



BRUSHY CREEK ELEMENTARY

1344 Brushy Creek Rd.
Taylors, SC 29687

Grades	PK-5 Elementary School	
Enrollment	791 Students	
Principal	Dr. DeeDee Washington	864-355-5400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	Average
2007	Good	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

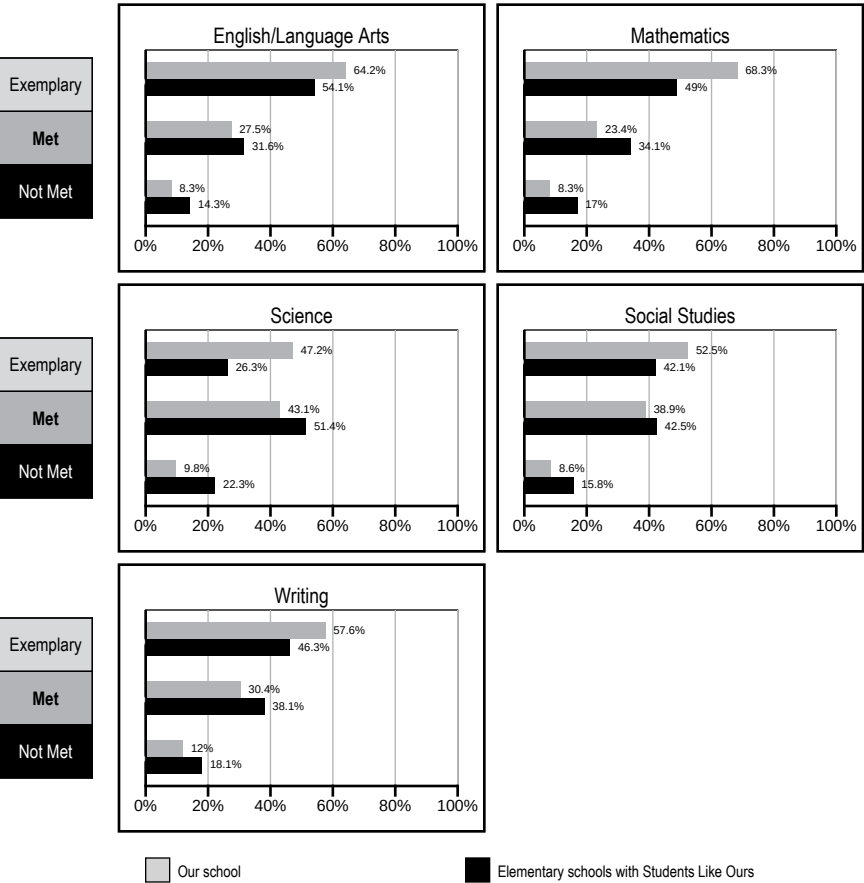
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	14	1	2	0

* 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
Students (n=791)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.1%	0.8%	1.1%
Attendance rate	97.0%	Up from 96.4%	96.5%	96.2%
Served by gifted and talented program	32.0%	Up from 25.5%	22.1%	13.4%
With disabilities other than speech	4.7%	Down from 12.1%	4.3%	4.1%
Older than usual for grade	0.1%	Down from 0.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	51.1%	Down from 56.8%	63.4%	62.5%
Continuing contract teachers	95.6%	Down from 97.7%	89.5%	88.2%
Teachers returning from previous year	89.3%	Down from 90.6%	88.2%	87.8%
Teacher attendance rate	95.9%	Down from 97.6%	95.5%	95.2%
Average teacher salary*	\$45,402	Down 2.2%	\$48,243	\$46,773
Professional development days/teacher	10.1 days	Down from 10.3 days	9.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 20.1 to 1	21.0 to 1	19.9 to 1
Prime instructional time	93.0%	Down from 95.1%	91.3%	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**	\$5,605	Down 4.5%	\$7,105	\$7,447
Percent of expenditures for instruction**	68.4%	Down from 70.4%	68.8%	68.4%
Percent of expenditures for teacher salaries**	67.4%	Down from 68.5%	67.8%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We are very proud of the success we experienced during the 2010 - 2011 school year. In a collaborative effort, all Brushy Creek stakeholders agreed on a shared vision and goals to guide our work during this school year. Our goals were based on the most recent PASS data, MAP data, and the Education Plan for the School District of Greenville County.

