



Mary Bramlett Elementary

301 Spruce Street
Gaffney, SC 29340

Grades	PK-5 Elementary School	
Enrollment	290 Students	
Principal	Dr. Tom Abbott	864-489-2831
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	At-Risk
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

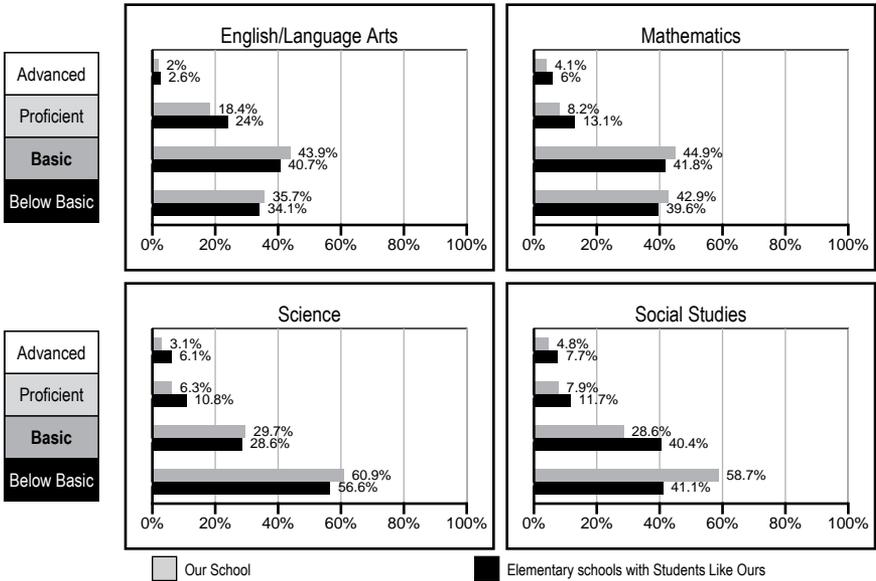
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	38	58

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=290)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	7.7%	Up from 2.9%	3.1%	2.3%
Attendance rate	95.9%	Up from 95.5%	96.0%	96.3%
Eligible for gifted and talented	2.5%	Up from 2.3%	2.9%	10.4%
With disabilities other than speech	3.5%	Down from 3.7%	7.6%	7.5%
Older than usual for grade	2.5%	Up from 1.9%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	46.9%	Up from 34.6%	53.6%	56.7%
Continuing contract teachers	68.8%	Down from 73.1%	68.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 4.5%	0.0%	0.0%
Teachers returning from previous year	82.6%	Up from 80.9%	82.6%	86.4%
Teacher attendance rate	91.8%	Down from 94.0%	94.9%	94.9%
Average teacher salary	\$42,648	Up 4.3%	\$43,799	\$45,345
Professional development days/teacher	12.8 days	Down from 22.6 days	13.9 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 15.7 to 1	16.4 to 1	18.5 to 1
Prime instructional time	85.7%	Down from 86.0%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 43.7%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$9,148	Down 1.6%	\$8,235	\$7,052
Percent of expenditures for instruction*	61.4%	Down from 62.9%	68.4%	69.1%
Percent of expenditures for teacher salaries*	56.4%	Down from 59.2%	60.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Mary Bramlett continues to provide the students, parents, community, and staff a safe, pleasant, and conducive environment for students' learning and partnership collaboration. Collectively, we dedicate our efforts to implementing the best strategies, theories, and practices that are current and research-based. Those implementations begin with high expectations for the students, parents, and staff members.

Many new instructional strategies and theories will continue to address individual student learning. We implemented a Pull-Out/Push-In Program, where students worked with math and reading interventionists in small groups to improve upon student performance. Community partners, such as parents, Limestone College students, The Boys and Girls Club, First Piedmont Bank, Alcoa, Cherokee Avenue Baptist Church, and the District Office, worked with the school's faculty, staff, and individual students in small groups, tutoring them in reading, math, and social skills. The community members and the District Office also provided incentives to promote student learning.

Several sources of collected data provided information for teachers to plan for the students' individual instructional needs. An assessment room provides the teachers a visual representation of their students' progress and provides data for knowing which students to target.

Reorganizing the internal structure of the school allowed us to develop schools within a school, providing all opportunities to close the Achievement Gap. The catalyst for closing the Achievement Gap is due to the implementation of the 3k program, Montessori, single-gender group classes, SRA, learning communities, and increasing parental and community involvement.

Technology constantly enhances our instructional strategies. Twenty electronic boards have been purchased and mounted, one for each classroom in the school—even the gym—which will give students a hands-on approach to learning. LCD projectors and document cameras are also available for each classroom and are a necessity for effective daily lessons.

To enhance the math curriculum, Math Out of the Box has been purchased for all grades, 5k through fifth. The inquiry-based curriculum is a research-based program with hands-on activities to inspire students to think about math in the real world. Our hope is that this spiral curriculum will help improve our students' confidence and ability to explore math intrinsically.

