



## BRUNSON ELEMENTARY

PO Box 130  
Brunson, SC 29911

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	230 Students	
<b>Principal</b>	Mary Hutto	803-398-5584
<b>Superintendent</b>	Douglas McTeer	803-943-4576
<b>Board Chair</b>	Mrs. Hannah B. Priester	803-943-4621

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Good	Below Average
2007	Good	Good
2006	Average	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 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

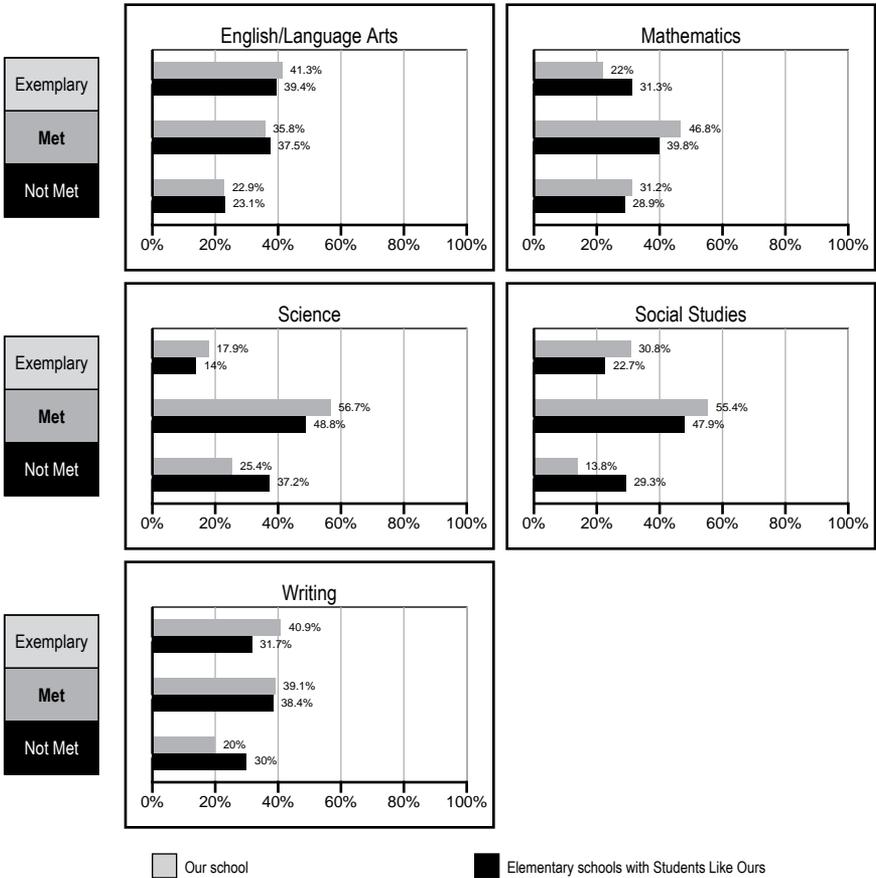
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	24	89	4	0

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=230)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	Down from 4.8%	1.2%	1.2%
Attendance rate	95.4%	Down from 96.1%	95.9%	96.1%
Eligible for gifted and talented	0.0%	No Change	11.2%	11.7%
With disabilities other than speech	6.5%	Up from 5.9%	8.7%	8.0%
Older than usual for grade	5.9%	Up from 4.9%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=14)</b>				
Teachers with advanced degrees	71.4%	Down from 81.8%	60.2%	60.5%
Continuing contract teachers	100.0%	Up from 90.9%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.3%	Up from 93.0%	88.8%	87.0%
Teacher attendance rate	96.3%	No Change	95.3%	95.4%
Average teacher salary*	\$47,795	Down 5.5%	\$47,215	\$47,288
Professional development days/teacher	9.1 days	Up from 7.9 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 14.8 to 1	19.1 to 1	19.2 to 1
Prime instructional time	89.7%	Down from 90.3%	90.1%	90.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	98.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,187	Down 17.8%	\$7,549	\$7,548
Percent of expenditures for instruction**	61.0%	Up from 60.8%	67.4%	68.7%
Percent of expenditures for teacher salaries**	56.6%	No Change	63.9%	65.1%

