



## Brunson-Dargan Elementary School

400 Wells Street  
Darlington, SC 29532

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	222 Students	
<b>Principal</b>	Ada O. Sindab	843-398-5080
<b>Superintendent</b>	Dr. Rainey H. Knight	843-398-5100
<b>Board Chair</b>	Warren Jeffords	843-326-5970

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Good</b>
2012	Average	Excellent
2011	Average	Excellent
2010	Below Average	Below Average
2009	Below Average	Average

## 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**

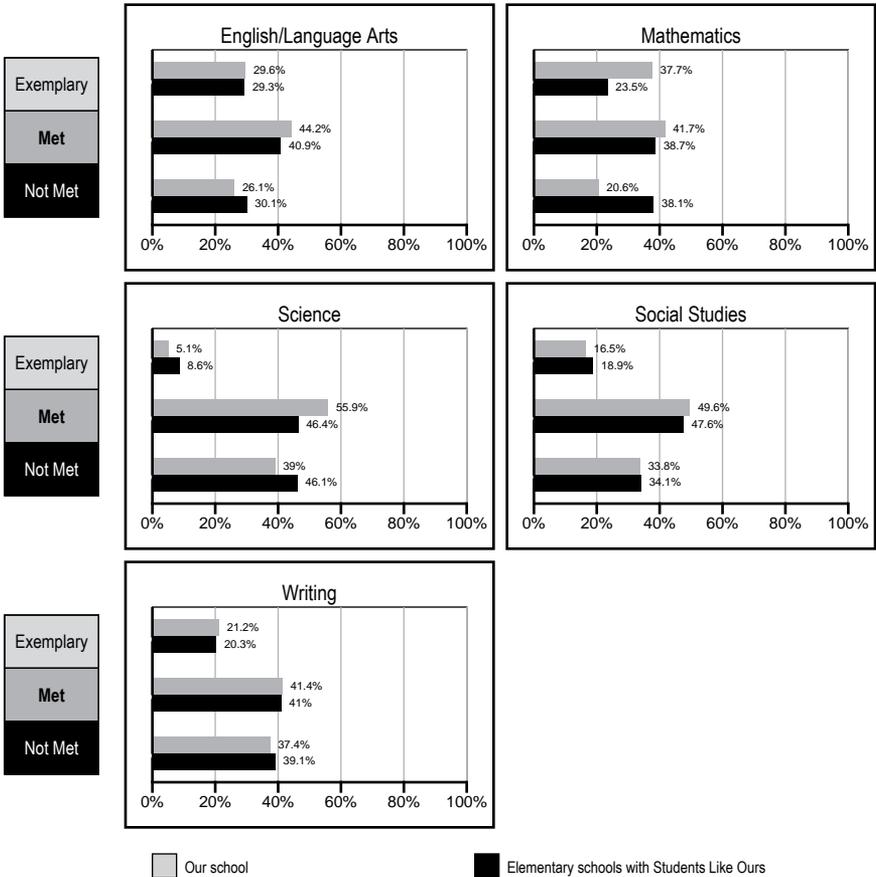
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 95.6%

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

Excellent	Good	Average	Below Average	At-Risk
3	15	117	47	14

\* Ratings are calculated with data available by 12/14/2013.

**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
<b>Students (n=222)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 1.5%	1.2%	0.9%
Attendance rate	95.1%	Down from 95.8%	95.9%	96.3%
Served by gifted and talented program	5.0%	N/A	3.0%	7.2%
With disabilities	15.1%	N/A	13.4%	12.4%
Older than usual for grade	10.5%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=16)</b>				
Teachers with advanced degrees	56.3%	Up from 43.8%	60.6%	62.5%
Continuing contract teachers	68.8%	Down from 81.3%	77.3%	83.3%
Teachers returning from previous year	84.1%	Up from 82.2%	84.9%	88.3%
Teacher attendance rate	95.8%	Down from 96.3%	94.8%	95.0%
Average teacher salary*	\$47,230	Up 5.4%	\$46,275	\$48,193
Professional development days/teacher	16.3 days	Up from 13.5 days	10.5 days	11.0 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 20.6 to 1	18.2 to 1	20.1 to 1
Prime instructional time	89.6%	Down from 90.6%	89.5%	90.0%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.6%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,858	Up 22.1%	\$8,187	\$7,364
Percent of expenditures for instruction**	59.0%	Up from 56.2%	68.0%	68.0%
Percent of expenditures for teacher salaries**	56.0%	Up from 54.0%	64.0%	66.0%

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

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Brunson-Dargan Elementary School (BDE) serves 215 students in grades three through five in the heart of Darlington, South Carolina. During this school year, we continued to implement strategies that have proven beneficial for BDE students. Computer-assisted instruction was provided for select students in reading and math through Compass Learning Odyssey, Aleks Math and Fast ForWord). Small group reading intervention, Read Well, continued to support struggling readers in grade 3. Research-based strategies, such as the BDE Math Problem Solving Strategy and the CGR before You STAR Reading Strategy, continued to be utilized during classroom instruction.

