



## MARY BRAMLETT ELEMENTARY

301 Spruce Street  
Gaffney, SC 29340

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	282 Students	
<b>Principal</b>	Audrey McClary	864-489-2831
<b>Superintendent</b>	Dr. Edgar C. Taylor	864-902-3542
<b>Board Chair</b>	Mr. Donnie Smith	(864) 839-3499

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Average
2009	Below Average	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk

## 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

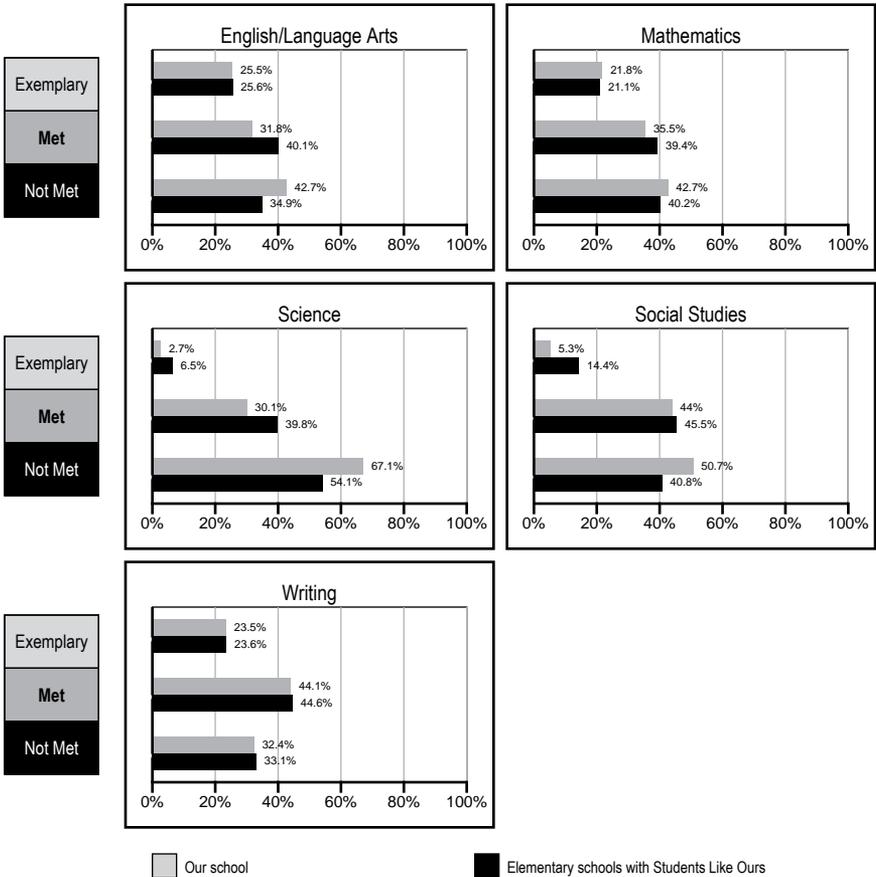
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	73	49	23

\* 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
<b>Students (n=282)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.4%	Up from 3.5%	1.5%	1.1%
Attendance rate	96.4%	Up from 95.4%	96.0%	96.2%
Served by gifted and talented program	9.2%	Down from 10.9%	5.1%	13.4%
With disabilities other than speech	2.0%	Down from 7.1%	4.3%	4.1%
Older than usual for grade	1.4%	Down from 2.5%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	61.9%	No Change	61.9%	62.5%
Continuing contract teachers	95.2%	Down from 100.0%	81.8%	88.2%
Teachers returning from previous year	86.4%	Up from 81.7%	84.2%	87.8%
Teacher attendance rate	95.6%	Up from 95.5%	95.2%	95.2%
Average teacher salary*	\$42,806	Down 1.5%	\$45,188	\$46,773
Professional development days/teacher	7.7 days	Up from 5.4 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 16.6 to 1	17.5 to 1	19.9 to 1
Prime instructional time	90.7%	No Change	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,952	Down 16.6%	\$8,694	\$7,447
Percent of expenditures for instruction**	62.2%	Up from 58.2%	67.7%	68.4%
Percent of expenditures for teacher salaries**	60.1%	Up from 54.4%	63.9%	65.8%

\* 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

Mary Bramlett continues to provide students a pleasant and conducive school atmosphere for learning and growing to the greatest future potential.

Collectively, we dedicate our efforts to implement the best research-based strategies and practices available, and we preface these implementations with high expectations, and caring.

For the next school year, we will offer parents a choice of 5k Montessori Method or 5k Traditional Method. In best interest to challenge our children, we have extended the instructional time to increase the rigor, enhancing reading and math skills. Research shows that children who are engaged in intense and effective instruction from age 0 to 6 have the best chance of learning at a greater rate than an adult. Therefore, we have a probably opportunity of closing the achievement gap.

We have implemented PBIS (Positive Behavioral Intervention Support), and to extend PBIS, additional extracurricular activities such as a "school arcade" and a "Green Room." Students with the positive behavior will be awarded these activities.

Small group, differentiation of instruction, along with Response to Intervention, Math Exploration, Study Island, Brain Pop, MAP, science lab, mentoring, smart boards, instructional facilitators, Mobile Library, Supplemental Education Services, World of Readers, reading and math interventionist, field trips, and parent involvement are some of our academic strategies to improve the students confidence and academic achievement.

We are elated to congratulate Rachel Morris as teacher of the year, and Renee Hill as distinguished reading teacher of the year.

