



Brunson-Dargan Elementary

400 Wells Street
Darlington, South Carolina

Grades	3-5 Elementary School	
Enrollment	257 Students	
Principal	Meredith V. Taylor	843-398-2533
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Dr. Allem McCutcheon	843-332-2852

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

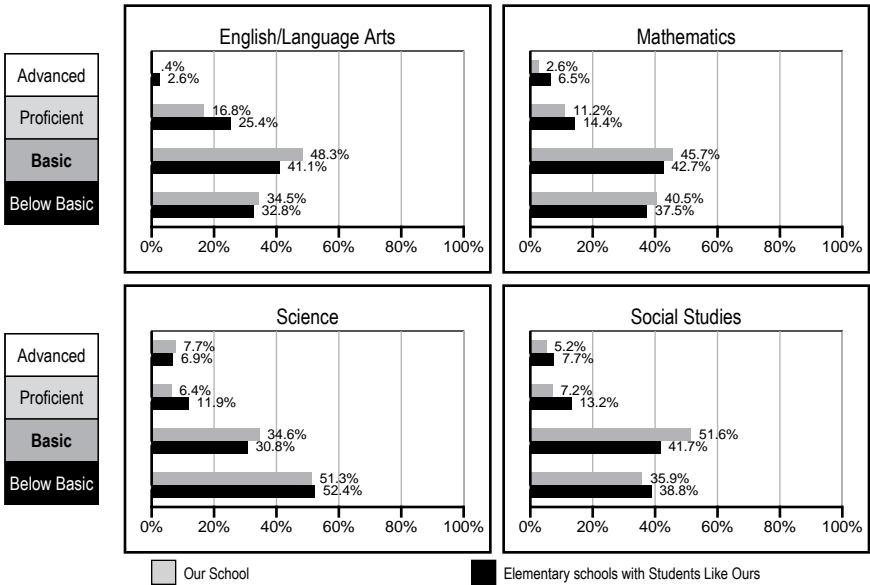
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	60	52

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=257)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	4.6%	Up from 3.7%	3.1%	2.3%
Attendance rate	95.8%	Up from 94.4%	96.0%	96.3%
Eligible for gifted and talented	1.5%	Down from 2.6%	3.4%	10.4%
With disabilities other than speech	18.7%	Up from 16.7%	7.8%	7.5%
Older than usual for grade	0.8%	Down from 3.5%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	31.8%	No Change	54.3%	56.7%
Continuing contract teachers	45.5%	Down from 54.5%	69.6%	77.3%
Teachers with emergency or provisional certificates	5.9%	Down from 7.1%	0.0%	0.0%
Teachers returning from previous year	69.4%	Down from 71.3%	83.1%	86.4%
Teacher attendance rate	92.9%	Down from 95.5%	95.0%	94.9%
Average teacher salary	\$45,050	Up 13.2%	\$43,988	\$45,345
Professional development days/teacher	18.5 days	Down from 18.7 days	13.4 days	12.6 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 19.0 to 1	16.6 to 1	18.5 to 1
Prime instructional time	86.2%	Up from 85.7%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Up from 97.2%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,468	Up 20.9%	\$8,115	\$7,052
Percent of expenditures for instruction*	64.0%	Up from 62.3%	68.8%	69.1%
Percent of expenditures for teacher salaries*	60.2%	Down from 60.9%	61.9%	64.2%

* 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 is committed to enabling students to achieve the highest possible level of academic success. Our mission is to enhance the overall growth of children in an atmosphere of excellence. Our student population consists of 258 students in grades three through five.

Brunson-Dargan utilizes an integrated, standards-based curriculum that incorporates technology to engage students through internet resources, Promethean Boards, and United Streaming videos. The continuation of the Teacher Advancement Program (TAP) during the 2007-2008 school year provided teachers with weekly professional development in research-based instructional strategies facilitated by master teachers. We continued the use of the Balanced Literacy Model, Everyday Math, and SuccessMaker (computer assisted instruction in Math and Reading). Data from the Palmetto Achievement Challenge Test (PACT), district benchmark tests, the SuccessMaker computer lab, TAP pre and post tests, and Measures of Academic Progress (MAP) assessments were also utilized to plan for and implement instructional programs. Brunson-Dargan also implemented a Science Lab in 2007-2008 and a Science Coach through a partnership with the State Department of Education. In addition, the B & L Homework Center staff partnered with the instructional staff at Brunson-Dargan to provide an after school academic assistance program.

The faculty and staff of Brunson-Dargan Elementary School remain focused on data analysis and providing standards-driven instruction for our most valuable resources, our children. We remain committed to providing a nurturing learning environment "Where Dreams Become Reality."

