



Bethune Elementary

302 Norwood St. East
Bethune, SC 29009

Grades	PK-5 Elementary School	
Enrollment	136 Students	
Principal	Theodore Jackson	843-334-6278
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Average
2006	Average	Average
2005	Average	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 2008-09 whose 2007-08 test scores were located

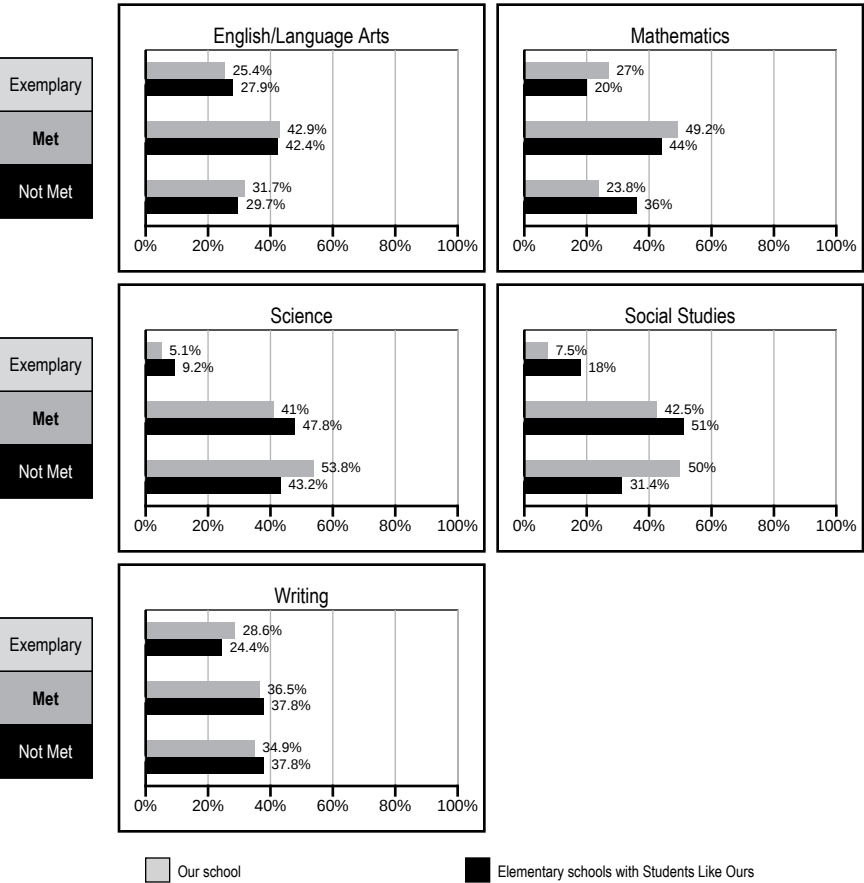
95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	84	29	2

* 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=136)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	No Change	2.5%	1.9%
Attendance rate	95.2%	Down from 95.5%	96.1%	96.3%
Eligible for gifted and talented	8.7%	Up from 4.3%	6.4%	10.0%
With disabilities other than speech	6.3%	Up from 5.1%	9.0%	7.7%
Older than usual for grade	0.0%	No Change	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	60.0%	Down from 66.7%	56.8%	59.4%
Continuing contract teachers	80.0%	Up from 66.7%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.3%	Up from 78.6%	84.9%	85.9%
Teacher attendance rate	97.4%	Up from 96.7%	95.0%	95.1%
Average teacher salary*	\$44,709	Up 2.3%	\$46,054	\$47,149
Professional development days/teacher	6.0 days	Down from 7.0 days	11.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 20.7 to 1	18.3 to 1	18.8 to 1
Prime instructional time	92.0%	Up from 88.4%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,323	Up 7.0%	\$7,722	\$7,458
Percent of expenditures for instruction**	60.1%	Up from 57.6%	68.0%	68.8%
Percent of expenditures for teacher salaries**	55.9%	Up from 54.7%	62.4%	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

