



## BROOKLYN SPRINGS ELEMENTARY

1637 Billings Drive  
Lancaster, SC 29720

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	437 Students	
<b>Principal</b>	Gwen Hinson-Minor	803-283-8471
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Robert Parker	803-286-6972

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	Average
2007	Below 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 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

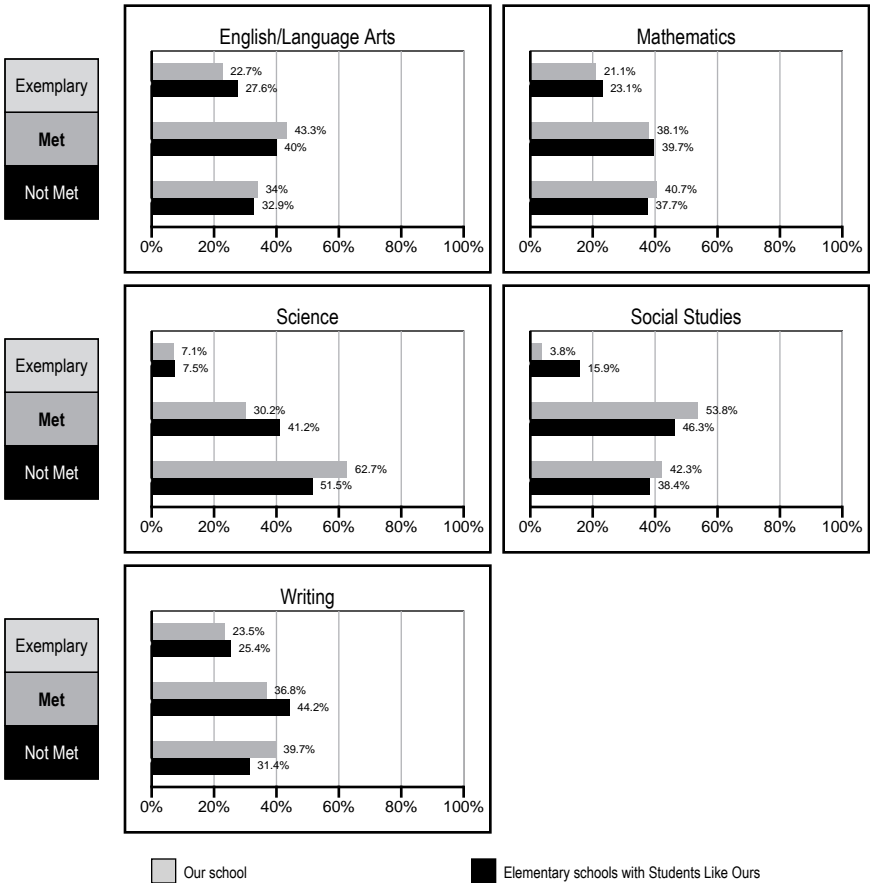
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	9	108	52	22

\* 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
<b>Students (n=437)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	No Change	1.5%	1.1%
Attendance rate	95.5%	Down from 95.6%	95.9%	96.2%
Served by gifted and talented program	5.8%	Up from 4.9%	5.9%	13.4%
With disabilities other than speech	7.6%	Down from 13.1%	4.2%	4.1%
Older than usual for grade	0.5%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.2%	Up from 1.3%	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	67.9%	Up from 60.0%	61.7%	62.5%
Continuing contract teachers	82.1%	Up from 80.0%	83.3%	88.2%
Teachers returning from previous year	84.0%	Down from 86.4%	85.1%	87.8%
Teacher attendance rate	94.1%	Down from 95.4%	95.1%	95.2%
Average teacher salary*	\$50,191	Up 1.8%	\$45,304	\$46,773
Professional development days/teacher	6.4 days	Down from 9.9 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Down from 10.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 17.0 to 1	17.7 to 1	19.9 to 1
Prime instructional time	87.4%	Down from 89.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 99.6%	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,786	Up 6.5%	\$8,313	\$7,447
Percent of expenditures for instruction**	71.9%	Up from 71.7%	67.9%	68.4%
Percent of expenditures for teacher salaries**	70.0%	Up from 67.9%	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**

Brooklyn Springs School faculty and staff are indeed a Professional Learning Community. Throughout the school year we have continued to focus on the value of team collaboration among stakeholders and its impact on improving student achievement. Teachers met weekly to discuss and analyze student work. The benefit of this is evident in classroom instruction. Small group and individualized instruction was more often used during delivery of instruction. Teachers focused on individual student needs in differentiating instruction according to where students are performing.

