

Brooklyn Springs Elementary

1637 Billings Drive
Lancaster, SC 29720

Grades	PK-5 Elementary School	
Enrollment	533 Students	
Principal	Gwen Hinson-Minor	803-283-8471
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Below Average**	**Average**
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	Good

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 GOAL

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

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

Brooklyn Springs Elementary	06/01/10-2901011

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

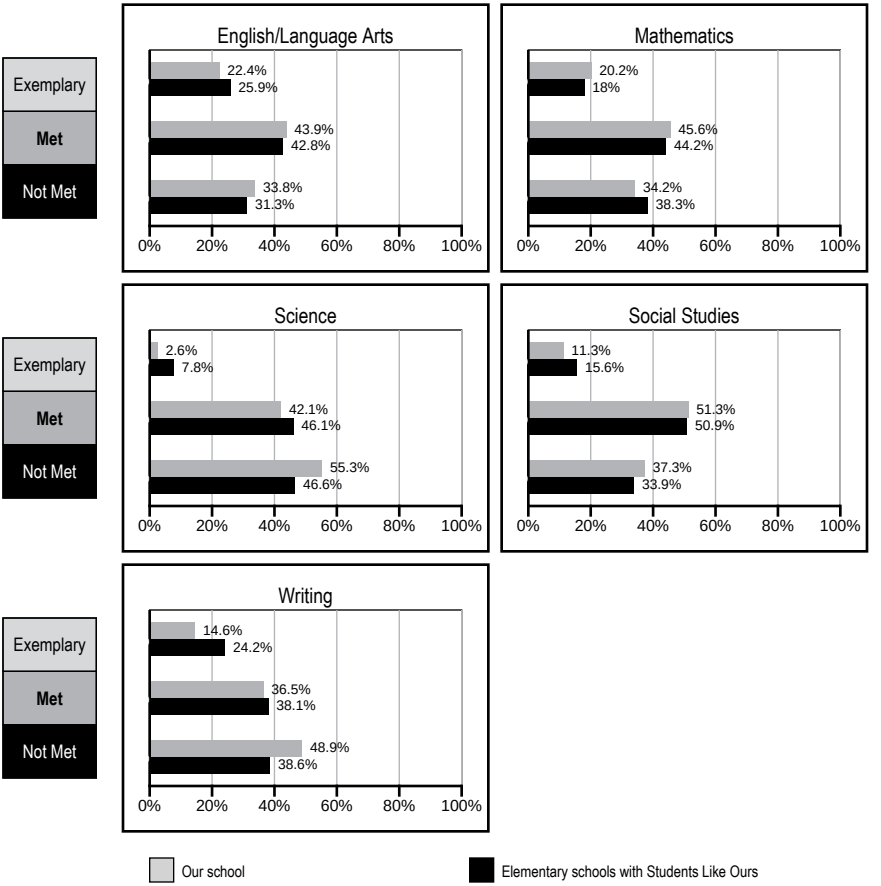
Percent of students tested in 2008-09 whose 2007-08 test scores were located	97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	90	39	11

* Ratings are calculated with data available by 06/01/2010.

