



SC Annual School Report Card Summary

Battery Park Elementary
Williamsburg

Grades: PK-6

Enrollment: 224

Principal: Lee Roy Campbell, Jr.

Superintendent: Ralph C. Fennell, Jr.

Board Chair: Mr. James Darby

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Below Average	Excellent	TBD	Met	N/A
2007	Below Average	At-Risk	N/A	Not Met	N/A
2006	Below Average	At-Risk	Gold	Met	N/A

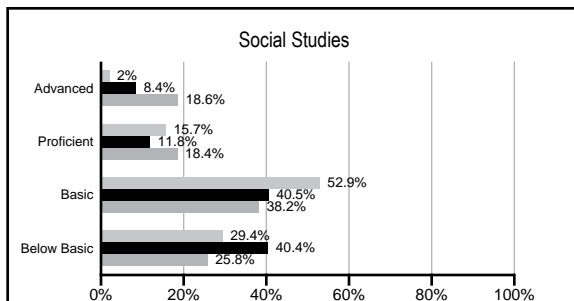
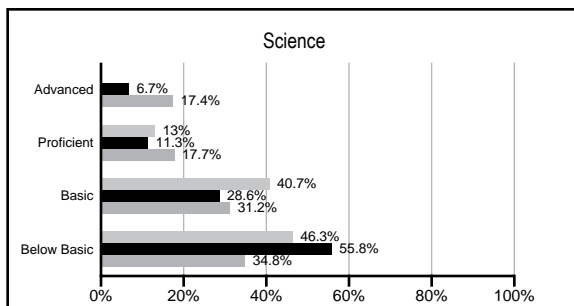
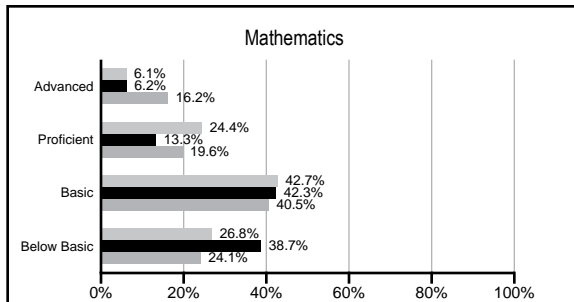
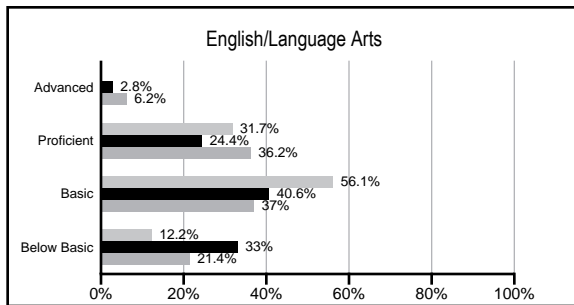
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	4	4	29	44

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Battery Park Elementary [Williamsburg]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=224)				
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%
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
Classes not taught by highly qualified teachers	11.0%	Up from 9.7%	1.9%	0.0%
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
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%
% of AYP objectives met	100.0%		66.7%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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