



BRIGGS ELEMENTARY

1012 Congaree Drive
Florence, South Carolina

Grades	K-6 Elementary School	
Enrollment	667 Students	
Principal	Martin Schmid	843-664-8169
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Good	Good
2006	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

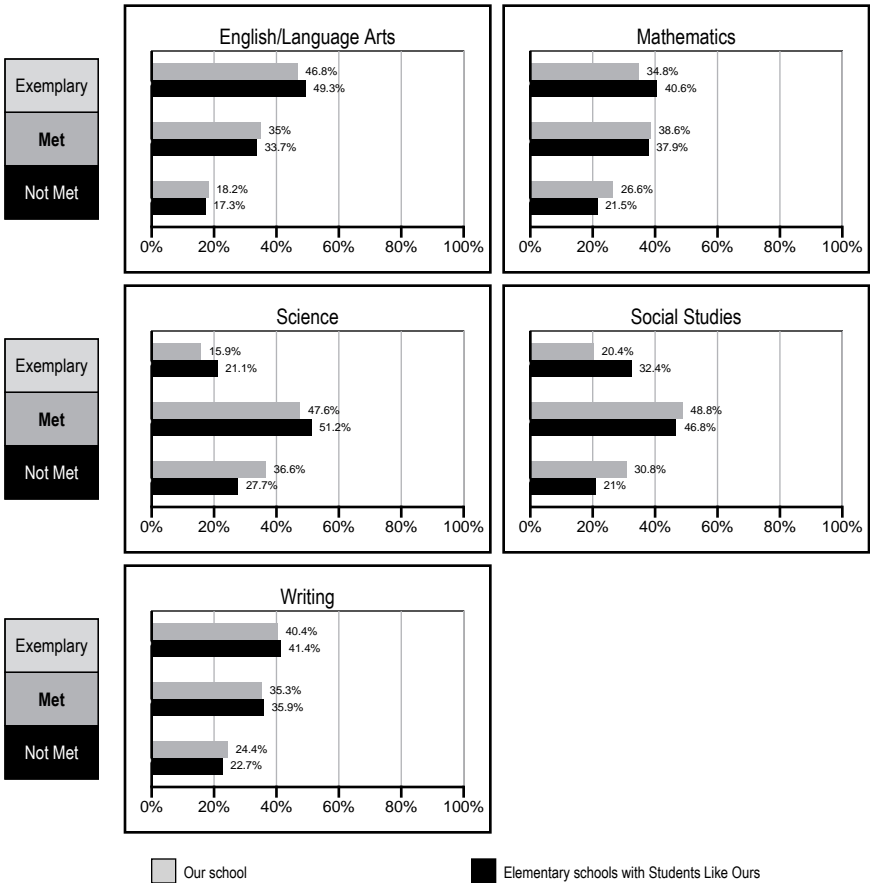
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	32	28	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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=667)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 3.1%	1.1%	1.2%
Attendance rate	95.7%	Down from 96.3%	96.4%	96.1%
Eligible for gifted and talented	17.0%	Up from 14.5%	17.1%	11.7%
With disabilities other than speech	9.9%	Down from 15.0%	7.3%	8.0%
Older than usual for grade	1.0%	Up from 0.7%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	58.7%	Up from 54.3%	62.4%	60.5%
Continuing contract teachers	82.6%	Down from 84.8%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.6%	Up from 90.7%	90.3%	87.0%
Teacher attendance rate	95.6%	No Change	95.7%	95.4%
Average teacher salary*	\$47,488	Up 0.7%	\$48,250	\$47,288
Professional development days/teacher	14.5 days	Up from 12.5 days	11.1 days	10.5 days
School				
Principal's years at school	12.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.9 to 1	20.1 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 90.6%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,729	Up 4.5%	\$7,129	\$7,548
Percent of expenditures for instruction**	68.4%	Up from 67.5%	69.1%	68.7%
Percent of expenditures for teacher salaries**	66.2%	Up from 62.7%	66.0%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The entire Briggs community is to be commended for their initiative, dedication, and hard work during the 2009-10 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. "Excellence Through Effort" was our yearly theme. Students and staff members participated in several service-learning projects that benefited local, national and international organizations.

We are extremely proud of the following:

- Significant improvement in the number of students scoring Met and Exemplary on PASS.
- ImPACT and Effective Schools Plans implemented to address state standards utilizing data from MAP, Tests for Higher Standards and COMPASS assessment tools that identify specific areas of need for each child.
- School-wide commitment to early literacy evidenced through our LEAP Lab and Writing Teacher.
- Vigorous commitment to technology noted by the allocation of notebook computers, LCD projectors, Smartboards, ELMOs and several software programs (United Streaming, Brain Pop, etc.) to all teachers with wireless access throughout our building.
- Continued accreditation through the Southern Association of Colleges and Schools.
- Arts as Basic Curriculum Grant awarded by the South Carolina Arts Commission to infuse the arts across the curriculum.

The Briggs Association of Parents and Teachers and the School Improvement Council work in concert to continue to support outstanding work at our school. Their mini grants fund many teacher initiated, enrichment activities and our first ever "Taste of Briggs" was a huge community success.

