



BRUNSON-DARGAN ELEMENTARY

400 Wells Street
Darlington, South Carolina

Grades	3-5 Elementary School	
Enrollment	252 Students	
Principal	Ada O. Harper	843-398-5080
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Charles Govan	843-332-2288

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Excellent*
2010	Below Average	Below Average
2009	Below Average	Average
2008	At-Risk	Below Average
2007	Below Average	Below Average

* The School's 2011 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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

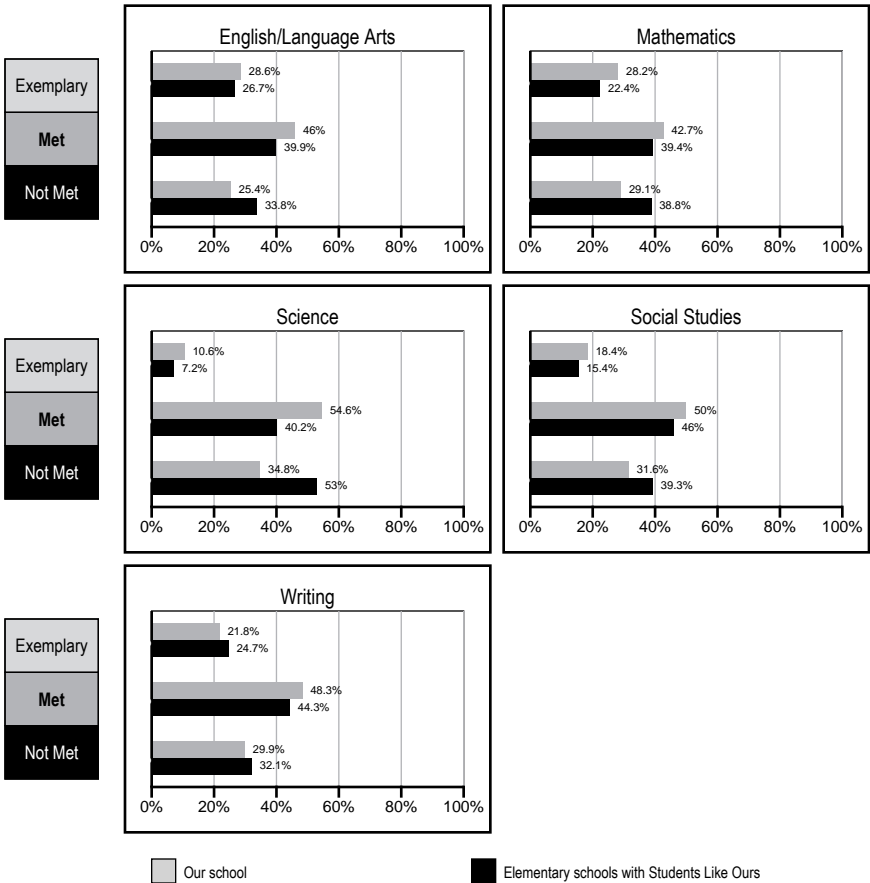
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	92	53	23

* Ratings are calculated with data available by 11/09/2011.

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=252)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	95.5%	Up from 95.1%	96.2%	96.2%
Served by gifted and talented program	3.3%	Up from 1.3%	5.5%	13.4%
With disabilities other than speech	13.4%	Down from 19.2%	4.3%	4.1%
Older than usual for grade	2.4%	Up from 1.7%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.0%	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	55.6%	Down from 66.7%	61.8%	62.5%
Continuing contract teachers	77.8%	Up from 75.0%	82.4%	88.2%
Teachers returning from previous year	80.0%	Up from 73.7%	84.7%	87.8%
Teacher attendance rate	92.7%	Down from 95.5%	95.2%	95.2%
Average teacher salary*	\$45,894	Down 0.3%	\$45,083	\$46,773
Professional development days/teacher	11.4 days	Down from 15.0 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.8	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 20.6 to 1	17.6 to 1	19.9 to 1
Prime instructional time	86.9%	Down from 88.6%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,502	Down 3.8%	\$8,426	\$7,447
Percent of expenditures for instruction**	60.7%	Up from 55.3%	67.8%	68.4%
Percent of expenditures for teacher salaries**	57.0%	Up from 52.6%	64.2%	65.8%

* 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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Report of Principal and School Improvement Council

Brunson-Dargan Elementary School (BDE) serves 250 students in grades three through five in the heart of Darlington, South Carolina. During this school year, we implemented the Explicit Direct Instructional (EDI) approach to classroom instruction, focusing on the delivery of effective lessons to improve student achievement. In addition to implementing the EDI model, focus has been placed on the planning of effective lessons and using assessment results to guide instruction.

BDE teachers continued to challenge students with research-based instructional practices, such as the Balanced Literacy Model, computer-assisted instruction in reading and math (Compass Learning Odyssey), and small group intervention programs such as SOAR to Reading Success, Read Well and small group mathematics instruction. Several initiatives were implemented to address the mathematical needs of our students, such as universal math morning work, Multiplication-by-the-Step (mastering multiplication facts), Bonus Math Time (problem-solving strategies), and early morning computer-assisted mathematics instruction. Another significant intervention program for BDE students was the BDE Homework Center sponsored by SCE&G. The center provided after-school assistance in the areas of English language arts and math to approximately 45 students.

Professional development focused on improving the quality of classroom instruction using the EDI instructional approach and improving student motivation through a book study of Relationship-Driven Classroom Management by John M. Vitto. Through the Teacher Advancement Program (TAP), master and mentor teachers provided teachers with weekly professional development in researched-based strategies in mathematics to support the school-wide Bonus Math Time.

