



## Bryson Elementary

703 Bryson Drive  
Simpsonville, South

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	854 Students	
<b>Principal</b>	Thomas R. Chambers	864-355-3600
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Excellent*</b>
2008	Average	Average
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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**

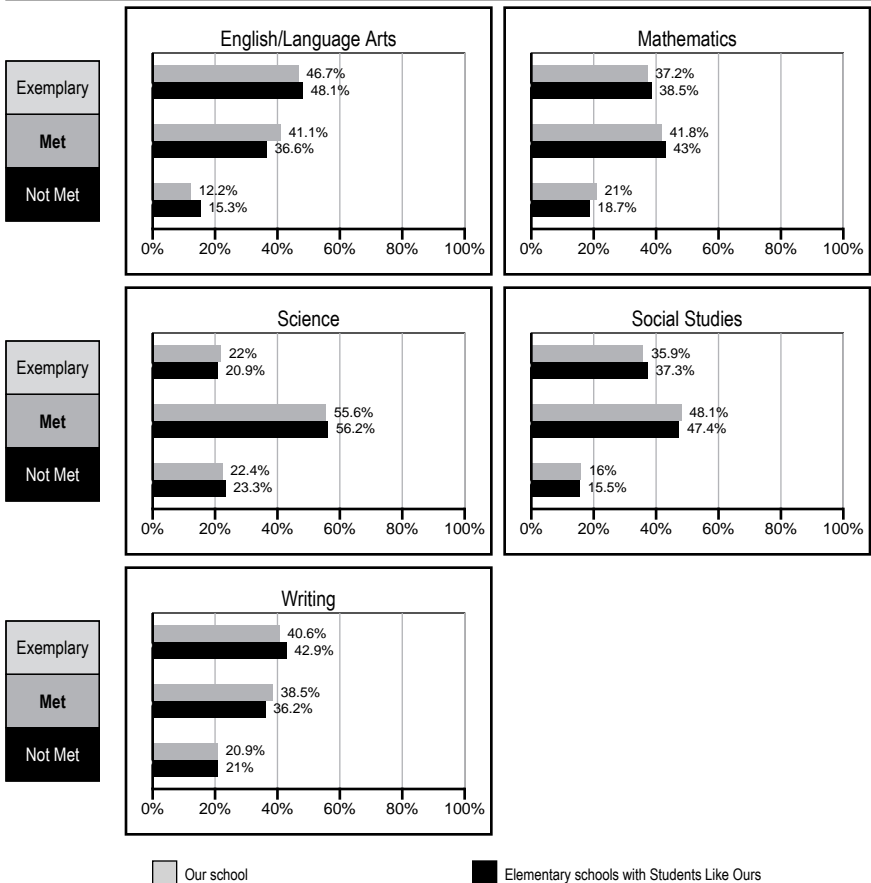
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.3%

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

Excellent	Good	Average	Below Average	At-Risk
20	30	14	0	0

\* 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
<b>Students (n=854)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 1.7%	1.3%	1.9%
Attendance rate	96.7%	No Change	96.6%	96.3%
Eligible for gifted and talented	16.1%	Up from 14.2%	17.0%	10.0%
With disabilities other than speech	5.8%	Down from 6.0%	7.1%	7.7%
Older than usual for grade	0.1%	No Change	0.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	49.0%	Up from 42.6%	61.1%	59.4%
Continuing contract teachers	86.3%	Up from 75.4%	84.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.1%	Down from 87.5%	86.1%	85.9%
Teacher attendance rate	96.8%	Up from 96.2%	95.1%	95.1%
Average teacher salary*	\$46,722	Up 8.0%	\$48,726	\$47,149
Professional development days/teacher	10.6 days	Up from 7.3 days	10.2 days	11.1 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 20.7 to 1	19.8 to 1	18.8 to 1
Prime instructional time	93.0%	Up from 91.4%	90.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,397	Up 5.8%	\$6,612	\$7,458
Percent of expenditures for instruction**	70.5%	Down from 71.8%	70.6%	68.8%
Percent of expenditures for teacher salaries**	66.8%	Down from 66.9%	64.8%	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**

The 2008-2009 school year was a wonderful year at Bryson Elementary. As a learning community, we had four areas of emphasis:

**Common Assessment:** All grade levels will develop common assessments for math, science, and social studies. Extensive collaboration at each grade level will begin to move language arts toward common assessment for the '09-10 school year.

**School-Wide Writing Project/Exemplary Writing:** The school will continue the school-wide writing emphasis/project and submit an Application for Exemplary Writing status.

**Focus Learning:** Ongoing review of the District's emphasis on "The Learning Focused Notebook" will be a part of monthly staff meetings.

**The Impact of Gender on the Classroom:** A review/discussion of the book "Why Gender Matters" by Dr. Leonard Sax will be part of our professional development activities for the year. Discussion groups will review the data from Dr. Sax and discuss the impact it may have within our classrooms.

All goals and activities as defined above were implemented throughout the year. Though we did not receive the Exemplary Writing award, we did receive a review that will be helpful as we continue to strive for improvement and excellence.

Our school did meet Annual Yearly Progress. With consideration of the higher achievement levels required to attain AYP, we felt that this was a great accomplishment for our school community.

Beyond the classroom, our school continues to emphasize the development of civic responsibility. Our school participated in "Operation Christmas Child" for the thirteenth consecutive year, the March of Dimes Walk, Jump Rope for Heart, and our student council sponsored a food drive for the local food bank.

We look forward to another tremendous year as we continue to strive to provide all of our students with a quality learning experience.