Priority goals for student achievement included the following: improved student performance in Reading, Language, Math, and Science as measured by MAP. Several specific strategies were implemented to achieve these goals. Teachers participated in ongoing professional development, including a book study; helping us to focus on improving strategies for collection and analysis of assessment data across the curriculum. Included in this area of professional development was an emphasis on creating, administering, and evaluating the results of common assessment data to improve our instructional decision-making. We also focused on strengthening our school's professional learning community framework, essential for increasing student achievement. Finally, teachers worked to increase the rigor of the instructional program as articulated in individual classrooms. Our teachers used MAP data to target individual strengths and weaknesses and to develop flexible groups for reading and math instruction school-wide.

While we are focused on student performance, we also believe that students are entitled to opportunities for character education to maximize their full potential. Therefore, we decided to focus on this area as well. As a result of our efforts our students participated in celebrating the International Day of Peace. Our entire school community came together to create pinwheels with slogans to promote peace. We celebrated by creating a giant peace symbol made of pinwheels on our school grounds.

At Brushy Creek, we continue to remain committed to raising the academic challenge and maximizing the performance of each student. We look forward to continuing the journey next year.

Dr. DeeDee Washington, Principal
Mrs. Jocelyn Thomas, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	114	76
Percent satisfied with learning environment	97.8%	92.9%	91.9%
Percent satisfied with social and physical environment	97.8%	93.9%	97.3%
Percent satisfied with school-home relations	97.8%	95.6%	90.5%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 25 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	
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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	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	97.0%	94.0%**	Yes

* Or greater than last year

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	387	100	8.5	26.5	65	94.7	84.1	82.4	Yes	Yes
Gender										
Male	213	100	11.7	23.9	64.4	92.7	80.8	78.7	N/A	N/A
Female	174	100	4.7	29.7	65.7	97.1	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	271	100	6	24.1	69.9	96.2	89.7	88.9	Yes	Yes
African American	54	100	21.2	36.5	42.3	84.6	72.2	72.9	Yes	Yes
Asian/Pacific Islander	25	100	N/AV	N/AV	N/AV	100	93.3	93	I/S	I/S
Hispanic	35	100	15.2	42.4	42.4	93.9	79.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	70	100	36.8	23.5	39.7	77.9	48.6	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	8.9	35.6	55.6	95.6	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	141	100	15.7	36.6	47.8	90.3	75.7	75.4	Yes	Yes

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

All Students	387	100	8	24.1	67.9	94.7	84.4	81.9	Yes	Yes
Gender										
Male	213	100	11.2	20	68.8	92.7	82.9	79.9	N/A	N/A
Female	174	100	4.1	29.1	66.9	97.1	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	271	100	5.6	20.3	74.1	96.6	89.4	88.9	Yes	Yes
African American	54	100	25	28.8	46.2	82.7	72	71.4	Yes	Yes
Asian/Pacific Islander	25	100	N/AV	N/AV	N/AV	100	95.6	94.6	I/S	I/S
Hispanic	35	100	6.1	54.5	39.4	93.9	82.7	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	70	100	35.3	32.4	32.4	73.5	47.1	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	2.2	37.8	60	97.8	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	141	100	14.2	35.8	50	89.6	76.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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	264	99.6	9.3	41.6	49	90.7	71.6	68.6
Gender								
Male	141	99.3	10.4	41.5	48.1	89.6	71.4	68.3
Female	123	100	8.2	41.8	50	91.8	71.9	68.9
Racial/Ethnic Group								
White	182	99.5	6.1	40.8	53.1	93.9	81	80.7
African American	38	100	25	38.9	36.1	75	52.3	51.4
Asian/Pacific Islander	18	100	N/AV	N/AV	N/AV	100	85.1	85.3
Hispanic	25	100	17.4	52.2	30.4	82.6	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	42	100	32.5	22.5	45	67.5	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	30	100	6.9	62.1	31	93.1	61.8	60.7
Socio-Economic Status								
Subsidized meals	98	99	18.7	49.5	31.9	81.3	58.4	57.3

