



## Brooklyn Springs Elementary

1637 Billings Drive  
Lancaster, SC 29720

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	565 Students	
<b>Principal</b>	Gwen Hinson-Minor	803-283-8471
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Charlene McGriff	803-286-6972

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

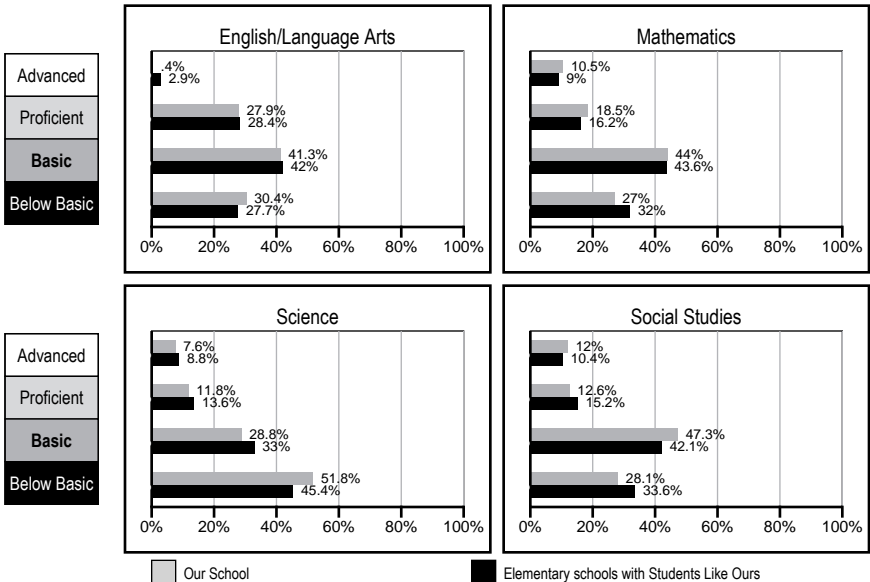
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	17	61	13

\* 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=565)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	Up from 2.3%	2.9%	2.3%
Attendance rate	95.7%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	6.5%	Down from 7.5%	6.3%	10.4%
With disabilities other than speech	9.5%	Up from 7.3%	8.9%	7.5%
Older than usual for grade	1.1%	Down from 1.3%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 0.7%	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	63.4%	Up from 60.0%	54.7%	56.7%
Continuing contract teachers	78.0%	Down from 80.0%	73.2%	77.3%
Teachers with emergency or provisional certificates	2.9%	No Change	0.0%	0.0%
Teachers returning from previous year	87.9%	Down from 89.7%	85.4%	86.4%
Teacher attendance rate	95.5%	Down from 95.7%	94.9%	94.9%
Average teacher salary	\$47,547	Up 4.3%	\$44,280	\$45,345
Professional development days/teacher	8.4 days	Up from 6.8 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 18.6 to 1	17.9 to 1	18.5 to 1
Prime instructional time	89.2%	Down from 90.6%	89.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$7,368	Up 12.6%	\$7,517	\$7,052
Percent of expenditures for instruction*	71.9%	Up from 71.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	67.3%	Down from 69.5%	63.4%	64.2%

\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At Brooklyn Springs Elementary, we always set the bar high in our attempt to increase student achievement. We offer a variety of programs to meet the needs of all learners. We continue to use SRA's Open Court Reading Program as the foundation of our English language arts instruction. In addition to the core program, teachers supplement with Language for Learning, Reading Mastery, and Corrective Reading. We differentiate instruction in our classroom for students by using workshop in Open Court. We use McGraw Hill's Everyday Math as the foundation for our math instruction. This year, we purchased Everyday Math games on the computer. Technology was used to engage students on the computers and in groups utilizing our classroom SmartBoards. We further enhanced the reading and math programs at Brooklyn Springs through the use of data analysis to form RIT band groups based on MAP scores.

Home-School relationships continued to be a priority for us at Brooklyn Springs. We have an open door policy and encourage our parents to take an active role in their child's education. We currently have a full-time parent coordinator who works to create positive relationships between the home and school. In addition, Brooklyn Springs has Home Literacy Trail, an adult literacy program, funded by the J. Marion Sims Foundation. This program is in its fifth year and offers parent workshops, computer-based learning programs, English classes, and parent resources.

Brooklyn Springs PTA and SIC worked hand-in-hand to positively impact our school by providing books and tests for our Reading Counts Program, by purchasing computer-based math games to support our Everyday Math Series, and by providing incentives to recognize our students' hard work and achievement in the classroom each six weeks. In addition, the PTA and SIC sponsored a fall festival where the community, school staff, and students and their families could come together for fun, games, and fellowship.

The faculty and students of Brooklyn Springs received several awards, certificates, and grants. A fifth grader received the South Carolina Governor's Citizenship Award, four fifth graders received American Citizenship Awards, seventeen fifth graders received Presidential Educational Awards, and twelve fourth and fifth graders were identified by the Duke University Talent Identification Program. Two teachers received National Board Certification, several teachers were awarded J. Marion Sims Teacher Pet Grants, and one teacher received the South Carolina Mathematics and Science Unit Coaching Initiative in the spring of 2008.

Our students, teachers, parents, business partners, and community members continue to enrich our school in many ways as we strive to encourage lifelong learning.

