

Brunson-Dargan Elementary School

400 Wells Street
Darlington, SC 29532

Grades	3-5 Elementary School	
Enrollment	236 Students	
Principal	Ada O. Sindab	843-398-5080
Superintendent	Dr. Eddie Ingram	843-398-5100
Board Chair	Warren Jeffords	843-326-5970

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Average	Average
2013	Average	Good
2012	Average	Excellent
2011	Average	Excellent
2010	Below Average	Below 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 SC PASS Records Matched for Purpose of Computing Growth Rating

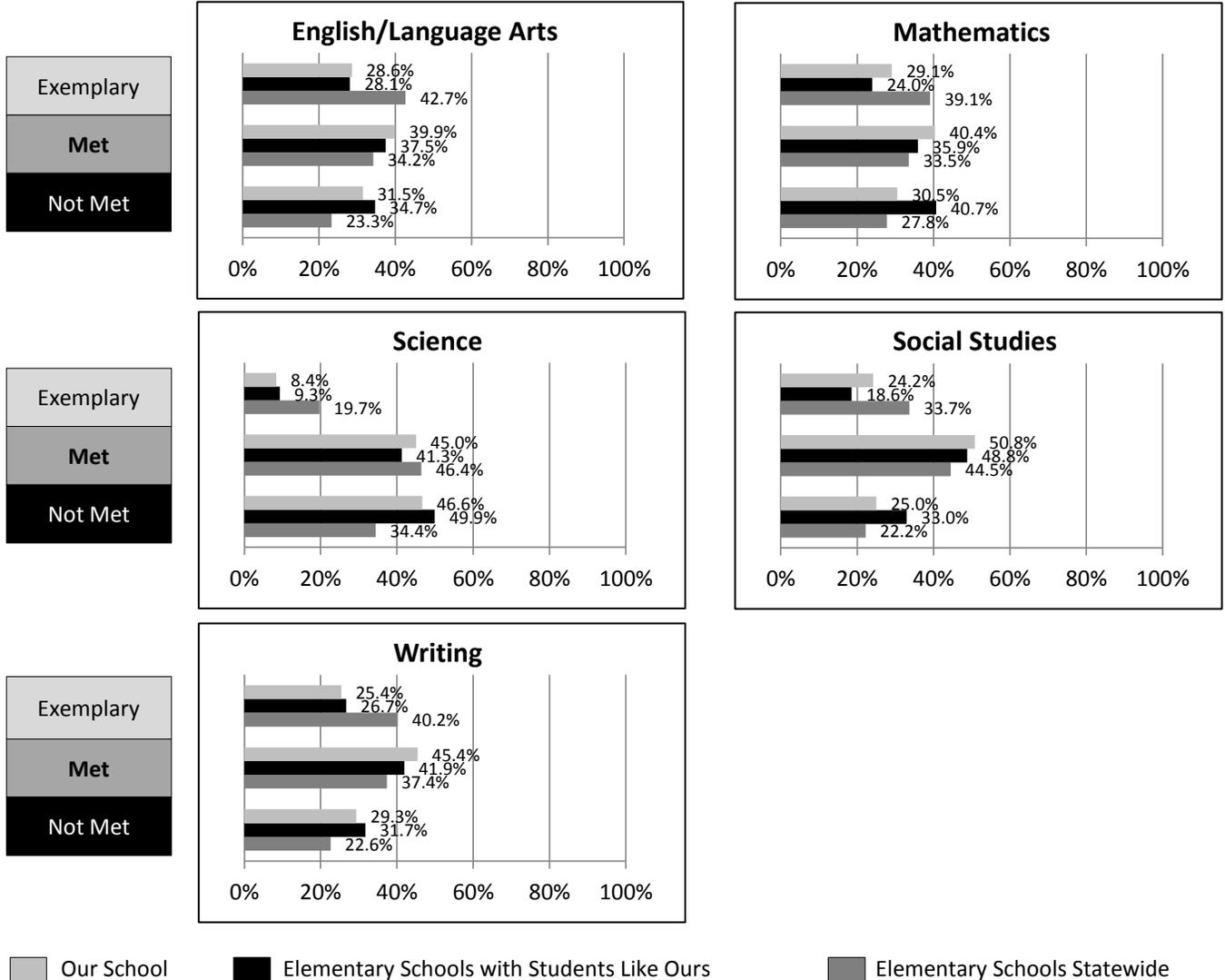
Percent of students tested in 2013-14 whose 2012-13 test scores were located 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	130	46	15

* Ratings are calculated with data available by 04/27/2015.

