



## BRITTON'S NECK ELEMENTARY

223 Gresham Road  
Britton's Neck, SC 29546

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	319 Students	
<b>Principal</b>	Dr. Angela Huggins	843-362-3510
<b>Superintendent</b>	Dr. Dan Strickland	843-423-2891
<b>Board Chair</b>	McKeiver Williamson	843-423-6545

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Excellent
2009	Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	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

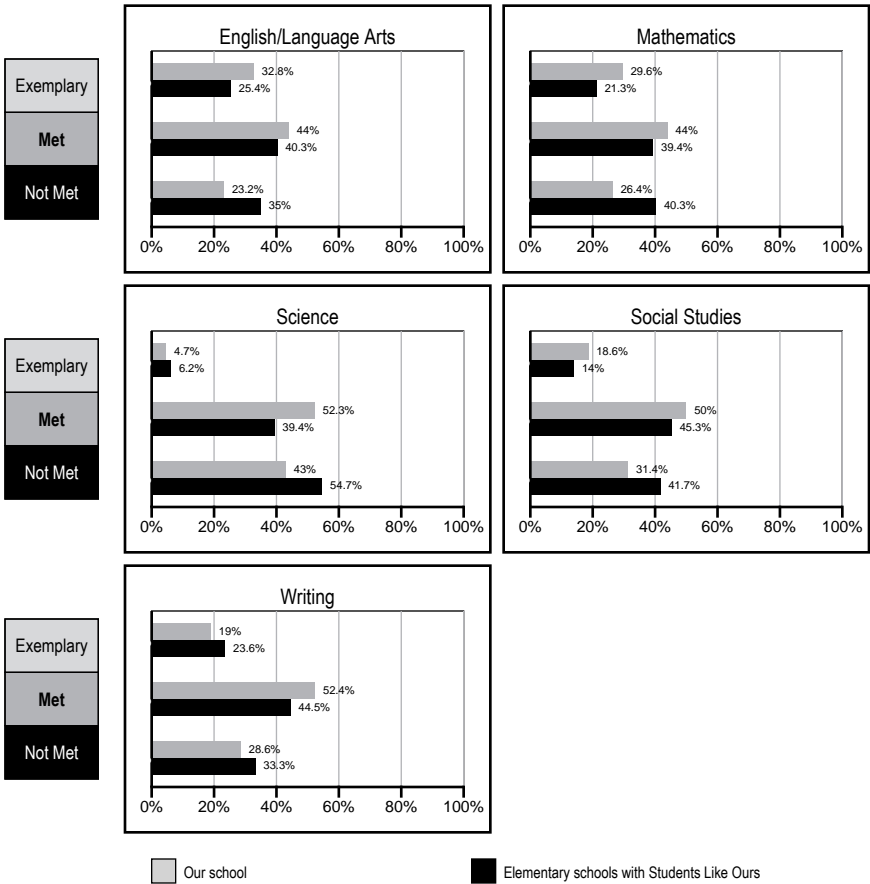
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	56	42	18

\* 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=319)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.1%	100.0%	100.0%
Retention rate	6.2%	Up from 3.6%	1.5%	1.1%
Attendance rate	95.4%	Down from 98.5%	96.0%	96.2%
Served by gifted and talented program	0.7%	Down from 4.5%	5.0%	13.4%
With disabilities other than speech	2.8%	Down from 13.7%	4.4%	4.1%
Older than usual for grade	1.6%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	83.3%	Up from 78.3%	61.2%	62.5%
Continuing contract teachers	87.5%	Up from 78.3%	80.3%	88.2%
Teachers returning from previous year	85.0%	Up from 82.2%	84.4%	87.8%
Teacher attendance rate	95.9%	Down from 96.9%	95.3%	95.2%
Average teacher salary*	\$43,851	Down 2.4%	\$44,762	\$46,773
Professional development days/teacher	22.4 days	Up from 20.0 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.9 to 1	17.5 to 1	19.9 to 1
Prime instructional time	89.2%	Down from 92.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,854	Down 10.5%	\$8,463	\$7,447
Percent of expenditures for instruction**	58.9%	Down from 60.4%	67.3%	68.4%
Percent of expenditures for teacher salaries**	51.6%	Down from 52.4%	63.8%	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

This has been a productive year at Britton's Neck Elementary School. Our students, teachers, and parents worked together and progressed towards meeting the performance goals included in the school strategic plan. While we realize there is room for improvement, we are proud of the gains we have made this year. We have made AYP for the second year in a row and have earned Palmetto Gold for Overall Performance and Palmetto Silver for Closing the Achievement Gap. Teachers used standards based instruction, met during common planning sessions, attended study groups, and analyzed student assessment data to personalize instruction for each child. Continuous progress monitoring allows us to know where all of our children are academically at any given time during the year. This information is then used to provide additional support or acceleration.

Teachers recognized reading and math-problem solving as areas that required additional support. To assist teachers in teaching reading, they attended study group to learn about best practice and worked side by side with the literacy coach to put this learning into action. To provide assistance in math, teachers worked similarly with math specialists learning to use notebooking to help children show their learning.

To encourage the love of reading we implemented a Summer Reading Program for students. Each student was given free books along with stamped postcards and were encouraged to write back about their books. Later in the year, students in the upper grades became Pen Pals with teachers and staff members to read, write, and talk about books.

Parents are valued assets who partner with teachers to increase student learning. This year we have focused on strengthening family involvement by participating in the National Parenting Network with John Hopkins University and Francis Marion University Center of Excellence. We have enjoyed tremendous success with such programs as Grits for Grandparents, Family Math Night, Family PASS Blitz, and Manner's Day. We also continue to support parents through our Home Visitors and the meetings they share with the parents of our youngest children.

Through partnerships with teachers, parents, and community members, we are continuously analyzing data, identifying areas of concern and creating new strategies to help children reach their learning potential. At Britton's Neck Elementary, we are a community of learners working together for our children.

Dr. Angela Huggins, principal  
Crystal Johnson, SIC  
LaTonya Austin, SIC

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	56	39
Percent satisfied with learning environment	86.4%	85.7%	87.2%
Percent satisfied with social and physical environment	100.0%	83.9%	92.1%
Percent satisfied with school-home relations	63.6%	85.7%	97.4%

\* 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

YES

This school met 13 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%	No
Student attendance rate	95.4%	94.0%**	Yes

\* Or greater than last year

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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	142	97.9	22.4	44.8	32.8	83.2	71.9	82.4	Yes	Yes
<b>Gender</b>										
Male	66	97	38.2	41.8	20	69.1	60.2	78.7	N/A	N/A
Female	76	98.7	10	47.1	42.9	94.3	84.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	22	95.5	36.8	15.8	47.4	78.9	75.9	88.9	I/S	I/S
African American	116	98.3	19.6	50	30.4	84.3	72.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	39	92.3	73.5	23.5	2.9	47.1	35.6	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	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	138	97.8	22.3	46.3	31.4	83.5	71.7	75.4	Yes	Yes

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

All Students	142	98.6	27	43.7	29.4	82.5	79.3	81.9	Yes	Yes
<b>Gender</b>										
Male	66	98.5	39.3	39.3	21.4	71.4	68.7	79.9	N/A	N/A
Female	76	98.7	17.1	47.1	35.7	91.4	90.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	22	100	25	30	45	75	76.7	88.9	I/S	I/S
African American	116	98.3	26.5	47.1	26.5	84.3	80.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	39	94.9	68.6	28.6	2.9	51.4	48.3	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	4	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	138	98.6	27	42.6	30.3	82	78.2	74.9	Yes	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	97	100	42.5	51.7	5.7	57.5	59.1	68.6
<b>Gender</b>								
Male	47	100	50	45	5	50	53.9	68.3
Female	50	100	36.2	57.4	6.4	63.8	64.4	68.9
<b>Racial/Ethnic Group</b>								
White	15	100	35.7	42.9	21.4	64.3	65	80.7
African American	80	100	43.7	53.5	2.8	56.3	58.6	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	26	100	75	20.8	4.2	25	21.1	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	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	94	100	41.7	52.4	6	58.3	58.2	57.3
<b>Social Studies</b>								
All Students	98	98	30.2	51.2	18.6	69.8	64.5	72.5
<b>Gender</b>								
Male	43	97.7	41.7	50	8.3	58.3	58.4	72
Female	55	98.2	22	52	26	78	71.1	73.1
<b>Racial/Ethnic Group</b>								
White	14	100	16.7	50	33.3	83.3	70.6	81
African American	81	97.5	31	52.1	16.9	69	65.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	26	92.3	N/AV	N/AV	N/AV	21.7	22	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	3	I/S	I/S	I/S	I/S	I/S	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	97	97.9	30.6	50.6	18.8	69.4	63.9	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
<b>Writing</b>										
All Students	46	93.5	26.8	53.7	19.5	73.2	59.3	73.2	95.4	95.5
<b>Gender</b>										
Male	24	87.5	35	60	5	65	53.3	67.2	95.8	95.7
Female	22	100	19	47.6	33.3	81	65.9	79.4	94.9	95.3
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	69.2	81.5	93.2	93.5
African American	35	91.4	26.7	60	13.3	73.3	57.1	61.3	95.9	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	93.7	92.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
<b>Disability Status</b>										
Disabled	13	76.9	I/S	I/S	I/S	I/S	13.6	26	95.1	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	85.8	85.8
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	65.7	93.6	92.1
<b>Socio-Economic Status</b>										
Subsidized meals	45	93.3	25	55	20	75	58.5	63.2	95.3	95.4

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
<b>English/Language Arts</b>							
<b>2010</b>	3	55	100	26	48	26	74
	4	40	100	22.5	47.5	30	77.5
	5	58	96.6	32.7	34.5	32.7	67.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	43	97.7	22.2	25	52.8	77.8
	4	53	98.1	21.7	47.8	30.4	78.3
	5	46	97.8	23.3	58.1	18.6	76.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	55	100	58	24	18	42
	4	40	100	22.5	50	27.5	77.5
	5	58	96.6	21.8	41.8	36.4	78.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	43	97.7	30.6	38.9	30.6	69.4
	4	53	100	31.9	42.6	25.5	68.1
	5	46	97.8	18.6	48.8	32.6	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	27	100	60	32	8	40
	4	40	100	25	65	10	75
	5	28	96.4	30.8	65.4	3.8	69.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	22	100	N/AV	N/AV	N/AV	44.4
	4	53	100	38.3	57.4	4.3	61.7
	5	22	100	40.9	45.5	13.6	59.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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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## 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	28	96.4	33.3	58.3	8.3	66.7
	4	40	100	15	67.5	17.5	85
	5	29	96.6	50	42.9	7.1	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
<b>2011</b>	3	21	95.2	22.2	61.1	16.7	77.8
	4	53	100	25.5	51.1	23.4	74.5
	5	24	95.8	47.6	42.9	9.5	52.4
	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	52	98.1	40.8	42.9	16.3	59.2
	4	41	97.6	25.6	46.2	28.2	74.4
	5	58	91.4	30.8	42.3	26.9	69.2
	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
<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	46	93.5	26.8	53.7	19.5	73.2
	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

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