



James M. Brown Elementary

225 Coffee Rd
Walhalla, SC 29691

Grades	PK-5 Elementary School	
Enrollment	718 Students	
Principal	John M. Frady	864-638-4580
Superintendent	Dr. Michael Lucas	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

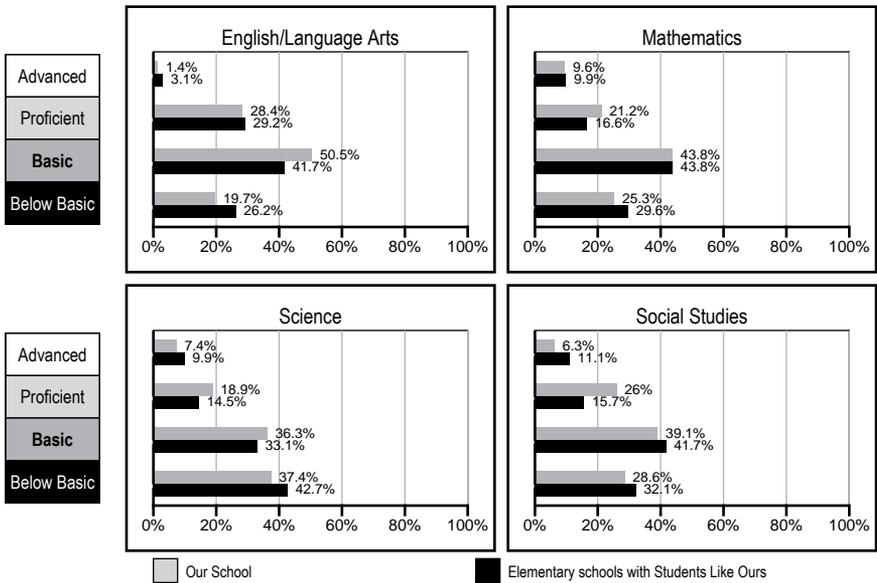
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	21	62	9

* 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=718)				
First graders who attended full-day kindergarten	100.0%	Up from 97.2%	100.0%	100.0%
Retention rate	3.9%	Up from 3.2%	2.9%	2.3%
Attendance rate	96.4%	Up from 96.3%	96.0%	96.3%
Eligible for gifted and talented	13.8%	Down from 14.5%	6.5%	10.4%
With disabilities other than speech	9.4%	Up from 8.4%	8.7%	7.5%
Older than usual for grade	1.7%	Up from 1.2%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	54.4%	Up from 52.6%	52.6%	56.7%
Continuing contract teachers	70.2%	Down from 78.9%	75.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.8%	Down from 92.8%	85.8%	86.4%
Teacher attendance rate	94.5%	Up from 93.5%	94.7%	94.9%
Average teacher salary	\$42,672	Down 2.7%	\$44,473	\$45,345
Professional development days/teacher	5.1 days	Down from 13.0 days	12.9 days	12.6 days
School				
Principal's years at school	2.5	Up from 1.5	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 16.7 to 1	18.1 to 1	18.5 to 1
Prime instructional time	89.4%	Up from 87.9%	88.9%	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 98.3%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,018	Up 0.6%	\$7,289	\$7,052
Percent of expenditures for instruction*	66.8%	Down from 69.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	62.7%	Down from 64.6%	63.8%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

James M. Brown Elementary School, a Title I school, is proud of the achievements of our students. We continually strive to seek out 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 staff works daily to ensure success and to meet the needs of each student.

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

While striving towards our vision of getting the most for and from our students during their time at James M. Brown Elementary School, we are constantly researching new methods and programs to give them the greatest opportunity of educational success. James M. Brown Elementary School implemented a Reading Intervention Program during the 2007-2008 school year focused on meeting the needs of students struggling with reading fluency and comprehension. The program is based on a Response to Intervention (RTI) model that matches the students' difficulties with one of three intervention programs that were implemented by exceptional instructors that were specifically trained in their intervention product. We have been well pleased with the preliminary results of this program and will begin to expand to include math intervention in the 2008-2009 school year.

Test scores including PACT and MAP are analyzed yearly to determine strengths and areas for improvement. James M. Brown Elementary School consistently meets or exceeds the county and state in the percentage of students who score at or above standard on PACT.

Our Parent Teacher Organization (PTO) and School Improvement Council (SIC) continue to play important parts in our successes. Donations from our PTO allowed for the purchase of toys for our Kindergarten students, gifts for our teacher appreciation program, and supplemental funding for the school's yearbook just to name a few. Our SIC and PTO hosted a luncheon for the Parent Advisory Cabinet. We look forward to even more progress with our PTO and SIC in the coming school year.

Our continued improvement is attributed to a highly qualified and dedicated faculty, strong parent and community support, and innovative, research-based programs. It is the goal of James M. Brown Elementary School to meet each child's needs and maximize his or her potential.

