



Browns Ferry Elementary

7292 Brown's Ferry Road
Georgetown, SC 29440

Grades	PK-5 Elementary School	
Enrollment	205 Students	
Principal	Dr. Peggie A. Grant	843-527-1325
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

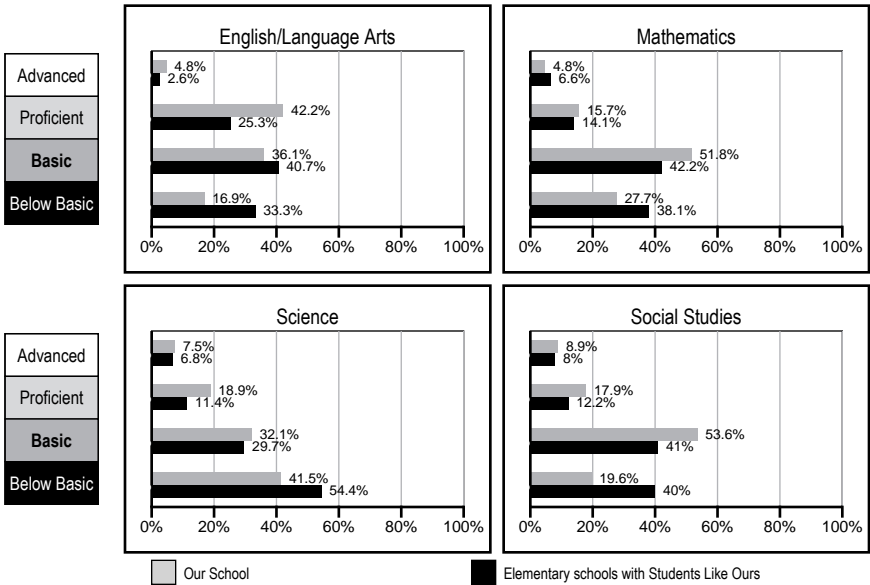
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	8	56	62

* 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=205)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 2.9%	3.1%	2.3%
Attendance rate	97.9%	Up from 97.3%	96.0%	96.3%
Eligible for gifted and talented	2.2%	Down from 5.8%	2.9%	10.4%
With disabilities other than speech	7.3%	Down from 8.9%	7.8%	7.5%
Older than usual for grade	0.0%	Down from 1.6%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	68.4%	Down from 77.8%	54.5%	56.7%
Continuing contract teachers	84.2%	Up from 72.2%	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.1%	Down from 84.5%	82.6%	86.4%
Teacher attendance rate	93.3%	Up from 90.5%	95.0%	94.9%
Average teacher salary	\$48,299	Up 2.2%	\$43,876	\$45,345
Professional development days/teacher	7.8 days	Up from 2.1 days	13.8 days	12.6 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 18.6 to 1	16.6 to 1	18.5 to 1
Prime instructional time	90.3%	Up from 86.9%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$10,396	Down 1.2%	\$8,172	\$7,052
Percent of expenditures for instruction*	59.9%	Up from 54.7%	68.5%	69.1%
Percent of expenditures for teacher salaries*	53.7%	Up from 50.5%	61.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2007-2008 school year was a challenging one due to death of a Browns Ferry staff member prior to the close of the 2006-2007 school year. Focused instruction, time on task, and high expectations were key factors for staff and students.

The PACT 2007 results called for stronger academic performance. We responded to the challenge of below basic performance by implementing ongoing staff development in instructional delivery, testing strategies, and utilization of best practices. The science lab teacher worked closely with the classroom teachers in grades 3-5 to provide hands-on activities, virtual field trips, and streaming videos. Two teachers received Bright Idea grant, sponsored by the Santee Cooper Electric Corporation. The social studies teacher provided a primary resource kit for social studies. The science teacher's funds were used to extend activities in the science lab, i.e., incubator.

Teachers received staff development in the Revised Bloom's Taxonomy, Everyday Mathematics for grades K-3, Climbing the Data Ladder, Writer's Workshop, Reading Comprehension strategies, "Bring Boy and Books Together: Activities that Engage Boys in Literacy." MAP data was utilized to guide teaching and learning with emphasis on small group and individualized help. Promethean Board training was ongoing throughout the year to support classroom instruction. Students in grades 2-4 were quite enthusiastic about participating in the Limos for Learning incentive program that rewards students for reading improvement.

