



Black Street Early Childhood Center

256 Smith Street
Walterboro, SC 29488

Grades	PK-1 Primary School	
Enrollment	304 Students	
Principal	Martha M. Strickland and	843-782-4516
Superintendent	Mrs. Leila Williams	843-782-4510
Board Chair	Mr. John Barnes	843-538-7409

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	N/A
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	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
12	3	0	0	0

* Ratings are calculated with data available by 11/15/2013. 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	88.5%
Student-teacher ratio in core subjects	20.7 to 1
Teachers with advanced degrees	61.8%
Teachers returning from previous year	93.0%
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	9.4 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
X	Conducting a self-study
X	South Carolina Department of Education
X	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=304)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.3%	Down from 2.7%	2.8%	2.3%
Attendance rate	93.9%	Down from 94.3%	95.1%	95.5%
With disabilities	15.3%	N/A	10.7%	10.4%
Older than usual for grade	0.4%	N/A	1.5%	1.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	61.8%	Down from 67.7%	61.5%	61.3%
Continuing contract teachers	82.4%	Down from 90.3%	81.9%	84.1%
Teachers returning from previous year	93.0%	N/A	89.2%	90.0%
Teacher attendance rate	95.4%	Up from 94.7%	95.2%	94.9%
Average teacher salary*	\$46,589	Up 1.8%	\$46,970	\$47,358
Professional development days/teacher	10.4 days	Up from 9.2 days	11.6 days	12.5 days
School				
Principal's years at school	4.0	Up from 3.0	6.0	6.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 21.3 to 1	20.8 to 1	21.3 to 1
Prime instructional time	88.5%	Up from 87.2%	89.4%	89.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	Up from No	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**	\$4,855	Down 13.6%	\$7,359	\$6,939
Percent of expenditures for instruction**	77.0%	Down from 81.2%	68.0%	69.0%
Percent of expenditures for teacher salaries**	74.0%	Down from 79.9%	65.0%	66.0%

* 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

Black Street Early Childhood Center is a happy and safe school where children and their needs always come first. We are all about forging lasting relationships with our students and their families that will ensure continued success throughout their years in our Colleton County School District and beyond in our community. Our constant vision is of a center of excellence in which every child is engaged in active learning and is advocated for by every adult. BSECC believes that all children are the center of the educational process. Children learn best in a safe, caring environment that values diversity, collaboration, and adventurous learning. All children benefit from developmentally appropriate practices, strategies, and materials. We believe that children have a responsibility and a right to be dynamic learners. The leadership and staff at BSECC believe that education is a shared responsibility, not just with all staff members, but also with parents, volunteers, and community members. This shared responsibility enhances the teaching and learning process for all children. Our parent surveys show that our families are overwhelming pleased with the education and environment at BSECC. We have steadily attained goals after opening our doors. With rising numbers of 5K students we were able to add another teacher and paraprofessional to support low class size. Our half day 4K classes have all been extended to full day with district support. Our Developmentally Delayed classes have all been extended to a full day service model. At BSECC all children participate in activities that enable them to communicate effectively, solve problems competently, think critically and creatively, and act responsibly. Conscious Discipline is being implemented in order to empower teachers and children with strategies to address the social and emotional issues of today's world. BSECC extends beyond the classroom through its efforts to include families and stakeholders in all of our initiatives.

In addition to formal assessments, authentic work and performance based assessment of students provide data for individualized instruction. Teachers implement the school's instructional process in support of student learning. The 4K and 5K progress reports were revised to reflect clearly defined criteria that represent the attainment of content knowledge and skills consistent within our school. Our MAP, ELSA, and Dominie data show that the progress of our students is rising each year. All teachers and staff at BSECC have strong background knowledge of early childhood best practices and are committed to providing children with what they need to grow physically, emotionally, socially, and intellectually.

Each child is extraordinary at BSECC! We are proud of the accomplishments we have made together. Children and childhoods are cherished in our early childhood center of excellence.

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

Evaluations by Teachers

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

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ESEA/Federal Accountability Rating System

In July 2013, 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	56.1
Overall Grade Conversion	F

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%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.9%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	93.9%	94.0%*	No

* Or greater than last year