



## Briggs Elementary

1012 Congaree Drive  
Florence, South Carolina

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	689 Students	
<b>Principal</b>	Martin Schmid	843-664-8169
<b>Superintendent</b>	Larry Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Good	Good
2006	Average	Below Average
2005	Average	Average
2004	Good	Below Average

## 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**

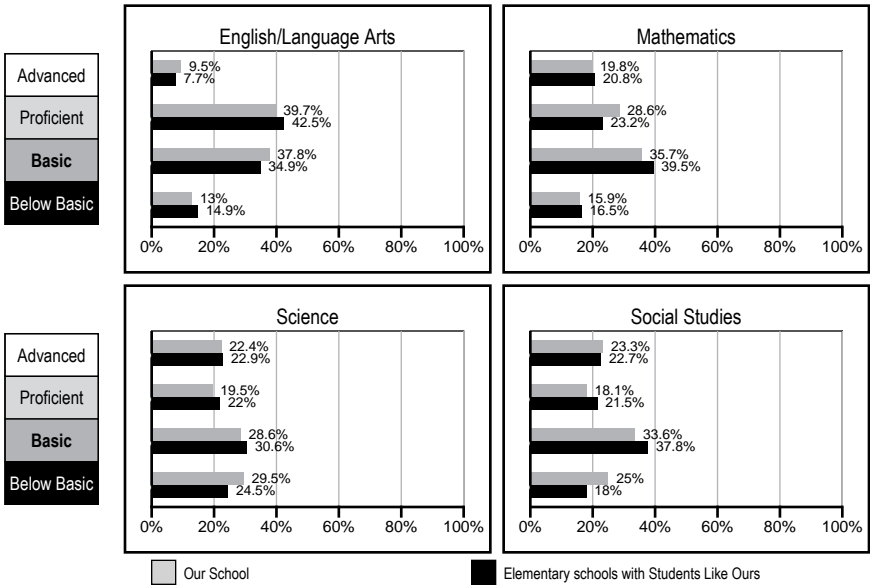
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.6%

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

Excellent	Good	Average	Below Average	At-Risk
1	31	58	3	0

\* 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
<b>Students (n=689)</b>				
First graders who attended full-day kindergarten	83.7%	Down from 97.4%	100.0%	100.0%
Retention rate	3.2%	Down from 4.0%	2.0%	2.3%
Attendance rate	96.2%	Down from 96.4%	96.5%	96.3%
Eligible for gifted and talented	16.1%	Up from 12.1%	15.6%	10.4%
With disabilities other than speech	10.6%	Up from 9.5%	6.8%	7.5%
Older than usual for grade	1.3%	Up from 1.2%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.6%	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	57.8%	Up from 51.2%	59.8%	56.7%
Continuing contract teachers	86.7%	Down from 87.8%	80.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.6%	Up from 87.2%	89.4%	86.4%
Teacher attendance rate	94.6%	Down from 96.9%	94.8%	94.9%
Average teacher salary	\$45,400	Up 7.1%	\$46,464	\$45,345
Professional development days/teacher	7.4 days	Down from 14.4 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	10.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 21.2 to 1	19.5 to 1	18.5 to 1
Prime instructional time	89.7%	Down from 92.3%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,156	Down 10.8%	\$6,427	\$7,052
Percent of expenditures for instruction*	65.3%	Down from 69.3%	69.8%	69.1%
Percent of expenditures for teacher salaries*	61.4%	Down from 65.9%	65.4%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

## Principal's School Improvement Report:

The entire Briggs community is to be commended for their initiative, dedication, and hard work during the 2007-08 school year. We pride ourselves on the philosophy of meeting the needs of all of our students. Making a difference with 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. "Welcome Home" was our theme this year. Students and staff members participated in several service-learning projects that benefited local and national organizations.

We are extremely proud of the following: significant improvement in the number of students scoring Proficient and Advanced on PACT enabling our school to attain Adequate Yearly Progress; ImPACT plan implemented to address state standards utilizing data from MAP and COMPASS assessment tools that identify specific areas of need for each child; and a school-wide commitment to early literacy evidenced through our LEAP Lab and Writing Teacher.

At Briggs, we have a vigorous commitment to technology noted by the allocation of notebook computers, LCD projectors, Smartboards and several software programs (United Streaming, Brain Pop, etc.) for all teachers with wireless access throughout our building. We are also proud of our accreditation with the Southern Association of Colleges and Schools. This year, Briggs received a grant of \$20,000 from the Distinguished Arts Program, to infuse the arts across the curriculum.

The Briggs Association of Parents and Teachers and the School Improvement Council continue to support outstanding work at our school. Their mini grants fund many teacher initiated, enrichment activities.

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

Martin Schmid, Principal  
Betty Bower, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	97	61
Percent satisfied with learning environment	97.7%	81.4%	91.8%
Percent satisfied with social and physical environment	100.0%	79.2%	90.2%
Percent satisfied with school-home relations	97.6%	87.6%	85.0%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 17 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

## 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	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

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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	400	100	13	37.8	39.7	9.5	62.7	49.1	48.2	Yes	Yes
<b>Gender</b>											
Male	198	100	17.6	42	35.1	5.3	54.3	43.1	41.7	N/A	N/A
Female	202	100	8.4	33.7	44.2	13.7	71.1	55.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	241	100	7.3	33.5	46.8	12.4	73	61.8	60	Yes	Yes
African American	139	100	21.6	47.2	28.8	2.4	44	35.7	31.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
<b>Disability Status</b>											
Disabled	86	100	49.4	42	6.2	2.5	17.3	19	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	181	100	19.2	47.9	28.7	4.2	49.1	36.9	34	Yes	Yes

