



BROWNS FERRY ELEMENTARY

7292 Brown's Ferry Road
Georgetown, SC 29440

Grades	PK-5 Elementary School	
Enrollment	192 Students	
Principal	Bethany Giles-Burgess	843-527-1325
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

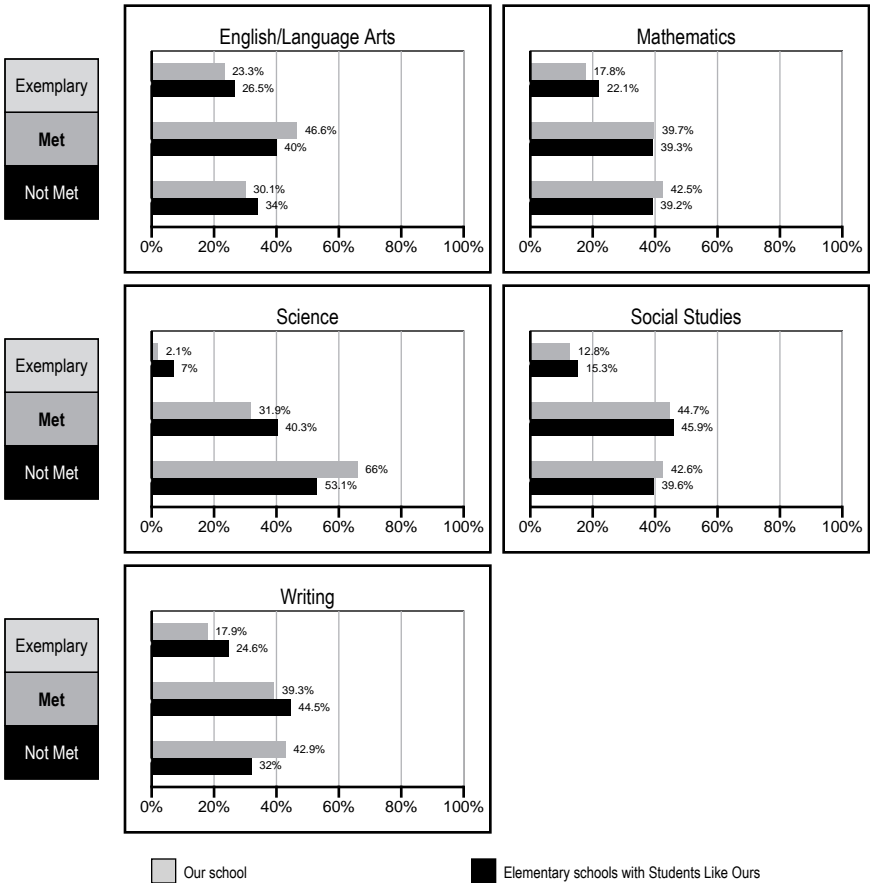
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	8	87	51	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

Exempt	"Exempt" 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=192)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.9%	Up from 0.6%	1.5%	1.1%
Attendance rate	98.4%	Up from 96.7%	96.2%	96.2%
Served by gifted and talented program	6.2%	Up from 3.9%	5.4%	13.4%
With disabilities other than speech	1.2%	Down from 8.0%	4.2%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	64.7%	No Change	61.9%	62.5%
Continuing contract teachers	82.4%	Down from 88.2%	82.1%	88.2%
Teachers returning from previous year	78.3%	Down from 83.2%	84.7%	87.8%
Teacher attendance rate	95.1%	Up from 94.8%	95.2%	95.2%
Average teacher salary*	\$46,195	Down 4.0%	\$45,188	\$46,773
Professional development days/teacher	6.8 days	Down from 9.0 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	17.6 to 1	19.9 to 1
Prime instructional time	92.1%	Up from 90.7%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	N/R	N/R	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,391	Down 4.7%	\$8,449	\$7,447
Percent of expenditures for instruction**	54.5%	Down from 56.2%	67.8%	68.4%
Percent of expenditures for teacher salaries**	53.1%	No Change	64.5%	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

Brown's Ferry Elementary School's success continues to be grounded in a strong home, school and community culture that thrives on "Working In Harmony" and preserving the rich legacy of excellence and tradition that exists here.

At Brown's Ferry Elementary School, we strive daily to move each and every student to higher levels of learning. Student data is an important part of daily instruction at Brown's Ferry. PASS, MAP, DIBELS, running records, and individual probes are some of the information used to provide targeted instruction for students through use of a daily morning intervention block, flexible grouping, focus groups, and differentiated classroom instruction.

Throughout the year, we continually studied strengths and weaknesses of each child and charted individual courses of success. We analyzed where our students showed growth, why the growth occurred, and utilized research-based curriculum and instructional decisions so that all of our children were academically challenged. Combined with daily progress, teacher observation, and student work, we made decisions on how to best meet our students' needs. As a result, our students have shown academic growth in many areas.

While academics are our focus, opportunities to experience success beyond the classroom are available through school and community programs. Students participated in art contests, music programs, Jump Rope for Heart, Relay for Life, and Special Olympics. In addition, students were active participants in the community recreation department's sports programs. Students are recognized for their efforts, excellence, and positive behavior. Character education is a very important part of our school as well with teachers and administration emphasizing daily expectations and monthly character traits through PBIS.

