



BEECH HILL ELEMENTARY

1001 Beech Hill Road
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	1,098 Students	
Principal	Rene' Wyatt Harris	843-821-3970
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent*
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	Average

* The School's 2011 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 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

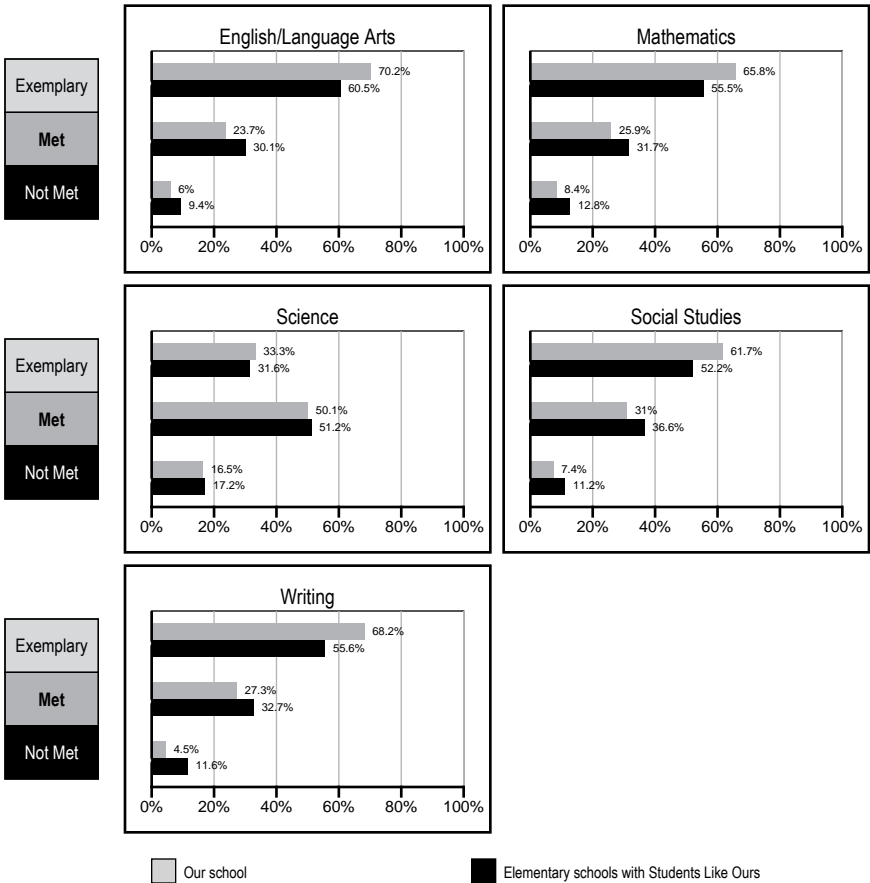
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	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
Students (n=1,098)				
First graders who attended full-day kindergarten	100.0%	No Change	98.4%	100.0%
Retention rate	0.4%	Up from 0.2%	0.5%	1.1%
Attendance rate	96.1%	No Change	96.7%	96.2%
Served by gifted and talented program	31.0%	Up from 26.5%	31.0%	13.4%
With disabilities other than speech	1.2%	Down from 5.0%	3.0%	4.1%
Older than usual for grade	0.2%	Up from 0.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.7%	0.0%	0.0%
Teachers (n=65)				
Teachers with advanced degrees	50.8%	Up from 50.7%	63.0%	62.5%
Continuing contract teachers	89.2%	Up from 80.6%	92.1%	88.2%
Teachers returning from previous year	90.8%	Up from 84.6%	91.0%	87.8%
Teacher attendance rate	95.4%	Up from 94.6%	95.2%	95.2%
Average teacher salary*	\$44,509	Down 0.6%	\$48,638	\$46,773
Professional development days/teacher	11.6 days	Up from 10.5 days	9.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 20.9 to 1	21.4 to 1	19.9 to 1
Prime instructional time	91.0%	Up from 89.8%	91.2%	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**	\$6,033	Down 7.6%	\$6,424	\$7,447
Percent of expenditures for instruction**	67.2%	Up from 66.6%	69.9%	68.4%
Percent of expenditures for teacher salaries**	66.0%	Up from 64.6%	68.7%	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

The Beacon beams brightly in the Beech Hill harbor to lead the way to lifelong learning. Excellence, leadership and empowerment are at the helm of our mission as the guiding light beckons us toward our goal. We aim to meet the needs of the "whole child" by providing enriched and meaningful experiences. As a PBIS Ribbon School, we delight in our positive, cooperative and nurturing learning environment.

