



BRENNEN ELEMENTARY

4438 Devereaux Rd.

Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	795 Students	
Principal	Marian Crum-Mack, Ph.D.	803-738-7204
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Good
2006	Good	At-Risk

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

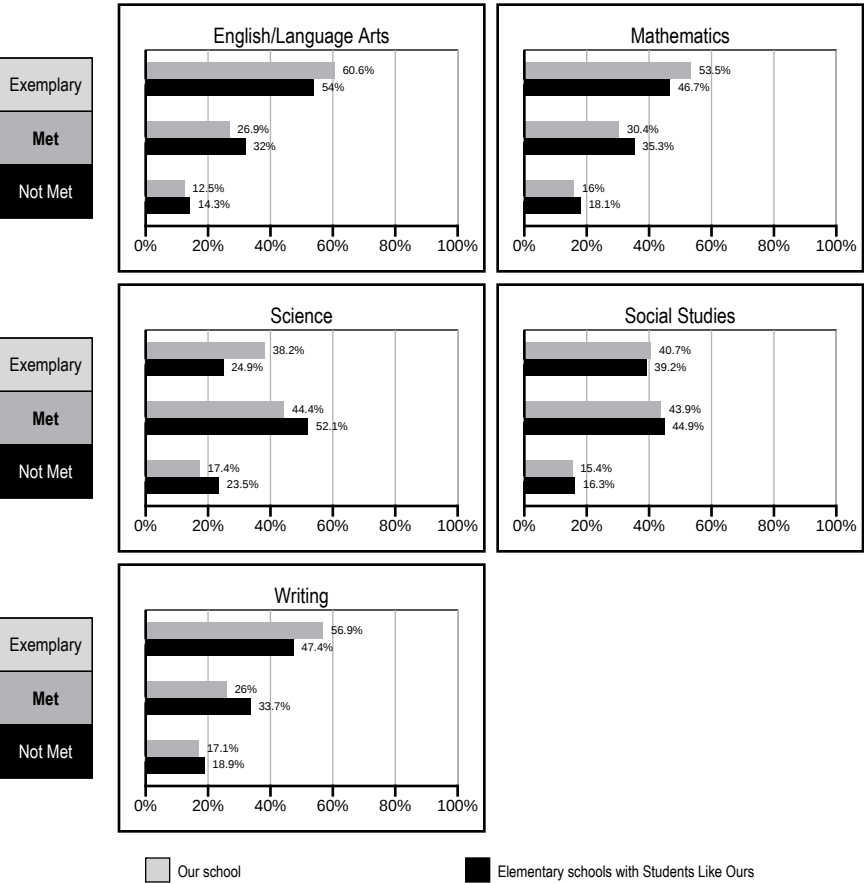
Percent of students tested in 2009-10 whose 2008-09 test scores were located 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	16	5	1	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=795)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 1.7%	1.0%	1.2%
Attendance rate	96.1%	Up from 96.0%	96.5%	96.1%
Eligible for gifted and talented	32.2%	Up from 23.9%	19.7%	11.7%
With disabilities other than speech	10.7%	Up from 10.0%	7.9%	8.0%
Older than usual for grade	0.6%	Up from 0.5%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	68.5%	Up from 67.9%	61.7%	60.5%
Continuing contract teachers	72.2%	Up from 71.4%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.8%	Down from 86.1%	88.3%	87.0%
Teacher attendance rate	94.1%	Up from 93.8%	96.1%	95.4%
Average teacher salary*	\$53,363	Down 0.6%	\$48,507	\$47,288
Professional development days/teacher	11.7 days	Down from 12.6 days	10.0 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.2 to 1	20.7 to 1	19.2 to 1
Prime instructional time	89.1%	Up from 87.7%	92.4%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.5%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,721	Up 6.4%	\$6,921	\$7,548
Percent of expenditures for instruction**	81.6%	Down from 82.5%	70.6%	68.7%
Percent of expenditures for teacher salaries**	78.8%	Up from 77.5%	67.4%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Report of Principal and School Improvement Council

Brennen Elementary School continues to be a flagship institution for elementary education throughout South Carolina. The school is situated in a residential section of Columbia and serves approximately 780 students in grades K through 5. Brennen's greatest strengths come from its strong student achievement, excellent parent and community support, comprehensive social action projects, and continuous professional development.