A variety of programs are offered to meet the needs of all students. SRA's Open Court Reading program continues to be the foundation of our English Language Arts instruction. In addition to the core program, the "100 Book Challenge", an American Reading Program is used. It is an instructional system, used school-wide, that puts individual children and their reading lives at the center of the curriculum. This reading program ensures every student completes 30 minutes of structured independent reading daily in school, and 30 minutes of independent reading daily at home. Everyday Math is the foundation of our math instruction. Teachers use a variety of math manipulatives and computer games to supplement the core math program. SMART Boards are used in all classrooms by both teachers and students. Home-School relationships continue to be a priority for us at Brooklyn Springs.

Our full-time parent coordinator continues to serve as a liaison between the home and the school. Parents volunteer in a variety of ways during the school day. The SIC and PTO work collaboratively with our school in many ways. PTO fundraisers have provided a wealth of additional classroom resources for teachers.

The faculty and students of Brooklyn Springs received several awards and certificates: 7 fifth graders received Presidential Academic Awards; 4 fifth graders received Presidential Citizen Awareness Awards; and 6 fifth graders received the Duke Scholar Award. Several teachers were awarded J. Marion Sims Teacher Pet Grants. Our students, teachers, parents, business partners, and community members continue to enrich our school in many ways as we strive to encourage lifelong learning.

Gwen Hinson-Minor, Principal  
 Lonnie Plyler, PTO/SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	28	57	40
Percent satisfied with learning environment	96.4%	78.9%	87.5%
Percent satisfied with social and physical environment	96.4%	84.2%	92.1%
Percent satisfied with school-home relations	75.0%	98.2%	87.5%

\* 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 18 out of 25 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	5.1%	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	209	99.5	33.7	43.5	22.8	79.3	81.8	82.4	No	Yes
<b>Gender</b>										
Male	117	99.2	39.3	37.4	23.4	75.7	77.9	78.7	N/A	N/A
Female	92	100	26.7	51.2	22.1	83.7	86	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	61	98.4	35.1	31.6	33.3	78.9	86.3	88.9	No	Yes
African American	97	100	39.5	43	17.4	74.4	71.9	72.9	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	93	93	I/S	I/S
Hispanic	50	100	22	58	20	88	79.4	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95	83	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	69.7	27.3	3	45.5	48	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	46	100	23.9	56.5	19.6	87	78.6	78.3	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	188	99.5	35.6	45.4	19	77.6	74.5	75.4	No	Yes

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

All Students	209	99.5	40.4	38.3	21.2	74.6	83.1	81.9	No	Yes
<b>Gender</b>										
Male	117	99.2	43	32.7	24.3	72.9	80.2	79.9	N/A	N/A
Female	92	100	37.2	45.3	17.4	76.7	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	61	98.4	38.6	33.3	28.1	78.9	88	88.9	Yes	Yes
African American	97	100	46.5	37.2	16.3	68.6	72.3	71.4	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	97.7	94.6	I/S	I/S
Hispanic	50	100	32	46	22	80	81.5	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	N/AV	N/AV	N/AV	45.5	45.5	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	46	100	34.8	43.5	21.7	78.3	81.7	81.4	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	188	99.5	43.1	38.5	18.4	72.4	76.2	74.9	No	Yes

