



Battery Park Elementary

1467 Battery Park Road
Nesmith, South Carolina

Grades	PK-6 Elementary School	
Enrollment	224 Students	
Principal	Lee Roy Campbell, Jr.	843-558-5233
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mr. James Darby	843-387-5472

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 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 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

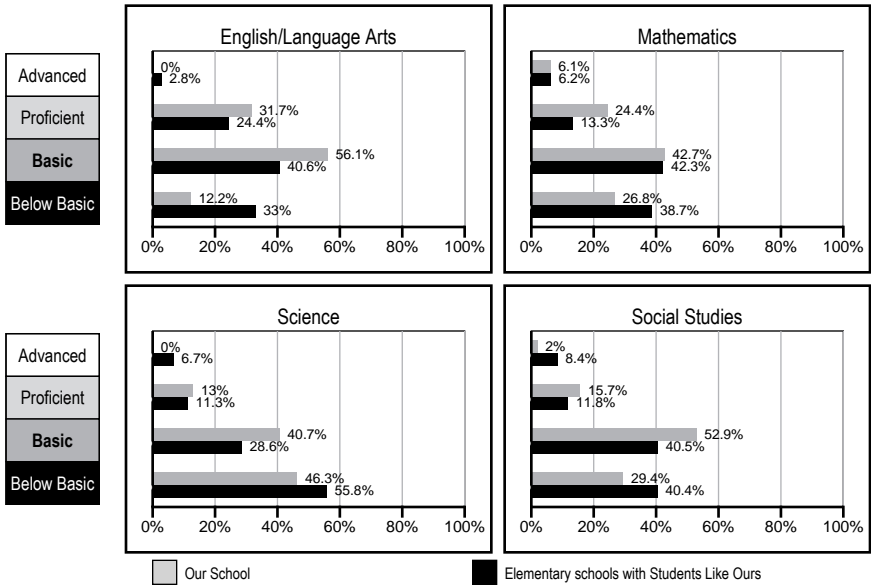
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	29	44

* 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=224)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	9.2%	Up from 2.1%	3.1%	2.3%
Attendance rate	97.5%	Up from 96.5%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 4.7%	2.5%	10.4%
With disabilities other than speech	10.8%	Down from 10.9%	7.6%	7.5%
Older than usual for grade	5.0%	Up from 2.5%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	56.3%	Up from 53.3%	52.9%	56.7%
Continuing contract teachers	87.5%	Down from 93.3%	66.7%	77.3%
Teachers with emergency or provisional certificates	6.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	84.3%	Up from 76.9%	81.4%	86.4%
Teacher attendance rate	93.4%	Down from 94.7%	95.0%	94.9%
Average teacher salary	\$42,880	Down 0.1%	\$43,557	\$45,345
Professional development days/teacher	17.2 days	Up from 12.0 days	13.5 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 22.2 to 1	16.1 to 1	18.5 to 1
Prime instructional time	89.2%	Up from 88.5%	89.4%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,228	Down 9.6%	\$8,417	\$7,052
Percent of expenditures for instruction*	66.9%	Up from 62.9%	68.5%	69.1%
Percent of expenditures for teacher salaries*	59.9%	Up from 57.0%	60.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Teachers continue to follow a standards-driven curriculum and use a variety of instructional delivery methods to accommodate the diverse learning needs of their students. Effective writing and problem solving strategies are implemented across the curriculum. While teachers use technology as an instructional delivery enhancement tool, they also use technology as a training tool for students. They believe that if students are provided the opportunity to use the technology, then they will be better prepared to meet the challenges of a technology-driven society.

The after-school programs at the school are utilized as a gateway into helping our students better understand the curriculum information. The students are provided assistance to help them enhance their academic performance. Additionally, we are a South Carolina Reading First School that provides a literacy coach and a reading intervention specialist, who both work with individual and student groups to help build students' reading skills. The five components of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are emphasized throughout grades K-3.

In addition, we were able to provide students in grades 3-6 with an academic intervention assistant to help the teachers improve performance and increase test scores.

TBS (Therapeutic Behavioral Services) teachers, as well as the Child Development Educational Pilot Program (CDEPP) entered into their second year and showed much academic promise for our 3 and 4 year olds.

Other programs and activities that we use to prepare our students include the Parenting Program, the BPE Pageant, and an Inspirational Dance Team. Our Foster Grandparents Program through the local Vital Aging Commission allows our older generation to pass knowledge and character to our younger generation. We believe that these programs and activities help to build our children's character and prepare them to survive in a constantly changing and diverse world.

Battery Park Elementary was a family oriented environment that was dedicated to producing life-long learners and productive citizens. We hope we met our potential as a safe, academically excellent learning center that closed the gap in educational progress and was a service to the community.

