



Mary Bramlett Elementary

301 Spruce Street
Gaffney, SC 29340

Grades	PK-5 Elementary School	
Enrollment	266 Students	
Principal	Dr. Tom Abbott	864-489-2831
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	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 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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

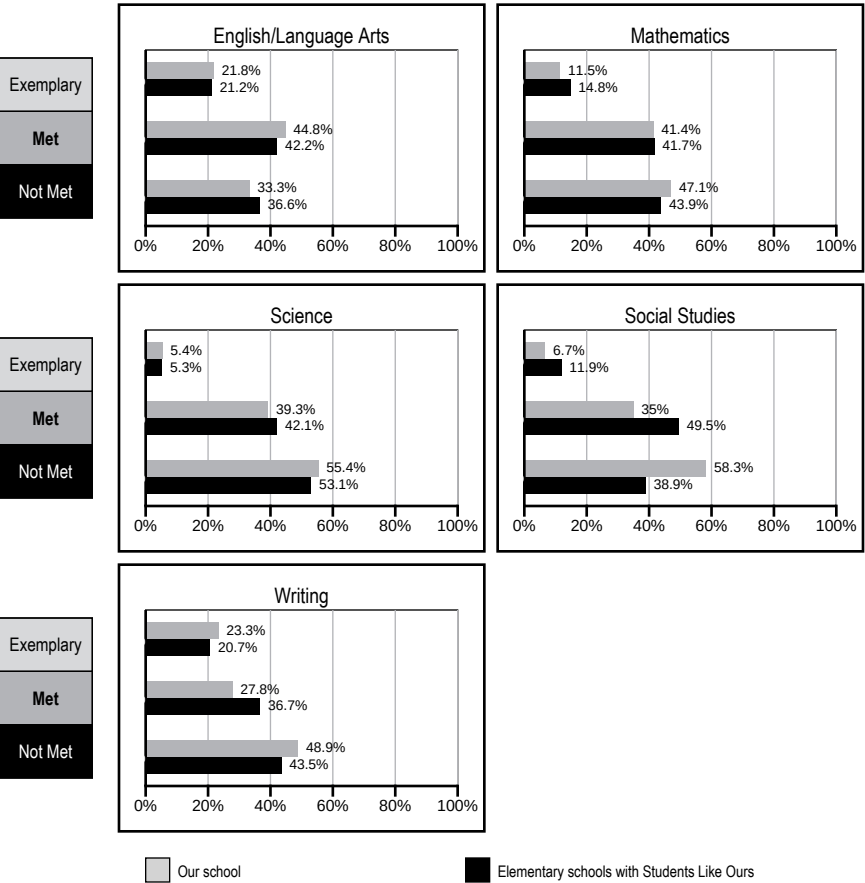
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	54	51	31

* Ratings are calculated with data available by 06/01/2010.

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=266)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Down from 7.7%	2.5%	1.9%
Attendance rate	96.4%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	2.8%	Up from 2.5%	2.8%	10.0%
With disabilities other than speech	3.9%	Up from 3.5%	7.4%	7.7%
Older than usual for grade	2.6%	Up from 2.5%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	64.0%	Up from 46.9%	57.1%	59.4%
Continuing contract teachers	68.0%	Down from 68.8%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.7%	Down from 82.6%	81.2%	85.9%
Teacher attendance rate	95.7%	Up from 91.8%	95.2%	95.1%
Average teacher salary*	\$44,429	Up 4.2%	\$45,710	\$47,149
Professional development days/teacher	13.0 days	Up from 12.8 days	10.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 17.1 to 1	16.5 to 1	18.8 to 1
Prime instructional time	91.1%	Up from 85.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$9,219	Up 0.8%	\$8,727	\$7,458
Percent of expenditures for instruction**	65.4%	Up from 61.4%	68.3%	68.8%
Percent of expenditures for teacher salaries**	59.2%	Up from 56.4%	61.8%	63.2%

* 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

This year Mary Bramlett has focused on our school-wide theme, "A Community of Learners." We have spent the year building on that theme through re-structuring our halls into a variety of communities and making our school feel more like a home. This focus has guided our decisions as we worked as a family to strengthen our Mary Bramlett Community.

We have experienced many successes this year. Mr. Christopher Gist was named our Teacher of the Year, Mrs. Lorrie Davidson was named Distinguished Reading Teacher of the Year, and Mrs. Ruth Glasgow received her National Board Certification. Other teachers have been honored with various grants to provide needed supplies and support in their classrooms. Our teachers continue to pursue their own education to grow as teachers' through masters programs and weekly study groups with our literacy coach.

Our students have had just as many successes. We now have a student safety patrol, student school store, Bear Paw Post Office, and Morning Bear News. These are just a few examples of how our children have taken leadership roles in the day-to-day routines of our school. We are already thinking of more activities for them for next year.

Our students have had opportunities to explore and strengthen their learning through a variety of educational experiences provided at our school. We have an amazing 3K and 4K program that starts our little ones off on their learning road. We tripled our Montessori program and now have two 5K Montessori classes and one first grade Montessori class. Our second and fifth grades offer two different models of gender grouping.

All classes have focused on the individual needs of our children through differentiating instruction and by reaching out to other school personnel to work in small groups as needed. Technology, hands-on math with manipulatives, lots of Thinking Maps, and weekly science lab experiments are helping lessons come to life and build personal connections with the children. Community Expos expand studies outside the classrooms as well as our Morning Bear Activities and special drama experiences incorporated into the year's schedule.