Like many schools in our district, we face challenges. We operate with fewer funds, tackle new initiatives and address the obstacles of rapidly increasing student enrollment. But armed with a formidable PTA Board, a fully-engaged School Improvement Council, and a host of dedicated teachers, parents and community stakeholders, our school continues to radiate and develop into a brilliant community.

In addition to the pursuit of academic excellence, we have targeted four facets of lifelong learning to develop in our students through our Lighthouse initiatives. We want our students to communicate through and appreciate the arts, act responsibly toward the environment, value themselves and their community and apply technology and innovation to expand their horizons.

The "Beacon Experience" provides many ways to help cultivate a variety of skills and lifelong applications. Through after-school clubs, students can explore juggling, visual arts, sign language, cheerleading, choral music and drama. Clubs like "Fit at the Beech", Robotics and Recycling help to promote self-awareness and self-esteem. Programs such as "Flag Bearers," Student Leadership Council, BHS Morning Show and the PBIS Safety Patrol help students develop and apply leadership skills.

Recognition for Honor Roll, All Readers on Deck, PBIS "Shine" tickets, Terrific Kids, Jump Rope for Heart, BoxTops Winners, Perfect Attendance, PIE Awards, Field Day, academic bowls and writing contests give Beacons opportunities to feel valued and successful.

Programs like Beacon Buddies, Strands on the "Beech", Cultural Arts Week, PTA Reflections, Career Day, Career Shadow Day, Big Fox/Little Fox Mentoring, the HOUSE Awards and Tied to Brightness help our school to build community ties. Projects including Hats for Haiti, Day of Caring, Veterans Day celebrations, Market Day, Camp Read and Write, and SMART Night help students explore service learning and career options. Events like Seuss-ah-Palooza, Special Olympics and Relay for Life help students to expand their appreciation for cultural differences.

Our Beacons beam brightly to lead the way to lifelong learning. Our love of learning and spirit of community make Beech Hill a safe harbor for shining success.

René Wyatt Harris, Principal Dana Scott, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	199	115
Percent satisfied with learning environment	100.0%	87.4%	89.3%
Percent satisfied with social and physical environment	100.0%	87.8%	90.4%
Percent satisfied with school-home relations	98.2%	87.9%	88.7%

* 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 21 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. 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	555	98.9	5.7	23.6	70.7	97.7	88.8	82.4	Yes	Yes
Gender										
Male	247	99.2	6	27.8	66.2	97	86	78.7	N/A	N/A
Female	308	98.7	5.6	20.1	74.3	98.3	91.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	395	99.2	3.4	21.2	75.3	98.7	92.7	88.9	Yes	Yes
African American	110	98.2	15.2	36.4	48.5	93.9	81.5	72.9	Yes	Yes
Asian/Pacific Islander	18	100	5.9	5.9	88.2	94.1	93.3	93	I/S	I/S
Hispanic	22	95.5	5.3	26.3	68.4	100	88	79.3	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
Disability Status										
Disabled	51	98	27.7	25.5	46.8	87.2	58.6	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	161	98.1	14	28.7	57.3	94.4	82.5	75.4	Yes	Yes