The success of any school requires the support of an active Parent Teacher Organization, an involved School Improvement Council, faithful volunteers, and generous business partners. This year's PTO sponsored several events and raised funds to purchase additional supplies and materials. Our SIC led efforts to improve school grounds, increase positive behavior, and enhance community involvement. This year, our community and business partners assisted with several of these school projects.

We are very proud of our school and the positive environment that stimulates learning. It is a credit to the students, parents, and staff who work diligently to make each student successful. We truly have a special school environment as the result of home, school, and community "Working In Harmony."

Priscilla Duncan, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	29	28
Percent satisfied with learning environment	93.8%	82.8%	80.8%
Percent satisfied with social and physical environment	82.4%	65.5%	92.9%
Percent satisfied with school-home relations	76.5%	86.2%	92.6%

* 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 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. 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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.4%	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	82	100	29.9	45.5	24.7	77.9	80.1	82.4	No	Yes
Gender										
Male	44	100	38.1	45.2	16.7	71.4	76.6	78.7	N/A	N/A
Female	38	100	20	45.7	34.3	85.7	84	86.2	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	88.8	88.9	I/S	I/S
African American	80	100	28	46.7	25.3	78.7	70.4	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.7	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	16	100	66.7	20	13.3	40	35.3	48.1	I/S	I/S
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	N/A	N/AV	N/A	N/A	N/A	N/A	77	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	70	100	32.3	47.7	20	76.9	73.8	75.4	No	Yes

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

All Students	82	100	42.9	40.3	16.9	68.8	82.3	81.9	No	Yes
Gender										
Male	44	100	47.6	42.9	9.5	57.1	79.6	79.9	N/A	N/A
Female	38	100	37.1	37.1	25.7	82.9	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.3	88.9	I/S	I/S
African American	80	100	41.3	41.3	17.3	70.7	73.2	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.1	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	16	100	N/AV	N/AV	N/AV	20	37.7	47.3	I/S	I/S
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	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	70	100	44.6	43.1	12.3	69.2	76.9	74.9	No	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	54	100	64	32	4	36	63.4	68.6
Gender								
Male	32	100	58.1	38.7	3.2	41.9	64.1	68.3
Female	22	100	73.7	21.1	5.3	26.3	62.7	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	78.3	80.7
African American	52	100	62.5	33.3	4.2	37.5	46.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	25.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	58.7	60.7
Socio-Economic Status								
Subsidized meals	45	100	68.3	29.3	2.4	31.7	53.6	57.3
Social Studies								
All Students	54	100	42	46	12	58	70.3	72.5
Gender								
Male	26	100	44	48	8	56	69.1	72
Female	28	100	40	44	16	60	71.7	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	81.5	81
African American	53	100	42.9	44.9	12.2	57.1	57.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	73.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	32.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	70.9	69.7
Socio-Economic Status								
Subsidized meals	46	100	45.2	45.2	9.5	54.8	61.9	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	30	96.7	42.9	39.3	17.9	57.1	68.5	73.2	98.4	97.2
Gender										
Male	16	93.8	50	42.9	7.1	50	61	67.2	98.2	97.2
Female	14	100	35.7	35.7	28.6	64.3	76.3	79.4	98.5	97.2
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	81.5	94.4	96.9
African American	29	100	42.9	39.3	17.9	57.1	54.9	61.3	98.5	97.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	61.1	66.7	97	97.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	13.9	26	96.6	96.6
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	N/A	N/AV	N/A	N/A	N/A	N/A	57.1	65.7	N/A	97.9
Socio-Economic Status										
Subsidized meals	25	96	50	37.5	12.5	50	59.1	63.2	98.7	97

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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	19	94.7	27.8	16.7	55.6	72.2
	4	30	100	36.7	36.7	26.7	63.3
	5	31	96.8	25.9	59.3	14.8	74.1
	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	25	100	36	28	36	64
	4	26	100	21.7	52.2	26.1	78.3
	5	31	100	31	55.2	13.8	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
Mathematics							
2010	3	19	94.7	38.9	38.9	22.2	61.1
	4	30	100	40	46.7	13.3	60
	5	31	96.8	40.7	40.7	18.5	59.3
	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	25	100	52	32	16	48
	4	26	100	34.8	39.1	26.1	65.2
	5	31	100	41.4	48.3	10.3	58.6
	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	9	I/S	I/S	I/S	I/S	I/S
	4	30	100	50	46.7	3.3	50
	5	16	100	N/A	N/A	N/A	50
	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	12	100	N/AV	N/AV	N/AV	25
	4	26	100	60.9	34.8	4.3	39.1
	5	16	100	60	33.3	6.7	40
	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	9	I/S	I/S	I/S	I/S	I/S
	4	30	100	33.3	53.3	13.3	66.7
	5	14	100	46.2	46.2	7.7	53.8
	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
2011	3	13	100	53.8	30.8	15.4	46.2
	4	26	100	34.8	60.9	4.3	65.2
	5	15	100	42.9	35.7	21.4	57.1
	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
Writing							
2010	3	19	89.5	17.6	47.1	35.3	82.4
	4	30	96.7	34.5	37.9	27.6	65.5
	5	30	96.7	22.2	48.1	29.6	77.8
	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	30	96.7	42.9	39.3	17.9	57.1
	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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