Deborah White, Chairperson SIC
 Meredith Taylor, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	58	24
Percent satisfied with learning environment	80.0%	83.9%	91.7%
Percent satisfied with social and physical environment	85.0%	83.6%	79.2%
Percent satisfied with school-home relations	45.0%	88.9%	78.3%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 12 out of 21 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

Restructure

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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	260	99.6	33.6	47.1	17.2	2.1	31.5	36.1	48.2	No	Yes
Gender											
Male	123	100	39.4	44	13.8	2.8	30.3	31.1	41.7	N/A	N/A
Female	137	99.3	28.7	49.6	20.2	1.6	32.6	41.5	55	N/A	N/A
Racial/Ethnic Group											
White	54	100	32	48	18	2	34	49.8	60	No	Yes
African American	203	99.5	34.1	47.6	16.2	2.2	30.3	26.4	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	57	98.3	50.9	26.4	15.1	7.5	30.2	10.6	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	223	99.6	36	44.8	17.7	1.5	31	27.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	260	100	39.5	45.8	11.8	2.9	26.5	37.8	45.8	No	Yes
Gender											
Male	123	100	41.3	41.3	13.8	3.7	31.2	38.2	45.6	N/A	N/A
Female	137	100	38	49.6	10.1	2.3	22.5	37.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	54	100	28	46	22	4	38	53.3	59	No	Yes
African American	203	100	43.2	44.9	9.2	2.7	22.7	26.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	57	100	58.5	32.1	5.7	3.8	18.9	12.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	223	100	41.9	44.8	10.8	2.5	25.1	28.7	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	174	99.4	50	33.8	6.9	9.4	16.3	29.2	35.7	95.8	95.9
Gender											
Male	82	98.8	47.9	37	6.8	8.2	15.1	29.9	37.4	95.1	95.7
Female	92	100	51.7	31	6.9	10.3	17.2	28.4	33.8	96.4	96.2
Racial/Ethnic Group											
White	40	100	30.6	38.9	8.3	22.2	30.6	46.4	49.2	94.3	95.5
African American	132	99.2	56.6	32	5.7	5.7	11.5	16.6	17	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	N/A	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	95.2	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.8
Disability Status											
Disabled	41	97.6	57.9	21.1	10.5	10.5	21.1	9.6	14	94.9	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	98.9	96.9
Socio-Economic Status											
Subsided meals	150	99.3	54.3	32.6	5.8	7.2	13	19	21.1	95.6	95.6
Social Studies											
All Students	171	100	34.8	50.6	8.9	5.7	14.6	28.1	34	95.8	95.9
Gender											
Male	79	100	36.1	47.2	9.7	6.9	16.7	31.1	36.6	95.1	95.7
Female	92	100	33.7	53.5	8.1	4.7	12.8	24.9	31.3	96.4	96.2
Racial/Ethnic Group											
White	35	100	39.4	51.5	9.1	0	9.1	39.4	44.5	94.3	95.5
African American	134	100	34.1	49.6	8.9	7.3	16.3	19.7	19.1	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	N/A	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	95.2	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.8
Disability Status											
Disabled	35	100	57.6	30.3	9.1	3	12.1	10.4	14.4	94.9	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	98.9	96.9
Socio-Economic Status											
Subsided meals	145	100	36.8	48.1	8.3	6.8	15	19.5	21	95.6	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	88	100	18.3	41.5	37.8	2.4	40.2
	4	83	100	27.3	45.5	20.8	6.5	27.3
	5	86	100	51.3	38.2	10.5	0	10.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	101	99	24.7	44.1	26.9	4.3	31.2
	4	83	100	35.9	52.6	11.5	0	11.5
	5	76	100	43.3	44.8	10.4	1.5	11.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	88	98.9	25.9	55.6	17.3	1.2	18.5
	4	83	100	33.8	41.6	14.3	10.4	24.7
	5	86	100	34.2	50	9.2	6.6	15.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	101	100	33.3	54.8	8.6	3.2	11.8
	4	83	100	35.9	42.3	17.9	3.8	21.8
	5	76	100	52.2	37.3	9	1.5	10.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	45	100	60	37.5	2.5	0	2.5
	4	83	100	60.3	21.9	13.7	4.1	17.8
	5	43	100	53.8	30.8	7.7	7.7	15.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	50	37.5	6.3	6.3	12.5
	4	82	100	49.4	36.4	7.8	6.5	14.3
	5	39	97.4	51.4	22.9	5.7	20	25.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	43	100	22	73.2	4.9	0	4.9
	4	83	100	20.5	57.5	9.6	12.3	21.9
	5	43	100	67.6	29.7	0	2.7	2.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	22.9	52.1	14.6	10.4	25
	4	83	100	41	48.7	7.7	2.6	10.3
	5	37	100	37.5	53.1	3.1	6.3	9.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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