



Mary Bramlett Elementary

301 Spruce Street
Gaffney, SC 29341

Grades	PK-5 Elementary School	
Enrollment	239 Students	
Principal	Audrey McClary	864-489-2831
Superintendent	Dr. Quincie L. Moore	864-902-3500
Board Chair	Mike Ellis	864-206-2233

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	At-Risk	Below Average
2012	At-Risk	Below Average
2011	Below Average	Average
2010	Below Average	Average
2009	Below Average	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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

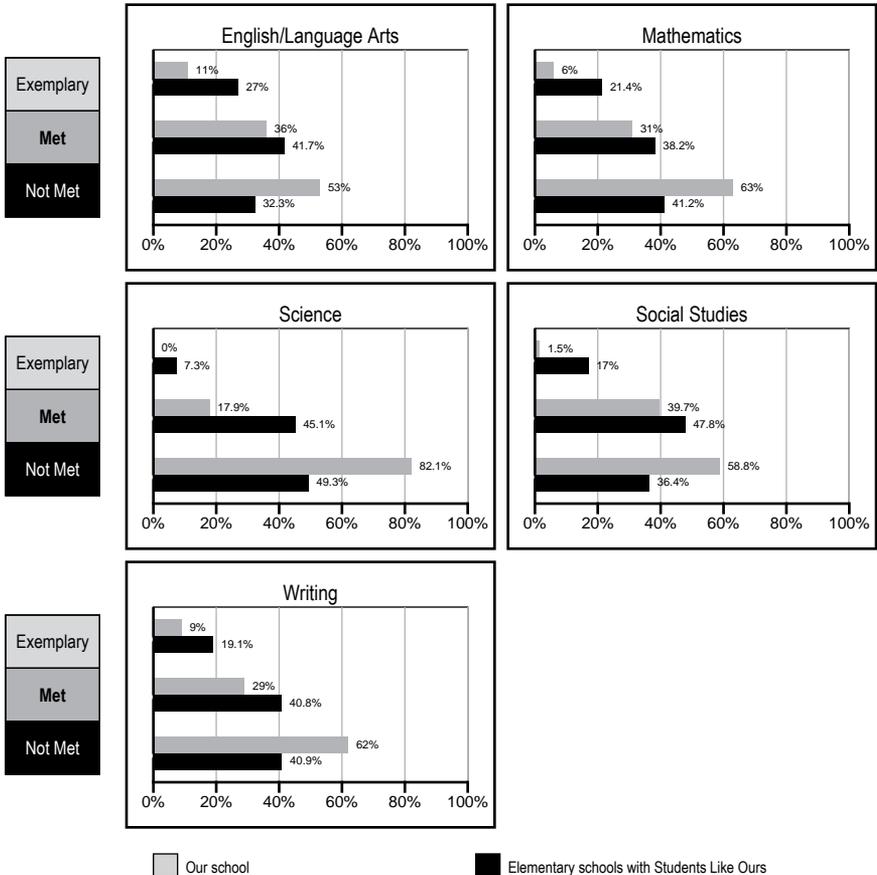
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	76	39	15

* Ratings are calculated with data available by 12/14/2013.

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=239)				
First graders who attended full-day kindergarten	92.3%	Down from 100.0%	100.0%	100.0%
Retention rate	3.2%	Down from 4.5%	1.1%	0.9%
Attendance rate	95.5%	Down from 95.8%	95.9%	96.3%
Served by gifted and talented program	4.8%	N/A	2.5%	7.2%
With disabilities	19.0%	N/A	13.4%	12.4%
Older than usual for grade	4.8%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	54.2%	Up from 50.0%	60.0%	62.5%
Continuing contract teachers	70.8%	Up from 65.4%	74.2%	83.3%
Teachers returning from previous year	82.2%	Down from 84.7%	84.5%	88.3%
Teacher attendance rate	95.1%	Up from 92.6%	94.9%	95.0%
Average teacher salary*	\$46,124	Down 1.0%	\$45,947	\$48,193
Professional development days/teacher	5.0 days	Down from 6.2 days	10.4 days	11.0 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	8.5 to 1	Down from 16.2 to 1	17.8 to 1	20.1 to 1
Prime instructional time	89.5%	Up from 87.6%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,619	Down 5.5%	\$8,648	\$7,364
Percent of expenditures for instruction**	60.0%	Up from 59.7%	67.0%	68.0%
Percent of expenditures for teacher salaries**	57.0%	Down from 58.3%	63.5%	66.0%

