



Boundary Street Elementary

1406 Boundary Street
Newberry, South Carolina

Grades	PK-5 Elementary School	
Enrollment	469 Students	
Principal	Timothy B. Hunter	803-321-2616
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	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 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.

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.

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

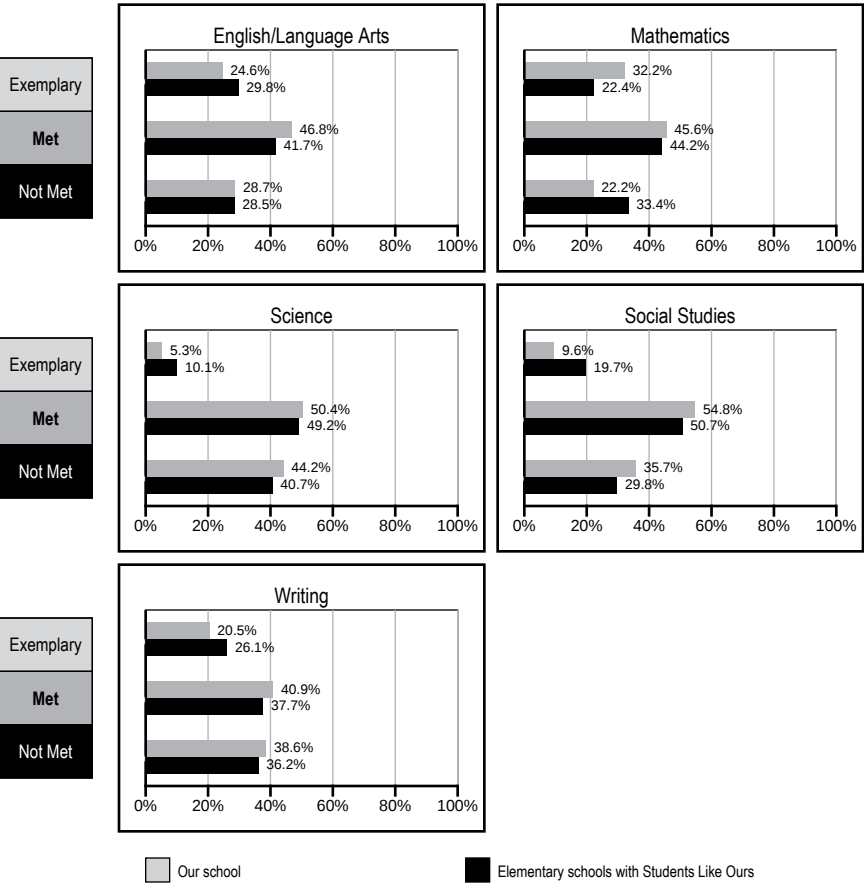
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	94	19	1

* Ratings are calculated with data available by 06/01/2010.

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=469)				
First graders who attended full-day kindergarten	97.2%	Down from 100.0%	100.0%	100.0%
Retention rate	3.2%	Down from 5.9%	2.4%	1.9%
Attendance rate	95.6%	No Change	96.1%	96.3%
Eligible for gifted and talented	6.0%	Up from 0.0%	7.3%	10.0%
With disabilities other than speech	13.2%	Down from 13.3%	9.1%	7.7%
Older than usual for grade	2.7%	Up from 2.6%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	50.0%	Down from 51.4%	57.7%	59.4%
Continuing contract teachers	80.6%	Up from 70.3%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	79.7%	Up from 79.6%	85.9%	85.9%
Teacher attendance rate	95.0%	Up from 94.6%	95.0%	95.1%
Average teacher salary*	\$43,660	Up 3.5%	\$46,512	\$47,149
Professional development days/teacher	9.4 days	Down from 12.4 days	11.7 days	11.1 days
School				
Principal's years at school	0.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.1 to 1	18.5 to 1	18.8 to 1
Prime instructional time	88.3%	Down from 90.0%	90.0%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,454	Up 16.0%	\$7,600	\$7,458
Percent of expenditures for instruction**	74.9%	Down from 80.5%	68.3%	68.8%
Percent of expenditures for teacher salaries**	64.9%	Down from 75.3%	61.7%	63.2%

* 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

It has been a successful year at Boundary Street Elementary School. The school focused its pursuit for "Achieving Academic Excellence One Child at a Time." Students were active in Math Olympiads, Safety Patrol, WBZZ News Broadcast, Lab Bees, Enrichment Clubs, Step Team, and the After School Program.

The arts are considered to be an integral part of our students' lives. As a designated Arts in Basic Curriculum (ABC) site, Boundary Street Elementary offered classes in drama, chorus, and guitar. Our students performed Aladdin at the Newberry Opera House.

During the 2008-09 school year, the faculty/staff participated in a variety of professional development opportunities, including conferences, workshops, book studies, and grade level meetings.

This year has been a year of improvement in academics, extracurricular activities, and parental/community involvement. Next year, Boundary Street Elementary School will seek to further strengthen our school as we continue our pursuit for excellence.