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
Students (n=533)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 4.0%	2.5%	1.9%
Attendance rate	96.0%	Up from 95.7%	96.1%	96.3%
Eligible for gifted and talented	5.5%	Down from 6.5%	5.4%	10.0%
With disabilities other than speech	10.7%	Up from 9.5%	8.7%	7.7%
Older than usual for grade	0.7%	Down from 1.1%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 1.6%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	60.5%	Down from 63.4%	56.3%	59.4%
Continuing contract teachers	73.7%	Down from 78.0%	75.0%	80.0%
Teachers with emergency or provisional certificates	3.1%	Up from 2.9%	0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 87.9%	84.4%	85.9%
Teacher attendance rate	94.7%	Down from 95.5%	95.1%	95.1%
Average teacher salary*	$49,766	Up 4.7%	$45,669	$47,149
Professional development days/teacher	7.5 days	Down from 8.4 days	11.0 days	11.1 days
School				
Principal's years at school	9.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.4 to 1	17.8 to 1	18.8 to 1
Prime instructional time	89.1%	Down from 89.2%	90.4%	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	Average	Down from Good	Good	Excellent
Dollars spent per pupil**	$7,977	Up 8.3%	$7,850	$7,458
Percent of expenditures for instruction**	73.0%	Up from 71.9%	68.5%	68.8%
Percent of expenditures for teacher salaries**	67.6%	Up from 67.3%	62.4%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Brooklyn Springs School faculty and staff continue to set high standards for our students. A variety of programs are offered to meet the needs of all learners. SRA's Open Court Reading Program continues to be the foundation of our English Language Arts instruction. In addition to the core program, teachers supplement with SRA's Direct Instruction Programs, Language for Learning, Reading Mastery, and Corrective Reading. Teachers differentiate instruction for students by using workshop in Open Court. McGraw Hill's Everyday Math is the foundation for our math instruction. To differentiate instruction in math, teachers use a variety of math manipulatives and computer math games. SMART Boards are used throughout the school day in most classrooms. Both teachers and students at all grade-levels have become proficient in the use of the SMART Board as an instructional tool. Each teacher develops a data book, which is used throughout the school year to drive instruction. Professional development on "Brain-Based Teaching and Learning" was provided for teachers throughout the school year. This training provided awareness for teachers on how the brain develops and how students learn best. Home-School relationships continue to be a priority for us at Brooklyn Springs. Our open door policy encourages parents to take an active role in their child's education. Our full-time parent coordinator serves as a liaison between the home and school. Many parents volunteer in variety of ways during the school day. Our Home Literacy Trail, an adult literacy program, funded by the J. Marion Sims Foundation provides a multitude of training opportunities for adults. This program is in its sixth year and offers parent workshops, computer-based learning programs, English classes, and parent resources. Brooklyn Springs PTA and SIC worked collaboratively to positively impact our school by providing books and tests for our Reading Counts Program, by purchasing computer-based math games to support our Everyday Math Series, and by providing incentives to recognize our students' hard work and achievement in the classroom each six weeks. In addition, the PTA and SIC sponsored a fall festival where the community, school staff, students, and their families came together for fun, games, and fellowship. The faculty and students of Brooklyn Springs received several awards, certificates, and grants: six fifth graders received American Citizenship Awards; nineteen fifth graders received Presidential Educational Awards; several teachers were awarded J. Marion Sims Teacher Pet Grants; and one received the South Carolina 2009 International Educator of the Year for the Visiting International Faculty (VIF) Program. 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; Deana Gasque, PTA/SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	78	60
Percent satisfied with learning environment	90.6%	85.9%	86.2%
Percent satisfied with social and physical environment	93.8%	87.8%	91.5%
Percent satisfied with school-home relations	77.4%	90.7%	87.9%

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

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School Adequate Yearly Progress	NO

