

BRYSON ELEMENTARY

703 Bryson Drive
Simpsonville, South

Grades	K-5 Elementary School	
Enrollment	871 Students	
Principal	Thomas R. Chambers	864-355-3600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Excellent
2008	Average	Average
2007	Average	Below Average
2006	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 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 2009-10 whose 2008-09 test scores were located

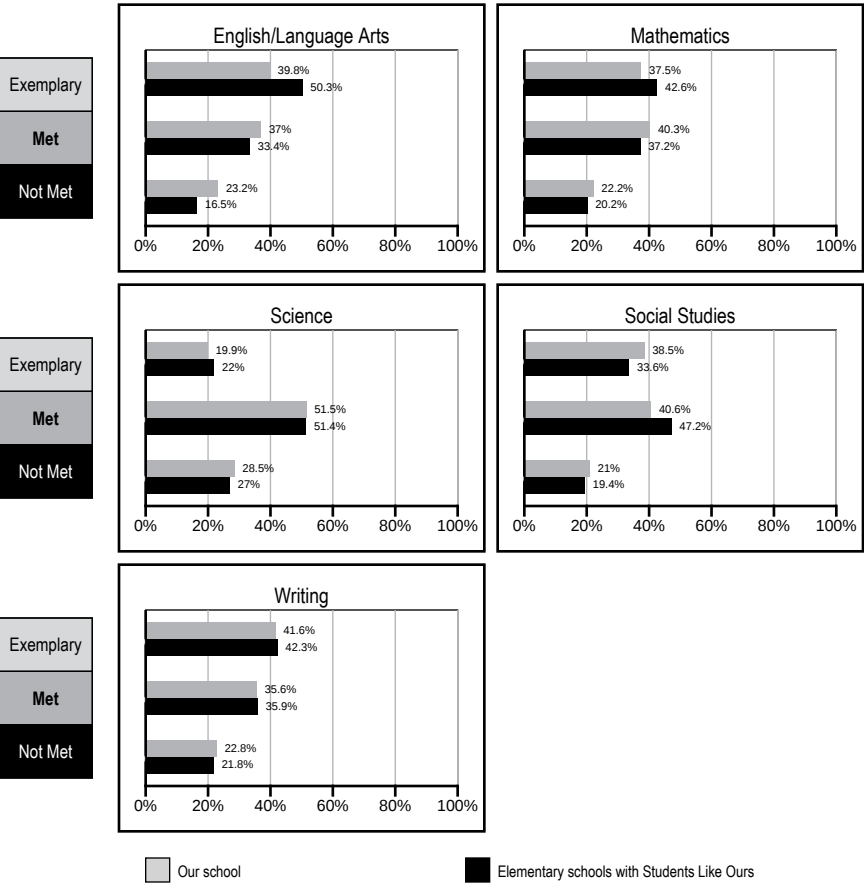
96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
28	27	16	0	0

* Ratings are calculated with data available by 03/09/2011.

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=871)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 1.5%	0.8%	1.2%
Attendance rate	96.1%	Down from 96.7%	96.5%	96.1%
Eligible for gifted and talented	14.2%	Down from 16.1%	17.0%	11.7%
With disabilities other than speech	7.5%	Up from 5.8%	6.8%	8.0%
Older than usual for grade	0.4%	Up from 0.1%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	52.9%	Up from 49.0%	61.5%	60.5%
Continuing contract teachers	94.1%	Up from 86.3%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.3%	Up from 85.1%	89.3%	87.0%
Teacher attendance rate	97.0%	Up from 96.8%	95.8%	95.4%
Average teacher salary*	\$46,881	Up 0.3%	\$47,985	\$47,288
Professional development days/teacher	9.2 days	Down from 10.6 days	11.4 days	10.5 days
School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 19.2 to 1	19.9 to 1	19.2 to 1
Prime instructional time	93.1%	Up from 93.0%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,582	Up 3.4%	\$7,129	\$7,548
Percent of expenditures for instruction**	71.2%	Up from 70.5%	70.1%	68.7%
Percent of expenditures for teacher salaries**	68.1%	Up from 66.8%	67.0%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

2009-2010 proved to be yet another wonderful year at Bryson Elementary. Our school was the recipient of the Palmetto Gold Award for academic achievement. We met Annual Yearly Progress (AYP) for the second consecutive year. For the third consecutive year we were recognized as a "Safe Kids School" recipient. Under the leadership of our challenge teacher, Kristie Brown, our school received a Palmetto Pride Environmental Grant to construct a beautiful Carolina Fence Garden in the inner courtyard of our school. This showcase garden will provide aesthetic beauty to our campus and a great location for outdoor classroom education.

As our school continues to excel academically, we continue to review performance data to identify areas of emphasis within the classroom. This year special emphasis was given to writing across the curriculum and reading comprehension. Our "School-wide Writing Project" involved students in K5 through 5th grade in quarterly writing projects that culminated with an "Author's Tea". Selected writing from each classroom/grade level was shared in a format in which parents came in for refreshments and enjoyment as our students read their works. Our Accelerated Reader Challenge and South Carolina Children's Book Awards Challenge and party placed emphasis on reading comprehension. All classroom met their Accelerated Reader goal and a record number of students qualified for Book Awards party.

Beyond the classroom, our school continues to emphasize citizenship and civic responsibility. Our Challenge students formed a club specifically focusing on environmental issues and met weekly to enhance the landscape of our school campus. Our Student Council sponsored numerous activities such as raising \$1,000 for the "Dogs for Autism" program, Operation Christmas Child, and food drives for the local food bank. Faculty, under the leadership of our Teacher of the Year, Karen Connor, sponsored fundraising efforts for the March of Dimes Walk.