Even though we did not meet all of our state objectives, we do feel that we have worked hard, and we are proud of our students, parents, teachers, and community partners.

We say congratulations to Tracy Jones, our teacher of the year, and Stacy Davidson, distinguished reading teacher of the year.

Audrey McClary, Principal
Dr. William B. James, Superintendent

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	35	25
Percent satisfied with learning environment	95.5%	94.1%	83.3%
Percent satisfied with social and physical environment	95.5%	88.2%	68.0%
Percent satisfied with school-home relations	77.3%	94.3%	87.5%

* 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 12 out of 13 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

Corrective Action

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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	110	100	34.7	42.6	19.8	3	30.7	43.2	48.2	Yes	Yes
Gender											
Male	46	100	39	46.3	9.8	4.9	19.5	36.1	41.7	N/A	N/A
Female	64	100	31.7	40	26.7	1.7	38.3	50.4	55	N/A	N/A
Racial/Ethnic Group											
White	27	100	20.8	41.7	25	12.5	41.7	50.3	60	I/S	I/S
African American	76	100	38.6	41.4	20	0	30	27.6	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	18.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	18	100	58.8	23.5	11.8	5.9	17.6	13.6	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	21.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	105	100	34.4	42.7	20.8	2.1	30.2	31.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	110	100	41.6	46.5	7.9	4	23.8	43.8	45.8	Yes	Yes
Gender											
Male	46	100	46.3	43.9	4.9	4.9	19.5	43.1	45.6	N/A	N/A
Female	64	100	38.3	48.3	10	3.3	26.7	44.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	27	100	29.2	54.2	12.5	4.2	37.5	51.6	59	I/S	I/S
African American	76	100	45.7	42.9	7.1	4.3	21.4	25.3	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	26.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	18	100	64.7	35.3	0	0	17.6	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	105	100	42.7	45.8	8.3	3.1	22.9	31.9	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	73	100	58.2	28.4	9	4.5	13.4	26.4	35.7	95.9	96.2
Gender											
Male	34	100	63.3	26.7	6.7	3.3	10	27.3	37.4	95.8	96.2
Female	39	100	54.1	29.7	10.8	5.4	16.2	25.5	33.8	96	96.3
Racial/Ethnic Group											
White	20	100	35.3	35.3	17.6	11.8	29.4	33.3	49.2	93.4	96
African American	49	100	63	28.3	6.5	2.2	8.7	10.6	17	96.7	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.5	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	11	24.9	96.2	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.3
Disability Status											
Disabled	11	100	63.6	0	27.3	9.1	36.4	12	14	93.8	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	10.1	24.4	96.4	97.4
Socio-Economic Status											
Subsided meals	70	100	59.4	28.1	9.4	3.1	12.5	17	21.1	96	95.8
Social Studies											
All Students	70	100	56.9	30.8	7.7	4.6	12.3	20.5	34	95.9	96.2
Gender											
Male	29	100	48.1	44.4	3.7	3.7	7.4	21.9	36.6	95.8	96.2
Female	41	100	63.2	21.1	10.5	5.3	15.8	19	31.3	96	96.3
Racial/Ethnic Group											
White	18	100	38.9	38.9	16.7	5.6	22.2	24.9	44.5	93.4	96
African American	47	100	64.3	26.2	4.8	4.8	9.5	9.8	19.1	96.7	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	98.5	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	10	27.5	96.2	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.3
Disability Status											
Disabled	12	100	63.6	36.4	0	0	0	10.2	14.4	93.8	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	12.4	27.3	96.4	97.4
Socio-Economic Status											
Subsided meals	65	100	56.7	31.7	6.7	5	11.7	12.7	21	96	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	37	97.3	33.3	48.1	14.8	3.7	18.5	
	4	42	100	39.5	50	10.5	0	10.5	
	5	46	97.8	73	21.6	5.4	0	5.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	20	46.7	26.7	6.7	33.3	
	4	32	100	36.7	36.7	23.3	3.3	26.7	
	5	42	100	43.9	43.9	12.2	0	12.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	37	97.3	55.6	40.7	3.7	0	3.7	
	4	42	100	50	44.7	2.6	2.6	5.3	
	5	46	97.8	43.2	48.6	5.4	2.7	8.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	46.7	46.7	3.3	3.3	6.7	
	4	32	100	33.3	46.7	13.3	6.7	20	
	5	42	100	43.9	46.3	7.3	2.4	9.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	19	100	85.7	14.3	0	0	0	
	4	42	100	81.6	13.2	5.3	0	5.3	
	5	24	100	83.3	5.6	11.1	0	11.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	50	35.7	14.3	0	14.3	
	4	32	100	56.7	33.3	3.3	6.7	10	
	5	23	100	65.2	17.4	13	4.3	17.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	18	100	33.3	66.7	0	0	0	
	4	42	100	65.8	31.6	2.6	0	2.6	
	5	24	95.8	76.5	23.5	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	50	37.5	12.5	0	12.5	
	4	32	100	53.3	30	6.7	10	16.7	
	5	20	100	68.4	26.3	5.3	0	5.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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