This school met 23 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	CA

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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.6%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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Brooklyn Springs Elementary										06/01/10-2901011
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	247	100	33.8	43.9	22.4	75.9	80.8	82.8	Yes	Yes
Gender										
Male	135	100	35.8	42.3	22	72.4	75.9	79.3	N/A	N/A
Female	112	100	31.4	45.7	22.9	80	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	97	100	29.4	42.4	28.2	76.5	85	89.5	Yes	Yes
African American	104	100	39.4	41.4	19.2	75.8	71.6	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.7	92.3	I/S	I/S
Hispanic	42	100	30	52.5	17.5	75	78.3	76.5	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.3	82.5	I/S	I/S
Disability Status										
Disabled	48	100	63.4	24.4	12.2	46.3	39.4	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	30.8	48.7	20.5	74.4	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	207	100	35.6	45.5	18.8	74.3	72.6	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	247	100	34.2	45.6	20.2	72.4	79.8	78.9	Yes	Yes
Gender										
Male	135	100	30.1	47.2	22.8	76.4	76.6	77	N/A	N/A
Female	112	100	39	43.8	17.1	67.6	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	97	100	28.2	40	31.8	80	85.6	87.2	Yes	Yes
African American	104	100	43.4	46.5	10.1	62.6	66.7	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.9	93	I/S	I/S
Hispanic	42	100	27.5	52.5	20	77.5	76.8	76	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	79.5	I/S	I/S
Disability Status										
Disabled	48	100	58.5	24.4	17.1	48.8	44	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	25.6	51.3	23.1	79.5	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	207	100	38.7	48.2	13.1	68.6	71.2	70.2	Yes	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	164	100	55.3	42.1	2.6	44.7	64.3	67.5
Gender								
Male	91	100	47	51.8	1.2	53	64.5	67
Female	73	100	65.2	30.4	4.3	34.8	64.2	68
Racial/Ethnic Group								
White	68	100	42.4	54.2	3.4	57.6	71.1	79.5
African American	68	100	72.3	24.6	3.1	27.7	48.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	84.3
Hispanic	28	100	N/AV	N/AV	N/AV	57.1	64.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	36	100	N/AV	N/AV	N/AV	38.7	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	25	100	N/AV	N/AV	N/AV	60	60	59.6
Socio-Economic Status								
Subsized meals	140	100	59.2	40	0.8	40.8	51.5	55.1
Social Studies								
All Students	165	99.4	36.9	51.7	11.4	63.1	68.8	72.3
Gender								
Male	89	100	39.2	45.6	15.2	60.8	67.2	71.5
Female	76	98.7	34.3	58.6	7.1	65.7	70.5	73.2
Racial/Ethnic Group								
White	62	100	28.3	56.6	15.1	71.7	73.7	80.7
African American	73	98.6	42.6	50	7.4	57.4	58.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	80.8	88.5
Hispanic	26	100	41.7	45.8	12.5	58.3	63.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.7	72.2
Disability Status								
Disabled	30	100	50	45.8	4.2	50	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	24	100	41.7	41.7	16.7	58.3	59.5	67.9
Socio-Economic Status								
Subsized meals	137	100	39.5	53.2	7.3	60.5	59.6	62.1

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Brooklyn Springs Elementary										06/01/10-2901011
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	247	100	48.9	36.5	14.6	51.1	67.7	70.2	96	96
Gender										
Male	133	100	55.6	32.3	12.1	44.4	59.6	63.2	96	95.8
Female	114	100	41.3	41.3	17.4	58.7	76.4	77.5	96	96.1
Racial/Ethnic Group										
White	93	100	52.9	30.6	16.5	47.1	73.2	79.1	94.6	95.7
African American	104	100	46	42	12	54	55.2	57.6	96.7	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	71.8	86.2	99.9	97.7
Hispanic	46	100	47.7	36.4	15.9	52.3	63.8	62.6	97.1	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70.6	68.7	94.5	95.3
Disability Status										
Disabled	45	100	81	16.7	2.4	19	21.7	26.1	95	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	47.6	33.3	19	52.4	55.9	61.2	97.2	96.5
Socio-Economic Status										
Subsized meals	209	100	49.5	37.8	12.8	50.5	56.9	58.9	95.8	95.3

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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							
2009	3	79	100	37	37	26	63
	4	82	100	41.9	43.2	14.9	58.1
	5	86	100	23.5	50.6	25.9	76.5
	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
Mathematics							
2009	3	79	100	45.2	39.7	15.1	54.8
	4	82	100	35.1	52.7	12.2	64.9
	5	86	100	23.5	44.4	32.1	76.5
	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
Science							
2009	3	40	100	56.8	40.5	2.7	43.2
	4	82	100	60.8	37.8	1.4	39.2
	5	42	100	43.9	51.2	4.9	56.1
	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
Social Studies							
2009	3	39	100	47.2	38.9	13.9	52.8
	4	82	100	32.4	62.2	5.4	67.6
	5	44	97.7	35.9	43.6	20.5	64.1
	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							
2009	3	80	100	51.4	35.1	13.5	48.6
	4	80	100	52.6	38.2	9.2	47.4
	5	87	100	43.4	36.1	20.5	56.6
	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

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