This year, BDE's focus has been implementing the Common Core State Standards (CCSS). Teachers participated in professional development to become familiar with the CCSS. Through the Teacher Advancement Program (TAP), master and mentor teachers provided weekly professional development in a modification of Edward de Bono's Six Thinking Hats strategy. During weekly cluster meetings, teachers learned the Six Thinking Hats strategy and were given the support necessary to implement the strategy in the classroom. Initially, the strategy was taught to students during the 20 minute Bonus Learning time. As students learned a different "hat", teachers collected data and tracked student progress. The Six Thinking Hats strategy helped students with critical thinking skills. They learned to view real-world problems from different perspectives and develop practical solutions. By the end of the school year, students were able to use this strategy across subject areas while reading and viewing videos.

Because our school has a significant special education population, teachers participated in a book study of How the Special Needs Brain Learns by David A. Sousa. Teachers utilized My Big Campus, a safe, social learning platform, to discuss the book and generate ideas for practical use in the classroom. Teachers implemented strategies, anticipating improvement in the academic performance of this subgroup of students.

BDE continues to improve its relationship with the Darlington community through business and faith-based partnerships, the Parent/Teacher/Community Organization, and School Improvement Council. The BDE G.I.V.E.S (Get Involved Volunteering in Education at School) Parent Volunteer program continues to provide parents with opportunities to volunteer at school. BDE continues to partner with the South Carolina Chamber of Commerce to offer the BDE Homework Center, an after-school program, serving 45 students based on academic need.

As we plan for the 2013-14 school year, the faculty and staff of Brunson-Dargan Elementary School will fully implement the CCSS. As we learn more about the new standards, the faculty and staff of Brunson-Dargan Elementary School will continue to provide a high quality educational program so that all students will have the opportunity to make their dreams become a reality.

Ada O. Sindab, Principal

Terry McPhail, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	67	45
Percent satisfied with learning environment	100%	86.6%	84.4%
Percent satisfied with social and physical environment	100%	76.1%	84.8%
Percent satisfied with school-home relations	53.3%	82.1%	86.7%

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

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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.

<b>Overall Weighted Points Total</b>	<b>90.8</b>
<b>Overall Grade Conversion</b>	<b>A</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

Brunson-Dargan Elementary School 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	3.5%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.7%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

\* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	647.8	655.7	604.5	622.6	99.5	99.5
Male	647.4	657.5	609.8	630.4	100.0	100.0
Female	648.1	654.3	600.5	616.3	99.2	99.2
White	673.6	674.1	622.2	636.8	100.0	100.0
African American	640.4	650.8	600.7	619.7	99.4	99.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	643.5	653.0	603.3	621.1	99.5	99.5
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
<b>English/Language Arts</b>							
<b>2012</b>	3	77	98.7	18.8	34.8	46.4	81.2
	4	68	100	29.2	41.5	29.2	70.8
	5	60	98.3	21.1	38.6	40.4	78.9
	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
<b>2013</b>	3	74	100	12.3	35.6	52.1	87.7
	4	75	98.7	34.3	51.4	14.3	65.7
	5	67	100	29.5	42.6	27.9	70.5
	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
<b>Mathematics</b>							
<b>2012</b>	3	77	98.7	26.1	42	31.9	73.9
	4	68	100	20	40	40	80
	5	60	98.3	3.5	38.6	57.9	96.5
	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
<b>2013</b>	3	74	100	30.1	23.3	46.6	69.9
	4	75	98.7	18.6	60	21.4	81.4
	5	67	100	8.2	41	50.8	91.8
	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
<b>Science</b>							
<b>2012</b>	3	42	100	57.9	18.4	23.7	42.1
	4	67	100	23.4	64.1	12.5	76.6
	5	32	96.9	20	60	20	80
	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
<b>2013</b>	3	38	100	36.8	42.1	21.1	63.2
	4	75	98.7	37.1	60	2.9	62.9
	5	36	100	36.4	57.6	6.1	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

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
<b>Social Studies</b>							
<b>2012</b>	3	42	97.6	27	56.8	16.2	73
	4	66	100	14.3	63.5	22.2	85.7
	5	28	96.4	14.8	63	22.2	85.2
	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
<b>2013</b>	3	39	100	36.8	47.4	15.8	63.2
	4	74	98.7	27.5	55.1	17.4	72.5
	5	31	100	39.3	39.3	21.4	60.7
	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
<b>Writing</b>							
<b>2012</b>	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	61	95.1	12.7	58.2	29.1	87.3
	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
<b>2013</b>	3	76	96.1	29.6	32.4	38	70.4
	4	76	98.7	46.5	45.1	8.5	53.5
	5	67	97	36.1	47.5	16.4	63.9
	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

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