



Brook Glenn Elementary

2003 East Lee Road
Taylors, South Carolina

Grades	K-5 Elementary School	
Enrollment	470 Students	
Principal	Bernice M. Jackson	864-355-4700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

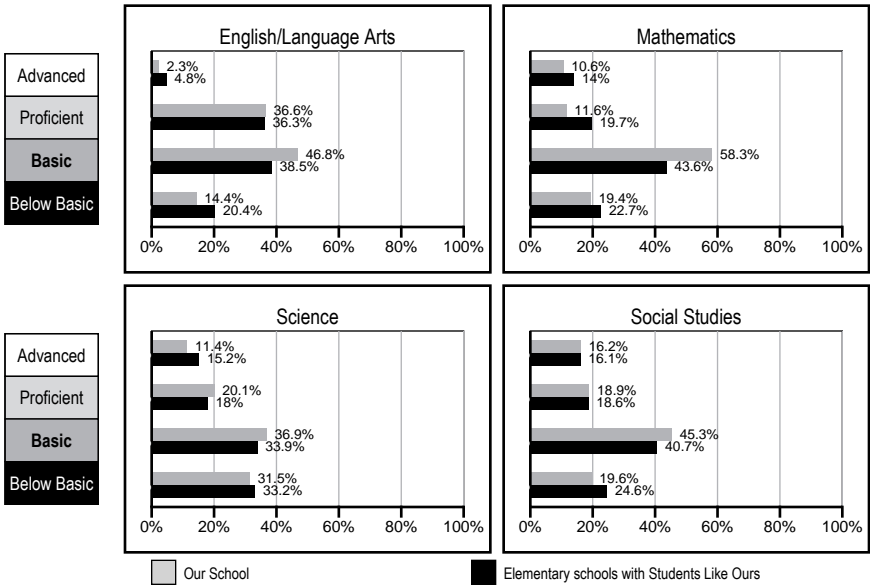
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	52	31	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
Students (n=470)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Up from 3.0%	2.7%	2.3%
Attendance rate	96.6%	Up from 96.5%	96.1%	96.3%
Eligible for gifted and talented	10.5%	Down from 10.8%	9.2%	10.4%
With disabilities other than speech	9.7%	Up from 7.9%	8.7%	7.5%
Older than usual for grade	0.5%	Down from 1.3%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	53.1%	Down from 56.3%	57.4%	56.7%
Continuing contract teachers	81.3%	Down from 84.4%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.5%	Down from 93.5%	87.5%	86.4%
Teacher attendance rate	94.9%	Down from 95.1%	94.7%	94.9%
Average teacher salary	\$44,703	Down 2.8%	\$45,421	\$45,345
Professional development days/teacher	27.5 days	Up from 15.4 days	12.9 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.5	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 19.6 to 1	18.5 to 1	18.5 to 1
Prime instructional time	90.1%	Down from 90.5%	89.2%	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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,082	Up 12.3%	\$7,004	\$7,052
Percent of expenditures for instruction*	66.3%	Down from 67.3%	68.9%	69.1%
Percent of expenditures for teacher salaries*	61.4%	Down from 63.9%	64.9%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Brook Glenn Elementary, a small neighborhood school, serves a diverse population of 472 students, comprised of 55% minority and 45% non-minority students, with 57% receiving subsidized meals. The socioeconomic, academic, and cultural diversity of the population present both a challenge and opportunity and require innovation at every level. A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior for all demographic groups. To achieve this goal, we maintain a student-centered focus and a sustained emphasis on professional staff development, which encompass best practices and technology integration across the curriculum.

Our staff is enthusiastic, highly qualified, and dedicated, as well as possesses a great passion for helping students succeed. Our students are held to high academic achievement and behavioral standards. We adapt the learning environment to meet the needs of students and provide the support needed to reach their goals. As always, our success is directly related to the support of our parents. The PTA and SIC are a strong force in assisting us with our goal of increasing parent and community involvement, programs, facilities, sponsorship, and other resources which focus on the needs of students, teachers, and the school. Our PTA and SIC assist with First Day, Muffins for Mom, Donuts for Dads, Brook Glenn’s Talent Show, Student Appreciation Day, Curriculum Night, and Grandparents Day.

We have implemented business partnerships and innovative programs that utilize the resources available in our community: Eastside High School Teacher Cadets, North Greenville University Teacher Field Experience Cadets, Converse College Graduate Clinical Students, Good News Club, Kiwanis Terrific Kids, and the Meyers Center. A partnership with North Hills Community Church led to the creation of SCORE, an after school training program which focuses on tutoring/homework assistance, character education, as well as soccer and basketball training for both males and females. The Greenville Chapter of Links, Inc. supports our after school Hip Hop-exercise program. In kindergarten, AimsWeb, an early intervention program, is used. We received a number of grants, including Donor’s Choose, Alliance, and PTA grants.

Brook Glenn is recognized as a Palmetto Silver School of Excellence and has met AYP five consecutive years. We continue to research best practices in education and offer our students a variety of programs that facilitate success. Together, WE, the staff, students, parents, and community, have formed a unique bond with one significant purpose--to provide the best educational and social experiences for our students! We pledge our commitment “to produce creative, lifelong learners and productive, responsible members of society by providing educational opportunities in a safe, stimulating, and nurturing environment through the combined and concerted efforts of staff, students, parents, and community”.