South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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 = 236)				
1st graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention Rate	0.4%	Up from 0.0%	1.6%	1.0%
Attendance Rate	95.0%	Down from 95.1%	96.0%	96.5%
Served by gifted and talented program	4.3%	Down from 5.0%	3.3%	7.3%
With disabilities	18.0%	Up from 15.1%	13.6%	12.5%
Older than usual for grade	7.7%	Down from 10.5%	2.7%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n = 17)				
Teachers with advanced degrees	52.9%	Down from 56.3%	60.3%	62.3%
Continuing contract teachers	52.9%	Down from 68.8%	75.8%	81.2%
Teachers returning from previous year	82.5%	Down from 84.1%	84.4%	88.4%
Teacher attendance rate	97.2%	Up from 95.8%	95.2%	95.3%
Average teacher salary*	\$44,361	Down 6.1%	\$46,165	\$47,902
Professional development days/teacher	16.6 days	Up from 16.3 days	10.7 days	10.9 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 22.4 to 1	18.7 to 1	19.9 to 1
Prime instructional time	89.5%	Down from 89.6%	90.3%	90.7%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	85.8%	Up from 84.6%	100.0%	100.0%
Character development program	Average	No change	Excellent	Excellent
Dollars spent per pupil**	\$9,136	Up 3.1%	\$8,219	\$7,680
Percent of expenditures for instruction**	58.0%	Down from 59.0%	65.8%	66.8%
Percent of expenditures for teacher salaries**	57.0%	Up from 56.0%	64.9%	66.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Brunson-Dargan Elementary School (BDE) serves 232 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, Fountas and Pinnell, 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 collaborative learning strategy called Learning Pods. During weekly cluster meetings, teachers learned the Learn Pods strategy and were given the support necessary to implement the strategy in the classroom. Initially, this strategy was a challenge for teachers and students. Teachers had to shift from a “teacher-centered” instructional model to a “teacher-as-a facilitator” model. Teachers learned to design activities which allow students to explore and develop higher-order thinking skills. Likewise, students had to learn how to discuss, clarify and evaluate their own ideas. Together as a team, students learned to discover new concepts. By the end of the school year, teachers and students had grown tremendously. Our goal for the 2014-2015 school year is for teachers to provide more academically-directed feedback while students are engaged in the Learning Pod. In addition, students are expected to continue to strengthen higher order thinking skills.

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 60 students based on academic need. Once a month, BDE hosted All Pro Dads, a national fatherhood program, encouraging dad’s to spend quality time with their children.

For the 2014-15 school year, the faculty and staff of Brunson-Dargan Elementary School will continue to implement research-based instructional strategies to provide instruction to meet the diverse learning needs of our students. As always, the mission of Brunson-Dargan Elementary School is 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

Deitra Stewart, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	69	46
Percent satisfied with learning environment	100.0%	81.2%	84.8%
Percent satisfied with social and physical environment	100.0%	76.5%	84.7%
Percent satisfied with school-home relations	70.0%	94.0%	88.9%

* 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	73.7
Overall Grade Conversion	C

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 states' expectations.

Accountability Indicator (Title I Schools)

Brunson-Dargan Elementary 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 school 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.
X	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	3.2%
Classes in high poverty schools not taught by highly qualified teachers	3.8	7.3%
	Our School	State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%
Student attendance rate	95.0%	94.0%*
		Met State Objective
		Yes
		State
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)		61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials		0.0%

* Or greater than last year

Abbreviations for Missing Data

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SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
All Students	626.3	629.9	607.5	633.3	99.6	99.6	100.0
Male	627.3	631.4	618.2	639.0	99.1	99.1	100.0
Female	625.3	628.4	597.1	627.6	100.0	100.0	100.0
White	632.4	638.4	622.8	633.7	100.0	100.0	100.0
African American	622.7	626.1	601.5	631.8	99.4	99.4	100.0
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	599.4	594.5	N/A	N/A	97.5	97.5	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	625.5	627.9	605.8	631.2	99.5	99.5	100.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

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N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

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Two Year Elementary and Middle School Grades Trend Data

2013	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	74	646.5	100.0	74	633.1	100.0
4	75	613.7	98.7	75	631.4	98.7	
5	67	628.1	100.0	67	659.6	100.0	
6	N/A	N/A	N/AV	N/A	N/A	N/AV	
7	N/A	N/A	N/AV	N/A	N/A	N/AV	
8	N/A	N/A	N/AV	N/A	N/A	N/AV	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	38	608.2	100.0	39	613.8	100.0
	4	75	603.1	98.7	74	628.1	98.7
	5	36	606.2	100.0	31	619.0	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV

2014	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	89	635.1	100.0	89	608.8	100.0
4	69	624.0	100.0	69	657.2	100.0	
5	73	617.0	98.6	73	628.9	98.6	
6	N/A	N/A	N/A	N/A	N/A	N/A	
7	N/A	N/A	N/A	N/A	N/A	N/A	
8	N/A	N/A	N/A	N/A	N/A	N/A	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	45	607.0	100.0	47	624.1	100.0
	4	67	611.9	100.0	67	646.8	100.0
	5	38	598.6	100.0	35	618.5	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