Thomas R Chambers, Principal  
Rose Brown, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	49	140	81
Percent satisfied with learning environment	98.0%	90.6%	89.9%
Percent satisfied with social and physical environment	100.0%	87.1%	97.4%
Percent satisfied with school-home relations	93.8%	90.7%	84.8%

\* 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**

<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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	464	99.8	12.2	41.1	46.7	92.4	84	82.8	Yes	Yes
<b>Gender</b>										
Male	224	100	14.4	42.8	42.8	89.4	80.8	79.3	N/A	N/A
Female	240	99.6	10.2	39.6	50.2	95.1	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	305	99.7	8	38.3	53.7	96.2	89.5	89.5	Yes	Yes
African American	108	100	21	45	34	85	72.7	73.7	Yes	Yes
Asian/Pacific Islander	11	100	27.3	45.5	27.3	90.9	93	92.3	I/S	I/S
Hispanic	35	100	16.7	53.3	30	83.3	74.8	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	70	100	35.5	45.2	19.4	72.6	52.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	26	100	28	48	24	76	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	175	99.4	19.5	50.3	30.2	84.9	74.4	75.5	Yes	Yes

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

All Students	464	99.8	21	41.8	37.2	86.4	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	224	100	23.1	42.8	34.1	85.1	79.6	77	N/A	N/A
Female	240	99.6	19.1	40.9	40	87.6	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	305	99.7	14.6	40.4	44.9	89.9	87	87.2	Yes	Yes
African American	108	100	36	45	19	75	66.3	66.7	Yes	Yes
Asian/Pacific Islander	11	100	27.3	36.4	36.4	90.9	94.3	93	I/S	I/S
Hispanic	35	100	30	46.7	23.3	90	75.3	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	70	100	54.8	25.8	19.4	54.8	48.1	45.5	SWD	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	26	100	24	56	20	92	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	175	99.4	31.4	49.1	19.5	78	70.5	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
<b>Science</b>								
All Students	308	99.4	22.4	55.6	22	77.6	71.3	67.5
<b>Gender</b>								
Male	139	99.3	24.8	50.4	24.8	75.2	70.8	67
Female	169	99.4	20.4	59.9	19.7	79.6	71.8	68
<b>Racial/Ethnic Group</b>								
White	208	99	14.9	57.4	27.7	85.1	79.5	79.5
African American	69	100	47.6	44.4	7.9	52.4	53	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	22	100	21.1	68.4	10.5	78.9	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
<b>Disability Status</b>								
Disabled	45	100	45	45	10	55	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	19	100	22.2	66.7	11.1	77.8	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	119	99.2	35.5	54.2	10.3	64.5	57.5	55.1
<b>Social Studies</b>								
All Students	306	99	15.7	48.3	36	84.3	75.7	72.3
<b>Gender</b>								
Male	153	99.4	19.1	42.6	38.3	80.9	75.1	71.5
Female	153	98.7	12.4	53.8	33.8	87.6	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	201	98.5	12.8	44.7	42.6	87.2	81.7	80.7
African American	76	100	22.5	52.1	25.4	77.5	61.5	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	19	100	17.6	58.8	23.5	82.4	69	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78	72.2
<b>Disability Status</b>								
Disabled	49	98	37.2	48.8	14	62.8	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	12	100	16.7	66.7	16.7	83.3	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	108	98.2	27.6	48	24.5	72.4	63.9	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
<b>Writing</b>										
All Students	467	99.8	20.7	38.6	40.7	79.3	72.9	70.2	96.7	96.5
<b>Gender</b>										
Male	227	100	26.3	44.1	29.6	73.7	66.4	63.2	96.6	96.4
Female	240	99.6	15.4	33.5	51.1	84.6	79.7	77.5	96.8	96.5
<b>Racial/Ethnic Group</b>										
White	306	99.7	17.2	36.2	46.6	82.8	80.5	79.1	96.6	96.3
African American	108	100	25.7	43.6	30.7	74.3	57.1	57.6	97.1	96.5
Asian/Pacific Islander	11	100	36.4	18.2	45.5	63.6	87.3	86.2	96.3	97.6
Hispanic	37	100	30.3	48.5	21.2	69.7	61.3	62.6	96.7	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.8	68.7	97.6	95.2
<b>Disability Status</b>										
Disabled	59	100	63.6	27.3	9.1	36.4	28.4	26.1	96	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	28	100	29.6	48.1	22.2	70.4	60.5	61.2	97	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	178	99.4	30.7	46	23.3	69.3	58.8	58.9	96.1	95.8

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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>2009</b>	3	165	100	14.7	36	49.3	85.3
	4	150	99.3	15	46.4	38.6	85
	5	149	100	7	41.3	51.7	93
	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>2009</b>	3	165	100	27.3	46	26.7	72.7
	4	150	99.3	19.3	40.7	40	80.7
	5	149	100	16.1	38.5	45.5	83.9
	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
<b>Science</b>							
<b>2009</b>	3	85	98.8	27.6	53.9	18.4	72.4
	4	150	99.3	21.4	54.3	24.3	78.6
	5	73	100	18.6	60	21.4	81.4
	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>Social Studies</b>							
<b>2009</b>	3	80	98.8	20.3	51.4	28.4	79.7
	4	150	99.3	13.6	45.7	40.7	86.4
	5	76	98.7	15.3	50	34.7	84.7
	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>2009</b>	3	165	99.4	24.8	37.3	37.9	75.2
	4	150	100	22	39	39	78
	5	152	100	15.1	39.7	45.2	84.9
	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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