



JAMES M. BROWN ELEMENTARY

225 Coffee Rd
Walhalla, SC 29691

Grades	PK-5 Elementary School	
Enrollment	645 Students	
Principal	Michelle Grant	864-886-4470
Superintendent	Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average

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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

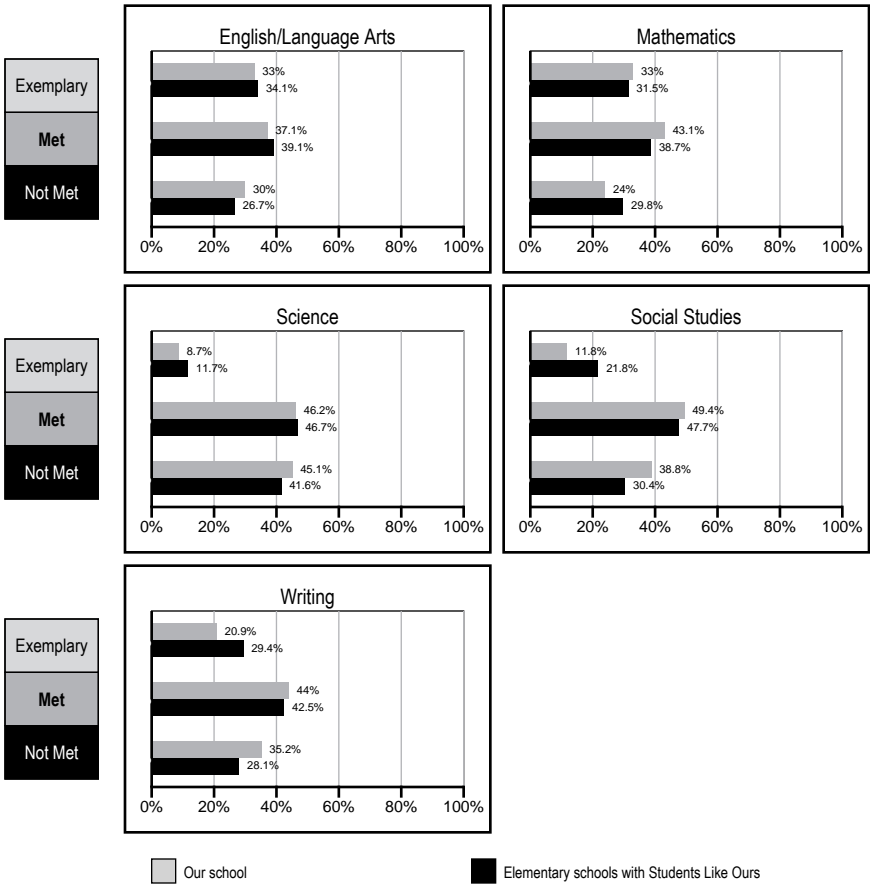
99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	15	94	12	0

* Ratings are calculated with data available by 11/09/2011.

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=645)				
First graders who attended full-day kindergarten	99.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 1.5%	1.4%	1.1%
Attendance rate	96.3%	Up from 95.7%	95.9%	96.2%
Served by gifted and talented program	11.4%	Up from 6.3%	9.9%	13.4%
With disabilities other than speech	4.2%	Down from 8.2%	4.7%	4.1%
Older than usual for grade	0.8%	No Change	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	52.7%	Up from 50.0%	59.6%	62.5%
Continuing contract teachers	89.1%	Up from 87.0%	88.4%	88.2%
Teachers returning from previous year	86.8%	Up from 85.2%	87.4%	87.8%
Teacher attendance rate	94.2%	Down from 96.1%	95.0%	95.2%
Average teacher salary*	\$44,481	Up 1.4%	\$46,409	\$46,773
Professional development days/teacher	14.3 days	Up from 13.6 days	11.3 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 21.7 to 1	19.6 to 1	19.9 to 1
Prime instructional time	88.3%	Down from 90.6%	89.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,465	Down 1.3%	\$7,484	\$7,447
Percent of expenditures for instruction**	65.8%	Up from 64.8%	67.6%	68.4%
Percent of expenditures for teacher salaries**	63.8%	Up from 61.7%	64.6%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

James M. Brown Elementary, a Title I school, is proud of the achievements of our students and continually strive to seek and improve the best educational programs and techniques for our children. Our mission is to develop lifelong learners who are respectful, responsible, honest citizens by providing meaningful educational experiences for all students. Our dedicated faculty and staff work daily to meet the needs and to ensure successes of all our student.