Abbreviations for Missing Data

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Performance by Group - ESEA/Federal Accountability (District) 4/27/2015 1601024

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	638.3	637.1	629.3	645.1	99.9	99.9	100.0	N/A
Male	633.2	636.9	631.9	647.3	99.8	99.8	100.0	N/A
Female	643.4	637.3	626.5	642.8	99.9	99.9	100.0	N/A
White	658.0	656.3	652.7	663.2	99.9	99.9	100.0	N/A
African American	622.2	620.9	609.5	629.7	99.9	99.8	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	622.2	624.1	624.1	641.2	98.3	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	599.6	596.7	595.8	610.8	99.4	99.4	100.0	N/A
Limited English Proficient	630.6	641.1	633.8	646.3	98.2	100.0	100.0	N/A
Subsidized Meals	629.0	627.6	618.0	635.0	99.8	99.8	100.0	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	620.6	620.3	630.3	634.1	99.9	99.9	99.8	N/A
Male	614.6	619.5	632.4	635.2	99.9	99.9	99.8	N/A
Female	626.9	621.1	628.2	633.0	99.8	99.9	99.9	N/A
White	642.5	637.7	652.7	655.3	99.8	99.9	100.0	N/A
African American	603.7	606.5	612.3	618.0	99.9	99.9	99.7	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	616.1	625.8	N/A	N/A	100.0	100.0	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	582.4	584.8	589.4	595.2	99.7	100.0	99.0	N/A
Limited English Proficient	611.3	627.9	N/A	N/A	100.0	100.0	N/A	N/A
Subsidized Meals	608.8	610.1	618.7	621.7	99.8	99.9	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	228.2	223.4	78.7	74.0	99.9	99.9	100.0	90.4
Male	225.3	222.7	78.7	75.4	100.0	100.0	100.0	84.5
Female	230.9	224.1	78.7	72.7	99.7	99.7	100.0	96.1
White	234.9	232.7	83.3	78.9	100.0	100.0	100.0	91.1
African American	222.7	215.9	75.1	69.5	99.8	99.8	100.0	90.0
Asian/Pacific Islander	N/A	N/A	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	N/A	81.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	208.8	201.7	69.1	65.4	100.0	100.0	100.0	53.4
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	222.8	217.6	75.3	70.9	100.0	100.0	100.0	87.4
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

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Performance by Group - ESEA/Federal Accountability (State) 4/27/2015 1601024

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies* / History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