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

All Students	555	99.1	8.2	26.2	65.6	95.4	90.3	81.9	Yes	Yes
Gender										
Male	247	99.2	6.8	27.4	65.8	95.7	88.6	79.9	N/A	N/A
Female	308	99	9.3	25.3	65.4	95.2	91.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	395	99.2	5.8	22.3	71.9	97.1	94.6	88.9	Yes	Yes
African American	110	98.2	18.2	44.4	37.4	88.9	81.8	71.4	Yes	Yes
Asian/Pacific Islander	18	100	5.9	11.8	82.4	94.1	96.5	94.6	I/S	I/S
Hispanic	22	100	10	25	65	95	90.2	81.1	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
Disability Status										
Disabled	51	100	27.1	37.5	35.4	79.2	61.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	88.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	161	98.1	16.1	40.6	43.4	89.5	84.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	372	99.5	16.1	49.3	34.6	83.9	77.2	68.6
Gender								
Male	165	98.8	15.9	44.6	39.5	84.1	76.2	68.3
Female	207	100	16.3	53.1	30.6	83.7	78.3	68.9
Racial/Ethnic Group								
White	264	99.6	9.5	50.2	40.3	90.5	86.2	80.7
African American	75	98.7	44.8	41.8	13.4	55.2	60.8	51.4
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	91	85.3
Hispanic	14	100	21.4	42.9	35.7	78.6	71.8	61.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	83.6	70.8
Disability Status								
Disabled	35	100	36.4	30.3	33.3	63.6	43.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	59.2	60.7
Socio-Economic Status								
Subsidized meals	106	99.1	33.7	48.4	17.9	66.3	65.5	57.3
Social Studies								
All Students	366	99.5	7.3	31.5	61.2	92.7	81.4	72.5
Gender								
Male	167	98.8	7.1	29.2	63.6	92.9	81.2	72
Female	199	100	7.4	33.3	59.3	92.6	81.6	73.1
Racial/Ethnic Group								
White	260	99.6	5.2	28.6	66.1	94.8	86.9	81
African American	74	98.7	13.6	48.5	37.9	86.4	70.6	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	16	100	14.3	28.6	57.1	85.7	78.6	69.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	91.5	73.5
Disability Status								
Disabled	28	100	28	40	32	72	49.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.1	69.7
Socio-Economic Status								
Subsidized meals	106	99.1	14	44.1	41.9	86	71.6	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
Writing										
All Students	210	97.6	4.1	27.4	68.5	95.9	82.3	73.2	96.1	95.8
Gender										
Male	98	98	8.7	27.2	64.1	91.3	77.2	67.2	96.1	95.7
Female	112	97.3	N/AV	N/AV	N/AV	100	87.4	79.4	96.2	95.8
Racial/Ethnic Group										
White	154	97.4	2.8	28.3	69	97.2	89.2	81.5	95.9	95.5
African American	36	97.2	12.1	33.3	54.5	87.9	71.1	61.3	96.8	96.1
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	84.8	87	96.7	96.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.8	66.7	96.5	95.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	72.2	95.2	94.9
Disability Status										
Disabled	18	83.3	38.5	38.5	23.1	61.5	34.9	26	95	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	66.2	65.7	97.7	96.1
Socio-Economic Status										
Subsidized meals	60	96.7	11.1	37	51.9	88.9	71.5	63.2	95.4	95.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	177	98.3	10.2	13.9	75.9	89.8
	4	196	98.5	7.5	25.3	67.2	92.5
	5	179	98.9	10.5	29.2	60.2	89.5
	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
2011	3	161	98.1	8.7	12.7	78.7	91.3
	4	185	98.9	3.5	20.9	75.6	96.5
	5	208	99.5	5.5	34.2	60.3	94.5
	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
Mathematics							
2010	3	177	98.3	15.1	21.1	63.9	84.9
	4	196	98.5	9.1	33.9	57	90.9
	5	179	98.9	20.5	35.1	44.4	79.5
	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
2011	3	161	98.8	15.2	22.5	62.3	84.8
	4	185	98.9	2.9	27.3	69.8	97.1
	5	208	99.5	7.5	27.6	64.8	92.5
	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
Science							
2010	3	86	98.8	19.5	42.7	37.8	80.5
	4	192	100	17.2	54.3	28.5	82.8
	5	87	98.9	14.5	53	32.5	85.5
	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
2011	3	82	100	25.3	41.8	32.9	74.7
	4	185	98.9	11.6	51.2	37.2	88.4
	5	104	100	16.8	52.5	30.7	83.2
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	90	100	10.6	31.8	57.6	89.4
	4	192	100	9.7	48.6	41.6	90.3
	5	90	98.9	19.8	38.4	41.9	80.2
	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
2011	3	79	100	6.8	27	66.2	93.2
	4	183	98.9	5.9	32.9	61.2	94.1
	5	103	100	10.2	31.6	58.2	89.8
	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
Writing							
2010	3	176	97.7	11	29.9	59.1	89
	4	197	97.5	10.3	27.6	62.2	89.7
	5	178	99.4	7.1	24.7	68.2	92.9
	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
2011	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	210	97.6	4.1	27.4	68.5	95.9
	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

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