

# SC Annual School Report Card Summary

Boundary Street Elementary  
 School District of Newberry County  
 Grades: PK-5 Enrollment: 422  
 Principal: Kimberly Shelton-Hamilton  
 Superintendent: Mr. Bennie Bennett  
 Board Chair: Mr. Jody Hamm

## PERFORMANCE

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

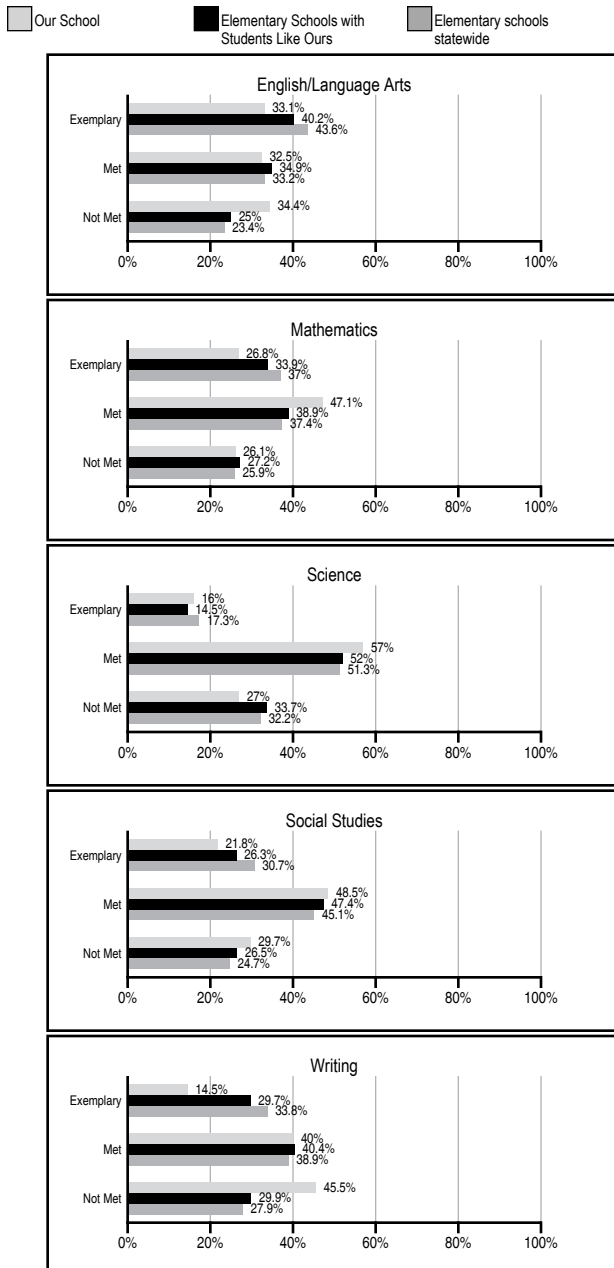
| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD |                 | ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM |                          |
|------|-----------------|---------------|--------------------------------|-----------------|-------------------------------------------|--------------------------|
|      |                 |               | General Performance            | Closing the Gap | ESEA Grade                                | Accountability Indicator |
| 2012 | Average         | Good          | TBD                            | TBD             | B                                         | Reward                   |
| 2011 | Average         | Good          | Silver                         | Silver          | Met                                       | N/A                      |
| 2010 | Average         | Average       | N/A                            | N/A             | Met                                       | N/A                      |

## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 16        | 32   | 72      | 8             | 0       |

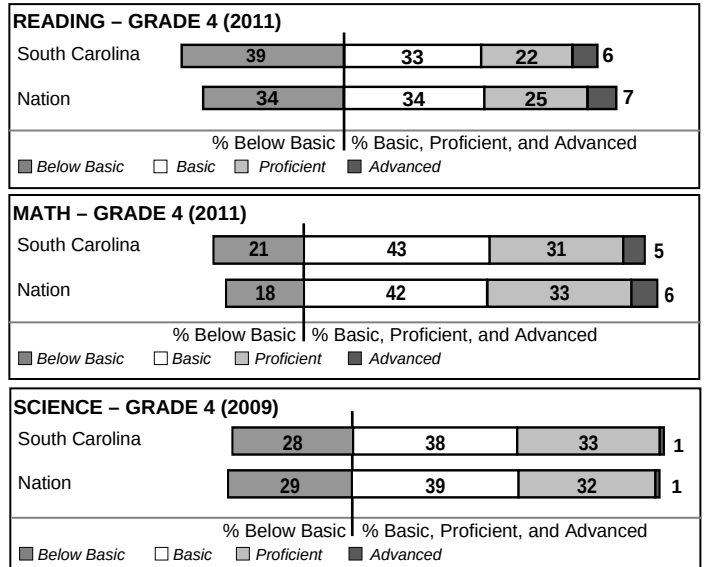
\* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE



## NAEP PERFORMANCE\*

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



## SC 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.

### 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

# Boundary Street Elementary [School District of Newberry County]

## SCHOOL PROFILE

|                                                                              | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| <b>Students (n=422)</b>                                                      |            |                       |                                            |                          |
| 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%                     |
| <b>Teachers (n=31)</b>                                                       |            |                       |                                            |                          |
| 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                 |
| Classes not taught by highly qualified teachers                              | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Professional development days/teacher                                        | 13.0 days  | No Change             | 10.2 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| 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%                    |
| ESEA composite index score                                                   | 88.2       | N/A                   | 88.2                                       | 91.9                     |

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

|                                                        | 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 at this school and their parents were included.

## 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

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