



BRUNSON ELEMENTARY

PO Box 130
Brunson, SC 29911

Grades	K-6 Elementary School	
Enrollment	204 Students	
Principal	Mary Hutto	803-398-5584
Superintendent	Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mrs. Libby Murdaugh	803-943-2814

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

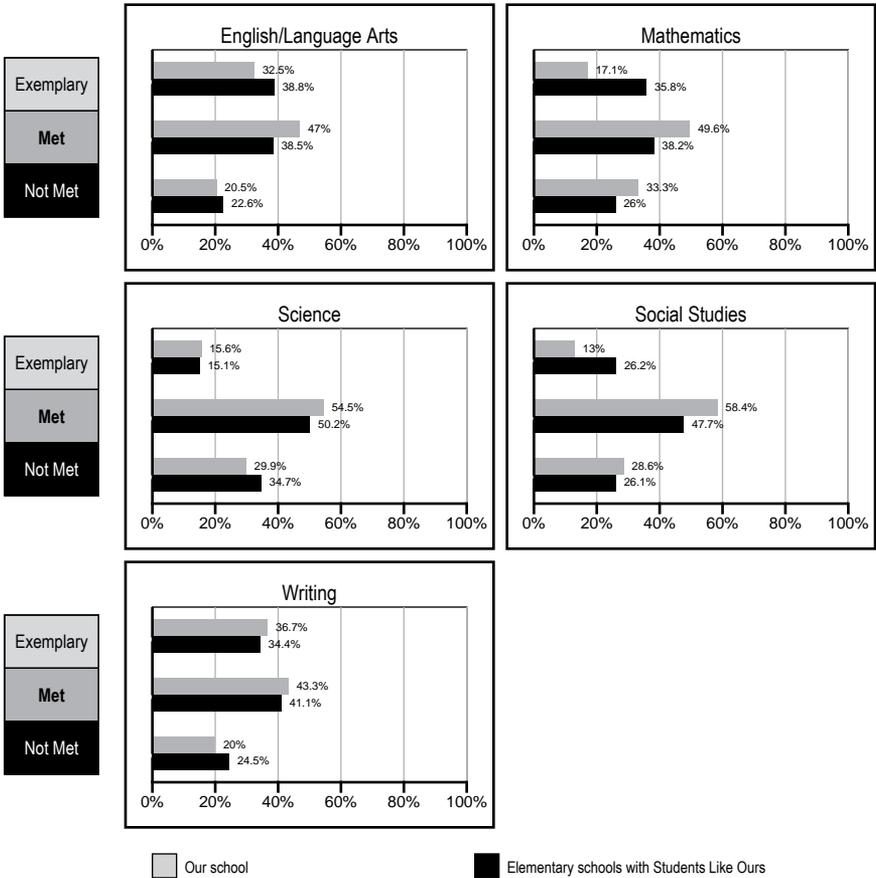
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	29	76	5	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=204)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	No Change	1.2%	1.1%
Attendance rate	98.8%	Up from 95.4%	96.0%	96.2%
Served by gifted and talented program	9.2%	Up from 0.0%	12.8%	13.4%
With disabilities other than speech	2.7%	Down from 6.5%	4.7%	4.1%
Older than usual for grade	3.4%	Down from 5.9%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	76.9%	Up from 71.4%	60.7%	62.5%
Continuing contract teachers	100.0%	No Change	90.3%	88.2%
Teachers returning from previous year	93.7%	Down from 96.3%	88.0%	87.8%
Teacher attendance rate	96.2%	Down from 96.3%	95.1%	95.2%
Average teacher salary*	\$46,527	Down 2.7%	\$46,745	\$46,773
Professional development days/teacher	11.8 days	Up from 9.1 days	11.1 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 21.3 to 1	19.6 to 1	19.9 to 1
Prime instructional time	92.5%	Up from 89.7%	90.2%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 98.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,379	Down 9.9%	\$7,403	\$7,447
Percent of expenditures for instruction**	65.5%	Up from 61.0%	67.6%	68.4%
Percent of expenditures for teacher salaries**	63.7%	Up from 56.6%	64.7%	65.8%

* 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

Brunson Elementary School has been an ABC (Arts in the Basic Curriculum) site since 2004. We feel that our success is credited in part to our strong teachers integrating the arts into the traditional classroom. We also offer dance, visual art, theatre, steel drums, and robotics in our After-School Arts Academy. All students, grades 3-6, are provided the opportunity to participate in any or all of these classes. We produce three musical theatre productions and each year. Thanks to funding through our business partners and grants, we were able to provide various artists-in-residence this year. Students worked with drama artists-in-residence on three theatrical productions including our coffee and dessert theatre. They also worked with 2 dance artist-in-residence. All students worked with the dance instructors and performed during our spring recital. We also hosted several authors-in-residence. Our staff worked diligently with these artists-in-residence as well as with our own art, music, and physical education teachers to incorporate learning the basics through the arts. We are constantly seeking ways to provide our children with new and exciting ways to learn. We use the arts as a catalyst to improve our students' achievement and communication skills, as well as build confidence, self-esteem and character.