JMB has been the recipient of numerous awards over the past several years. In addition to being named Carolina First Palmetto’s Finest in 2001, JMB has been recognized as a South Carolina Honor Reading School and as a South Carolina Red Carpet School in 2001-2002 and again in 2006-2007.

At JMB, we are constantly researching for new methods and programs to give our students the greatest opportunities for educational success. JMB implemented a Reading Intervention Program in 2007-2008 to focus on meeting the needs of students who struggle with fluency and comprehension. We have been pleased with the results this program offers our students in reading. JMB implemented a Math Intervention Program in 2009-2010 to focus on meeting the needs of students who struggle with basic math facts (addition, subtraction, multiplication, and division), algorithms, and problem solving.

Test scores from PASS and MAP will be analyzed to determine areas of strengths and areas for improvement in Reading and Math. JMB did not meet AYP in the area of disabled math and ELA. We met 23 out of 25 objectives. In 2010-2011, JMB administered benchmark assessments in the area of math. Assessments were analyzed to determine areas of strengths and areas for improvement for math.

Our Parent Teacher Organization (PTO) and School Improvement Council (SIC)/Title I Committee continue to be active participants in JMB’s successes. Donations from our PTO have allowed for purchases of rewards for our student incentive program, individual teacher or grade level request, and special events such as Donuts for Dads and Muffins for Mom. Our SIC/Title I Committee was actively involved with the Title I Plan by making recommendations and suggestions for continued school improvement.

Our continued improvement is attributed to a highly qualified and dedicated faculty, strong parent and community support, and innovative, researched-based programs. It is the goal of JMB to meet each child’s needs and maximize their potential for success.

Michelle Grant, Principal
 Karen Vissage/Gary Justus, School Improvement Council/Title I Committee Co-Chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	92	28
Percent satisfied with learning environment	92.6%	92.4%	92.6%
Percent satisfied with social and physical environment	92.6%	93.5%	85.7%
Percent satisfied with school-home relations	87.0%	96.7%	74.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 22 out of 25 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

CSI-HOLD

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	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	288	99.7	29.3	37.4	33.3	80	83	82.4	Yes	Yes
Gender										
Male	152	99.3	34	38.2	27.8	73.6	78.7	78.7	N/A	N/A
Female	136	100	23.8	36.5	39.7	87.3	87.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	195	99.5	23.6	39	37.4	84.6	85.1	88.9	Yes	Yes
African American	15	100	46.7	33.3	20	60	72.9	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	93	I/S	I/S
Hispanic	76	100	40.8	32.4	26.8	71.8	75.3	79.3	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90	83	I/S	I/S
Disability Status										
Disabled	46	97.8	65.1	25.6	9.3	44.2	53.2	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	64	100	42.9	30.2	27	71.4	74.5	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	210	99.5	35.4	36.9	27.8	74.2	76.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	288	100	23.6	43.5	32.8	83	83.7	81.9	Yes	Yes
Gender										
Male	152	100	26.9	37.9	35.2	80.7	81.4	79.9	N/A	N/A
Female	136	100	19.8	50	30.2	85.7	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	195	100	18.6	43.7	37.7	86.9	85.9	88.9	Yes	Yes
African American	15	100	46.7	33.3	20	60	69.8	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	94.6	I/S	I/S
Hispanic	76	100	31	46.5	22.5	78.9	82.1	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	84.4	I/S	I/S
Disability Status										
Disabled	46	100	61.4	31.8	6.8	56.8	53.2	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	64	100	30.2	47.6	22.2	81	82.8	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	210	100	28.6	42.2	29.1	79.9	77.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	187	100	44.3	46.6	9.1	55.7	69.2	68.6
Gender								
Male	98	100	46.8	40.4	12.8	53.2	68	68.3
Female	89	100	41.5	53.7	4.9	58.5	70.5	68.9
Racial/Ethnic Group								
White	131	100	35.8	53.7	10.6	64.2	74.3	80.7
African American	11	100	63.6	18.2	18.2	36.4	44.2	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	68	85.3
Hispanic	44	100	63.4	34.1	2.4	36.6	52	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	31	100	73.3	23.3	3.3	26.7	39.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	37	100	66.7	30.6	2.8	33.3	46.9	60.7
Socio-Economic Status								
Subsidized meals	138	100	54.6	38.5	6.9	45.4	59.1	57.3
Social Studies								
All Students	193	99.5	38.1	50.3	11.6	61.9	70.1	72.5
Gender								
Male	102	100	42.3	43.3	14.4	57.7	70.3	72
Female	91	98.9	33.3	58.3	8.3	66.7	69.9	73.1
Racial/Ethnic Group								
White	128	99.2	33.1	53.7	13.2	66.9	72.8	81
African American	9	I/S	I/S	I/S	I/S	I/S	57.6	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	81.5	89
Hispanic	55	100	50	42	8	50	60.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	73.5
Disability Status								
Disabled	28	100	N/AV	N/AV	N/AV	44.4	40.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	45	100	45.5	45.5	9.1	54.5	62	69.7
Socio-Economic Status								
Subsidized meals	132	100	44.8	46.4	8.8	55.2	60.5	62.9