\* 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**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	136	100	62.7	30.2	7.1	37.3	64.4	68.6
<b>Gender</b>								
Male	73	100	54.5	36.4	9.1	45.5	65	68.3
Female	63	100	71.7	23.3	5	28.3	63.7	68.9
<b>Racial/Ethnic Group</b>								
White	42	100	48.8	39	12.2	51.2	72.5	80.7
African American	62	100	75.9	20.4	3.7	24.1	47.7	51.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	70	85.3
Hispanic	31	100	58.1	35.5	6.5	41.9	59	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	70.8
<b>Disability Status</b>								
Disabled	22	100	N/AV	N/AV	N/AV	11.1	30.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	28	100	57.1	35.7	7.1	42.9	57.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	119	100	68.2	25.5	6.4	31.8	52	57.3
<b>Social Studies</b>								
All Students	139	99.3	41.9	54.3	3.9	58.1	68.8	72.5
<b>Gender</b>								
Male	81	98.8	44	52	4	56	68.4	72
Female	58	100	38.9	57.4	3.7	61.1	69.2	73.1
<b>Racial/Ethnic Group</b>								
White	40	97.5	30.6	63.9	5.6	69.4	73.1	81
African American	64	100	50	48.3	1.7	50	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	89
Hispanic	35	100	40	54.3	5.7	60	67	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	73.5
<b>Disability Status</b>								
Disabled	28	100	N/AV	N/AV	N/AV	19.2	36.4	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	31	100	35.5	58.1	6.5	64.5	67.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	125	99.2	45.3	51.3	3.4	54.7	59.4	62.9

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
<b>Writing</b>										
All Students	71	100	39.7	36.8	23.5	60.3	71.7	73.2	95.5	96
<b>Gender</b>										
Male	36	100	38.2	38.2	23.5	61.8	64.4	67.2	95.3	95.8
Female	35	100	41.2	35.3	23.5	58.8	79	79.4	95.7	96.2
<b>Racial/Ethnic Group</b>										
White	20	100	40	40	20	60	77.9	81.5	94	95.8
African American	37	100	47.1	32.4	20.6	52.9	57.1	61.3	96	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	90	97.2
Hispanic	14	100	21.4	42.9	35.7	78.6	70.1	66.7	96.4	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.7
<b>Disability Status</b>										
Disabled	19	100	N/AV	N/AV	N/AV	22.2	24.5	26	94.5	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	15.4	46.2	38.5	84.6	68.9	65.7	96.5	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	65	100	41.9	37.1	21	58.1	61	63.2	95.4	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	73	100	21.5	35.4	43.1	78.5
	4	77	100	45.6	38.2	16.2	54.4
	5	81	100	38.4	47.9	13.7	61.6
	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
<b>2011</b>	3	70	98.6	31.7	38.1	30.2	68.3
	4	66	100	40.3	35.5	24.2	59.7
	5	73	100	29.4	55.9	14.7	70.6
	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
<b>Mathematics</b>							
<b>2010</b>	3	73	100	35.4	33.8	30.8	64.6
	4	77	100	44.1	42.6	13.2	55.9
	5	81	100	34.2	45.2	20.5	65.8
	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
<b>2011</b>	3	70	98.6	50.8	27	22.2	49.2
	4	66	100	38.7	41.9	19.4	61.3
	5	73	100	32.4	45.6	22.1	67.6
	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
<b>Science</b>							
<b>2010</b>	3	38	100	65.7	20	14.3	34.3
	4	77	100	67.6	30.9	1.5	32.4
	5	42	100	45.9	51.4	2.7	54.1
	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
<b>2011</b>	3	34	100	64.5	19.4	16.1	35.5
	4	66	100	59.7	37.1	3.2	40.3
	5	36	100	66.7	27.3	6.1	33.3
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	35	100	43.3	43.3	13.3	56.7
	4	77	100	50	44.1	5.9	50
	5	39	100	40.5	48.6	10.8	59.5
	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
<b>2011</b>	3	36	97.2	34.4	62.5	3.1	65.6
	4	66	100	48.4	48.4	3.2	51.6
	5	37	100	37.1	57.1	5.7	62.9
	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
<b>Writing</b>							
<b>2010</b>	3	73	98.6	33.3	47	19.7	66.7
	4	76	98.7	53.7	37.3	9	46.3
	5	82	100	52.7	35.1	12.2	47.3
	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
<b>2011</b>	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	71	100	39.7	36.8	23.5	60.3
	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

Abbreviations for Missing Data

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