BRIGGS ELEMENTARY

1012 Congaree Drive
Florence, South Carolina

Grades	K-6 Elementary School	
Enrollment	639 Students	
Principal	Martin Schmid	843-664-8169
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Good**	**Good**
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Good	Good

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

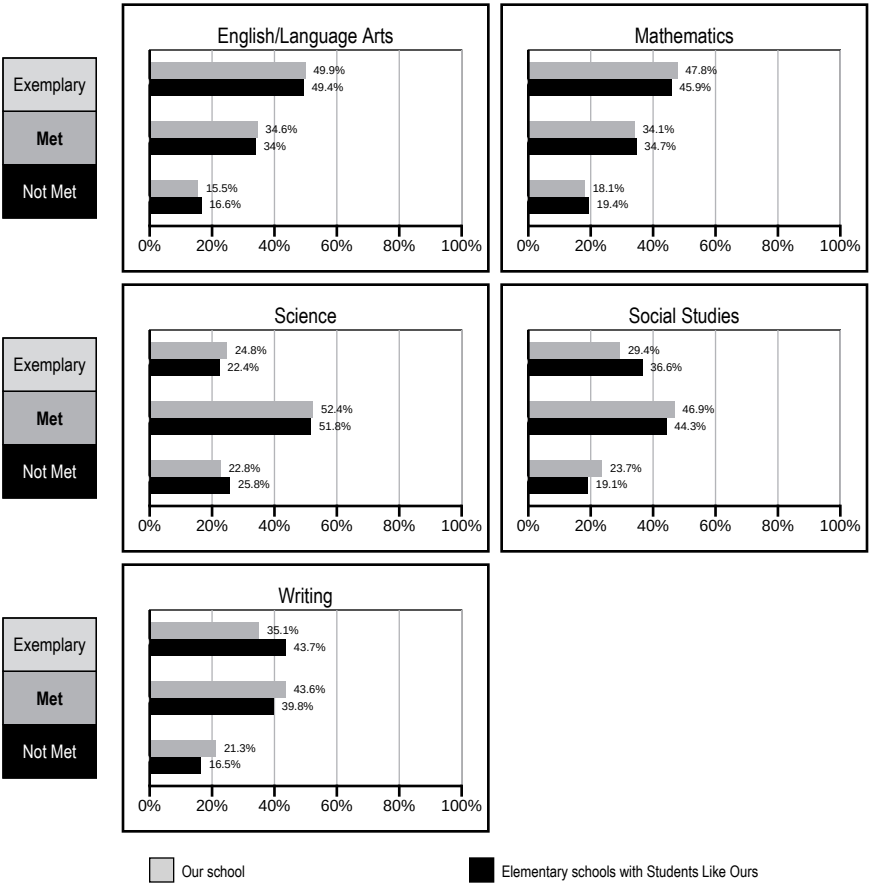
Percent of students tested in 2010-11 whose 2009-10 test scores were located	95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	35	15	0	0

* 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=639)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.2%	0.9%	1.1%
Attendance rate	95.5%	Down from 95.7%	96.2%	96.2%
Served by gifted and talented program	18.1%	Up from 17.0%	20.2%	13.4%
With disabilities other than speech	4.1%	Down from 9.9%	3.7%	4.1%
Older than usual for grade	1.1%	Up from 1.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	64.3%	Up from 58.7%	65.9%	62.5%
Continuing contract teachers	97.6%	Up from 82.6%	90.8%	88.2%
Teachers returning from previous year	92.0%	Up from 91.6%	90.2%	87.8%
Teacher attendance rate	96.4%	Up from 95.6%	95.1%	95.2%
Average teacher salary*	$48,492	Up 2.1%	$48,100	$46,773
Professional development days/teacher	13.6 days	Down from 14.5 days	11.0 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 20.0 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.1%	Up from 90.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,433	Up 10.5%	$7,063	$7,447
Percent of expenditures for instruction**	68.2%	Down from 68.4%	68.8%	68.4%
Percent of expenditures for teacher salaries**	66.2%	No Change	66.6%	65.8%

* 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

Principal's School Improvement Report
The entire Briggs community is to be commended for their initiative, dedication, and hard work during the 2010-11 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 and our School Renewal Plan. "Come Together" 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.
Effective Schools Plans were implemented to address state standards utilizing data from MAP, Accelerated Math, 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.
•Vigorous commitment to technology noted by the allocation of notebook computers, LCD projectors, Smartboards, document cameras, hardware upgrades, and several software programs (United Streaming, Brain Pop, etc.) to all teachers with wireless access throughout our building.
•Continued accreditation with an "All Clear" rating 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. Our second annual "Taste of Briggs" was a huge community success.