Gwen Hinson-Minor, Principal  
 Kemesha C. Lowery, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	75	58
Percent satisfied with learning environment	92.9%	88.0%	89.3%
Percent satisfied with social and physical environment	95.2%	83.8%	76.8%
Percent satisfied with school-home relations	78.6%	85.1%	87.5%

\* 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 22 out of 29 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

Continuing School Improvement

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	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	95.7%	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	271	99.3	29.9	41.4	28.3	0.4	38.5	44.8	48.2	No	Yes
<b>Gender</b>											
Male	149	98.7	34.1	38.6	26.5	0.8	34.8	38	41.7	N/A	N/A
Female	122	100	25	44.6	30.4	0	42.9	52.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	111	98.2	28.3	37.4	33.3	1	43.4	51.1	60	No	Yes
African American	107	100	35.8	40	24.2	0	31.6	30.3	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	51.6	70.4	I/S	I/S
Hispanic	52	100	22.4	53.1	24.5	0	40.8	45.9	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	49	98	65.9	25	6.8	2.3	11.4	14.1	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	48	100	24.4	51.1	24.4	0	42.2	39.9	36.9	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	207	99.5	31.4	44.7	23.9	0	35.1	32.1	34	No	Yes

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

All Students	271	100	26.8	44.3	18.3	10.6	41.1	48.7	45.8	No	Yes
<b>Gender</b>											
Male	149	100	26.1	46.3	15.7	11.9	44	47.7	45.6	N/A	N/A
Female	122	100	27.7	42	21.4	8.9	37.5	49.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	111	100	26.7	36.6	20.8	15.8	50.5	57.1	59	Yes	Yes
African American	107	100	31.6	49.5	11.6	7.4	31.6	29.6	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.5	71.3	I/S	I/S
Hispanic	52	100	18.4	51	26.5	4.1	38.8	49.7	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	49	100	62.2	28.9	8.9	0	22.2	18.7	17.1	Yes	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	48	100	17.8	51.1	26.7	4.4	40	43.9	38.7	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	207	100	28.6	49.2	14.8	7.4	33.9	35.5	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
<b>Science</b>											
All Students	184	100	51.8	28.6	11.9	7.7	19.6	31.8	35.7	95.7	95.9
<b>Gender</b>											
Male	103	100	51.1	31.5	8.7	8.7	17.4	33.1	37.4	95.9	95.7
Female	81	100	52.6	25	15.8	6.6	22.4	30.3	33.8	95.5	96.1
<b>Racial/Ethnic Group</b>											
White	78	100	45.8	26.4	16.7	11.1	27.8	39	49.2	94.9	95.8
African American	72	100	58.5	30.8	6.2	4.6	10.8	15.7	17	96.4	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	99.9	96.9
Hispanic	33	100	53.3	30	10	6.7	16.7	31.2	24.9	96	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	91.7	95.8
<b>Disability Status</b>											
Disabled	35	100	90.6	9.4	0	0	0	9.1	14	94.6	94.2
<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	32	100	55.2	27.6	10.3	6.9	17.2	27.5	24.4	96	95.9
<b>Socio-Economic Status</b>											
Subsidized meals	138	100	56.3	30.5	8.6	4.7	13.3	19.6	21.1	95.3	95.2
<b>Social Studies</b>											
All Students	183	99.5	28.3	47.6	12	12	24.1	27.2	34	95.7	95.9
<b>Gender</b>											
Male	101	100	25.3	44	16.5	14.3	30.8	30.1	36.6	95.9	95.7
Female	82	98.8	32	52	6.7	9.3	16	24.1	31.3	95.5	96.1
<b>Racial/Ethnic Group</b>											
White	74	98.7	29.4	42.6	17.6	10.3	27.9	32.2	44.5	94.9	95.8
African American	69	100	26.2	55.7	4.9	13.1	18	16	19.1	96.4	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	99.9	96.9
Hispanic	39	100	30.6	44.4	13.9	11.1	25	31.5	27.5	96	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	91.7	95.8
<b>Disability Status</b>											
Disabled	30	100	42.9	46.4	10.7	0	10.7	10.2	14.4	94.6	94.2
<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	36	100	33.3	39.4	15.2	12.1	27.3	24.7	27.3	96	95.9
<b>Socio-Economic Status</b>											
Subsidized meals	143	99.3	29.7	47.7	10.9	11.7	22.7	17.3	21	95.3	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	92	97.8	13.6	49.4	35.8	1.2	37	
	4	82	98.8	28.6	51.9	18.2	1.3	19.5	
	5	94	98.9	41.7	42.9	15.5	0	15.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	95	97.9	25.6	46.3	26.8	1.2	28	
	4	96	100	25	39.8	35.2	0	35.2	
	5	80	100	40.5	37.8	21.6	0	21.6	
	6	N/A	I/S	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	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	92	100	27.7	55.4	10.8	6	16.9	
	4	82	100	33.3	37.2	17.9	11.5	29.5	
	5	94	98.9	31	40.5	10.7	17.9	28.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	95	100	39.3	47.6	9.5	3.6	13.1	
	4	96	100	23.9	36.4	26.1	13.6	39.8	
	5	80	100	16.2	50	18.9	14.9	33.8	
	6	N/A	I/S	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	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	45	100	36.6	48.8	12.2	2.4	14.6	
	4	82	98.8	61	23.4	7.8	7.8	15.6	
	5	47	95.7	52.5	32.5	7.5	7.5	15	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	48	100	50	36.4	13.6	0	13.6	
	4	96	100	48.9	29.5	12.5	9.1	21.6	
	5	40	100	61.1	16.7	8.3	13.9	22.2	
	6	N/A	I/S	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	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	47	100	7.1	66.7	19	7.1	26.2	
	4	82	98.8	37.7	35.1	14.3	13	27.3	
	5	47	97.9	45.2	35.7	4.8	14.3	19	
	6	N/A	N/AV	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	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	15	72.5	12.5	0	12.5	
	4	96	100	29.5	44.3	12.5	13.6	26.1	
	5	40	97.5	39.5	28.9	10.5	21.1	31.6	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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