Audrey McClary, Principal  
 SIC: Stacy Camp, Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	36	35
Percent satisfied with learning environment	78.6%	86.1%	84.8%
Percent satisfied with social and physical environment	84.6%	83.3%	85.7%
Percent satisfied with school-home relations	50.0%	72.2%	88.6%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 8 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

R

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.0%	4.4%

	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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**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	120	100	41.6	33.6	24.8	70.8	74.4	82.4	No	Yes
<b>Gender</b>										
Male	59	100	48.1	25.9	25.9	70.4	69.9	78.7	N/A	N/A
Female	61	100	35.6	40.7	23.7	71.2	79	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	31	100	35.5	41.9	22.6	74.2	79.7	88.9	I/S	I/S
African American	83	100	45.5	28.6	26	68.8	63.1	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	59.4	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
<b>Disability Status</b>										
Disabled	21	100	55.6	38.9	5.6	61.1	33.4	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	61.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	114	100	42.1	31.8	26.2	70.1	67.3	75.4	No	Yes

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

All Students	120	100	42.5	36.3	21.2	69	76.7	81.9	No	Yes
<b>Gender</b>										
Male	59	100	38.9	38.9	22.2	68.5	75.2	79.9	N/A	N/A
Female	61	100	45.8	33.9	20.3	69.5	78.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	31	100	32.3	41.9	25.8	74.2	82	88.9	I/S	I/S
African American	83	100	48.1	32.5	19.5	64.9	64.1	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.9	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	67.4	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
<b>Disability Status</b>										
Disabled	21	100	N/AV	N/AV	N/AV	44.4	39.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	114	100	43	34.6	22.4	69.2	70.1	74.9	Yes	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
<b>Science</b>								
All Students	79	100	65.3	30.7	4	34.7	59.3	68.6
<b>Gender</b>								
Male	38	100	69.4	25	5.6	30.6	59.7	68.3
Female	41	100	61.5	35.9	2.6	38.5	58.8	68.9
<b>Racial/Ethnic Group</b>								
White	22	100	59.1	36.4	4.5	40.9	68.3	80.7
African American	52	100	67.3	28.6	4.1	32.7	39.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	38.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	17	100	78.6	14.3	7.1	21.4	28.2	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	42.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	75	100	66.2	31	2.8	33.8	50.4	57.3
<b>Social Studies</b>								
All Students	82	100	50.6	44.2	5.2	49.4	57.9	72.5
<b>Gender</b>								
Male	42	100	50	44.7	5.3	50	58.2	72
Female	40	100	51.3	43.6	5.1	48.7	57.7	73.1
<b>Racial/Ethnic Group</b>								
White	20	100	55	40	5	45	63.7	81
African American	58	100	49.1	47.2	3.8	50.9	45.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	74.2	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	40.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	11	100	I/S	I/S	I/S	I/S	23.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	46.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	79	100	51.4	43.2	5.4	48.6	49.9	62.9

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	38	94.7	32.4	44.1	23.5	67.6	65.3	73.2	96.4	96.3
<b>Gender</b>										
Male	17	94.1	46.7	40	13.3	53.3	58.2	67.2	96.6	96.2
Female	21	95.2	21.1	47.4	31.6	78.9	72.8	79.4	96.2	96.3
<b>Racial/Ethnic Group</b>										
White	14	85.7	16.7	66.7	16.7	83.3	72.2	81.5	93.8	96
African American	22	100	42.9	33.3	23.8	57.1	50.6	61.3	97.5	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	87	N/A	97.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	45.3	66.7	95.9	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.4
<b>Disability Status</b>										
Disabled	7	I/S	I/S	I/S	I/S	I/S	16.9	26	92.6	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	46.4	65.7	95.6	97.6
<b>Socio-Economic Status</b>										
Subsidized meals	34	100	31.3	43.8	25	68.8	56.2	63.2	96.7	96

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>2010</b>	3	44	100	42.1	36.8	21.1	57.9
	4	42	100	39.5	31.6	28.9	60.5
	5	37	97.3	47.1	44.1	8.8	52.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	39	100	44.7	23.7	31.6	55.3
	4	40	100	52.6	31.6	15.8	47.4
	5	41	100	27	45.9	27	73
	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>2010</b>	3	44	100	68.4	26.3	5.3	31.6
	4	42	100	36.8	47.4	15.8	63.2
	5	37	97.3	44.1	47.1	8.8	55.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	39	100	50	31.6	18.4	50
	4	40	100	50	34.2	15.8	50
	5	41	100	27	43.2	29.7	73
	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>2010</b>	3	21	100	N/A	N/A	N/A	11.1
	4	42	100	44.7	50	5.3	55.3
	5	19	100	77.8	11.1	11.1	22.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	19	100	N/AV	N/AV	N/AV	5.3
	4	40	100	63.2	31.6	5.3	36.8
	5	20	100	38.9	55.6	5.6	61.1
	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	

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>Social Studies</b>							
<b>2010</b>	3	23	100	N/A	N/A	N/A	28.6
	4	42	100	44.7	52.6	2.6	55.3
	5	17	100	N/A	N/A	N/A	43.8
	6	0	N/A	N/A	N/A	N/A	N/A
	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>2011</b>	3	20	100	36.8	47.4	15.8	63.2
	4	40	100	N/AV	N/AV	N/AV	39.5
	5	22	100	45	50	5	55
	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>2010</b>	3	45	100	56.4	33.3	10.3	43.6
	4	42	97.6	48.6	29.7	21.6	51.4
	5	36	94.4	40.6	40.6	18.8	59.4
	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>2011</b>	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	38	94.7	32.4	44.1	23.5	67.6
	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

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