



Briggs Elementary School

1012 Congaree Drive
Florence, SC 29501

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-6 Elementary School | |
| Enrollment | 687 Students | |
| Principal | Martin Schmid | 843-664-8169 |
| Superintendent | Allie E. Brooks | 843-669-4141 |
| Board Chair | Porter Stewart | 843-669-6395 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2013 | Average | Average |
| 2012 | Good | Average |
| 2011 | Good | Good |
| 2010 | Average | Average |
| 2009 | 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

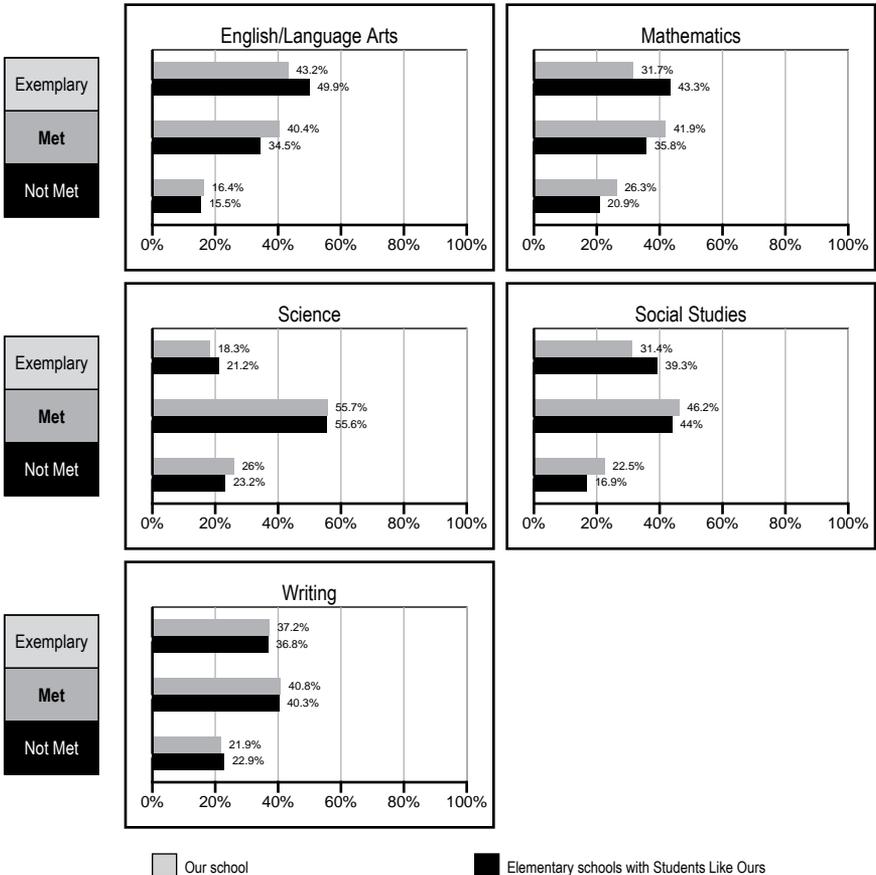
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 40 | 41 | 23 | 0 | 1 |

* 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 |
|--|------------|-----------------------|--|--------------------------|
| Students (n=687) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 2.7% | Up from 2.2% | 0.9% | 0.9% |
| Attendance rate | 95.8% | Down from 96.0% | 96.4% | 96.3% |
| Served by gifted and talented program | 10.8% | N/A | 9.4% | 7.2% |
| With disabilities | 13.3% | N/A | 12.3% | 12.4% |
| Older than usual for grade | 4.6% | N/A | 1.7% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=42) | | | | |
| Teachers with advanced degrees | 66.7% | Up from 63.4% | 64.0% | 62.5% |
| Continuing contract teachers | 92.9% | Down from 100.0% | 86.8% | 83.3% |
| Teachers returning from previous year | 92.2% | Up from 90.3% | 89.4% | 88.3% |
| Teacher attendance rate | 96.4% | Down from 99.1% | 95.0% | 95.0% |
| Average teacher salary* | \$50,703 | Up 4.4% | \$49,217 | \$48,193 |
| Professional development days/teacher | 8.1 days | Down from 10.7 days | 11.5 days | 11.0 days |
| School | | | | |
| Principal's years at school | 15.0 | Up from 14.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.2 to 1 | Up from 19.3 to 1 | 20.7 to 1 | 20.1 to 1 |
| Prime instructional time | 91.5% | Down from 94.5% | 90.3% | 90.0% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.2% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,222 | Down 6.9% | \$7,077 | \$7,364 |
| Percent of expenditures for instruction** | 65.0% | Down from 66.6% | 68.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 64.0% | Down from 64.7% | 66.0% | 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

Dear Parents and Stakeholders of Briggs Elementary School,

The entire Briggs community is to be commended for their initiative, dedication, and hard work during the 2012-13 school year. We pride ourselves on the philosophy of meeting the needs of all of our students.

Making a difference and challenging each individual student is our main emphasis. Our school-wide efforts continue to be directed toward established goals that are aligned to Florence School District One and our School Renewal Plan. "Learn" was our yearly theme. Students and staff members participated in several service-learning projects that benefited local, national and international organizations.

We are extremely proud of the significant improvement in PASS scores resulting in state recognition. Our Effective School Plan was implemented to address state standards utilizing data from MAP, Accelerated Math, Tests for Higher Standards and COMPASS assessment tools that identify specific areas of need for each child.

School-wide commitment to early literacy, evidenced through our LEAP Lab, vigorous commitment to technology noted by the allocation of iPads, notebook computers, LCD projectors, Smartboards, document cameras, hardware upgrades, and several software programs, truly made a difference.

Our school continues accreditation with an "All Clear" rating through the Southern Association of Colleges and Schools.

The Briggs Association of Parents and Teachers and the School Improvement Council work in concert to continue to support outstanding initiatives at our school. Their mini grants fund many teacher enrichment activities. Our third annual "Taste of Briggs" was a huge community success.

Our school stakeholders continue to work together to ensure that Briggs remains a wonderful place to grow and be challenged.

Sincerely,

Martin Schmid, Principal Ruth Watts, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 46 | 114 | 64 |
| Percent satisfied with learning environment | 97.8% | 88.6% | 90.6% |
| Percent satisfied with social and physical environment | 95.6% | 85.8% | 95.4% |
| Percent satisfied with school-home relations | 95.6% | 91.3% | 93.8% |

* 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.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 88.0 |
| Overall Grade Conversion | 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

