



Britton's Neck Elementary

223 Gresham Road
Britton's Neck, SC 29546

Grades	1-5 Elementary School	
Enrollment	258 Students	
Principal	Tammy Martin	843-362-3510
Superintendent	Dr. Everette M. Dean, Jr.	843-423-2891
Board Chair	McKeiver Williamson	843-423-6545

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

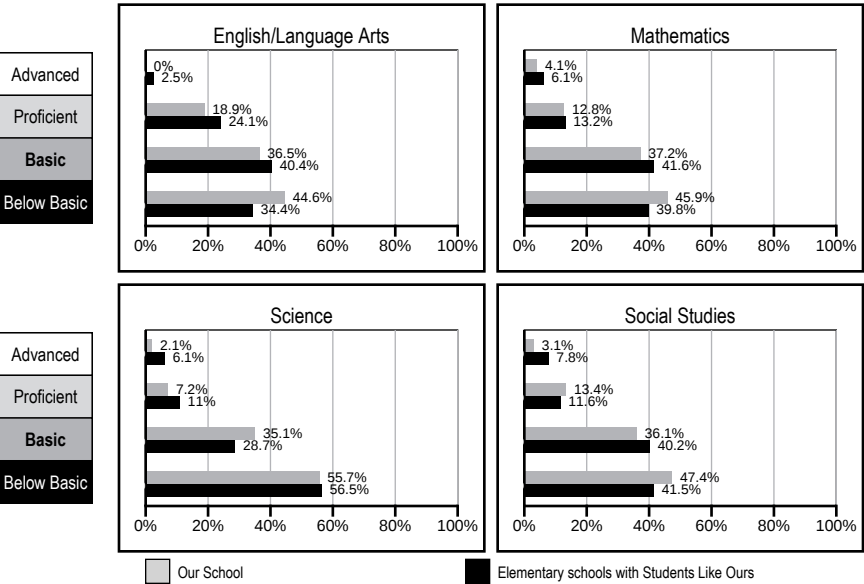
93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	41	59

* 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=258)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.3%	Up from 0.7%	3.1%	2.3%
Attendance rate	95.8%	Down from 95.9%	96.0%	96.3%
Eligible for gifted and talented	4.4%	Up from 0.0%	2.7%	10.4%
With disabilities other than speech	13.3%	Up from 5.2%	7.6%	7.5%
Older than usual for grade	1.6%	Up from 0.0%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	70.4%	Down from 72.2%	53.5%	56.7%
Continuing contract teachers	81.5%	Up from 72.2%	67.1%	77.3%
Teachers with emergency or provisional certificates	8.3%	Up from 6.3%	0.0%	0.0%
Teachers returning from previous year	81.4%	Down from 87.5%	82.6%	86.4%
Teacher attendance rate	95.9%	Up from 93.9%	94.8%	94.9%
Average teacher salary	\$43,047	Up 11.1%	\$43,616	\$45,345
Professional development days/teacher	18.9 days	No Change	13.4 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 17.5 to 1	16.4 to 1	18.5 to 1
Prime instructional time	88.1%	Up from 87.1%	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%	Up from 84.1%	100.0%	100.0%
Character development program	Excellent	Up from Below Average	Excellent	Excellent
Dollars spent per pupil*	\$11,942	Up 14.9%	\$8,228	\$7,052
Percent of expenditures for instruction*	53.0%	Down from 56.5%	68.3%	69.1%
Percent of expenditures for teacher salaries*	44.1%	Down from 46.7%	60.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Thank you to the faculty, staff, and students of Britton's Neck Elementary School for working so hard to make this year a success. This year we implemented a variety of programs designed to improve student behavior and achievement. While we still need to make improvement on PACT results, we are committed to excellence and are vowing to make improvements through the implementation of the following initiative: the 100 Book Challenge reading program. With this program readers are reading on the bus, in the back seat of the car, and in the waiting room at the dentist's office. This program encourages students to read, not because they have to; they read because they want to. No one has to monitor their reading or test their comprehension. These young people do well in school. Britton's Neck Elementary School began the challenge this year. Students are encouraged to read (uninterrupted) daily in school and at home. Logs are kept, and students are rewarded for hours read. Hours read equate steps. For example, 25 hours read = 100 steps. Steps correspond with different colors. Students are awarded medals and folders according to what step they've achieved. Students read a variety of books. They enjoy books about sports, music, and scouting. The 100 Book Challenge is a system designed to get all of our students into the habit of successful, independent reading every day. The program is converting the non- readers into avid readers. To date, we have some students that have logged in almost 200 hours of reading this school year.

We continued implementation of our school-wide discipline plan in which students are expected to S.O.A.R. (be Sensitive, Organized, Attentive, and Responsible). Students caught soaring can earn "caught soaring cards" or school bucks. School bucks can be used to receive rewards. We recognize students and their achievements each nine weeks with a quarterly awards program. To encourage the love of reading, we implemented a "Caught Reading Program" and a "Summer Reading Program" for students. We continue to promote early literacy through our Reading First Grant, which provided us with a Literacy Coach for grades 1-3. To address concerns in the area of math, flexible grouping was implemented this year in grades 4-5 using MAP (Measure of Academic Progress) data to vertically group students according to their R.I.T. levels. Doing so helped teachers to provide strategic remediation to students at their level, regardless of grade. Teachers were also able to use information from M.A.P. to individualize instruction based upon the specific needs of students. Everyday Math and Sunshine Math (Problem Solving) continue to be implemented in grades 1-5 to strengthen the math program at B.N.E.