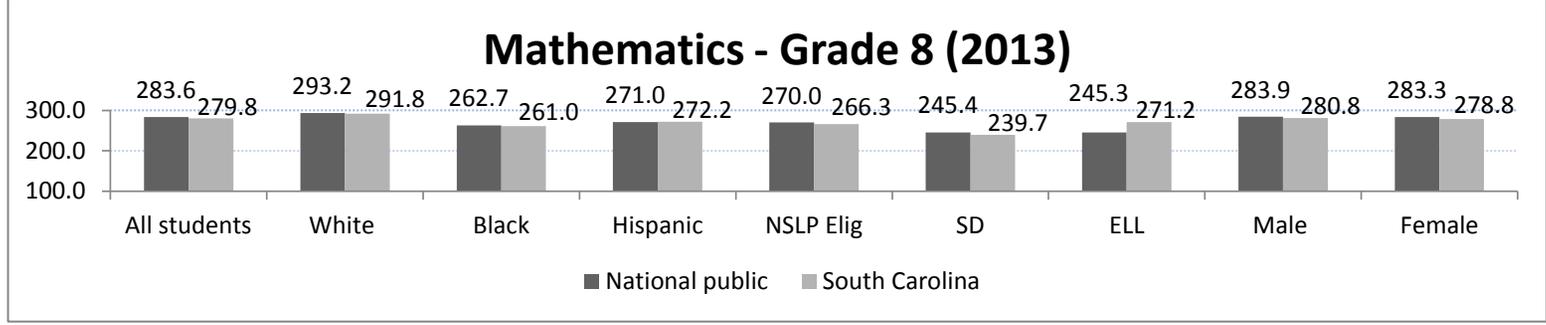
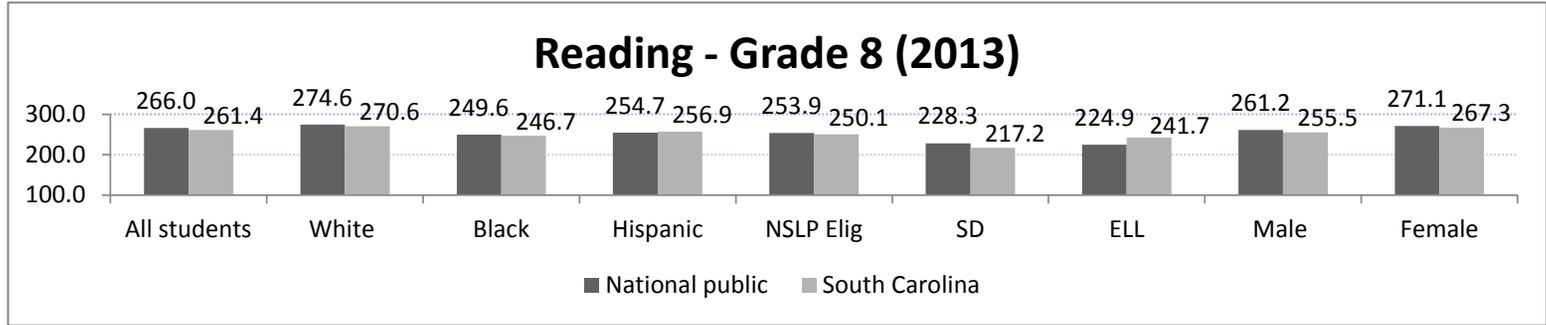
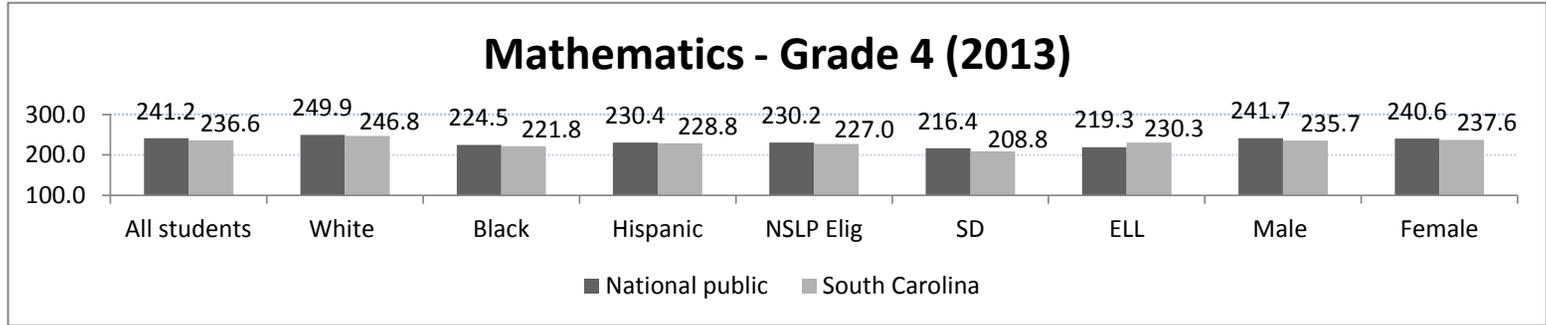
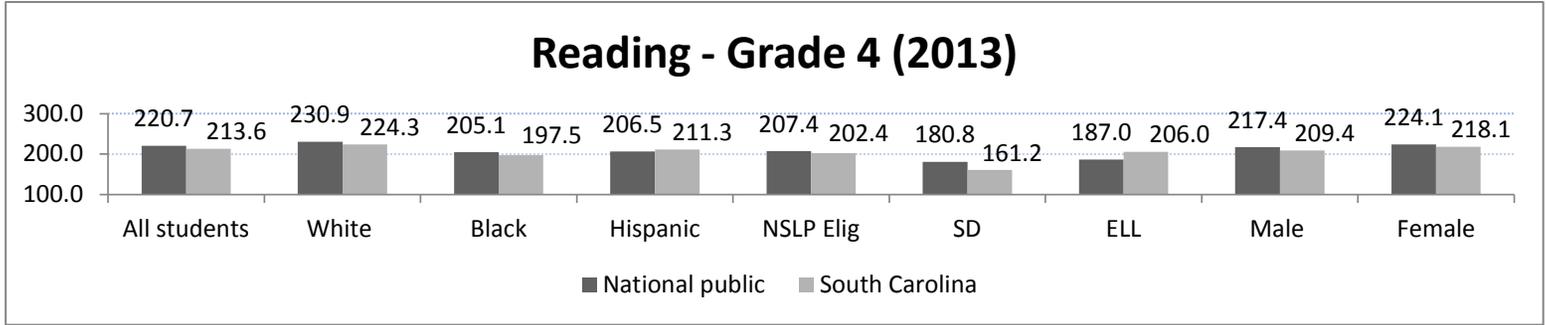
N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

*Performance reported for SC and nation, data not available at school level.



Key	
NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	0

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