Timothy B. Hunter, Principal
Dr. Mike Beggs, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	43	32
Percent satisfied with learning environment	100.0%	90.5%	84.4%
Percent satisfied with social and physical environment	100.0%	86.0%	84.4%
Percent satisfied with school-home relations	80.0%	83.3%	84.4%

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

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 out of 17 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	CSI-DELAY
---------------------------	-----------

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	192	100	28	47.4	24.6	89.1	77.5	82.8	Yes	Yes
Gender										
Male	105	100	25.8	49.5	24.7	89.2	72.1	79.3	N/A	N/A
Female	87	100	30.5	45.1	24.4	89	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	59	100	8.9	44.6	46.4	96.4	86.4	89.5	Yes	Yes
African American	94	100	42.5	46	11.5	85.1	68	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	38	100	22.6	58.1	19.4	87.1	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	36	100	42.4	51.5	6.1	72.7	45.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	17.9	60.7	21.4	89.3	68.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	144	100	34.9	51.9	13.2	86	70.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	192	100	21.7	46.3	32	83.4	73.8	78.9	Yes	Yes
Gender										
Male	105	100	17.2	50.5	32.3	88.2	71.6	77	N/A	N/A
Female	87	100	26.8	41.5	31.7	78	76.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	59	100	8.9	33.9	57.1	91.1	84.1	87.2	Yes	Yes
African American	94	100	29.9	55.2	14.9	78.2	60.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	38	100	22.6	45.2	32.3	83.9	75.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	36	100	48.5	42.4	9.1	60.6	40.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	25	39.3	35.7	82.1	73.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	144	100	27.9	52.7	19.4	79.1	65.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

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	126	100	44	50	6	56	60.1	67.5
Gender								
Male	64	100	33.3	57.9	8.8	66.7	59.9	67
Female	62	100	54.2	42.4	3.4	45.8	60.4	68
Racial/Ethnic Group								
White	39	100	27	62.2	10.8	73	73.3	79.5
African American	60	100	61.8	36.4	1.8	38.2	43.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	27	100	29.2	62.5	8.3	70.8	55.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	100	70.6	23.5	5.9	29.4	26	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	23	100	27.3	63.6	9.1	72.7	54.5	59.6
Socio-Economic Status								
Subsided meals	93	100	51.2	45.2	3.6	48.8	48.4	55.1

Social Studies								
All Students	130	100	35.6	55.1	9.3	64.4	63.6	72.3
Gender								
Male	72	100	39.1	50	10.9	60.9	59.3	71.5
Female	58	100	31.5	61.1	7.4	68.5	68.2	73.2
Racial/Ethnic Group								
White	39	100	16.2	62.2	21.6	83.8	74	80.7
African American	65	100	48.3	50	1.7	51.7	50.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	25	100	35	55	10	65	65.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	26	100	56	40	4	44	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	20	100	41.2	47.1	11.8	58.8	62.6	67.9
Socio-Economic Status								
Subsided meals	100	100	42.7	51.7	5.6	57.3	54.3	62.1

Abbreviations for Missing Data

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

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	192	96.9	38.2	41.2	20.6	61.8	62.6	70.2	95.6	95.8
Gender										
Male	105	97.1	45.6	38.9	15.6	54.4	52.4	63.2	95.7	95.6
Female	87	96.6	30	43.8	26.3	70	73.6	77.5	95.5	96
Racial/Ethnic Group										
White	59	96.6	24.1	38.9	37	75.9	73.8	79.1	95.5	95.7
African American	94	96.8	45.9	45.9	8.2	54.1	48.8	57.6	95.9	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97
Hispanic	38	97.4	43.3	33.3	23.3	56.7	61.8	62.6	95.1	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.7
Disability Status										
Disabled	39	89.7	74.2	22.6	3.2	25.8	20.1	26.1	94.7	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	32	96.9	40.7	33.3	25.9	59.3	59.7	61.2	95.3	95.9
Socio-Economic Status										
Subsidized meals	143	96.5	46.8	41.9	11.3	53.2	52	58.9	95.4	95.3

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	73	100	25.4	49.3	25.4	74.6
	4	64	100	26.3	52.6	21.1	73.7
	5	55	100	33.3	39.2	27.5	66.7
	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
Mathematics							
2009	3	73	100	31.3	43.3	25.4	68.7
	4	64	100	1.8	52.6	45.6	98.2
	5	55	100	31.4	43.1	25.5	68.6
	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
Science							
2009	3	36	100	47.1	47.1	5.9	52.9
	4	64	100	39.7	55.2	5.2	60.3
	5	26	100	50	41.7	8.3	50
	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
Social Studies							
2009	3	37	100	45.5	48.5	6.1	54.5
	4	64	100	27.6	67.2	5.2	72.4
	5	29	100	40.7	37	22.2	59.3
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	73	97.3	50	31.8	18.2	50
	4	64	98.4	23.2	53.6	23.2	76.8
	5	55	94.6	39.6	39.6	20.8	60.4
	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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample