



## Britton's Neck Elementary School

223 Gresham Road  
Gresham, SC 29546

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 323 Students           |              |
| <b>Principal</b>      | Monica Kimbrough       | 843-362-3510 |
| <b>Superintendent</b> | Dr. Dan Strickland     | 843-423-1811 |
| <b>Board Chair</b>    | McKeiver Williamson    | 843-423-6545 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2012</b> | <b>Average</b>  | <b>Average</b> |
| 2011        | Average         | Good           |
| 2010        | Average         | Excellent      |
| 2009        | Average         | Average        |
| 2008        | At-Risk         | 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://www.eoc.sc.gov>

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

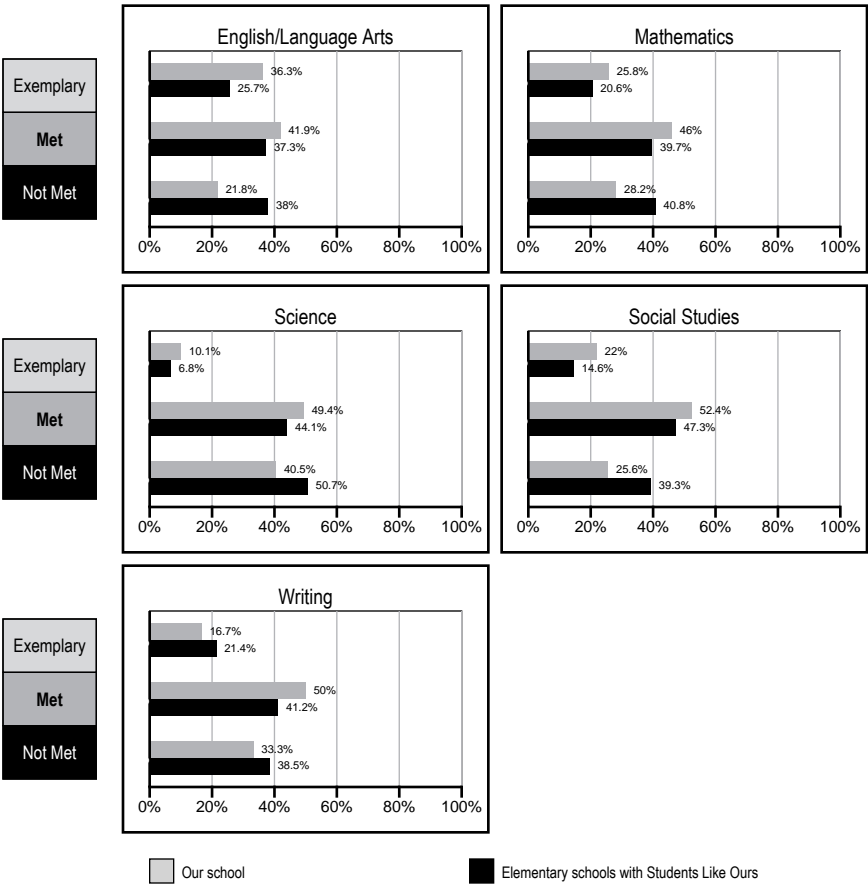
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 93.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1         | 5    | 61      | 41            | 16      |

\* Ratings are calculated with data available by 11/07/2012.

**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=323)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 7.9%       | Up from 6.2%          | 1.2%                                       | 1.0%                     |
| Attendance rate  | 95.7%      | Up from 95.4%         | 96.4%                                      | 96.6%                    |
| Served by gifted and talented program  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=24)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 87.5%      | Up from 83.3%         | 62.5%                                      | 63.0%                    |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year  | 88.4%      | Up from 85.0%         | 84.8%                                      | 88.7%                    |
| Teacher attendance rate  | 96.4%      | Up from 95.9%         | 95.3%                                      | 95.1%                    |
| Average teacher salary*  | \$43,370   | Down 1.1%             | \$44,612                                   | \$47,210                 |
| Professional development days/teacher  | 24.1 days  | Up from 22.4 days     | 9.4 days                                   | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 3.0        | Up from 2.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.6 to 1  | Up from 18.5 to 1     | 17.9 to 1                                  | 20.0 to 1                |
| Prime instructional time   | 89.3%      | Up from 89.2%         | 90.5%                                      | 90.5%                    |
| 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  | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$9,753    | Down 10.1%            | \$8,405                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 60.4%      | Up from 58.9%         | 66.1%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 55.6%      | Up from 51.6%         | 62.8%                                      | 65.7%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

We have enjoyed another productive year at Britton's Neck Elementary School. Our students, teachers, and parents have worked together and progressed towards meeting the performance goals included in our 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 third year in a row. We also earned Palmetto Gold and Silver Awards for Closing the Achievement Gap and for Overall Performance for the second year. Teachers have 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 point in the year. This information is then used to provide additional support or acceleration.