Lee Roy Campbell, Jr., Principal
 Sarah Boyd, School Improvement Council, Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	15	15
Percent satisfied with learning environment	93.3%	85.7%	73.3%
Percent satisfied with social and physical environment	100.0%	80.0%	73.3%
Percent satisfied with school-home relations	93.3%	93.3%	86.7%

* 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 13 out of 13 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.0%	0.0%	No
Student attendance rate	97.5%	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	93	98.9	13.2	54.9	28.6	3.3	47.3	36.2	48.2	Yes	Yes
Gender											
Male	49	100	10.4	62.5	22.9	4.2	45.8	30.4	41.7	N/A	N/A
Female	44	97.7	16.3	46.5	34.9	2.3	48.8	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.1	60	I/S	I/S
African American	93	98.9	13.2	54.9	28.6	3.3	47.3	35.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	27	96.3	34.6	50	3.8	11.5	26.9	13.2	16	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	86	98.8	14.3	57.1	25	3.6	44	35	34	Yes	Yes

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

All Students	93	98.9	29.7	39.6	24.2	6.6	40.7	30.8	45.8	Yes	Yes
Gender											
Male	49	100	31.3	31.3	27.1	10.4	43.8	29.6	45.6	N/A	N/A
Female	44	97.7	27.9	48.8	20.9	2.3	37.2	32.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	59	I/S	I/S
African American	93	98.9	29.7	39.6	24.2	6.6	40.7	30.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	27	96.3	61.5	19.2	15.4	3.8	19.2	9.1	17.1	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	86	98.8	31	39.3	22.6	7.1	40.5	30.1	31.4	Yes	Yes

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

Abbreviations for Missing Data

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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	63	100	46.8	37.1	12.9	3.2	16.1	15.3	35.7	97.5	96.5
Gender											
Male	34	100	39.4	45.5	12.1	3	15.2	15.3	37.4	97.6	96.3
Female	29	100	55.2	27.6	13.8	3.4	17.2	15.4	33.8	97.5	96.8
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.2	49.2	N/A	94.2
African American	63	100	46.8	37.1	12.9	3.2	16.1	14.7	17	97.6	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	94.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.9	N/A	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	95	95.3
Disability Status											
Disabled	18	100	72.2	11.1	5.6	11.1	16.7	6.1	14	97.7	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	97.4
Socio-Economic Status											
Subsided meals	59	100	46.6	39.7	10.3	3.4	13.8	14.3	21.1	97.6	96.5
Social Studies											
All Students	58	100	34.5	50	13.8	1.7	15.5	14.1	34	97.5	96.5
Gender											
Male	31	100	29	51.6	16.1	3.2	19.4	14.1	36.6	97.6	96.3
Female	27	100	40.7	48.1	11.1	0	11.1	14.1	31.3	97.5	96.8
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.4	44.5	N/A	94.2
African American	58	100	34.5	50	13.8	1.7	15.5	13.4	19.1	97.6	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	94.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	27.5	N/A	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	95	95.3
Disability Status											
Disabled	17	100	64.7	35.3	0	0	0	4.5	14.4	97.7	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	97.4
Socio-Economic Status											
Subsided meals	53	100	35.8	50.9	11.3	1.9	13.2	13.2	21	97.6	96.5

* Adj - 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

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	27	100	14.8	51.9	33.3	0	33.3	
	4	25	100	17.4	65.2	13	4.3	17.4	
	5	19	100	52.6	26.3	15.8	5.3	21.1	
	6	33	100	29	48.4	19.4	3.2	22.6	
	7	N/A	N/AV	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	N/AV
2008	3	25	100	0	45.8	50	4.2	54.2	
	4	27	100	22.2	48.1	29.6	0	29.6	
	5	21	100	19	61.9	14.3	4.8	19	
	6	20	95	10.5	68.4	15.8	5.3	21.1	
	7	N/A	I/S	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	I/S
Mathematics									
2007	3	27	100	33.3	63	3.7	0	3.7	
	4	25	100	39.1	47.8	13	0	13	
	5	19	100	26.3	57.9	10.5	5.3	15.8	
	6	33	100	22.6	58.1	19.4	0	19.4	
	7	N/A	N/AV	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	N/AV
2008	3	25	100	33.3	54.2	12.5	0	12.5	
	4	27	100	29.6	48.1	14.8	7.4	22.2	
	5	21	100	28.6	23.8	38.1	9.5	47.6	
	6	20	95	26.3	26.3	36.8	10.5	47.4	
	7	N/A	I/S	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	I/S
Science									
2007	3	16	100	58.3	41.7	0	0	0	
	4	25	100	71.4	19	4.8	4.8	9.5	
	5	12	100	88.9	11.1	0	0	0	
	6	18	100	50	50	0	0	0	
	7	N/A	N/AV	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	N/AV
2008	3	15	100	42.9	35.7	14.3	7.1	21.4	
	4	27	100	55.6	25.9	18.5	0	18.5	
	5	10	I/S	I/S	I/S	I/S	I/S	I/S	
	6	11	100	36.4	54.5	0	9.1	9.1	
	7	N/A	I/S	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	I/S
Social Studies									
2007	3	15	100	45.5	54.5	0	0	0	
	4	25	100	42.9	57.1	0	0	0	
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	19	100	23.1	76.9	0	0	0	
	7	N/A	N/AV	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	N/AV
2008	3	10	I/S	I/S	I/S	I/S	I/S	I/S	
	4	27	100	40.7	37	18.5	3.7	22.2	
	5	11	100	36.4	63.6	0	0	0	
	6	10	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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