This year we've focused on strengthening family involvement by participating in the National Parenting Network with the Johns Hopkins University and FMU Center of Excellence. We've enjoyed tremendous success with such programs as Muffins for Mom, Doughnuts for Dad, Magic with a Message, Mother/Daughter Tea, and Father/Son Brunch.

Thank you for your support, and we ask for your continued support in the upcoming year.

Ms. McCloud, Principal
Denise Williams, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	29	27
Percent satisfied with learning environment	100.0%	96.4%	88.0%
Percent satisfied with social and physical environment	100.0%	100.0%	81.5%
Percent satisfied with school-home relations	87.0%	100.0%	88.9%

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

School Adequate Yearly Progress

NO

This school met 7 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.7%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	161	97.5	43.4	37.2	19.3	0	26.2	18.1	48.2	No	Yes
Gender											
Male	92	95.7	50.6	38.3	11.1	0	17.3	12.7	41.7	N/A	N/A
Female	69	100	34.4	35.9	29.7	0	37.5	23.9	55	N/A	N/A
Racial/Ethnic Group											
White	22	95.5	57.1	21.4	21.4	0	21.4	14.8	60	I/S	I/S
African American	135	97.8	41.7	39.4	18.9	0	26.8	18.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	39	89.7	75	21.9	3.1	0	9.4	6.6	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	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	146	98.6	45.5	36.4	18.2	0	23.5	17	34	No	Yes

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

All Students	161	97.5	44.8	37.9	13.1	4.1	24.8	15.9	45.8	No	Yes
Gender											
Male	92	95.7	51.9	34.6	11.1	2.5	22.2	15.7	45.6	N/A	N/A
Female	69	100	35.9	42.2	15.6	6.3	28.1	16.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	22	95.5	50	21.4	14.3	14.3	28.6	18.5	59	I/S	I/S
African American	135	97.8	44.1	39.4	13.4	3.1	25.2	16.1	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	39	89.7	81.3	15.6	3.1	0	3.1	3.3	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	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	146	98.6	47	36.4	13.6	3	24.2	15.3	31.4	No	Yes

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

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
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Science

All Students	108	99.1	55.7	35.1	7.2	2.1	9.3	9.5	35.7	95.8	95.5
Gender											
Male	59	98.3	57.7	28.8	9.6	3.8	13.5	13.3	37.4	95.8	95.2
Female	49	100	53.3	42.2	4.4	0	4.4	5.6	33.8	95.8	95.9
Racial/Ethnic Group											
White	13	100	57.1	28.6	14.3	0	14.3	13.3	49.2	93.4	92.3
African American	91	98.9	54.7	37.2	5.8	2.3	8.1	8.6	17	96.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.7	95.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	24	95.8	85.7	9.5	4.8	0	4.8	2.5	14	95.2	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	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95.6	95.5
Socio-Economic Status											
Subsided meals	99	100	58.4	34.8	5.6	1.1	6.7	8.2	21.1	95.8	95.5

Social Studies

All Students	103	99	46.9	36.5	13.5	3.1	16.7	8.8	34	95.8	95.5
Gender											
Male	62	98.4	56.1	28.1	12.3	3.5	15.8	10.6	36.6	95.8	95.2
Female	41	100	33.3	48.7	15.4	2.6	17.9	6.8	31.3	95.8	95.9
Racial/Ethnic Group											
White	15	93.3	50	30	0	20	20	10.5	44.5	93.4	92.3
African American	85	100	45.8	37.3	15.7	1.2	16.9	8.5	19.1	96.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.7	95.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	25	96	71.4	14.3	14.3	0	14.3	6.5	14.4	95.2	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	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	95.6	95.5
Socio-Economic Status											
Subsided meals	92	100	50	38.4	10.5	1.2	11.6	6.7	21	95.8	95.5

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

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	18	100	25	43.8	25	6.3	31.3
	4	23	100	60.9	21.7	17.4	0	17.4
	5	19	100	37.5	56.3	6.3	0	6.3
	6	25	96	47.8	34.8	13	4.3	17.4
	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	58	98.3	30.8	30.8	38.5	0	38.5
	4	52	100	50	41.7	8.3	0	8.3
	5	51	94.1	51.1	40	8.9	0	8.9
	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	18	100	37.5	37.5	18.8	6.3	25
	4	23	100	52.2	26.1	21.7	0	21.7
	5	19	100	50	43.8	6.3	0	6.3
	6	25	96	56.5	26.1	13	4.3	17.4
	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	58	98.3	34.6	50	11.5	3.8	15.4
	4	52	100	54.2	27.1	12.5	6.3	18.8
	5	51	94.1	46.7	35.6	15.6	2.2	17.8
	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	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	23	100	65.2	17.4	17.4	0	17.4
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	14	100	70	30	0	0	0
	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	30	100	38.5	50	11.5	0	11.5
	4	52	100	62.5	27.1	8.3	2.1	10.4
	5	26	96.2	60.9	34.8	0	4.3	4.3
	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
Social Studies								
2007	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	23	100	47.8	43.5	8.7	0	8.7
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	13	92.3	40	50	10	0	10
	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	27	100	26.9	34.6	26.9	11.5	38.5
	4	52	100	56.3	35.4	8.3	0	8.3
	5	24	95.8	50	40.9	9.1	0	9.1
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample