



## James M. Brown Elementary

225 Coffee Rd  
Walhalla, SC 29691

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	692 Students	
<b>Principal</b>	Michelle Grant	864-886-4470
<b>Superintendent</b>	Dr. Mike Lucas	864-886-4400
<b>Board Chair</b>	Andy Inabinet	864-710-0796

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average
2005	Good	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.

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

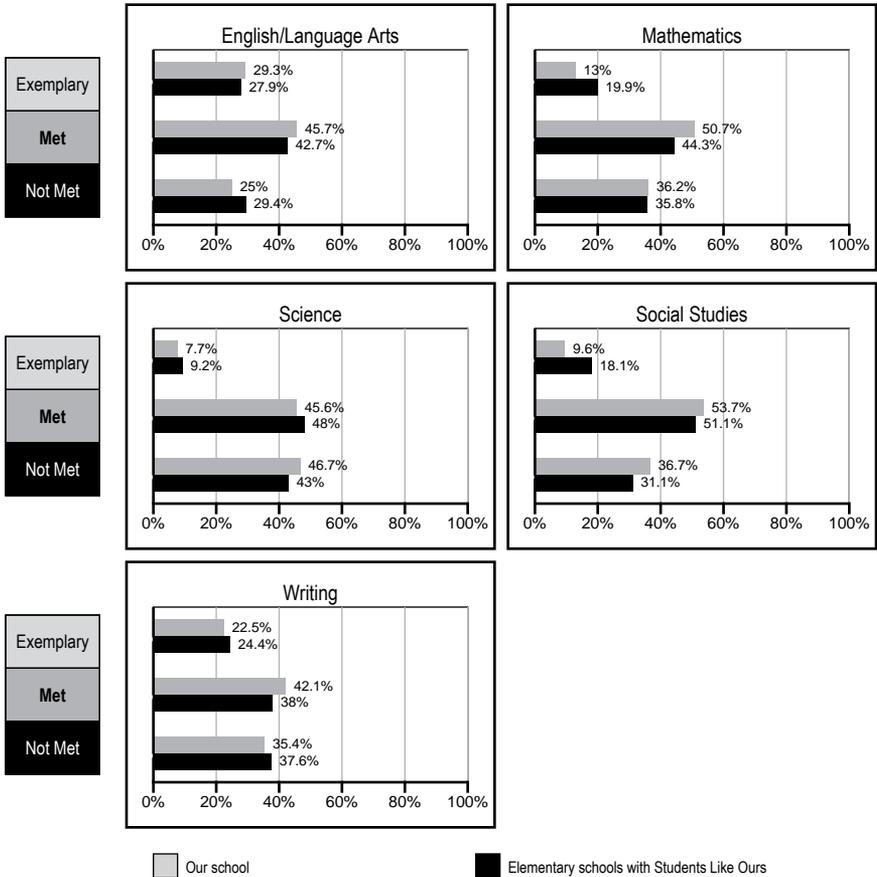
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.9%

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

Excellent	Good	Average	Below Average	At-Risk
0	5	85	28	2

\* 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
<b>Students (n=692)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 3.9%	2.5%	1.9%
Attendance rate	96.0%	Down from 96.4%	96.1%	96.3%
Eligible for gifted and talented	10.1%	Down from 13.8%	6.4%	10.0%
With disabilities other than speech	8.1%	Down from 9.4%	9.0%	7.7%
Older than usual for grade	1.2%	Down from 1.7%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=55)</b>				
Teachers with advanced degrees	49.1%	Down from 54.4%	56.8%	59.4%
Continuing contract teachers	65.5%	Down from 70.2%	76.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.9%	Down from 91.8%	84.7%	85.9%
Teacher attendance rate	94.4%	Down from 94.5%	95.0%	95.1%
Average teacher salary*	\$45,188	Up 5.9%	\$46,051	\$47,149
Professional development days/teacher	7.1 days	Up from 5.1 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.5	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 21.0 to 1	18.0 to 1	18.8 to 1
Prime instructional time	88.7%	Down from 89.4%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,292	Up 3.4%	\$7,722	\$7,458
Percent of expenditures for instruction**	65.0%	Down from 66.8%	68.1%	68.8%
Percent of expenditures for teacher salaries**	62.1%	Down from 62.7%	62.2%	63.2%

