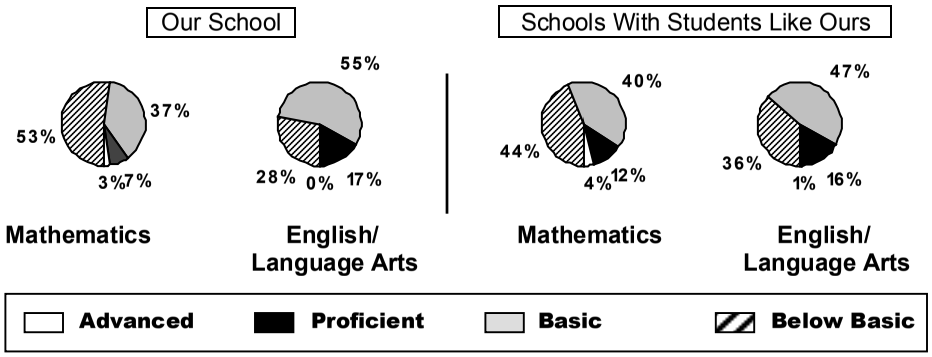
Browns Ferry Elementary

RATINGS OVER A 4-YEAR PERIOD

	Absolute Rating	Improvement Rating
2001	Average	Average
2002	Below Average	Unsatisfactory
2003		
2004		

(Definitions of School Rating Terms on Page 4)

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



DEFINITIONS OF CRITICAL TERMS:

- **Advanced** – Student performance exceeded expectations.
- **Proficient** – Student performance met expectations.
- **Basic** – Student performance met minimum performance expectations.
- **Below Basic** – Student performance did not meet minimum performance expectations.

Science and social studies scores are to be reported on the 2005 School Report Card.

PERCENT OF STUDENTS SCORING BASIC OR ABOVE ON THE PACT

Student Group	English/ Language Arts	Math	Science	Social Studies
All students (n=137)	72.3%	47.4%	N/A	N/A
Students with disabilities(n=14) Other than Speech	85.7%	21.4%		
Students without disabilities (n=122)	71.3%	50.8%		
Gender				
Male (n=77)	67.5%	48.1%		
Female (n=60)	78.3%	46.7%		
Ethnic Group				
African American (n=136)	72.1%	47.1%		
Hispanic (n=0)	N/A	N/A		
White (n=1)	I/S	I/S		
Other (n=0)	N/A	N/A		
Lunch Status Group				
Free/reduced-price Lunch (n=117)	72.6%	49.6%		
Pay for lunch (n=17)	70.6%	35.3%		

SCHOOL PROFILE: Browns Ferry Elementary

INDICATORS OF SCHOOL PERFORMANCE

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Dollars spent per student	$6,917	Down 1.5%	$5,746	$5,509
• Prime instructional time	90.3%	Up from 88.4%	90.1%	90.4%
• Student-teacher ratio in core subjects	14.5 to 1	Down from 18.1 to 1	17.1 to 1	18.5 to 1
STUDENTS (n=282)				
• Attendance Rate	97.5%	Up from 97.3%	96.1%	96.4%
• Students with disabilities other than speech taking PACT (ELA) off grade level	10.4%	Up from 2.5%	7.4%	5.2%
• Students with disabilities other than speech taking PACT (math) off grade level	6.7%	Up from 2.5%	6.6%	4.0%
• First graders who attended full day kindergarten	100.0%	No change	98.0%	96.6%
• Retention rate	7.5%	Up from 7.1%	4.6%	3.4%
TEACHERS (n=29)				
• Professional Development days per teacher	6.5 Days	Down from 7.7 Days	10.2 Days	10.1 Days
• Attendance Rate	93.9%	Up from 92.5%	95.2%	95.2%
• Teachers with advanced degrees	37.9%	Up from 24.1%	43.2%	48.6%
• Continuing contract teachers	55.2%	No change	77.7%	85.3%
• Teachers with out-of-field permits	13.8%	Up from 3.4%	2.4%	0.0%
• Teachers returning from the previous school year	74.1%	Up from 69.4%	80.3%	86.2%
• Average teacher salary	$38,854	Up 5.7%	$37,763	$39,333

SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Percentage of expenditures spent on teacher salaries	57.5%	Up from 55.8%	65.6%	66.5%
• Principal's years at the school	3.0	Up from 2.0	2.5	4.0
• Parents attending conferences	99.0%	Up from 93.2%	99.0%	99.0%
• Opportunities in the arts	Good	No change	Good	Good
STUDENTS				
• On academic plans	78.3%	Up from 67.5%	54.8%	37.5%
• On academic probation	0.0%	No change	0.0%	0.0%
• Older than usual for grade	1.8%	Down from 2.0%	2.4%	1.2%
• Suspended or expelled	0.0%	N/A	0.0%	0.0%
• Gifted and talented	5.3%	Down from 5.8%	4.7%	12.6%
• With disabilities other than speech	6.0%	Up from 5.6%	7.6%	7.8%

ABBREVIATIONS FOR MISSING DATA
N/A - Not Applicable
N/C - Not Collected
N/R - Not Reported
I/S - Insufficient Sample

PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

Brown's Ferry School serves 278 students in a rural Georgetown community. Socioeconomic factors place 92.8% of the students in the at-risk category. All of the stakeholders including the teachers, the School Improvement Council, and the Parent-Teacher Organization have worked diligently to ensure school readiness and to overcome below basic academic performance.

The 2001 basic readiness assessment of the first-graders showed an improvement of 11% over last year's scores. Ninety-six percent of the students met the state-determined readiness criteria for 2001-2002. Full-day child development and kindergarten classes provided appropriate, challenging environments. PACT 2001 results showed improvement at the third and fourth grade levels. At third grade, 30% of the students scored below basic in English/Language Arts as compared to 44% scoring below basic in 2000. At third grade, 22% of students scored below basic in mathematics as compared to 48% scoring below basic in 2000. At fourth grade, 25% of students scored below basic in English/Language Arts as compared to 54% scoring below basic in 2000. At fourth grade, 42% of students scored below basic in mathematics as compared to 71% scoring below basic in 2000. At fifth grade, 47% of the students scored below basic in English/Language Arts as compared to 32% scoring below basic in 2000. At fifth grade, 75% of the students scored below basic in mathematics as compared to 46% scoring below basic in 2000.

Continued efforts to meet the challenge of below basic performance include Understanding by Design (UBD) yearlong staff development sessions which are utilized in the core subject areas. A core group of teachers implement best practices through the SC Reading Initiative. Increased opportunities for Family Learning Nights and Curriculum Nights are offered to involve parents as partners in their child's education. A Personal Academic Plan is developed for at risk students and to address additional learning opportunities such as Extended Day, Extended Year, and community-based tutorial programs.

Saturday School is offered on two Saturdays per month as an enrichment opportunity from January-April. The guidance counselor provides character education to address students' needs on a weekly basis. Leadership characteristics are promoted through the Life Blueprints Program. Programs designed to promote good behavior are Student of the Month, quarterly Awards Day Programs, Bengal Patrol, school wide clubs and the Just Say No Program.

Peggie A. Grant, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of Surveys Returned	30	56	48
Percent satisfied with learning environment	66.7%	82.1%	71.7%
Percent satisfied with social and physical environment	56.7%	66.1%	76.6%
Percent satisfied with home-school relations	62.1%	81.8%	63.8%

DEFINITIONS OF SCHOOL RATING TERMS

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.
Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.
Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

2201009

Browns Ferry Elementary
7292 Browns Ferry Road
Georgetown, South Carolina 29440

Grades PK-5 Elementary School

Enrollment: 282 Students

Principal
Peggie A. Grant, Ed. D. 843-527-1325

Superintendent
Dr. Chuck Gadsden 843-546-2561

Board Chair
Charlesann H. Buttone 843-546-5720

THE STATE OF SOUTH CAROLINA

Annual School Report Card	2002

Absolute Rating:
Below Average

Improvement Rating:
Unsatisfactory

Absolute Ratings of Similar Schools

Unsatisfactory	Below Average	Average	Good	Excellent
4	54	47	7	0

South Carolina Performance Goal:
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit
www.myscschools.com or
www.sceoc.org