The home-school are partners in educating our children. Students in grades 4 and 5 enjoyed an educational, fun-filled trip to New York City sponsored by area churches and the school's communities. The School Improvement Council, Parent-Teacher Organization, school newsletters, and parent/teacher conferences are a measure of keeping parents abreast, and enable them to provide input for various activities affiliated with the school and community. The guidance counselor provides character education to address students' needs on a weekly basis. Students are recognized for their efforts to excel during nine week award assemblies, honor roll postings, certificates, ribbons, Student of the Month photos, school-wide clubs and the Just Say No program.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	28	27
Percent satisfied with learning environment	86.4%	60.7%	84.0%
Percent satisfied with social and physical environment	100.0%	67.9%	88.5%
Percent satisfied with school-home relations	72.7%	89.3%	84.6%

* 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

YES

This school met 13 out of 13 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	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	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.9%	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	91	100	16.1	35.6	40.2	8	66.7	46	48.2	Yes	Yes
Gender											
Male	46	100	17.8	42.2	31.1	8.9	60	39.5	41.7	N/A	N/A
Female	45	100	14.3	28.6	50	7.1	73.8	53.1	55	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	58.9	60	I/S	I/S
African American	88	100	16.5	35.3	40	8.2	65.9	32.5	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	40.4	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	17	100	62.5	18.8	0	18.8	18.8	13.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	83	100	16.5	36.7	38	8.9	65.8	35.1	34	Yes	Yes

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

All Students	91	100	26.4	50.6	14.9	8	39.1	46.1	45.8	Yes	Yes
Gender											
Male	46	100	28.9	46.7	13.3	11.1	42.2	45.4	45.6	N/A	N/A
Female	45	100	23.8	54.8	16.7	4.8	35.7	47	45.9	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	60.3	59	I/S	I/S
African American	88	100	25.9	51.8	15.3	7.1	38.8	30.9	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	43.6	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	17	100	56.3	25	0	18.8	25	15.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	83	100	29.1	50.6	11.4	8.9	38	35.8	31.4	Yes	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	60	100	39.3	30.4	19.6	10.7	30.4	35.1	35.7	97.9	95.9
Gender											
Male	32	100	35.5	25.8	19.4	19.4	38.7	36.6	37.4	97.6	95.7
Female	28	100	44	36	20	0	20	33.6	33.8	98.2	96.1
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	52.6	49.2	93.1	95.2
African American	57	100	38.9	31.5	20.4	9.3	29.6	17.3	17	98	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	N/A	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	30.6	24.9	98.3	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.8
Disability Status											
Disabled	14	100	69.2	7.7	7.7	15.4	23.1	12.3	14	97.1	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.9	24.4	N/A	97.1
Socio-Economic Status											
Subsided meals	53	100	44.9	28.6	16.3	10.2	26.5	22.9	21.1	97.8	95.7
Social Studies											
All Students	61	100	18.6	50.8	18.6	11.9	30.5	32.9	34	97.9	95.9
Gender											
Male	30	100	20	46.7	20	13.3	33.3	34.7	36.6	97.6	95.7
Female	31	100	17.2	55.2	17.2	10.3	27.6	30.8	31.3	98.2	96.1
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	44.4	44.5	93.1	95.2
African American	60	100	19	51.7	19	10.3	29.3	19.5	19.1	98	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	N/A	97.1
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	98.3	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.8
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	12.8	14.4	97.1	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.5	27.3	N/A	97.1
Socio-Economic Status											
Subsided meals	57	100	20	49.1	18.2	12.7	30.9	22.1	21	97.8	95.7

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

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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	32	100	25.8	35.5	32.3	6.5	38.7
	4	34	100	18.8	56.3	25	0	25
	5	35	100	25.7	45.7	25.7	2.9	28.6
	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	32	100	6.5	22.6	54.8	16.1	71
	4	30	100	25	35.7	32.1	7.1	39.3
	5	29	100	17.9	50	32.1	0	32.1
	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	32	100	32.3	38.7	19.4	9.7	29
	4	34	100	37.5	50	6.3	6.3	12.5
	5	35	100	25.7	54.3	17.1	2.9	20
	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	32	100	16.1	61.3	16.1	6.5	22.6
	4	30	100	35.7	32.1	17.9	14.3	32.1
	5	29	100	28.6	57.1	10.7	3.6	14.3
	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	17	100	73.3	26.7	0	0	0
	4	34	100	56.3	34.4	6.3	3.1	9.4
	5	17	100	62.5	25	6.3	6.3	12.5
	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	16	100	33.3	20	46.7	0	46.7
	4	30	100	35.7	35.7	10.7	17.9	28.6
	5	14	100	53.8	30.8	7.7	7.7	15.4
	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
Social Studies								
2007	3	17	100	35.7	42.9	21.4	0	21.4
	4	34	100	34.4	46.9	15.6	3.1	18.8
	5	19	100	38.9	33.3	11.1	16.7	27.8
	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	16	100	12.5	81.3	0	6.3	6.3
	4	30	100	25	32.1	32.1	10.7	42.9
	5	15	100	13.3	53.3	13.3	20	33.3
	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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