Our school stakeholders continue 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	94	76
Percent satisfied with learning environment	100.0%	87.2%	91.8%
Percent satisfied with social and physical environment	100.0%	89.2%	93.2%
Percent satisfied with school-home relations	93.3%	85.1%	83.8%

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

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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	CA

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	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

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BRIGGS ELEMENTARY										11/09/11-2101008
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 = 79.4% (Met or Exemplary)										
All Students	415	99.5	14.9	34	51	91.8	84.3	82.4	Yes	Yes
Gender										
Male	220	99.6	14.1	34.1	51.7	90.7	81.6	78.7	N/A	N/A
Female	195	99.5	15.8	33.9	50.3	92.9	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	247	100	11.8	25.7	62.4	94.1	90.6	88.9	Yes	Yes
African American	147	98.6	21.2	49.2	29.5	87.9	78.2	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	85.6	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	96	83	I/S	I/S
Disability Status										
Disabled	71	97.2	44.6	32.3	23.1	67.7	54.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	198	99.5	20.5	43.8	35.7	88.6	78.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	415	100	17.7	33.7	48.6	87.7	81.6	81.9	Yes	Yes
Gender										
Male	220	100	17.5	32.5	50	87.4	79.2	79.9	N/A	N/A
Female	195	100	18	35	47	88	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	247	100	9.7	33.8	56.5	93.2	90.1	88.9	Yes	Yes
African American	147	100	33.1	34.6	32.3	77.4	73.3	71.4	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	97	94.6	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	85.6	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	96	84.4	I/S	I/S
Disability Status										
Disabled	71	100	53	24.2	22.7	53	49.2	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	198	100	26.5	37.8	35.7	82.7	74.9	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	270	99.6	22.1	51	26.9	77.9	69.7	68.6
Gender								
Male	142	99.3	20.9	44.8	34.3	79.1	70	68.3
Female	128	100	23.5	58	18.5	76.5	69.4	68.9
Racial/Ethnic Group								
White	160	100	11.1	53.6	35.3	88.9	83.9	80.7
African American	95	99	41.2	47.1	11.8	58.8	56.4	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.1	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	69.7	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.5	70.8
Disability Status								
Disabled	50	100	48.9	34	17	51.1	42.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	72.7	60.7
Socio-Economic Status								
Subsidized meals	130	99.2	32	52.5	15.6	68	58.7	57.3
Social Studies								
All Students	267	100	23.5	46.2	30.3	76.5	72.8	72.5
Gender								
Male	146	100	20.3	42.8	37	79.7	72.3	72
Female	121	100	27.4	50.4	22.1	72.6	73.4	73.1
Racial/Ethnic Group								
White	159	100	18.4	44.1	37.5	81.6	81.2	81
African American	95	100	33.7	51.2	15.1	66.3	64.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.5	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	74.1	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	73.5
Disability Status								
Disabled	41	100	53.8	30.8	15.4	46.2	45.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	81.6	69.7
Socio-Economic Status								
Subsidized meals	129	100	32.8	50.8	16.4	67.2	64.6	62.9

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BRIGGS ELEMENTARY										11/09/11-2101008
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	103	96.1	21.3	43.6	35.1	78.7	73.8	73.2	95.5	95.9
Gender										
Male	57	96.5	26.9	44.2	28.8	73.1	67.8	67.2	95.4	95.8
Female	46	95.7	14.3	42.9	42.9	85.7	79.8	79.4	95.7	96.1
Racial/Ethnic Group										
White	58	96.6	21.8	38.2	40	78.2	82	81.5	95.7	95.7
African American	41	95.1	20	51.4	28.6	80	66	61.3	95.2	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	80	87	97.2	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.3	66.7	95	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.3	95.3
Disability Status										
Disabled	26	84.6	68.2	27.3	4.5	31.8	28	26	95.6	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	65.5	65.7	94.6	96
Socio-Economic Status										
Subsidized meals	49	93.9	30.2	53.5	16.3	69.8	65.2	63.2	94.7	95.5

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BRIGGS ELEMENTARY 11/09/11-2101008

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	96	100	9.2	20.7	70.1	90.8
	4	118	98.3	16.5	41.3	42.2	83.5
	5	103	100	14.3	50	35.7	85.7
	6	98	100	19.1	21.3	59.6	80.9
	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	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
2011	3	96	100	12.6	25.3	62.1	87.4
	4	118	100	19.1	40.9	40	80.9
	5	103	100	23.5	30.6	45.9	76.5
	6	98	100	14.9	36.2	48.9	85.1
	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
Science							
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
2011	3	51	98	17.8	37.8	44.4	82.2
	4	118	100	21.8	54.5	23.6	78.2
	5	52	100	17.6	54.9	27.5	82.4
	6	49	100	31.9	51.1	17	68.1
	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

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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	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
2011	3	47	100	23.3	34.9	41.9	76.7
	4	118	100	30	50	20	70
	5	51	100	21.3	34	44.7	78.7
	6	51	100	11.8	58.8	29.4	88.2
	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	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
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	103	96.1	21.3	43.6	35.1	78.7
	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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