



Black Street Early Childhood Center

256 Smith Street
Walterboro, SC 29488

Grades	PK-K Primary School	
Enrollment	481 Students	
Principal	Martha M. Strickland and	843-782-4516
Superintendent	Mrs. Leila Williams, Ed.S.	843-782-4510
Board Chair	Mr. William Bowman, Jr	843-217-0033

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A

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>

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	0	0	0	0

* Ratings are calculated with data available by 11/13/2012. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	87.2%
Student-teacher ratio in core subjects	21.3 to 1
Teachers with advanced degrees	67.7%
Teachers returning from previous year	N/A
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	6.7 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
X	Conducting a self-study
X	South Carolina Department of Education
	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=481)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.7%	Up from 0.0%	4.1%	2.5%
Attendance rate	94.3%	Up from 94.0%	95.8%	95.8%
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%	Down from 0.2%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	67.7%	No Change	63.1%	62.5%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	91.0%	91.0%
Teacher attendance rate	94.7%	Up from 93.6%	94.9%	94.9%
Average teacher salary*	\$45,772	Down 1.2%	\$46,104	\$47,047
Professional development days/teacher	9.2 days	Down from 12.2 days	15.1 days	13.2 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	6.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.0 to 1	20.3 to 1	21.1 to 1
Prime instructional time	87.2%	Up from 86.5%	90.2%	89.5%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	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**	\$5,616	Down 7.0%	\$6,784	\$6,841
Percent of expenditures for instruction**	81.2%	Down from 82.0%	68.4%	68.5%
Percent of expenditures for teacher salaries**	79.9%	Down from 81.4%	64.9%	65.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

After completing our third year at Black Street Early Childhood Center (BSECC), with the support of our families and community, we have evolved into a developmentally appropriate atmosphere of teaching and learning. The teachers and staff are highly committed to meet the needs of every student through strong knowledge of early childhood best practices. All children excel physically, intellectually, and emotionally. Our kindergarteners participated in full day classes and received reading intervention by a highly trained literacy specialist. Our four year olds were served in both half day and full day settings, as were our three and four year old special needs students. Performance based classroom assessments are based on the authentic work of students to provide data for individualized instruction. Our School Intervention Team helps us to identify and monitor students needing academic support. Progress is measured for our kindergarten students using Primary MAP testing and Dominie assessments. The Early Literacy Skills Assessment and MAP skills checklists provide data for progress monitoring of our 4K students. A full service Family Literacy Program provided adult and parent education, infant/toddler education, and interactive literacy instruction. The USC Salkehatchie basketball team partnered with our school as mentors for literacy and physical education. We relish this seamless continuity our school offers.

BSECC was a grant recipient for SC Farm to School and all students participated in agricultural based lessons. All 25 classrooms grew vegetables, fruits, and herbs in their raised bed gardens. This was a great and natural expansion of our participation in the SC Eat Smart, Move More Early Childhood Toolkit. We celebrated Fall Festival, Harvest Health Fest, Turkey Strut, Color Me Healthy, Black History Halls of Fame Walk, Family Learning Events, Read Across America, Relay for Life sponsorship, Cutting Loose with Mother Goose Field Day, and Water Day.

Every child is cherished at BSECC and childhoods are honored. We appreciate the trust and support of our families and look forward to another great year.

Martha Strickland and Miriam Humphries, Principals
 Mandi K. Nettles, SIC Chair

Evaluations by Teachers

	Teachers
Number of surveys returned	0
Percent satisfied with learning environment	N/R
Percent satisfied with social and physical environment	N/R
Percent satisfied with school-home relations	N/R

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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	N/A
Overall Grade Conversion	N/A

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

Black Street Early Childhood Center 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	4.5%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	94.3%	94.0%*	Yes

* Or greater than last year

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