Our PTA and SIC continue to be an integral part of our school. Our PTA facilitated the addition of new Promethean Boards in many classrooms, quarterly awards for student performance, and tremendous classroom support. Our SIC was an integral part of many aspects of the quality of our school climate such as the refreshing of the fall surfaces in our playground area.

Bryson Elementary is a wonderful place for children to spend the critical formative years. We look forward to continuing to work as a community to provide an excellent learning environment and quality educational experience for our children.

Thomas R. Chambers
Principal
Rose Brown
SIC Chairperson
Ashley Mitros
PTA President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	138	52
Percent satisfied with learning environment	100.0%	89.1%	86.5%
Percent satisfied with social and physical environment	100.0%	83.6%	96.2%
Percent satisfied with school-home relations	97.8%	89.1%	82.7%

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

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 Adequate Yearly Progress

NO

This school met 20 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. 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	96.1%	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	446	99.6	22.5	37.6	39.9	90.6	84.7	83.5	Yes	Yes
Gender										
Male	200	100	26.5	36.7	36.7	87.2	81.3	80.1	N/A	N/A
Female	246	99.2	19.1	38.3	42.6	93.5	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	287	99.3	18.1	33.6	48.4	93.9	90	89.6	Yes	Yes
African American	111	100	32.7	45.2	22.1	85.6	73.4	74.6	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	32	100	32.3	45.2	22.6	74.2	78.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	47	100	59.6	34	6.4	70.2	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	30.8	30.8	38.5	73.1	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	183	100	30.9	46.3	22.9	87.4	76.1	76.9	Yes	Yes

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

All Students	446	99.6	21.8	40.6	37.6	86.2	82	80.4	Yes	Yes
Gender										
Male	200	100	20.4	39.8	39.8	85.2	80.5	78.4	N/A	N/A
Female	246	99.2	23	41.3	35.7	87	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	287	99.3	17.7	36.8	45.5	88.8	87.7	87.8	Yes	Yes
African American	111	100	31.7	49	19.2	78.8	68.4	69.3	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	32	100	29	51.6	19.4	87.1	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	47	100	66	25.5	8.5	46.8	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	26.9	34.6	38.5	84.6	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	183	100	28	48.6	23.4	81.7	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	303	99	27.9	52.1	20	72.1	70.6	67.3
Gender								
Male	135	100	29.8	45.8	24.4	70.2	70.1	66.9
Female	168	98.2	26.4	57.2	16.4	73.6	71.1	67.7
Racial/Ethnic Group								
White	191	98.4	22.5	52.2	25.3	77.5	80.2	79.6
African American	77	100	41.9	45.9	12.2	58.1	50.4	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	24	100	39.1	56.5	4.3	60.9	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	32	100	50	43.8	6.3	50	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	21	100	35	55	10	65	60.6	58.6
Socio-Economic Status								
Subsidized meals	126	99.2	35.8	51.7	12.5	64.2	57.1	55.4

Social Studies

All Students	301	98.7	20.1	41	38.9	79.9	73.2	70.9
Gender								
Male	133	99.3	20.2	36.4	43.4	79.8	72.8	70.1
Female	168	98.2	20.1	44.8	35.1	79.9	73.7	71.7
Racial/Ethnic Group								
White	192	98.4	19	39.1	41.8	81	79.8	79.2
African American	74	98.7	22.4	43.3	34.3	77.6	57.9	58.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	22	100	23.8	57.1	19	76.2	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	34	97.1	66.7	21.2	12.1	33.3	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	19	100	16.7	55.6	27.8	83.3	69	68
Socio-Economic Status								
Subsidized meals	126	98.4	27.5	44.2	28.3	72.5	61.6	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	449	99.6	22.6	35.7	41.7	77.4	74	72.1	96.1	96.2
Gender										
Male	202	99.5	31	34.5	34.5	69	67.2	65.2	96.1	96.2
Female	247	99.6	15.5	36.6	47.8	84.5	81.1	79.2	96.1	96.3
Racial/Ethnic Group										
White	288	99.3	16.6	34.3	49.1	83.4	81.6	80.8	96	96.1
African American	115	100	32.7	40.2	27.1	67.3	58.6	59.7	96.3	96.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.8	87	96.8	97.5
Hispanic	32	100	41.9	35.5	22.6	58.1	63.1	64.6	95.7	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	94.4	94.8
Disability Status										
Disabled	53	96.2	70.6	25.5	3.9	29.4	29.5	27.7	94.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	27	100	34.6	34.6	30.8	65.4	62.9	63.7	96.6	97
Socio-Economic Status										
Subsidized meals	185	100	29	43.2	27.8	71	61.1	61.9	95.2	95.6

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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	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
2010	3	141	100	22.6	30.1	47.4	77.4
	4	158	98.7	23.6	41.9	34.5	76.4
	5	147	100	21.4	40	38.6	78.6
	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
Mathematics							
2009	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
2010	3	141	100	33.1	32.3	34.6	66.9
	4	158	98.7	12.8	49.3	37.8	87.2
	5	147	100	20.7	39.3	40	79.3
	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
Science							
2009	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
2010	3	70	98.6	44.8	38.8	16.4	55.2
	4	158	98.7	20.3	61.5	18.2	79.7
	5	75	100	28	45.3	26.7	72
	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

Abbreviations for Missing Data

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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							
2009	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
2010	3	71	97.2	27.7	41.5	30.8	72.3
	4	158	98.7	13.5	43.9	42.6	86.5
	5	72	100	27.1	34.3	38.6	72.9
	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
Writing							
2009	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
2010	3	144	98.6	29.5	36.4	34.1	70.5
	4	156	100	21.2	35.1	43.7	78.8
	5	149	100	17.8	35.6	46.6	82.2
	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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