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

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

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Brunson Elementary is proud of our many accomplishments during the 2009-2010 school year. We met 13 out of 13 objectives for AYP. As an Arts in the Basic Curriculum (ABC) School we have achieved notable arts education milestones this year. An ABC Grant from the South Carolina Arts Commission has allowed us to implement an arts integrated curriculum school wide. All students attend classes in visual arts, music, drama, and dance. Specialists teach special area classes and they focus on their pure art form. Academic classes use the arts to teach the state standards. Classes utilize cooperative learning, rigorous instruction and higher-level thinking skills.

Our school is built around the philosophy that all children have the potential to be successful if the opportunities are provided to challenge them. The arts offer such an avenue for them. All children thrive when they dance, dramatize, sing, play an instrument, draw, paint, and capture chronicle events through creative writing. When these opportunities are coupled with the academics, learning comes to life.

Brunson Elementary contributes its success to our school-wide arts approach. The arts allow students to discover their talents and strengths. They find success by participating in hands-on classroom experiences. Our students develop strong reading and math skills and a comprehensive understanding of science and social studies. Their confidence soars as they grow through opportunities to be on stage and perform in public. The collaboration between classroom teachers and special area teachers provides an opportunity for standards to be taught in all facets of the curriculum.

Our parents are our true partners in our success. They work with us to ensure that students are at school every day and support our activities. Without the support of our PTA, School Improvement Council, volunteers, business partners, and the surrounding community, we could not offer our students such varied opportunities. We are grateful for the strong support of our parents who are very committed to the learning process. At BES we are proud of our successes and strive for excellence in all facets of educating our students.

Mary P. Hutto, Principal  
Sylvia J. Murdaugh, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	25	17
Percent satisfied with learning environment	100.0%	76.0%	87.5%
Percent satisfied with social and physical environment	100.0%	58.3%	82.4%
Percent satisfied with school-home relations	87.5%	79.2%	64.7%

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

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 15 out of 15 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

## 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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

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

All Students	117	97.4	20.2	38.5	41.3	89	79.5	83.5	Yes	Yes
<b>Gender</b>										
Male	52	96.2	17	40.4	42.6	89.4	73.8	80.1	N/A	N/A
Female	65	98.5	22.6	37.1	40.3	88.7	85.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	74	100	21.4	31.4	47.1	85.7	83.1	89.6	Yes	Yes
African American	41	92.7	18.9	54.1	27	94.6	76.6	74.6	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	63.6	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	39	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.5	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	82	96.3	24	38.7	37.3	85.3	75.6	76.9	Yes	Yes

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

All Students	117	97.4	30.3	47.7	22	86.2	75.3	80.4	Yes	Yes
<b>Gender</b>										
Male	52	96.2	25.5	48.9	25.5	85.1	72.4	78.4	N/A	N/A
Female	65	98.5	33.9	46.8	19.4	87.1	78.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	74	100	28.6	45.7	25.7	90	82.5	87.8	Yes	Yes
African American	41	92.7	32.4	51.4	16.2	78.4	68.6	69.3	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	31	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	100	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	82	96.3	36	45.3	18.7	84	70.6	72.8	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	69	100	21.2	60.6	18.2	78.8	60.5	67.3
<b>Gender</b>								
Male	28	100	15.4	57.7	26.9	84.6	58.6	66.9
Female	41	100	25	62.5	12.5	75	62.3	67.7
<b>Racial/Ethnic Group</b>								
White	47	100	20.5	56.8	22.7	79.5	71.6	79.6
African American	22	100	22.7	68.2	9.1	77.3	49.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	4	I/S	I/S	I/S	I/S	I/S	28.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	100	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	48	100	26.1	63	10.9	73.9	52.6	55.4
<b>Social Studies</b>								
All Students	70	98.6	13.6	56.1	30.3	86.4	64.8	70.9
<b>Gender</b>								
Male	33	100	15.6	46.9	37.5	84.4	60.4	70.1
Female	37	97.3	11.8	64.7	23.5	88.2	69.5	71.7
<b>Racial/Ethnic Group</b>								
White	43	100	12.2	51.2	36.6	87.8	70.3	79.2
African American	25	96	17.4	69.6	13	82.6	60.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	3	I/S	I/S	I/S	I/S	I/S	25.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.5	68
<b>Socio-Economic Status</b>								
Subsidized meals	50	98	17	57.4	25.5	83	59.3	60.8