Bernice M. Jackson, Principal
 Hugh McLean, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	49	29
Percent satisfied with learning environment	86.2%	77.6%	78.6%
Percent satisfied with social and physical environment	82.8%	71.4%	78.6%
Percent satisfied with school-home relations	62.1%	85.7%	62.1%

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

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 Adequate Yearly Progress

NO

This school met 15 out of 17 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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	230	99.6	14	47	36.7	2.3	55.8	52.4	48.2	Yes	Yes
Gender											
Male	113	99.1	17.5	54.4	27.2	1	45.6	46.1	41.7	N/A	N/A
Female	117	100	10.7	40.2	45.5	3.6	65.2	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	111	100	8.3	39.4	48.6	3.7	70.6	62.3	60	Yes	Yes
African American	77	100	19.4	58.2	22.4	0	34.3	31.7	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	34	97.1	16.1	48.4	35.5	0	54.8	36.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	35	100	29.4	50	20.6	0	38.2	20.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	31	96.8	18.5	55.6	22.2	3.7	51.9	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	136	100	17.5	52.4	28.6	1.6	47.6	34.3	34	Yes	Yes

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

All Students	230	99.6	19.4	58.3	11.6	10.6	40.3	49.5	45.8	Yes	Yes
Gender											
Male	113	100	18.3	59.6	13.5	8.7	39.4	49.9	45.6	N/A	N/A
Female	117	99.2	20.5	57.1	9.8	12.5	41.1	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	111	100	11.9	55	16.5	16.5	52.3	59.4	59	Yes	Yes
African American	77	98.7	29.9	59.7	7.5	3	26.9	27.2	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	34	100	25	62.5	6.3	6.3	31.3	37.4	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	35	100	26.5	64.7	2.9	5.9	20.6	20.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	31	100	21.4	64.3	7.1	7.1	35.7	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	136	99.3	26.2	54.8	11.9	7.1	32.5	32.2	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
Science											
All Students	160	98.1	31.5	36.9	20.1	11.4	31.5	39.3	35.7	96.6	96.5
Gender											
Male	82	98.8	28	37.3	24	10.7	34.7	41.6	37.4	96.5	96.4
Female	78	97.4	35.1	36.5	16.2	12.2	28.4	36.9	33.8	96.7	96.6
Racial/Ethnic Group											
White	77	100	17.3	36	30.7	16	46.7	49.7	49.2	96.1	96.4
African American	53	94.3	44.4	40	11.1	4.4	15.6	18.2	17	96.4	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98.4	97.7
Hispanic	26	100	48	32	8	12	20	23.7	24.9	97.5	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	98.8	95.3
Disability Status											
Disabled	26	100	32	44	16	8	24	16.3	14	96.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	21	100	47.4	36.8	5.3	10.5	15.8	22.6	24.4	97.7	97.2
Socio-Economic Status											
Subsided meals	94	96.8	41.4	41.4	12.6	4.6	17.2	21.3	21.1	96.4	95.8
Social Studies											
All Students	159	98.7	19.6	45.3	18.9	16.2	35.1	38.1	34	96.6	96.5
Gender											
Male	75	98.7	22.1	45.6	17.6	14.7	32.4	41	36.6	96.5	96.4
Female	84	98.8	17.5	45	20	17.5	37.5	35	31.3	96.7	96.6
Racial/Ethnic Group											
White	80	100	15.4	42.3	21.8	20.5	42.3	46.1	44.5	96.1	96.4
African American	53	96.2	24.4	48.9	15.6	11.1	26.7	20.5	19.1	96.4	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98.4	97.7
Hispanic	19	100	22.2	44.4	22.2	11.1	33.3	27.7	27.5	97.5	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	98.8	95.3
Disability Status											
Disabled	24	100	21.7	47.8	21.7	8.7	30.4	17.1	14.4	96.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	19	100	23.5	41.2	17.6	17.6	35.3	27.6	27.3	97.7	97.2
Socio-Economic Status											
Subsided meals	95	97.9	21.8	50.6	14.9	12.6	27.6	22.8	21	96.4	95.8

* 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*
English/Language Arts								
2007	3	83	100	11.7	29.9	53.2	5.2	58.4
	4	62	100	10.7	53.6	33.9	1.8	35.7
	5	65	100	12.5	65.6	20.3	1.6	21.9
	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	84	100	16.3	37.5	40	6.3	46.3
	4	89	98.9	12.5	47.5	40	0	40
	5	57	100	12.7	60	27.3	0	27.3
	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
Mathematics								
2007	3	83	100	13	51.9	24.7	10.4	35.1
	4	62	100	21.4	48.2	16.1	14.3	30.4
	5	65	100	14.1	50	23.4	12.5	35.9
	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	84	98.8	22.5	51.3	12.5	13.8	26.3
	4	89	100	16	64.2	9.9	9.9	19.8
	5	57	100	20	60	12.7	7.3	20
	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	42	100	12.5	42.5	35	10	45
	4	62	100	35.7	35.7	17.9	10.7	28.6
	5	33	100	25	46.9	21.9	6.3	28.1
	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	44	97.7	23.8	38.1	23.8	14.3	38.1
	4	89	97.8	33.3	35.8	18.5	12.3	30.9
	5	27	100	38.5	38.5	19.2	3.8	23.1
	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
Social Studies								
2007	3	41	100	5.4	48.6	32.4	13.5	45.9
	4	62	100	26.8	46.4	23.2	3.6	26.8
	5	32	100	21.9	43.8	25	9.4	34.4
	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	40	100	15.8	39.5	21.1	23.7	44.7
	4	89	97.8	22.2	48.1	17.3	12.3	29.6
	5	30	100	17.2	44.8	20.7	17.2	37.9
	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

Abbreviations for Missing Data

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