



## Bryson Elementary

703 Bryson Drive  
Simpsonville, South

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	1,016 Students	
<b>Principal</b>	Thomas R. Chambers	864-355-3600
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Good	At-Risk

## 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**

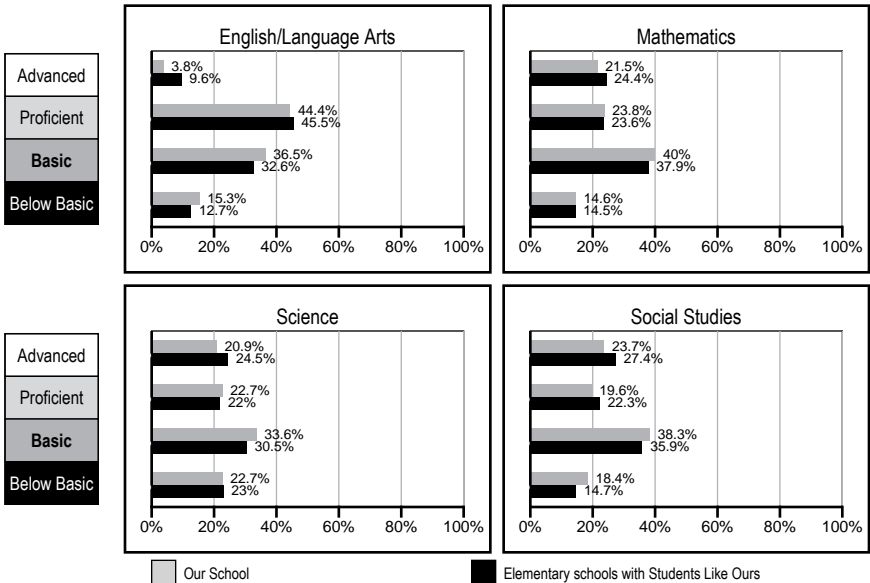
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
5	20	21	2	0

\* 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
<b>Students (n=1,016)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 3.2%	1.6%	2.3%
Attendance rate	96.7%	Up from 96.1%	96.7%	96.3%
Eligible for gifted and talented	14.2%	Down from 15.4%	18.8%	10.4%
With disabilities other than speech	6.0%	Down from 7.0%	6.8%	7.5%
Older than usual for grade	0.1%	Down from 1.1%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=61)</b>				
Teachers with advanced degrees	42.6%	Up from 41.3%	60.0%	56.7%
Continuing contract teachers	75.4%	Down from 77.8%	79.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.5%	Down from 88.1%	87.2%	86.4%
Teacher attendance rate	96.2%	Down from 96.4%	95.3%	94.9%
Average teacher salary	\$43,264	Down 0.2%	\$46,664	\$45,345
Professional development days/teacher	7.3 days	Down from 7.8 days	12.4 days	12.6 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 18.9 to 1	20.4 to 1	18.5 to 1
Prime instructional time	91.4%	Up from 90.7%	90.4%	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 98.4%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,100	Up 4.9%	\$6,689	\$7,052
Percent of expenditures for instruction*	71.8%	Down from 72.8%	70.6%	69.1%
Percent of expenditures for teacher salaries*	66.9%	Down from 72.8%	66.6%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2007-2008 school year was a wonderful year at Bryson Elementary. As a learning community, we had four areas of emphasis: school-wide emphasis on writing; implementation of 'Quality Day' to emphasize the use of quality tools as a part of the instructional strategies; a school-wide focus on effective planning practices to strengthen our instructional program; and focus on positive, effective communications between the school, home, and community.

Being a former "Exemplary Writing Hall of Fame" school, we reenergized our focus on writing with the goal of renewing our "Exemplary Writing School" status. This year, works selected for the quarterly "Author's Teas" were made by senior citizens at a local nursing/retirement center. This was a very positive experience and utilized the gifts and abilities of retirees in our community. Once again, one of our teas was presented at Barnes' and Nobles' and enabled our students to share their writing skills with a broader audience in our community. Each quarter featured a different writing genre with exemplary work being selected from each classroom for the "Awesome Authors" display and the "Author's Tea".

While the use of 'quality tools' and the Baldrige Model have been a part of our school for several years, this was our first year of full implementation across all grade levels. Our first 'Quality Day' was conducted in the fall and featured students leading conferences with parents to review their personal goals and their progress toward reaching them.

Our focus on planning has strengthened planning within each grade level, as well as across grade levels. This will facilitate the transition in the coming year to a new district-wide electronic format.

Effective communication is essential to a positive school environment. We have striven to vary the formats of available communications and frequency between school and home. One example of this would be more extensive use of teacher web pages.

We are very appreciative of the strong community support given to our school through our PTA, SIC, and parent volunteers. Together, we are making a difference in lives of our young students.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	131	80
Percent satisfied with learning environment	89.8%	87.7%	81.3%
Percent satisfied with social and physical environment	95.0%	85.4%	86.1%
Percent satisfied with school-home relations	93.2%	89.2%	74.7%

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

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School Adequate Yearly Progress

YES

This school met 21 out of 21 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	<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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	522	99.4	14.9	36.6	44.6	3.8	61.9	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	243	99.2	18.7	37.8	40.9	2.7	56.9	46.1	41.7	N/A	N/A
Female	279	99.6	11.6	35.6	48	4.8	66.4	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	361	99.2	12.7	33.9	49	4.4	66.7	62.3	60	Yes	Yes
African American	111	100	24	43	31	2	46	31.7	31.7	Yes	Yes
Asian/Pacific Islander	11	100	0	45.5	45.5	9.1	72.7	74.9	70.4	I/S	I/S
Hispanic	34	100	14.3	47.6	38.1	0	57.1	36.7	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	57	100	47.3	23.6	29.1	0	32.7	20.3	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	15	100	15.4	69.2	15.4	0	38.5	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	181	99.5	22.8	42.4	32.9	1.9	51.3	34.3	34	Yes	Yes