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

All Students	400	100	15.9	35.7	28.6	19.8	58.5	43.8	45.8	Yes	Yes
<b>Gender</b>											
Male	198	100	18.1	32.4	27.1	22.3	56.9	44	45.6	N/A	N/A
Female	202	100	13.7	38.9	30	17.4	60	43.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	241	100	8.6	30.9	35.2	25.3	69.5	58.1	59	Yes	Yes
African American	139	100	30.4	46.4	17.6	5.6	36.8	28.9	26.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	86	100	53.1	32.1	11.1	3.7	18.5	18.4	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	181	100	26.9	43.1	19.8	10.2	40.1	30.8	31.4	No	Yes

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## 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
<b>Science</b>											
All Students	255	100	29.5	28.6	19.5	22.4	41.9	33.1	35.7	96.2	95.8
<b>Gender</b>											
Male	122	100	29.1	24.8	19.7	26.5	46.2	36.6	37.4	96	95.6
Female	133	100	29.8	32.3	19.4	18.5	37.9	29.6	33.8	96.3	96
<b>Racial/Ethnic Group</b>											
White	158	100	22.5	25.2	23.8	28.5	52.3	47.8	49.2	96.3	95.7
African American	83	100	43.4	34.2	11.8	10.5	22.4	18.4	17	96	95.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	96.9	97.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	95.7	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.6	95.9
<b>Disability Status</b>											
Disabled	57	100	69.8	18.9	7.5	3.8	11.3	20.3	14	96.1	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	95.4	97.1
<b>Socio-Economic Status</b>											
Subsided meals	113	100	42.9	33.3	13.3	10.5	23.8	19.6	21.1	95.4	95.2
<b>Social Studies</b>											
All Students	249	100	25	33.6	18.1	23.3	41.4	29.3	34	96.2	95.8
<b>Gender</b>											
Male	129	100	25	26.7	17.5	30.8	48.3	33.7	36.6	96	95.6
Female	120	100	25	41.1	18.8	15.2	33.9	24.9	31.3	96.3	96
<b>Racial/Ethnic Group</b>											
White	144	100	18	31.7	18	32.4	50.4	40.4	44.5	96.3	95.7
African American	94	100	37.8	37.8	15.9	8.5	24.4	17.1	19.1	96	95.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	96.9	97.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	95.7	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.6	95.9
<b>Disability Status</b>											
Disabled	59	100	60	29.1	7.3	3.6	10.9	16.4	14.4	96.1	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	95.4	97.1
<b>Socio-Economic Status</b>											
Subsided meals	120	100	32.7	42.1	15	10.3	25.2	17.4	21	95.4	95.2

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	91	98.9	5.2	32.5	49.4	13	62.3	
	4	93	100	11.6	34.9	48.8	4.7	53.5	
	5	94	100	15.9	34.1	48.8	1.2	50	
	6	119	97.5	13.4	42.9	29.5	14.3	43.8	
	7	N/A	N/AV	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	N/AV
<b>2008</b>	3	92	100	5.7	29.9	42.5	21.8	64.4	
	4	104	100	16.8	36.8	40	6.3	46.3	
	5	102	100	14.6	45.8	35.4	4.2	39.6	
	6	102	100	14	38	41	7	48	
	7	N/A	I/S	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	I/S
<b>Mathematics</b>									
<b>2007</b>	3	91	100	15.6	45.5	27.3	11.7	39	
	4	93	100	15.1	32.6	30.2	22.1	52.3	
	5	94	100	14.6	36.6	28	20.7	48.8	
	6	119	97.5	11.6	35.7	34.8	17.9	52.7	
	7	N/A	N/AV	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	N/AV
<b>2008</b>	3	92	100	13.8	34.5	26.4	25.3	51.7	
	4	104	100	16.8	43.2	23.2	16.8	40	
	5	102	100	16.7	39.6	31.3	12.5	43.8	
	6	102	100	16	26	33	25	58	
	7	N/A	I/S	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	I/S
<b>Science</b>									
<b>2007</b>	3	47	97.9	26.3	36.8	26.3	10.5	36.8	
	4	93	100	20.9	19.8	24.4	34.9	59.3	
	5	46	100	22.5	25	22.5	30	52.5	
	6	57	98.3	22.2	42.6	16.7	18.5	35.2	
	7	N/A	N/AV	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	N/AV
<b>2008</b>	3	47	100	26.7	22.2	37.8	13.3	51.1	
	4	104	100	28.4	37.9	8.4	25.3	33.7	
	5	52	100	20	34	32	14	46	
	6	52	100	43.1	11.8	11.8	33.3	45.1	
	7	N/A	I/S	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	I/S
<b>Social Studies</b>									
<b>2007</b>	3	44	100	13.2	34.2	44.7	7.9	52.6	
	4	93	100	22.1	29.1	25.6	23.3	48.8	
	5	48	100	21.4	33.3	26.2	19	45.2	
	6	61	98.4	24.1	41.4	24.1	10.3	34.5	
	7	N/A	N/AV	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	N/AV
<b>2008</b>	3	45	100	21.4	38.1	19	21.4	40.5	
	4	104	100	31.6	36.8	15.8	15.8	31.6	
	5	50	100	26.1	26.1	15.2	32.6	47.8	
	6	50	100	14.3	30.6	24.5	30.6	55.1	
	7	N/A	I/S	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	I/S

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