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	97	95.9	34.4	44.4	21.1	65.6	71.3	73.2	96.3	96.3
Gender										
Male	50	94	41.3	41.3	17.4	58.7	64	67.2	96.4	96.3
Female	47	97.9	27.3	47.7	25	72.7	78.6	79.4	96.2	96.3
Racial/Ethnic Group										
White	65	96.9	30	45	25	70	73.3	81.5	96	96.1
African American	6	I/S	I/S	I/S	I/S	I/S	64.3	61.3	96.4	97.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	97.8	98.1
Hispanic	25	96	50	33.3	16.7	50	57.8	66.7	97	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	98.5	96.6
Disability Status										
Disabled	20	90	N/AV	N/AV	N/AV	5.9	23.6	26	95.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	88.1	93.3
English Proficiency										
Limited English Proficient	20	100	57.1	33.3	9.5	42.9	55.8	65.7	97.2	97.1
Socio-Economic Status										
Subsidized meals	71	95.8	41.8	43.3	14.9	58.2	60.5	63.2	96	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
English/Language Arts							
2010	3	100	100	28.1	25.8	46.1	71.9
	4	101	99	27.6	43.9	28.6	72.4
	5	109	100	32	52.4	15.5	68
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	98	100	31.2	22.6	46.2	68.8
	4	90	98.9	28.9	39.8	31.3	71.1
	5	100	100	27.7	50	22.3	72.3
	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
Mathematics							
2010	3	100	100	41.6	33.7	24.7	58.4
	4	101	99	24.5	48	27.6	75.5
	5	109	100	41.7	43.7	14.6	58.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	98	100	33.3	33.3	33.3	66.7
	4	90	100	16.7	51.2	32.1	83.3
	5	100	100	20.2	46.8	33	79.8
	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
Science							
2010	3	50	100	55.3	34	10.6	44.7
	4	100	98	38.5	57.3	4.2	61.5
	5	54	100	50	48.1	1.9	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	48	100	60	31.1	8.9	40
	4	90	100	36.9	52.4	10.7	63.1
	5	49	100	42.6	51.1	6.4	57.4
	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

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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							
2010	3	50	100	35.7	47.6	16.7	64.3
	4	98	100	31.3	59.4	9.4	68.8
	5	56	100	69.2	25	5.8	30.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	51	100	32.7	44.9	22.4	67.3
	4	90	100	33.3	57.1	9.5	66.7
	5	52	98.1	52.1	43.8	4.2	47.9
	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
Writing							
2010	3	99	100	33.3	32.2	34.4	66.7
	4	101	97	35.4	42.7	21.9	64.6
	5	107	99.1	50	35.3	14.7	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
2011	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	97	95.9	34.4	44.4	21.1	65.6
	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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