\* 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

James M. Brown Elementary, a Title I school, is proud of the achievements of our students and continually strive to seek and improve the best educational programs and techniques for our children. Our mission is to develop lifelong learners who are respectful, responsible, honest citizens. Our dedicated faculty and staff work daily to meet the needs and to ensure successes of all our student.

JMB has been the recipient of numerous awards over the past several years. In addition to being named Carolina First Palmetto's Finest in 2001, JMB has been recognized as a South Carolina Honor Reading School and as a South Carolina Red Carpet School in 2001-2002 and again in 2006-2007.

At JMB, we are constantly researching for new methods and programs to give our students the greatest opportunities for educational success. JMB successfully implemented a Reading Intervention Program in 2007-2008 to focus on meeting the needs of students who struggle with fluency and comprehension. We have been pleased with the results this program offers our students in reading. Next school year, 2009-2010, we will implement a Math Intervention Program to focus on meeting the needs of students who struggle with basic math facts (addition, subtraction, multiplication, and division), algorithms, and problem solving.

Test scores from PASS will be analyzed to determine areas of strengths and areas for improvement. Test scores from MAP will be analyzed three times during the year to determine areas of strengths and areas for improvement in Reading and Math.

Our Parent Teacher Organization (PTO) and School Improvement Council (SIC)/Title I Committee continue to be active participants in JMB's successes. Donations from our PTO have allowed for purchases of rewards for our student incentive program, individual teacher or grade level request, special events such as Donuts for Dads and Muffins for Mom, and supplemental funding for the school's yearbook just to name a few. Our SIC/Title I Committee was actively involved with the Title I Plan by making recommendations, suggestions, and providing guidance based on JMB teacher input. The SIC/Title I Committee also secured a \$1,000 Duke Power grant which was used to build a shelter on one of our playgrounds.

Our continued improvement is attributed to a highly qualified and dedicated faculty, strong parent and community support, and innovative, researched-based programs. It is the goal of JMB to meet each child's needs and maximize their potential for success.

Michelle Grant, Principal

Jim Mann, School Improvement Council/Title I Committee Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	87	77
Percent satisfied with learning environment	93.3%	93.0%	92.1%
Percent satisfied with social and physical environment	93.2%	87.2%	88.0%
Percent satisfied with school-home relations	91.1%	88.4%	89.3%

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

## Abbreviations for Missing Data

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

## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 24 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