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

Martin Schmid, Principal
Brad Marlowe, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	91	66
Percent satisfied with learning environment	100.0%	84.4%	93.5%
Percent satisfied with social and physical environment	100.0%	85.6%	93.8%
Percent satisfied with school-home relations	95.6%	87.8%	91.9%

* 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 20 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

CSI

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	421	99.3	17	35.2	47.8	89.5	84.6	83.5	Yes	Yes
Gender										
Male	215	99.1	17	32	51	89.5	82.1	80.1	N/A	N/A
Female	206	99.5	16.9	38.6	44.4	89.4	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	254	99.6	11.8	30.4	57.8	92.8	90.9	89.6	Yes	Yes
African American	146	98.6	27.5	45.8	26.7	83.2	78.5	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.3	92.7	I/S	I/S
Hispanic	12	100	16.7	25	58.3	83.3	85.7	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
Disability Status										
Disabled	78	98.7	52.1	35.6	12.3	65.8	56.1	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	84.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	207	99.5	23.2	43.2	33.7	85.8	79.2	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	421	99.5	25.4	38.8	35.7	83.3	78.9	80.4	Yes	Yes
Gender										
Male	215	99.5	25	36	39	82.5	77.1	78.4	N/A	N/A
Female	206	99.5	25.9	41.8	32.3	84.1	80.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	254	99.6	19.4	37.6	43	88.2	88.2	87.8	Yes	Yes
African American	146	99.3	38.9	42	19.1	72.5	69.8	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.9	93.5	I/S	I/S
Hispanic	12	100	16.7	50	33.3	91.7	81.5	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	83.2	I/S	I/S
Disability Status										
Disabled	78	100	68.5	20.5	11	47.9	46.5	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	85.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	207	99.5	32.6	43.2	24.2	78.4	71.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	265	100	34.8	48	17.2	65.2	67.8	67.3
Gender								
Male	130	100	31.7	48.3	20	68.3	68.4	66.9
Female	135	100	37.9	47.6	14.5	62.1	67.2	67.7
Racial/Ethnic Group								
White	157	100	26	53.4	20.5	74	82.4	79.6
African American	93	100	53	38.6	8.4	47	53.3	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	70.9	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	69.5
Disability Status								
Disabled	54	100	72	16	12	28	42	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.1	58.6
Socio-Economic Status								
Subsidized meals	131	100	47.9	43.7	8.4	52.1	57	55.4
Social Studies								
All Students	257	100	30.6	48.3	21.1	69.4	71	70.9
Gender								
Male	141	100	29.6	45.9	24.4	70.4	70.6	70.1
Female	116	100	31.8	51.4	16.8	68.2	71.4	71.7
Racial/Ethnic Group								
White	152	100	22.2	52.1	25.7	77.8	80.2	79.2
African American	93	100	45.3	43	11.6	54.7	62.1	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.2	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	44	100	60.5	30.2	9.3	39.5	45.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	73.6	68
Socio-Economic Status								
Subsidized meals	127	100	42.5	42.5	15	57.5	62.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	424	98.6	23.8	35.5	40.7	76.2	73	72.1	95.7	95.8
Gender										
Male	217	98.2	27.9	33.8	38.3	72.1	66	65.2	95.8	95.6
Female	207	99	19.5	37.4	43.2	80.5	80.3	79.2	95.6	95.9
Racial/Ethnic Group										
White	253	98.4	17	31.9	51.1	83	81.4	80.8	95.8	95.6
African American	150	98.7	37.8	43	19.3	62.2	64.8	59.7	95.5	95.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.1	87	96.9	97.5
Hispanic	12	100	16.7	33.3	50	83.3	69.7	64.6	95.1	94.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.5	73.4	96.2	97
Disability Status										
Disabled	66	95.5	78.9	17.5	3.5	21.1	30.8	27.7	95.6	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.7	63.7	95.1	96.1
Socio-Economic Status										
Subsidized meals	208	99	32	40.2	27.8	68	64.9	61.9	94.8	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	102	100	22.8	30.4	46.7	77.2
	4	97	97.9	25.6	30	44.4	74.4
	5	115	97.4	20	45.5	34.5	80
	6	100	98	13.5	43.8	42.7	86.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	109	98.2	10.2	34.7	55.1	89.8
	4	104	100	23.5	38.8	37.8	76.5
	5	95	99	16.1	27.6	56.3	83.9
	6	113	100	17.9	38.7	43.4	82.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	102	99	31.5	29.3	39.1	68.5
	4	97	99	18.7	39.6	41.8	81.3
	5	115	97.4	27.3	48.2	24.5	72.7
	6	100	98	22.9	50	27.1	77.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	109	99.1	24.5	34.7	40.8	75.5
	4	104	100	29.6	37.8	32.7	70.4
	5	95	99	26.4	39.1	34.5	73.6
	6	113	100	21.7	43.4	34.9	78.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	52	100	44.7	34	21.3	55.3
	4	97	99	38.5	41.8	19.8	61.5
	5	57	100	25	60.7	14.3	75
	6	49	100	29.2	52.1	18.8	70.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	100	45.8	33.3	20.8	54.2
	4	104	100	32.7	51	16.3	67.3
	5	46	100	28.6	47.6	23.8	71.4
	6	60	100	33.9	55.4	10.7	66.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	51	100	30.4	52.2	17.4	69.6
	4	97	97.9	22.2	66.7	11.1	77.8
	5	55	100	14.8	42.6	42.6	85.2
	6	49	100	10.4	47.9	41.7	89.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	100	26	48	26	74
	4	103	100	40.2	48.5	11.3	59.8
	5	48	100	22.2	35.6	42.2	77.8
	6	53	100	24	60	16	76
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	102	99	34.1	26.4	39.6	65.9
	4	96	99	24.2	39.6	36.3	75.8
	5	114	98.3	22.9	34.9	42.2	77.1
	6	99	98	10.4	47.9	41.7	89.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	110	99.1	27	26	47	73
	4	103	97.1	28.4	42.1	29.5	71.6
	5	97	97.9	19.1	32.6	48.3	80.9
	6	114	100	20.6	41.1	38.3	79.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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