Outside the classroom, our children enjoy special partnerships with the Boys and Girls Club of the Upstate and a brand new Good News Club. Our local library has partnered with our school with frequent Book Mobile visits. A Fruit and Vegetable Grant has rewarded our children with healthy and interesting foods daily. Our School Improvement Council and PTO have become integral parts of our leadership model and have assisted in the planning and the implementation of such activities as the Fall Festival, fundraisers, and keeping us focused on the needs of our children.

We are extremely proud that we increased our achievement by meeting 12 of our 13 objectives this past year, up from 7 of 13 the previous year. Our children are learning and growing EVERY day! Our pledge to our parents and our community is that Mary Bramlett Elementary School will provide multiple strategies in a positive learning environment that allows ALL children to achieve and reach their greatest potential.

Dr. Tom Abbott, Principal
Virginia Burrows, Assistant Principal
Tasha Anderson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	30	27
Percent satisfied with learning environment	85.7%	80.0%	81.5%
Percent satisfied with social and physical environment	85.7%	96.7%	88.9%
Percent satisfied with school-home relations	78.6%	90.0%	80.8%

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

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School Adequate Yearly Progress

NO

This school met 12 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

RP

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	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

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 = 58.8% (Met or Exemplary)

All Students	98	100	32.2	45.6	22.2	78.9	78.1	82.8	Yes	Yes
Gender										
Male	46	100	39.5	41.9	18.6	79.1	74.5	79.3	N/A	N/A
Female	52	100	25.5	48.9	25.5	78.7	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	34	100	10.3	51.7	37.9	89.7	83.3	89.5	I/S	I/S
African American	58	100	43.6	43.6	12.7	72.7	68.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	53	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	13	100	46.2	46.2	7.7	61.5	47.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	54.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	94	100	32.6	46.5	20.9	77.9	71.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	98	100	45.6	43.3	11.1	63.3	77.5	78.9	Yes	Yes
Gender										
Male	46	100	48.8	39.5	11.6	60.5	76	77	N/A	N/A
Female	52	100	42.6	46.8	10.6	66	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	34	100	37.9	37.9	24.1	75.9	83.3	87.2	I/S	I/S
African American	58	100	52.7	43.6	3.6	54.5	64.9	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	62.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	38.5	40.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	94	100	46.5	41.9	11.6	62.8	71	70.2	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
Science								
All Students	64	100	53.4	41.4	5.2	46.6	56.6	67.5
Gender								
Male	28	100	57.7	34.6	7.7	42.3	56.7	67
Female	36	100	50	46.9	3.1	50	56.4	68
Racial/Ethnic Group								
White	23	100	15	75	10	85	65.2	79.5
African American	37	100	N/AV	N/AV	N/AV	23.5	37.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	40.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	23.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	38.2	59.6
Socio-Economic Status								
Subsided meals	62	100	55.4	39.3	5.4	44.6	47	55.1

Social Studies

All Students	66	97	57.4	36.1	6.6	42.6	58.5	72.3
Gender								
Male	33	97	58.1	32.3	9.7	41.9	58.2	71.5
Female	33	97	56.7	40	3.3	43.3	58.8	73.2
Racial/Ethnic Group								
White	17	88.2	50	35.7	14.3	50	65.8	80.7
African American	45	100	60.5	37.2	2.3	39.5	42.8	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	68.8	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	42.6	67.9
Socio-Economic Status								
Subsided meals	64	96.9	57.6	35.6	6.8	42.4	49.1	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	99	97	48.9	27.8	23.3	51.1	64.3	70.2	96.4	96.4
Gender										
Male	48	97.9	63.6	20.5	15.9	36.4	57.9	63.2	96.8	96.4
Female	51	96.1	34.8	34.8	30.4	65.2	70.9	77.5	96.1	96.5
Racial/Ethnic Group										
White	32	90.6	30.8	38.5	30.8	69.2	70.4	79.1	94.9	96.2
African American	61	100	58.6	22.4	19	41.4	51.6	57.6	97	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.2	86.2	98.9	98.2
Hispanic	5	I/S	I/S	I/S	I/S	I/S	43.9	62.6	97.8	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.8
Disability Status										
Disabled	13	76.9	I/S	I/S	I/S	I/S	18.7	26.1	95	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	45.7	61.2	97.8	98
Socio-Economic Status										
Subsidized meals	94	98.9	48.3	28.7	23	51.7	55.1	58.9	96.6	96.2

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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							
2009	3	35	100	21.2	36.4	42.4	78.8
	4	32	100	48.3	44.8	6.9	51.7
	5	31	100	28.6	57.1	14.3	71.4
	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							
2009	3	35	100	36.4	54.5	9.1	63.6
	4	32	100	51.7	44.8	3.4	48.3
	5	31	100	50	28.6	21.4	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
Science							
2009	3	17	100	25	62.5	12.5	75
	4	32	100	69	27.6	3.4	31
	5	15	100	N/AV	N/AV	N/AV	46.2
	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
Social Studies							
2009	3	18	94.4	58.8	29.4	11.8	41.2
	4	32	100	N/AV	N/AV	N/AV	48.3
	5	16	93.8	66.7	20	13.3	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
Writing							
2009	3	37	97.3	34.3	25.7	40	65.7
	4	31	100	62.1	27.6	10.3	37.9
	5	31	93.6	53.8	30.8	15.4	46.2
	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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