



Boundary Street Elementary

1406 Boundary Street
Newberry, SC 29108

Grades	PK-5 Elementary School	
Enrollment	422 Students	
Principal	Kimberly Shelton-Hamilton	803 321 2616
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Jody Hamm	803-276-7552

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Good
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk

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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

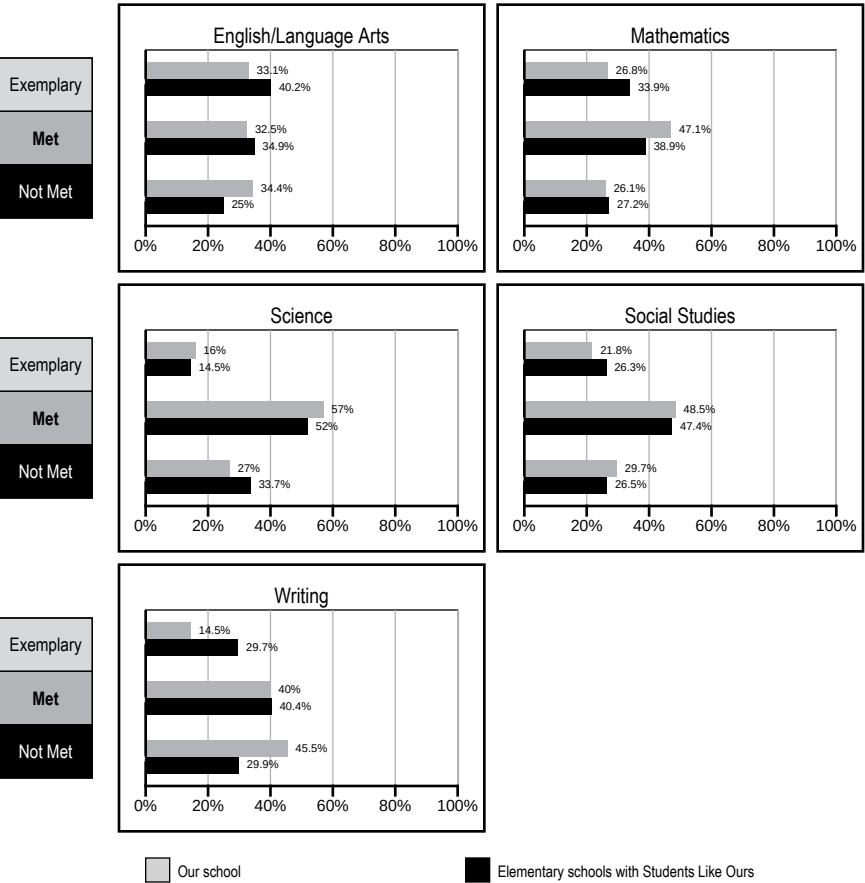
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	32	72	8	0

* Ratings are calculated with data available by 11/07/2012.

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=422)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.3%	1.2%	1.0%
Attendance rate	96.3%	Up from 95.5%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	67.7%	Up from 67.6%	61.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	88.7%	Up from 84.0%	89.6%	88.7%
Teacher attendance rate	95.6%	Up from 94.1%	94.8%	95.1%
Average teacher salary*	\$46,731	Up 0.2%	\$47,302	\$47,210
Professional development days/teacher	13.0 days	No Change	10.2 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 18.9 to 1	19.8 to 1	20.0 to 1
Prime instructional time	90.1%	Up from 88.0%	89.7%	90.5%
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**	\$7,779	Down 8.4%	\$7,334	\$7,247
Percent of expenditures for instruction**	75.4%	Up from 75.3%	67.7%	68.2%
Percent of expenditures for teacher salaries**	73.8%	Up from 72.0%	64.9%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During the 2011-12 school year, Boundary Street Elementary School maintained its focus on teaching and learning and demonstrated to all that its motto, "Achieving Academic Excellence One Child at a Time," is indeed fitting. The faculty/staff and students were recognized with several outstanding accomplishments: Double Palmetto Silver Award School; South Carolina Title I Distinguished School Nominee. The school has met Adequate Yearly Progress (AYP) for three consecutively years under the federal law of "No Child Left Behind."

As the school continued to teach to the learning needs of every child, a "Professional Learning Community" block was implemented into the master schedule. This block allowed teachers to assess students' individual learning needs in the core content areas and individualize instruction based on each students' needs. To aid teachers in constantly looking at student data, the school implemented a data room in which student test data was readily accessible. The data room included student data on magnetic business cards complete the students' Measure of Academic Progress (MAP) scores (Fall & Spring), Lexile score, and the previous year's PASS scores. Teachers were able to use the data room as a means for gathering information on one student, groups of students, or grouping students into differentiated learning groups. Additionally, utilizing data from MAP, common assessments, teacher-made assessments and previous PASS scores, teachers focused on developing students areas of weakness and customizing instruction specific to the individual student.

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 B. Hunter, Ed. D., Principal
Katherine Barnett, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	54	44
Percent satisfied with learning environment	100.0%	92.6%	90.2%
Percent satisfied with social and physical environment	100.0%	94.3%	66.7%
Percent satisfied with school-home relations	87.0%	96.2%	78.6%

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

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	88.2
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Boundary Street Elementary school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	647.9	643.6	625.9	628.3	100.0	100.0
Male	638.5	641.2	623.0	626.7	100.0	100.0
Female	660.7	647.0	630.4	630.4	100.0	100.0
White	668.8	661.2	638.8	646.7	100.0	100.0
African American	639.0	633.6	615.3	613.9	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	637.0	641.2	636.4	634.2	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	604.1	605.3	596.3	596.2	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	639.2	639.9	620.2	621.0	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	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
2012	3	67	100	32.2	18.6	49.2	67.8
	4	51	100	34.1	36.4	29.5	65.9
	5	60	100	36.4	43.6	20	63.6
	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							
2011	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
2012	3	67	100	32.2	32.2	35.6	67.8
	4	51	100	13.6	59.1	27.3	86.4
	5	60	100	29.1	54.5	16.4	70.9
	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
Science							
2011	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
2012	3	33	100	44.8	31	24.1	55.2
	4	51	100	18.2	70.5	11.4	81.8
	5	31	100	21.4	60.7	17.9	78.6
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	34	97.1	34.5	34.5	31	65.5
	4	51	100	20.5	54.5	25	79.5
	5	29	100	37	55.6	7.4	63
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
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	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	60	98.3	45.5	40	14.5	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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