This school year BES a TAP(Teacher and Student Advancement Program)School. TAP™ was introduced by the Milken Family Foundation in 1999. The program has four tenants: multiple career paths, ongoing applied professional development, instructionally based accountability and performance-based compensation. Our PTO and School Improvement Council have been actively involved this year. Through their efforts and those of community and parent volunteers, many improvements have been made in our school. We appreciate the community's support and look forward to more great things in the 2011-2012 school year.

Mary P. Hutto, Principal
Gina Altman, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	29	16
Percent satisfied with learning environment	77.8%	86.2%	87.5%
Percent satisfied with social and physical environment	100.0%	78.6%	87.5%
Percent satisfied with school-home relations	88.9%	86.2%	93.8%

* 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

NO

This school met 15 out of 17 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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.8%	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 = 79.4% (Met or Exemplary)

All Students	127	97.6	20.2	47.9	31.9	90.8	76.5	82.4	Yes	Yes
Gender										
Male	58	96.6	18.5	44.4	37	87	71.7	78.7	N/A	N/A
Female	69	98.6	21.5	50.8	27.7	93.8	81.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	81	97.5	14.5	47.4	38.2	94.7	81	88.9	Yes	Yes
African American	46	97.8	30.2	48.8	20.9	83.7	72.1	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	33.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	77	97.4	25.4	52.1	22.5	90.1	72.1	75.4	Yes	Yes

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

All Students	127	97.6	33.6	49.6	16.8	73.1	75.3	81.9	Yes	Yes
Gender										
Male	58	96.6	29.6	46.3	24.1	74.1	72.2	79.9	N/A	N/A
Female	69	98.6	36.9	52.3	10.8	72.3	78.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	81	97.5	25	52.6	22.4	80.3	79.5	88.9	Yes	Yes
African American	46	97.8	48.8	44.2	7	60.5	71.2	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	31.9	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	77	97.4	40.8	47.9	11.3	67.6	70.1	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	83	98.8	30.8	53.8	15.4	69.2	59.8	68.6
Gender								
Male	39	97.4	19.4	58.3	22.2	80.6	57.2	68.3
Female	44	100	40.5	50	9.5	59.5	62.4	68.9
Racial/Ethnic Group								
White	56	98.2	20.8	60.4	18.9	79.2	69.3	80.7
African American	27	100	52	40	8	48	50.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	20	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
Socio-Economic Status								
Subsidized meals	51	98	43.5	45.7	10.9	56.5	54.2	57.3
Social Studies								
All Students	82	98.8	29.1	58.2	12.7	70.9	61.6	72.5
Gender								
Male	41	97.6	30.8	56.4	12.8	69.2	60	72
Female	41	100	27.5	60	12.5	72.5	63.4	73.1
Racial/Ethnic Group								
White	51	98	25	58.3	16.7	75	67.7	81
African American	31	100	35.5	58.1	6.5	64.5	56.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	27.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.7
Socio-Economic Status								
Subsidized meals	53	98.1	31.4	60.8	7.8	68.6	58.6	62.9

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
Writing										
All Students	31	100	20	43.3	36.7	80	70.5	73.2	98.8	96.4
Gender										
Male	14	100	38.5	15.4	46.2	61.5	60.5	67.2	98.8	96.2
Female	17	100	5.9	64.7	29.4	94.1	80.6	79.4	98.8	96.6
Racial/Ethnic Group										
White	19	100	10.5	36.8	52.6	89.5	80.2	81.5	98.5	95.5
African American	12	100	36.4	54.5	9.1	63.6	61.2	61.3	99.1	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	25.7	26	98.7	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	98.6	96.3
Socio-Economic Status										
Subsidized meals	21	100	15	55	30	85	63.3	63.2	98.8	96.1

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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	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
2011	3	26	96.2	33.3	25	41.7	66.7
	4	39	97.4	10.8	51.4	37.8	89.2
	5	30	100	24.1	58.6	17.2	75.9
	6	32	96.9	17.2	51.7	31	82.8
	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	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
2011	3	26	96.2	45.8	29.2	25	54.2
	4	39	97.4	13.5	59.5	27	86.5
	5	30	100	58.6	31	10.3	41.4
	6	32	96.9	24.1	72.4	3.4	75.9
	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
Science							
2010	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
2011	3	13	100	46.2	38.5	15.4	53.8
	4	39	97.4	24.3	56.8	18.9	75.7
	5	15	100	35.7	50	14.3	64.3
	6	16	100	28.6	64.3	7.1	71.4
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
2011	3	12	100	18.2	54.5	27.3	81.8
	4	39	97.4	29.7	59.5	10.8	70.3
	5	15	100	40	40	20	60
	6	16	100	N/AV	N/AV	N/AV	75
	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	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
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	31	100	20	43.3	36.7	80
	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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