John M. Frady, Principal
Dave Mahon, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	94	94
Percent satisfied with learning environment	81.0%	93.5%	92.6%
Percent satisfied with social and physical environment	90.5%	92.5%	88.3%
Percent satisfied with school-home relations	82.9%	94.7%	80.6%

* 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 18 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

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	96.4%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	311	100	19.5	50.2	28	2.4	45.7	50.9	48.2	Yes	Yes
Gender											
Male	175	100	25.6	46.4	26.2	1.8	42.3	43	41.7	N/A	N/A
Female	136	100	11.2	55.2	30.4	3.2	50.4	59.3	55	N/A	N/A
Racial/Ethnic Group											
White	226	100	15	50	31.8	3.3	50	54.1	60	Yes	Yes
African American	13	100	41.7	33.3	25	0	33.3	35.4	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
Hispanic	67	100	30.6	54.8	14.5	0	33.9	39.2	38.4	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	48	100	47.8	39.1	6.5	6.5	21.7	16.1	16	No	Yes
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	60	100	33.9	51.8	14.3	0	33.9	38	36.9	No	Yes
Socio-Economic Status											
Subsided meals	232	100	23.3	52.6	23.3	0.9	39.5	38.8	34	Yes	Yes

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

All Students	311	99.7	24	43.8	22.3	9.9	43.2	50.9	45.8	Yes	Yes
Gender											
Male	175	100	20.8	43.5	24.4	11.3	46.4	51	45.6	N/A	N/A
Female	136	99.3	28.2	44.4	19.4	8.1	38.7	50.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	226	99.6	21.1	45.1	23.5	10.3	46.5	54.9	59	Yes	Yes
African American	13	100	41.7	33.3	25	0	33.3	28.4	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
Hispanic	67	100	30.6	43.5	16.1	9.7	30.6	41.7	38.1	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
Disability Status											
Disabled	48	100	60.9	23.9	10.9	4.3	15.2	21.6	17.1	No	Yes
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	60	100	30.4	41.1	16.1	12.5	33.9	44.4	38.7	No	Yes
Socio-Economic Status											
Subsided meals	232	99.6	29.4	45.8	18.2	6.5	34.1	38.3	31.4	No	Yes

* Adj - 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

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	203	100	36.1	36.1	18.8	8.9	27.7	35.1	35.7	96.4	96.3
Gender											
Male	113	100	30.3	37.6	22	10.1	32.1	37	37.4	96.5	96.3
Female	90	100	43.9	34.1	14.6	7.3	22	33.1	33.8	96.3	96.2
Racial/Ethnic Group											
White	139	100	29	38.2	20.6	12.2	32.8	38.8	49.2	95.8	96
African American	11	100	54.5	27.3	18.2	0	18.2	15.8	17	97	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58	95.6	96.8
Hispanic	50	100	52.2	32.6	13	2.2	15.2	23.1	24.9	98.1	97.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.6	97.4
Disability Status											
Disabled	30	100	72.4	10.3	6.9	10.3	17.2	11.9	14	95.8	95.2
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	43	100	55	32.5	10	2.5	12.5	21.3	24.4	98.2	97.3
Socio-Economic Status											
Subsided meals	157	100	44.5	35.6	15.8	4.1	19.9	24.2	21.1	96.1	95.7
Social Studies											
All Students	205	100	28.2	38.5	27.2	6.2	33.3	33.5	34	96.4	96.3
Gender											
Male	115	100	24.3	39.6	30.6	5.4	36	37.6	36.6	96.5	96.3
Female	90	100	33.3	36.9	22.6	7.1	29.8	29.1	31.3	96.3	96.2
Racial/Ethnic Group											
White	149	100	24.5	40.6	27.3	7.7	35	35.9	44.5	95.8	96
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	20.9	19.1	97	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	95.6	96.8
Hispanic	44	100	41.5	34.1	22	2.4	24.4	23.5	27.5	98.1	97.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.6	97.4
Disability Status											
Disabled	33	100	46.9	28.1	25	0	25	15.8	14.4	95.8	95.2
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	39	100	37.8	40.5	18.9	2.7	21.6	21.1	27.3	98.2	97.3
Socio-Economic Status											
Subsided meals	145	100	33.1	41.9	22.1	2.9	25	22.6	21	96.1	95.7

* Adj - 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

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	98	100	9.8	33.7	52.2	4.3	56.5
	4	107	99.1	11.5	57.7	30.8	0	30.8
	5	97	100	22	60.4	17.6	0	17.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	106	100	11.6	50.5	33.7	4.2	37.9
	4	96	100	23.9	50	23.9	2.2	26.1
	5	109	100	22.6	50	26.4	0.9	27.4
	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
Mathematics								
2007	3	98	100	19.6	45.7	23.9	10.9	34.8
	4	107	99.1	15.4	37.5	27.9	19.2	47.1
	5	97	100	17.6	41.8	23.1	17.6	40.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	106	99.1	33	54.3	9.6	3.2	12.8
	4	96	100	22.8	39.1	21.7	16.3	38
	5	109	100	17	38.7	34	10.4	44.3
	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
Science								
2007	3	49	100	29.8	29.8	25.5	14.9	40.4
	4	107	99.1	34.6	35.6	20.2	9.6	29.8
	5	47	100	47.8	37	4.3	10.9	15.2
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	36.2	40.4	19.1	4.3	23.4
	4	96	100	33.7	30.4	21.7	14.1	35.9
	5	53	100	40.4	42.3	13.5	3.8	17.3
	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
Social Studies								
2007	3	50	100	15.9	38.6	25	20.5	45.5
	4	107	99.1	25	51	21.2	2.9	24
	5	50	100	51.1	33.3	8.9	6.7	15.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	18	44	32	6	38
	4	95	100	27.5	34.1	30.8	7.7	38.5
	5	56	100	38.9	40.7	16.7	3.7	20.4
	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

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