Social Studies								
All Students	258	99.2	8.3	39.3	52.4	91.7	76.1	72.5
Gender								
Male	134	98.5	8.5	31.5	60	91.5	75.9	72
Female	124	100	8.2	47.5	44.3	91.8	76.2	73.1
Racial/Ethnic Group								
White	178	99.4	6.3	34.1	59.7	93.8	82.8	81
African American	35	100	18.2	60.6	21.2	81.8	61.5	60
Asian/Pacific Islander	18	94.4	N/AV	N/AV	N/AV	100	88.5	89
Hispanic	26	100	16	56	28	84	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	48	100	29.8	44.7	25.5	70.2	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	35	97.1	8.3	44.4	47.2	91.7	70.5	69.7
Socio-Economic Status								
Subsidized meals	94	100	15.4	51.6	33	84.6	65.2	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
Writing										
All Students	132	97	12	30.4	57.6	88	76	73.2	97	96.4
Gender										
Male	82	96.3	14.5	28.9	56.6	85.5	70.2	67.2	96.9	96.3
Female	50	98	8.2	32.7	59.2	91.8	82.1	79.4	97.2	96.4
Racial/Ethnic Group										
White	94	95.7	8	30.7	61.4	92	83.1	81.5	97.1	96.2
African American	21	100	19	42.9	38.1	81	62.2	61.3	96.5	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.3	87	98.1	97.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	64.3	66.7	96.5	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.1	72.2	98.1	95.8
Disability Status										
Disabled	18	77.8	57.1	28.6	14.3	42.9	26.5	26	96.1	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	12	100	28.6	28.6	42.9	71.4	65.3	65.7	97.6	97.2
Socio-Economic Status										
Subsidized meals	44	90.9	23.7	31.6	44.7	76.3	63.7	63.2	96.3	95.9

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
English/Language Arts							
2010	3	127	100	5.8	13.3	80.8	94.2
	4	139	100	13.3	40.7	45.9	86.7
	5	117	100	10.8	24.3	64.9	89.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	122	100	10.3	6.8	82.9	89.7
	4	132	100	6.9	35.4	57.7	93.1
	5	132	100	8.5	35.7	55.8	91.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2010	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							
2010	3	127	100	10	17.5	72.5	90
	4	139	100	11.1	43	45.9	88.9
	5	117	100	15.3	31.5	53.2	84.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	122	100	8.5	19.7	71.8	91.5
	4	132	100	4.6	26.9	68.5	95.4
	5	132	100	10.9	24.8	64.3	89.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2010	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							
2010	3	63	96.8	10.3	34.5	55.2	89.7
	4	139	100	13.2	60.3	26.5	86.8
	5	59	98.3	12.7	45.5	41.8	87.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	63	100	13.3	31.7	55	86.7
	4	132	100	7.7	49.2	43.1	92.3
	5	68	98.5	9.1	34.8	56.1	90.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2010	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
Social Studies							
2010	3	64	98.4	6.7	31.7	61.7	93.3
	4	138	99.3	10.5	52.6	36.8	89.5
	5	60	98.3	12.5	44.6	42.9	87.5
	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
2011	3	62	98.4	8.5	33.9	57.6	91.5
	4	132	100	7.7	43.1	49.2	92.3
	5	64	98.4	9.5	36.5	54	90.5
	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
Writing							
2010	3	127	97.6	8.5	23.7	67.8	91.5
	4	139	95.7	16.3	32.6	51.2	83.7
	5	118	94.1	12.4	39	48.6	87.6
	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
2011	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	132	97	12	30.4	57.6	88
	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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