Briggs 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 | 2.7% | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.1% | 4.9% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.6% | 0.0% | No |
| Student attendance rate | 95.8% | 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 |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 669.4 | 651.1 | 629.3 | 641.2 | 99.5 | 99.5 |
| Male | 665.1 | 654.9 | 634.7 | 646.5 | 99.1 | 99.1 |
| Female | 673.8 | 647.3 | 624.0 | 635.8 | 100.0 | 100.0 |
| White | 683.1 | 667.3 | 648.0 | 652.7 | 100.0 | 100.0 |
| African American | 645.9 | 626.0 | 602.5 | 622.3 | 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 | 100.0 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 656.5 | 638.5 | 613.1 | 630.3 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |
| Grades 6-8 | | | | | | |
| All Students | 651.3 | 645.6 | 611.7 | 646.7 | 99.5 | 99.5 |
| Male | 658.2 | 652.0 | 618.0 | 657.7 | 99.1 | 99.1 |
| Female | 644.0 | 638.7 | 605.5 | 634.6 | 100.0 | 100.0 |
| White | 667.3 | 659.6 | 625.7 | 663.3 | 100.0 | 100.0 |
| African American | 625.0 | 623.9 | 584.5 | 623.7 | 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 | 100.0 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 637.5 | 631.3 | 600.6 | 624.4 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 628.0 | 628.0 | 628.0 | 628.0 | 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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2012 | 3 | 88 | 100 | 9.3 | 22.1 | 68.6 | 90.7 |
| | 4 | 109 | 99.1 | 11.3 | 33 | 55.7 | 88.7 |
| | 5 | 131 | 99.2 | 21.8 | 41.2 | 37 | 78.2 |
| | 6 | 102 | 100 | 23.4 | 30.9 | 45.7 | 76.6 |
| | 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 |
| 2013 | 3 | 92 | 100 | 8.1 | 29.1 | 62.8 | 91.9 |
| | 4 | 89 | 100 | 16.3 | 36 | 47.7 | 83.7 |
| | 5 | 112 | 99.1 | 8.5 | 47.2 | 44.3 | 91.5 |
| | 6 | 126 | 99.2 | 26.7 | 43.3 | 30 | 73.3 |
| | 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 | | | | | | | |
| 2012 | 3 | 88 | 100 | 12.8 | 31.4 | 55.8 | 87.2 |
| | 4 | 109 | 99.1 | 18.6 | 38.1 | 43.3 | 81.4 |
| | 5 | 131 | 99.2 | 25.2 | 42 | 32.8 | 74.8 |
| | 6 | 102 | 100 | 22.3 | 38.3 | 39.4 | 77.7 |
| | 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 |
| 2013 | 3 | 92 | 100 | 26.7 | 29.1 | 44.2 | 73.3 |
| | 4 | 89 | 100 | 15.1 | 46.5 | 38.4 | 84.9 |
| | 5 | 112 | 99.1 | 24.5 | 46.2 | 29.2 | 75.5 |
| | 6 | 126 | 99.2 | 32.5 | 41.7 | 25.8 | 67.5 |
| | 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 | | | | | | | |
| 2012 | 3 | 47 | 100 | 20 | 40 | 40 | 80 |
| | 4 | 108 | 99.1 | 11.5 | 67.7 | 20.8 | 88.5 |
| | 5 | 66 | 98.5 | 28.8 | 47.5 | 23.7 | 71.2 |
| | 6 | 51 | 98 | 26.1 | 60.9 | 13 | 73.9 |
| | 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 |
| 2013 | 3 | 49 | 100 | 29.5 | 29.5 | 40.9 | 70.5 |
| | 4 | 87 | 100 | 23.8 | 59.5 | 16.7 | 76.2 |
| | 5 | 57 | 96.5 | 9.4 | 69.8 | 20.8 | 90.6 |
| | 6 | 64 | 96.9 | 39.7 | 53.4 | 6.9 | 60.3 |
| | 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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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2012 | 3 | 44 | 100 | 22.7 | 45.5 | 31.8 | 77.3 |
| | 4 | 109 | 99.1 | 13.4 | 66 | 20.6 | 86.6 |
| | 5 | 65 | 98.5 | 28.3 | 38.3 | 33.3 | 71.7 |
| | 6 | 52 | 98.1 | 14.3 | 69.4 | 16.3 | 85.7 |
| | 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 |
| 2013 | 3 | 43 | 100 | 28.6 | 54.8 | 16.7 | 71.4 |
| | 4 | 89 | 100 | 18.6 | 44.2 | 37.2 | 81.4 |
| | 5 | 55 | 94.6 | 17.6 | 41.2 | 41.2 | 82.4 |
| | 6 | 62 | 98.4 | 23 | 44.3 | 32.8 | 77 |
| | 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 | | | | | | | |
| 2012 | 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 | 130 | 97.7 | 24.4 | 47.1 | 28.6 | 75.6 |
| | 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 |
| 2013 | 3 | 91 | 96.7 | 23.3 | 32.6 | 44.2 | 76.7 |
| | 4 | 87 | 93.1 | 23.8 | 46.3 | 30 | 76.3 |
| | 5 | 109 | 97.3 | 20.2 | 34.6 | 45.2 | 79.8 |
| | 6 | 127 | 96.9 | 18.6 | 50 | 31.4 | 81.4 |
| | 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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