We are proud of the student achievement and other school honors that have come to us at Brennen in recent years. Since the beginning of testing, we have maintained a rating of Excellent or Good on the SC School Report Card. Also, for 7 of the 9 years, we have maintained Palmetto Gold or Silver Award status. In addition, our students have performed above the state average on all parts of PASS testing each year. For multiple years, we have continued our status as a Red Carpet School, as well as a School of Promise. Four of our 5th graders won honors in the junior division at the USC Region II Science and Engineering Fair. We utilize the latest technology, such as interactive white boards and a wireless mobile computer lab, to maximize our students' achievement. All of our students participate in art, music, PE, Spanish and drama classes. First through fifth graders perform in full-length plays.

Our parent and community support is quite impressive. The PTO sponsored its 7th fund-raising auction, raising \$36,000 during that one evening and attracting approximately 275 attendees (PTO raised almost \$60,000 over the entire school year). Among the PTO activities that regularly bring in hundreds of attendees are events such as Harvest Happening, Spring Supper, Back-to-School Bash, Walk Your Child to School Day, and Grandparents' Day. Our SIC was quite active this year, also. The members broadened school-to-family communication, created the student directory, and assisted teachers with many classroom activities and needs. Our neighborhood Kilbourne Park Baptist Church members serve as our Faith-Based Partners and allow us to have our 5th Grade Promotion Ceremony in their gym. USC's Foreign Language Department students have continued to provide German instruction to interested students in one of our after-school programs.

Our Social Action Projects included Pennies for Pasta (\$1,303 for the Leukemia Society), Jump Rope for Heart (\$4,041 for the American Heart Association), Harvest Hope Food Drive (1,463 pounds), Relay for Life (\$800 for the American Cancer Society), and The Water Project (\$1,414 for a well for an African village).

In much the same way, we have continued our emphasis on professional development. We have implemented Stages One and Two of HET (Highly Effective Teaching) and provided multiple-year coaching for our faculty and staff. Stage One focuses on the physical and emotional environment of the school. Stage Two addresses curriculum and instruction issues. In addition, our teams of teachers have worked to become true Professional Learning Communities.

All of us associated with Brennen Elementary School are proud of our 60-year history of academic excellence and have pride in the outstanding elementary school experience that we provide for our students.

Dr. Marian Crum-Mack, Principal

Coley Brown, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	126	100
Percent satisfied with learning environment	85.4%	91.3%	90.5%
Percent satisfied with social and physical environment	89.6%	87.2%	93.9%
Percent satisfied with school-home relations	97.9%	96.8%	89.8%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 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	
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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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	392	99.2	12	27.1	60.9	93.1	78.2	83.5	Yes	Yes
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Gender

Male	206	99.5	12.2	26.9	60.9	93.9	74.7	80.1	N/A	N/A
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Female	186	98.9	11.7	27.4	60.9	92.2	81.6	87	N/A	N/A
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Racial/Ethnic Group

White	205	99.5	3.5	15.8	80.7	97.5	93.3	89.6	Yes	Yes
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African American	148	98.7	21	42.8	36.2	89.9	74.2	74.6	Yes	Yes
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
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Hispanic	26	100	34.8	30.4	34.8	73.9	80.8	79.6	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
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Disability Status

Disabled	44	93.2	35	27.5	37.5	72.5	45.3	51.7	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	33	100	25.8	38.7	35.5	80.6	77.9	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	154	98.7	24.3	41.4	34.3	86.4	73.1	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	392	100	16.4	30.8	52.8	89.7	72	80.4	Yes	Yes
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Gender

Male	206	100	15.7	28.8	55.6	91.4	70.3	78.4	N/A	N/A
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Female	186	100	17.3	33	49.7	87.7	73.8	82.5	N/A	N/A
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Racial/Ethnic Group

White	205	100	5.4	21.3	73.3	98	90.2	87.8	Yes	Yes
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African American	148	100	31.7	41	27.3	78.4	67	69.3	Yes	Yes
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
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Hispanic	26	100	26.1	43.5	30.4	82.6	77.8	78.3	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
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Disability Status

Disabled	44	100	46.3	29.3	24.4	73.2	34.8	46.1	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	33	100	19.4	48.4	32.3	87.1	80	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	154	100	31.9	39.7	28.4	78	65.9	72.8	Yes	Yes
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* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	256	99.6	17.5	43.5	39	82.5	56.5	67.3
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Gender

Male	135	99.3	13.7	45	41.2	86.3	56.1	66.9
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Female	121	100	21.7	41.7	36.5	78.3	56.8	67.7
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Racial/Ethnic Group

