100.0%	87.6%	92.1%
Percent satisfied with social and physical environment	100.0%	85.3%	91.4%
Percent satisfied with school-home relations	100.0%	90.1%	90.6%

* 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

NO

This school met 19 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

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. Sanction: Implement the restructuring plan.
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	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	468	100	9.5	26.8	50.6	13.1	74.9	57.8	48.2	Yes	Yes
Gender											
Male	245	100	12.7	30.1	50	7.2	69.5	50.7	41.7	N/A	N/A
Female	223	100	6	23.3	51.2	19.5	80.9	65.6	55	N/A	N/A
Racial/Ethnic Group											
White	335	100	6.8	23.2	54.5	15.5	81.4	65.8	60	Yes	Yes
African American	111	100	18.7	38.3	35.5	7.5	54.2	41.1	31.7	Yes	Yes
Asian/Pacific Islander	11	100	10	20	60	10	80	72.3	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	45	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
Disability Status											
Disabled	45	100	37.8	28.9	20	13.3	42.2	21.9	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	112	100	26.4	37.7	31.1	4.7	49.1	40.7	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	468	100	16.2	35.9	24.6	23.3	60.3	49.8	45.8	Yes	Yes
Gender											
Male	245	100	16.5	36.4	23.7	23.3	60.2	50.5	45.6	N/A	N/A
Female	223	100	15.8	35.3	25.6	23.3	60.5	49.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	335	100	9.6	32.8	29.4	28.2	70.3	59.9	59	Yes	Yes
African American	111	100	36.4	44.9	10.3	8.4	29	28.3	26.9	No	Yes
Asian/Pacific Islander	11	100	20	40	20	20	60	67.1	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
Disability Status											
Disabled	45	100	35.6	28.9	13.3	22.2	42.2	21.7	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	112	100	38.7	34.9	16	10.4	34	32	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	314	100	19.2	32.5	23.5	24.8	48.3	42	35.7	96.7	96.1
Gender											
Male	155	100	18.7	32	20.7	28.7	49.3	45.1	37.4	96.5	95.9
Female	159	100	19.7	32.9	26.3	21.1	47.4	38.7	33.8	96.9	96.3
Racial/Ethnic Group											
White	218	100	12.9	31.4	27.1	28.6	55.7	52.4	49.2	96.7	96
African American	79	100	39.5	36.8	10.5	13.2	23.7	20.7	17	96.9	96.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	95.3	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	27.1	24.9	97.3	96.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	96.2	95.8
Disability Status											
Disabled	27	100	25.9	33.3	18.5	22.2	40.7	21.6	14	95.7	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	93.3	96.5
Socio-Economic Status											
Subsided meals	75	100	39.4	32.4	16.9	11.3	28.2	24.5	21.1	96.4	95.3
Social Studies											
All Students	309	100	9.7	32.8	24.1	33.4	57.5	43.2	34	96.7	96.1
Gender											
Male	172	100	10.9	31.5	23.6	33.9	57.6	46.4	36.6	96.5	95.9
Female	137	100	8.2	34.3	24.6	32.8	57.5	39.7	31.3	96.9	96.3
Racial/Ethnic Group											
White	225	100	8.3	29.5	24.4	37.8	62.2	51	44.5	96.7	96
African American	71	100	13	42	27.5	17.4	44.9	25.8	19.1	96.9	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	95.3	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	32.8	27.5	97.3	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	96.2	95.8
Disability Status											
Disabled	32	100	31.3	28.1	15.6	25	40.6	20.9	14.4	95.7	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	93.3	96.5
Socio-Economic Status											
Subsided meals	72	100	21.7	37.7	17.4	23.2	40.6	26.5	21	96.4	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	148	98.7	4.4	20	48.9	26.7	75.6
	4	151	100	3.5	36.9	45.4	14.2	59.6
	5	156	100	13.2	29.9	50.7	6.3	56.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	159	100	5.9	18.4	57.9	17.8	75.7
	4	157	100	9.9	26.3	51.3	12.5	63.8
	5	152	100	12.9	36.1	42.2	8.8	51
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	148	99.3	11	46.3	30.1	12.5	42.6
	4	151	100	12.8	36.9	26.2	24.1	50.4
	5	156	100	13.2	46.5	22.9	17.4	40.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	159	100	16.4	41.4	24.3	17.8	42.1
	4	157	100	16.4	34.2	23	26.3	49.3
	5	152	100	15.6	32	26.5	25.9	52.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	75	98.7	17.9	40.3	23.9	17.9	41.8
	4	151	100	16.3	25.5	27	31.2	58.2
	5	77	100	17.4	29	23.2	30.4	53.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	81	100	18.4	31.6	34.2	15.8	50
	4	155	100	16	34.7	20	29.3	49.3
	5	78	100	26.3	28.9	19.7	25	44.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	73	100	4.3	36.2	36.2	23.2	59.4
	4	151	100	7.1	39	20.6	33.3	53.9
	5	79	100	16	45.3	16	22.7	38.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	78	100	5.3	26.3	34.2	34.2	68.4
	4	156	100	9.9	30.5	23.2	36.4	59.6
	5	75	100	13.9	44.4	15.3	26.4	41.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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