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

All Students	522	100	14.7	39.8	23.9	21.6	61.8	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	243	100	15	39.8	20.4	24.8	60.6	49.9	45.6	N/A	N/A
Female	279	100	14.3	39.8	27.1	18.7	62.9	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	361	100	11.7	37.8	26.1	24.3	66	59.4	59	Yes	Yes
African American	111	100	24	48	15	13	47	27.2	26.9	Yes	Yes
Asian/Pacific Islander	11	100	18.2	27.3	27.3	27.3	72.7	75.3	71.3	I/S	I/S
Hispanic	34	100	14.3	42.9	23.8	19	57.1	37.4	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	57	100	50.9	23.6	14.5	10.9	32.7	20.1	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	15	100	15.4	53.8	15.4	15.4	53.8	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	181	100	23.9	47.8	15.1	13.2	48.4	32.2	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
<b>Science</b>											
All Students	352	99.7	22.5	33.8	22.8	20.9	43.8	39.3	35.7	96.7	96.5
<b>Gender</b>											
Male	165	99.4	21.9	30.3	20.6	27.1	47.7	41.6	37.4	96.6	96.4
Female	187	100	23	37	24.8	15.2	40	36.9	33.8	96.8	96.6
<b>Racial/Ethnic Group</b>											
White	249	99.6	18.9	33	24.5	23.6	48.1	49.7	49.2	96.6	96.4
African American	74	100	36.4	33.3	16.7	13.6	30.3	18.2	17	97.4	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.5	97.7
Hispanic	22	100	21.4	50	14.3	14.3	28.6	23.7	24.9	95.8	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	94.3	95.3
<b>Disability Status</b>											
Disabled	37	100	42.9	28.6	14.3	14.3	28.6	16.3	14	96.6	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	96.8	97.2
<b>Socio-Economic Status</b>											
Subsided meals	125	100	31.5	41.7	15.7	11.1	26.9	21.3	21.1	95.9	95.8
<b>Social Studies</b>											
All Students	351	99.7	18.1	38.4	19.7	23.8	43.4	38.1	34	96.7	96.5
<b>Gender</b>											
Male	167	99.4	17.9	39.1	12.6	30.5	43	41	36.6	96.6	96.4
Female	184	100	18.3	37.9	26	17.8	43.8	35	31.3	96.8	96.6
<b>Racial/Ethnic Group</b>											
White	242	99.6	17.1	36.4	21.9	24.6	46.5	46.1	44.5	96.6	96.4
African American	71	100	23.8	39.7	15.9	20.6	36.5	20.5	19.1	97.4	96.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.5	97.7
Hispanic	24	100	18.8	43.8	12.5	25	37.5	27.7	27.5	95.8	96.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	94.3	95.3
<b>Disability Status</b>											
Disabled	40	100	43.6	33.3	7.7	15.4	23.1	17.1	14.4	96.6	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	12	100	18.2	54.5	18.2	9.1	27.3	27.6	27.3	96.8	97.2
<b>Socio-Economic Status</b>											
Subsided meals	117	100	23.8	43.8	15.2	17.1	32.4	22.8	21	95.9	95.8

\* 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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	178	100	12.7	30.1	52.4	4.8	57.2	
	4	153	98.7	19.6	46.4	31.9	2.2	34.1	
	5	184	100	14.8	45.6	37.9	1.8	39.6	
	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
<b>2008</b>	3	178	98.9	11.4	25.3	54.8	8.4	63.3	
	4	181	99.5	17.7	38.4	41.5	2.4	43.9	
	5	163	100	15.9	47.6	36.6	0	36.6	
	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	
<b>Mathematics</b>									
<b>2007</b>	3	178	100	13.3	48.2	26.5	12	38.6	
	4	153	99.4	22.3	30.2	25.9	21.6	47.5	
	5	184	100	12.4	40.2	17.2	30.2	47.3	
	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
<b>2008</b>	3	178	100	19.2	40.7	25.1	15	40.1	
	4	181	100	12.1	36.4	23.6	27.9	51.5	
	5	163	100	12.4	42.8	22.8	22.1	44.8	
	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	
<b>Science</b>									
<b>2007</b>	3	89	100	30	36.3	26.3	7.5	33.8	
	4	153	99.4	41	30.9	14.4	13.7	28.1	
	5	93	98.9	29.5	33	18.2	19.3	37.5	
	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
<b>2008</b>	3	89	100	20.5	32.5	30.1	16.9	47	
	4	181	99.5	21.3	37.2	22	19.5	41.5	
	5	82	100	27.4	27.4	16.4	28.8	45.2	
	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	
<b>Social Studies</b>									
<b>2007</b>	3	89	98.9	8.2	50.6	36.5	4.7	41.2	
	4	153	98.7	34.8	37	15.9	12.3	28.3	
	5	91	100	23.5	38.3	24.7	13.6	38.3	
	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
<b>2008</b>	3	89	100	11.9	51.2	21.4	15.5	36.9	
	4	181	99.5	20.1	31.7	21.3	26.8	48.2	
	5	81	100	20.8	38.9	13.9	26.4	40.3	
	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	

Abbreviations for Missing Data

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