White	132	100	9.3	34.1	56.6	90.7	86.3	79.6
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African American	96	99	30	52.2	17.8	70	48.2	49.7
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	76.2	84.4
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Hispanic	17	100	25	56.3	18.8	75	64.9	59.4
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
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Disability Status

Disabled	29	96.6	42.3	30.8	26.9	57.7	23.9	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	23	100	17.4	65.2	17.4	82.6	62.7	58.6
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Socio-Economic Status

Subsidized meals	102	99	31.2	54.8	14	68.8	46.5	55.4
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Social Studies

All Students	262	99.6	15	44.7	40.3	85	64	70.9
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Gender

Male	141	99.3	11.1	42.2	46.7	88.9	61.9	70.1
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Female	121	100	19.5	47.5	33.1	80.5	66.1	71.7
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Racial/Ethnic Group

White	137	100	5.9	34.6	59.6	94.1	86.9	79.2
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African American	100	100	26.6	57.4	16	73.4	57.7	58.4
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	82.1	86.8
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Hispanic	18	94.4	25	50	25	75	67.6	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	33	100	32.3	48.4	19.4	67.7	31.7	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	21	95.2	25	45	30	75	65.2	68
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Socio-Economic Status

Subsidized meals	103	99	28.4	51.6	20	71.6	56.5	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	392	97.7	17.1	26	56.9	82.9	63.4	72.1	96.1	95.9
Gender										
Male	206	96.1	19.4	24.1	56.5	80.6	56.3	65.2	95.8	95.7
Female	186	99.5	14.6	28.1	57.3	85.4	70.4	79.2	96.6	96.1
Racial/Ethnic Group										
White	204	100	6.9	15.3	77.8	93.1	86.2	80.8	96.2	96
African American	147	94.6	28.2	42	29.8	71.8	57.3	59.7	95.9	95.9
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	81.1	87	97.3	96.2
Hispanic	27	100	50	18.2	31.8	50	62.9	64.6	96.6	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	96.9	93.4
Disability Status										
Disabled	42	78.6	59.4	21.9	18.8	40.6	21.1	27.7	94.7	95
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	34	100	35.5	25.8	38.7	64.5	60.7	63.7	96.7	96.3
Socio-Economic Status										
Subsidized meals	149	94.6	32.3	43.1	24.6	67.7	55.2	61.9	95.5	95.7

Abbreviations for Missing Data

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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	120	100	15	31.9	53.1	85
	4	145	100	16.1	27.7	56.2	83.9
	5	121	100	12.4	34.5	53.1	87.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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	127	99.2	13.3	19.2	67.5	86.7
	4	125	99.2	11.6	34.7	53.7	88.4
	5	140	99.3	11.1	27.4	61.5	88.9
	6	0	N/A	N/A	N/A	N/A	N/A
	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	120	100	16.8	36.3	46.9	83.2
	4	145	100	14.6	37.2	48.2	85.4
	5	121	100	11.5	39.8	48.7	88.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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	127	100	20.8	21.7	57.5	79.2
	4	125	100	9.9	34.7	55.4	90.1
	5	140	100	18.4	35.3	46.3	81.6
	6	0	N/A	N/A	N/A	N/A	N/A
	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	60	98.3	35.1	43.9	21.1	64.9
	4	143	99.3	17	47.4	35.6	83
	5	62	96.8	15.5	51.7	32.8	84.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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	61	100	24.1	29.3	46.6	75.9
	4	125	100	15.6	52.5	32	84.4
	5	70	98.6	15.2	39.4	45.5	84.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	60	98.3	23.2	23.2	53.6	76.8
	4	145	100	7.3	34.3	58.4	92.7
	5	59	98.3	25	32.7	42.3	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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	67	98.5	16.1	43.5	40.3	83.9
	4	125	100	10.7	42.6	46.7	89.3
	5	70	100	21.7	49.3	29	78.3
	6	0	N/A	N/A	N/A	N/A	N/A
	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	120	97.5	19.6	17.9	62.5	80.4
	4	146	95.2	22.4	33.6	44	77.6
	5	119	97.5	10.8	33.3	55.9	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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	125	97.6	17.1	26.5	56.4	82.9
	4	126	97.6	19.5	26.3	54.2	80.5
	5	141	97.9	14.9	25.4	59.7	85.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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

Abbreviations for Missing Data

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