



SC Annual School Report Card Summary

Mary Bramlett Elementary

Cherokee

Grades: PK-5

Enrollment: 290

Principal: Dr. Tom Abbott

Superintendent: Dr. William B. James

Board Chair: Mr. Billy Blackwell

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	At-Risk	Below Average	TBD	Not Met	CA
2007	At-Risk	At-Risk	N/A	Not Met	CSI
2006	At-Risk	Below Average	N/A	Not Met	NI

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT

0

GOOD

4

AVERAGE

4

BELOW AVERAGE

38

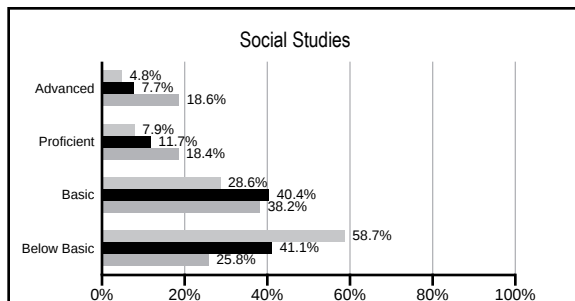
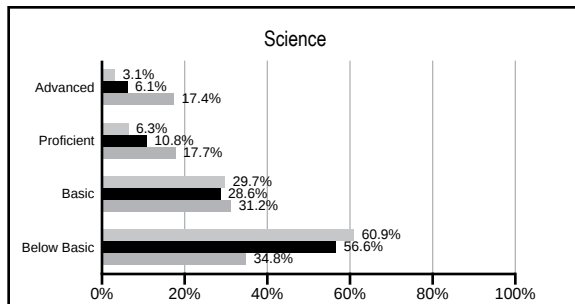
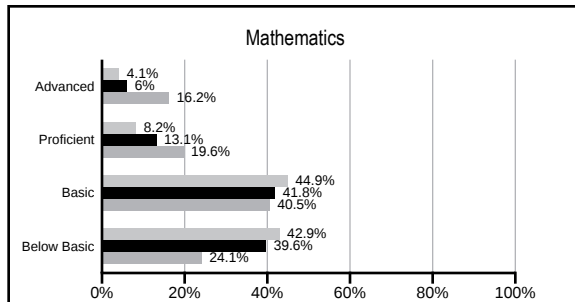
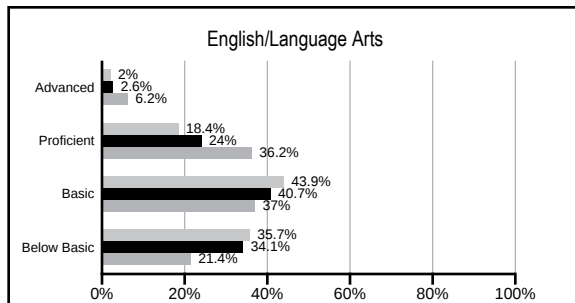
AT-RISK

58

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

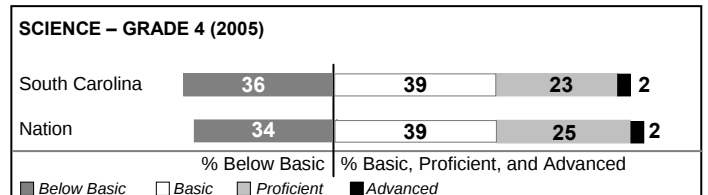
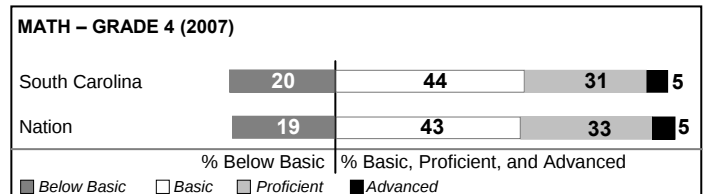
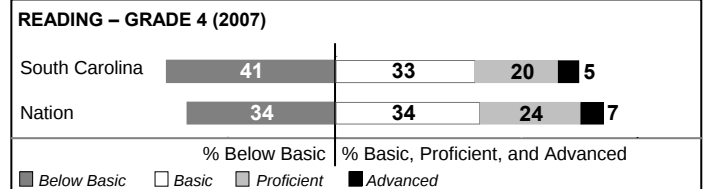
PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC'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.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Mary Bramlett Elementary [Cherokee]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=290)				
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%
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
Classes not taught by highly qualified teachers	0.0%	No Change	1.2%	0.0%
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
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%
% of AYP objectives met	92.3%		69.2%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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