NI

## 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

## 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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	299	99.3	24.6	45.6	29.9	89.3	86	82.8	Yes	Yes
<b>Gender</b>										
Male	164	98.8	26	44.8	29.2	87	82.7	79.3	N/A	N/A
Female	135	100	22.8	46.5	30.7	92.1	89.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	216	99.5	20.1	46.6	33.3	92.6	87.8	89.5	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	76.8	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	92.3	I/S	I/S
Hispanic	69	98.6	42.9	39.7	17.5	76.2	80.8	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	58	98.3	44.2	46.2	9.6	75	62.8	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	62	98.4	44.1	40.7	15.3	76.3	79.4	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	235	99.2	29.4	46.3	24.3	86.7	80.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	299	99.3	35.6	51.2	13.2	76.9	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	164	98.8	35.7	51.3	13	74	81.2	77	N/A	N/A
Female	135	100	35.4	51.2	13.4	80.3	84.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	216	99.5	31.9	54.9	13.2	79.4	85.2	87.2	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	68.6	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	93	I/S	I/S
Hispanic	69	98.6	50.8	39.7	9.5	66.7	79.5	76	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	58	98.3	65.4	30.8	3.8	44.2	54.8	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	62	98.4	50.8	40.7	8.5	66.1	79.8	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	235	99.2	39.4	48.6	11.9	73.9	75.3	70.2	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	199	99.5	45.9	45.9	8.1	54.1	69	67.5
<b>Gender</b>								
Male	110	99.1	48.5	45.6	5.8	51.5	67	67
Female	89	100	42.7	46.3	11	57.3	71.1	68
<b>Racial/Ethnic Group</b>								
White	149	99.3	41.7	49.6	8.6	58.3	73	79.5
African American	4	I/S	I/S	I/S	I/S	I/S	48.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	84.3
Hispanic	43	100	61.5	35.9	2.6	38.5	58.5	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	40	100	77.1	20	2.9	22.9	38.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	42	100	N/AV	N/AV	N/AV	38.5	53.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	161	99.4	52	43.2	4.7	48	57.9	55.1
<b>Social Studies</b>								
All Students	204	99	35.8	53.9	10.4	64.2	71.8	72.3
<b>Gender</b>								
Male	116	98.3	36.1	50.9	13	63.9	72.1	71.5
Female	88	100	35.3	57.6	7.1	64.7	71.6	73.2
<b>Racial/Ethnic Group</b>								
White	151	98.7	35	55.9	9.1	65	74.5	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	55.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	88.5
Hispanic	43	100	40	47.5	12.5	60	66.5	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	41	100	47.4	47.4	5.3	52.6	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	37	100	43.2	51.4	5.4	56.8	66.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	160	98.8	40	53.3	6.7	60	62.6	62.1

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
<b>Writing</b>										
All Students	299	97.7	34.9	42.4	22.7	65.1	72	70.2	96	96.4
<b>Gender</b>										
Male	161	96.3	43	38.3	18.8	57	63.8	63.2	96.3	96.4
Female	138	99.3	25.6	47.3	27.1	74.4	80.5	77.5	95.6	96.3
<b>Racial/Ethnic Group</b>										
White	216	97.7	33.3	44.8	21.9	66.7	74.3	79.1	95.5	96.2
African American	11	90.9	I/S	I/S	I/S	I/S	59.8	57.6	96.7	97.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	86.2	96.7	97.5
Hispanic	66	100	38.7	38.7	22.6	61.3	65.7	62.6	97.4	96.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	68.7	98.1	97.5
<b>Disability Status</b>										
Disabled	57	91.2	N/AV	N/AV	N/AV	14.6	26.4	26.1	95.1	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
<b>English Proficiency</b>										
Limited English Proficient	60	100	40.7	40.7	18.6	59.3	62.8	61.2	97.5	97.2
<b>Socio-Economic Status</b>										
Subsided meals	232	98.7	38.4	42.9	18.7	61.6	62.4	58.9	95.7	95.8

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	104	99	22.9	41.7	35.4	77.1
	4	104	99	34.4	44.8	20.8	65.6
	5	91	100	15.7	50.6	33.7	84.3
	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>Mathematics</b>							
<b>2009</b>	3	104	99	42.7	44.8	12.5	57.3
	4	104	99	35.4	54.2	10.4	64.6
	5	91	100	28.1	55.1	16.9	71.9
	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>2009</b>	3	51	100	50	39.1	10.9	50
	4	103	99	46.3	51.6	2.1	53.7
	5	45	100	40.9	40.9	18.2	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>Social Studies</b>							
<b>2009</b>	3	53	98.1	29.4	60.8	9.8	70.6
	4	104	99	39.6	53.1	7.3	60.4
	5	47	100	34.8	47.8	17.4	65.2
	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>Writing</b>							
<b>2009</b>	3	104	98.1	33.3	32.3	34.4	66.7
	4	102	98	42.6	52.1	5.3	57.4
	5	93	96.8	28.4	43.2	28.4	71.6
	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

Abbreviations for Missing Data

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