Teachers recognized reading more complex texts and developing mathematical concepts as areas that required additional support. To assist teachers in teaching reading, they attended study group to learn about best practices and worked side by side with the literacy coach to put this new learning into action. To provide support in math, teachers worked with a math specialist and in vertical teams to analyze misconceptions and develop common vocabulary that would help our children better understand and apply mathematical thinking. To encourage reading, the Summer Reading Program was again implemented and students were rewarded with a treat when school started in the fall. Third grade students were involved in a Battle of the Books where they competed against peers to answer questions about common books they had read. Students in the upper grades became Pen Pals with teachers and other staff members and met regularly to read, write, and discuss books they were reading.

Parents are valued assets who partner with teachers and staff to increase student learning. This year, we have focused on strengthening family involvement by participating in the National Network of Partnership Schools with Johns Hopkins University and Francis Marion University Center of Excellence. We have enjoyed tremendous success with programs such as Grips for Grandparents, Family PE Night, Manners Day, awards days and holiday celebrations. 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 and employing new strategies to help children access their learning potential. At Britton's Neck Elementary we are a community of learners working together for our children.

Dr. Angela Huggins, Principal

Ms. Raquel Graves, SIC Chair

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 22       | 47        | 28       |
| Percent satisfied with learning environment            | 95.2%    | 78.7%     | 88.9%    |
| Percent satisfied with social and physical environment | 100.0%   | 78.3%     | 89.3%    |
| Percent satisfied with school-home relations           | 71.4%    | 87.0%     | 82.1%    |

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

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**ESEA/Federal Accountability Rating System**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>89.6</b> |
| <b>Overall Grade Conversion</b>      | <b>B</b>    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

**Accountability Indicator for Title I Schools**

Britton's Neck Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

|   | <b>Our District</b> | <b>State</b> |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers  | N/A                 | 2.6%         |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4%                | 5.1%         |

|   | <b>Our School</b> | <b>State Objective</b> | <b>Met State Objective</b> |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 1.4%              | 0.0%                   | No                         |
| Student attendance rate                         | 95.7%             | 94.0%*                 | Yes                        |

\* Or greater than last year

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Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 649.7    | 639.4     | 606.3        | 633.6               | 100.0        | 100.0         |
| Male                              | 635.7    | 624.5     | 589.3        | 631.5               | 100.0        | 100.0         |
| Female                            | 659.2    | 649.5     | 619.2        | 634.8               | 100.0        | 100.0         |
| White                             | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| African American                  | 646.4    | 636.3     | 602.9        | 635.8               | 100.0        | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | N/A      | N/A       | N/A          | N/A                 | 100.0        | 100.0         |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 649.4    | 639.4     | 606.3        | 633.2               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 630.0    | 630.0     | 630.0        | 630.0               | 95.0         | 95.0          |

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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>2011</b>                  | 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                |
|                              | 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>2012</b>                  | 3     | 50                            | 100      | 21.4      | 16.7  | 61.9        | 78.6               |
|                              | 4     | 39                            | 100      | 18.4      | 55.3  | 26.3        | 81.6               |
|                              | 5     | 57                            | 100      | 28.6      | 53.1  | 18.4        | 71.4               |
|                              | 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>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 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                |
|                              | 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>2012</b>                  | 3     | 50                            | 100      | 28.6      | 35.7  | 35.7        | 71.4               |
|                              | 4     | 39                            | 100      | 31.6      | 55.3  | 13.2        | 68.4               |
|                              | 5     | 57                            | 100      | 32.7      | 42.9  | 24.5        | 67.3               |
|                              | 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>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 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                |
|                              | 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>2012</b>                  | 3     | 24                            | 100      | 55        | 20    | 25          | 45                 |
|                              | 4     | 39                            | 100      | 26.3      | 71.1  | 2.6         | 73.7               |
|                              | 5     | 29                            | 100      | 56        | 36    | 8           | 44                 |
|                              | 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>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>2012</b>           | 3     | 26                            | 100      | 27.3      | 50    | 22.7        | 72.7               |
|                       | 4     | 39                            | 100      | 21.1      | 55.3  | 23.7        | 78.9               |
|                       | 5     | 28                            | 100      | 37.5      | 45.8  | 16.7        | 62.5               |
|                       | 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>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                |
| <b>2012</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     | 58                            | 87.9     | 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                |

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