BDE continues to improve its relationship with the Darlington community through business and faith-based partnerships, the Parent/Teacher/Community Organization, and School Improvement Council. A partnership was formed with New Providence Baptist Church of Darlington to provide mentors to select students. As we continue to focus on educating the whole child, BDE is proud to participate in a fruit and vegetable grant, providing a healthy snack to the students and staff three days a week.

As we plan for the 2011-12 school year, the faculty and staff of Brunson-Dargan Elementary School remain focused and committed to providing a high quality educational program so that all students will have the opportunity to make their dreams become a reality.

Ada O. Harper, Principal Evelyn Robinson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	75	57
Percent satisfied with learning environment	100.0%	92.0%	81.8%
Percent satisfied with social and physical environment	94.4%	77.3%	88.9%
Percent satisfied with school-home relations	29.4%	90.5%	81.5%

* 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 19 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

R

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	250	99.6	24.2	43.9	31.8	84.8	77.6	82.4	Yes	Yes
Gender										
Male	126	99.2	27.7	41.1	31.3	81.3	73.7	78.7	N/A	N/A
Female	124	100	20.7	46.8	32.4	88.3	81.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	63	100	25	40.4	34.6	76.9	86.6	88.9	Yes	Yes
African American	185	99.5	24.3	45	30.8	87	70.9	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	53	100	51.1	24.4	24.4	60	47.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	233	100	25.6	44	30.4	83.6	72.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	250	99.6	28.3	41.7	30	82.5	80.5	81.9	Yes	Yes
Gender										
Male	126	99.2	26.8	40.2	33	83	78.6	79.9	N/A	N/A
Female	124	100	29.7	43.2	27	82	82.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	63	100	25	30.8	44.2	80.8	88	88.9	Yes	Yes
African American	185	99.5	29.6	45	25.4	82.8	74.8	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	86.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	53	100	53.3	28.9	17.8	60	51.2	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	86.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	233	100	29.5	42	28.5	81.6	76.4	74.9	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	168	98.8	33.1	52	14.9	66.9	66.2	68.6
Gender								
Male	89	97.8	24.7	54.5	20.8	75.3	67.3	68.3
Female	79	100	42.3	49.3	8.5	57.7	65	68.9
Racial/Ethnic Group								
White	52	100	27.9	51.2	20.9	72.1	81.3	80.7
African American	115	98.3	35.6	51.9	12.5	64.4	55	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	62.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	37	97.3	37.5	40.6	21.9	62.5	42.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	62.5	60.7
Socio-Economic Status								
Subsidized meals	154	99.4	33.3	53.3	13.3	66.7	59.3	57.3
Social Studies								
All Students	162	99.4	30.8	47.6	21.7	69.2	71	72.5
Gender								
Male	76	98.7	28.4	44.8	26.9	71.6	71.1	72
Female	86	100	32.9	50	17.1	67.1	70.9	73.1
Racial/Ethnic Group								
White	37	100	20	46.7	33.3	80	80.9	81
African American	123	99.2	34.2	47.7	18	65.8	63.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	84	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	29	100	52.2	17.4	30.4	47.8	42.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84	69.7
Socio-Economic Status								
Subsidized meals	154	100	32.4	46.3	21.3	67.6	65	62.9

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	98	95.9	29.9	48.3	21.8	70.1	67.4	73.2	95.5	95.4
Gender										
Male	54	94.4	35.4	41.7	22.9	64.6	61.2	67.2	95.1	95.1
Female	44	97.7	23.7	55.3	21.1	76.3	74	79.4	95.9	95.7
Racial/Ethnic Group										
White	20	90	29.4	35.3	35.3	70.6	78.1	81.5	94.3	94.9
African American	77	97.4	30.4	50.7	18.8	69.6	59.5	61.3	95.9	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.3	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	57.9	66.7	94	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	93.5
Disability Status										
Disabled	24	83.3	N/AV	N/AV	N/AV	25	19.7	26	92.7	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98.5
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	65.7	93.3	96.8
Socio-Economic Status										
Subsidized meals	87	95.4	32.1	46.2	21.8	67.9	60.7	63.2	95.4	95.1

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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							
2010	3	80	98.8	20	50	30	80
	4	97	100	39.8	45.5	14.8	60.2
	5	112	100	38.5	41.3	20.2	61.5
	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
2011	3	74	100	22.7	28.8	48.5	77.3
	4	78	98.7	19.4	46.3	34.3	80.6
	5	98	100	28.9	53.3	17.8	71.1
	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
Mathematics							
2010	3	80	98.8	34.3	47.1	18.6	65.7
	4	97	100	37.5	51.1	11.4	62.5
	5	112	100	65.4	26.9	7.7	34.6
	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
2011	3	74	100	34.8	30.3	34.8	65.2
	4	78	98.7	26.9	47.8	25.4	73.1
	5	98	100	24.4	45.6	30	75.6
	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
Science							
2010	3	43	100	50	36.8	13.2	50
	4	96	100	39.1	51.7	9.2	60.9
	5	56	96.4	41.7	54.2	4.2	58.3
	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
2011	3	41	97.6	27.8	52.8	19.4	72.2
	4	76	98.7	30.8	63.1	6.2	69.2
	5	51	100	40.4	36.2	23.4	59.6
	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

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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							
2010	3	37	100	33.3	51.5	15.2	66.7
	4	97	100	33	52.3	14.8	67
	5	56	94.6	64.7	31.4	3.9	35.3
	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
2011	3	36	100	25	53.1	21.9	75
	4	78	98.7	22.4	50.7	26.9	77.6
	5	48	100	47.7	38.6	13.6	52.3
	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
Writing							
2010	3	79	96.2	23.2	50.7	26.1	76.8
	4	97	96.9	40.2	46	13.8	59.8
	5	112	95.5	31	52	17	69
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	98	95.9	29.9	48.3	21.8	70.1
	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

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