* 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

According to our MAP data, 90% of our students made gains in reading, language, and math. We hinge this success on the plethora of instructional strategies and all the hours of hard work teachers have devoted to education. Throughout the school day, students are engaged in whole group, small group, or individualized instruction. We were fortunate to have had four interventionists to work with high, average, and lower achievers in kindergarten through fifth grade. Research-based strategies such as SRA and RTI, and Daily-Five provided us the practical methodology to help students develop good literacy and math habits and independence. Our focus for learning was on vocabulary, reading fluency, and the ability to analytically interpret and solve math problems. All classrooms are rich with current and relevant resources, advanced technology, and other supplementary materials.

Learning is not just for the students. Once a month, our teachers attend PLC, Professional Learning Communities. Teachers are learning how to use data to drive instruction and how to change and implement strategies to meet the individual needs of the students.

Many of our students attended the afterschool program where they were able to do homework and work on specific skills in reading and math. The rising third graders will be able to participate in our "Summer Reading" and receive lunch as part of the Summer Lunch Program.

Parents and our community partners have whole-heartedly made a collaborative effort to support our vision and our mission. With the help of parents, business and community partners, students were able to participate in LegoRobotics, field trips, (Washington, DC; Myrtle Beach, SC; Atlanta, GA) horticultural activities, extracurricular sports, and community events. Mary Bramlett's students were the winners in the first Camp Giorno field day, a county-wide event for students in grades 3-5, sponsored by the Know (2) Initiative. On behalf of the faculty and staff, we thank you with the utmost respect and appreciation.

Stacy Camp-SIC Chair
Audrey McClary-Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	33	16
Percent satisfied with learning environment	100%	87.9%	81.3%
Percent satisfied with social and physical environment	94.4%	68.8%	73.3%
Percent satisfied with school-home relations	73.7%	72.7%	100%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	10.5
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Mary Bramlett Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	621.9	603.7	572.4	597.4	90.6	100.0
Male	613.4	598.9	571.8	594.5	88.3	100.0
Female	630.5	609.0	572.9	600.3	93.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	621.0	598.7	568.1	598.2	92.2	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	620.9	602.9	572.8	596.7	90.1	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	43	97.7	47.2	16.7	36.1	52.8
	4	40	100	41.7	38.9	19.4	58.3
	5	47	100	50	40	10	50
	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
2013	3	33	97	42.9	42.9	14.3	57.1
	4	40	75	48	44	8	52
	5	46	100	52.6	34.2	13.2	47.4
	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
Mathematics							
2012	3	43	97.7	72.2	19.4	8.3	27.8
	4	40	100	52.8	36.1	11.1	47.2
	5	47	100	50	47.5	2.5	50
	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
2013	3	33	100	N/AV	N/AV	N/AV	27.6
	4	40	100	62.9	28.6	8.6	37.1
	5	46	100	52.6	39.5	7.9	47.4
	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
Science							
2012	3	20	100	N/AV	N/AV	N/AV	31.3
	4	39	100	65.7	31.4	2.9	34.3
	5	26	100	38.1	52.4	9.5	61.9
	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
2013	3	16	100	N/AV	N/AV	N/AV	14.3
	4	40	100	N/AV	N/AV	N/AV	17.1
	5	25	100	N/AV	N/AV	N/AV	20
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	22	100	75	20	5	25
	4	40	100	38.9	58.3	2.8	61.1
	5	21	100	57.9	31.6	10.5	42.1
	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
2013	3	17	100	N/AV	N/AV	N/AV	46.7
	4	40	100	60	37.1	2.9	40
	5	22	100	N/AV	N/AV	N/AV	36.8
	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
Writing							
2012	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	44	97.7	66.7	25.6	7.7	33.3
	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
2013	3	32	100	62.1	27.6	10.3	37.9
	4	39	97.4	61.8	29.4	8.8	38.2
	5	46	95.7	61.1	30.6	8.3	38.9
	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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