Abbreviations for Missing Data

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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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	118	94.9	17.8	40.2	42.1	82.2	68.8	72.1	95.4	95.7
<b>Gender</b>										
Male	53	92.5	23.9	41.3	34.8	76.1	59.9	65.2	95.7	95.6
Female	65	96.9	13.1	39.3	47.5	86.9	77.9	79.2	95.1	95.9
<b>Racial/Ethnic Group</b>										
White	75	98.7	15.7	41.4	42.9	84.3	71.3	80.8	95.1	94.9
African American	41	87.8	22.9	37.1	40	77.1	66.2	59.7	95.8	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	87	N/A	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	64.6	96.7	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	13.8	27.7	92.4	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	88.2	63.7	97.8	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	83	92.8	17.8	45.2	37	82.2	64.8	61.9	95.1	95.5

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
<b>English/Language Arts</b>							
<b>2009</b>	3	18	100	N/AV	N/AV	N/AV	100
	4	25	100	16	52	32	84
	5	30	100	11.1	63	25.9	88.9
	6	25	92	4.8	71.4	23.8	95.2
	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>2010</b>	3	28	100	11.1	25.9	63	88.9
	4	24	100	13	34.8	52.2	87
	5	33	100	22.6	51.6	25.8	77.4
	6	32	90.6	32.1	39.3	28.6	67.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	18	100	17.6	35.3	47.1	82.4
	4	25	100	24	64	12	76
	5	30	100	25.9	70.4	3.7	74.1
	6	25	92	4.8	71.4	23.8	95.2
	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>2010</b>	3	28	100	14.8	37	48.1	85.2
	4	24	100	17.4	60.9	21.7	82.6
	5	33	100	32.3	58.1	9.7	67.7
	6	32	90.6	53.6	35.7	10.7	46.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	24	100	29.2	58.3	12.5	70.8
	5	15	100	N/AV	N/AV	N/AV	69.2
	6	11	100	I/S	I/S	I/S	I/S
	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>2010</b>	3	14	100	30.8	38.5	30.8	69.2
	4	24	100	13	69.6	17.4	87
	5	17	100	18.8	68.8	12.5	81.3
	6	14	100	28.6	57.1	14.3	71.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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>2009</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	25	100	16	64	20	84
	5	15	93.3	N/AV	N/AV	N/AV	100
	6	12	100	N/AV	N/AV	N/AV	100
	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>2010</b>	3	14	100	N/A	N/A	N/A	100
	4	24	100	8.7	60.9	30.4	91.3
	5	16	100	26.7	53.3	20	73.3
	6	16	93.8	21.4	71.4	7.1	78.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	18	100	17.6	52.9	29.4	82.4
	4	25	96	20.8	41.7	37.5	79.2
	5	30	96.7	30.8	46.2	23.1	69.2
	6	25	84	5.3	63.2	31.6	94.7
	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>2010</b>	3	28	100	7.4	33.3	59.3	92.6
	4	25	100	16.7	41.7	41.7	83.3
	5	33	97	23.3	36.7	40	76.7
	6	32	84.4	23.1	50	26.9	76.9
	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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