Our 2008 – 2009 school theme was “Uncovering the Mysteries of Learning.” We continued to address closing the achievement gap in our small, rural school through a variety of best practices as our teacher detectives identified the “mysteries of learning” through our standards driven curriculum. To accomplish this goal, we used DIBELS, A+ Learning, Measures of Academic Progress (MAP), Continuous Quality Improvement strategies through Carolina First Center for Excellence, and Successmaker data to meet the instructional needs of students. Also, teacher detectives were trained in the effective implementation of the Revised Bloom’s Taxonomy model to write and analyze objectives, instruction, and assessments. All students participated in small group instruction three days weekly in the Successmaker Computer Lab to address identified areas of concerns according to data from MAP. In addition, each student was placed in a high or low group based on data in order to receive individualized instruction from teachers using Soar to Success, Early Success, and leveled readers. Each teacher was required to maintain a data notebook throughout the year. The data notebook was used in vertical planning and Child Study Team (CST) meetings to monitor academic progress of students. We were able to continue Literacy Groups in grades 1 and 2 so students could practice reading fluency, word making, and writing. Students involved in the Child Study Team process who were experiencing self-esteem concerns were placed in a group with a district psychologist intern for several weeks. In addition to the self-esteem group, every classroom used the morning meeting format of providing students time to practice the skills of greeting, listening and responding, group problem solving, and noticing and anticipating. A weekly writing prompt was implemented in grades 3 – 5 to prepare students for the PASS writing test. Teachers met with the curriculum coach in vertical planning meetings to score writing samples using a rubric. Students kept writing scores as well as other data in a data notebook to monitor their own progress throughout the year. The school displayed data charts in the hallways showing MAP achievement from each test administration as a motivational visual and time of celebration. Our PTO continues to be very supportive in fundraising and academic efforts. The Bethune Chicken Strut is a big fundraiser through the concession stands for the beauty pageant and rodeo. With these funds, we were able to have a mural painted in the cafeteria, purchase instructional material for the new math series, and medallions for the end of the year academic awards assembly. Theodore Jackson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	28	28
Percent satisfied with learning environment	100.0%	92.9%	80.0%
Percent satisfied with social and physical environment	100.0%	89.3%	65.4%
Percent satisfied with school-home relations	100.0%	89.3%	81.5%

* 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 13 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

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	1.5%	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	95.2%	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	65	100	31.7	42.9	25.4	81	86.1	82.8	Yes	Yes
Gender										
Male	33	100	38.7	38.7	22.6	74.2	82.7	79.3	N/A	N/A
Female	32	100	25	46.9	28.1	87.5	89.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	42	100	32.5	40	27.5	80	89.7	89.5	Yes	Yes
African American	20	100	35	40	25	80	78.3	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	55.3	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	1	I/S	I/S	I/S	I/S	I/S	77.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	49	100	29.2	50	20.8	79.2	79.5	75.5	Yes	Yes

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

All Students	65	100	23.8	49.2	27	85.7	81.7	78.9	Yes	Yes
Gender										
Male	33	100	19.4	48.4	32.3	87.1	79.6	77	N/A	N/A
Female	32	100	28.1	50	21.9	84.4	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	42	100	25	45	30	85	86.7	87.2	Yes	Yes
African American	20	100	20	60	20	90	70.8	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	49	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	1	I/S	I/S	I/S	I/S	I/S	73.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	49	100	25	52.1	22.9	85.4	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	41	100	53.8	41	5.1	46.2	70.6	67.5
Gender								
Male	22	100	N/AV	N/AV	N/AV	50	69.1	67
Female	19	100	57.9	31.6	10.5	42.1	72.3	68
Racial/Ethnic Group								
White	26	100	45.8	45.8	8.3	54.2	77.5	79.5
African American	14	100	N/AV	N/AV	N/AV	28.6	56.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	59.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	39.3	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	1	I/S	I/S	I/S	I/S	I/S	51.9	59.6
Socio-Economic Status								
Subsided meals	33	100	59.4	37.5	3.1	40.6	60.2	55.1

Social Studies

All Students	41	100	50	42.5	7.5	50	73.4	72.3
Gender								
Male	19	100	50	33.3	16.7	50	72.6	71.5
Female	22	100	N/AV	N/AV	N/AV	50	74.3	73.2
Racial/Ethnic Group								
White	27	100	57.7	34.6	7.7	42.3	78.4	80.7
African American	12	100	33.3	58.3	8.3	66.7	62.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	48.5	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	N/A	N/AV	I/S	I/S	I/S	I/S	60.6	67.9
Socio-Economic Status								
Subsided meals	28	100	55.6	40.7	3.7	44.4	64	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	67	98.5	34.9	36.5	28.6	65.1	75.7	70.2	95.2	95.7
Gender										
Male	33	97	38.7	41.9	19.4	61.3	69.1	63.2	94.8	95.5
Female	34	100	31.3	31.3	37.5	68.8	82.6	77.5	95.8	95.9
Racial/Ethnic Group										
White	42	100	40	27.5	32.5	60	80.9	79.1	94.5	95.5
African American	21	95.2	30	50	20	70	64	57.6	96.4	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	86.2	97.5	96.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.3	62.6	96.6	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	68.7	N/A	91.7
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	29.9	26.1	93.5	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.3	61.2	97	96.2
Socio-Economic Status										
Subsidized meals	50	100	33.3	41.7	25	66.7	64.8	58.9	95.4	95.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	19	100	26.3	36.8	36.8	73.7
	4	17	100	50	18.8	31.3	50
	5	29	100	25	60.7	14.3	75
	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	19	100	26.3	31.6	42.1	73.7
	4	17	100	25	50	25	75
	5	29	100	21.4	60.7	17.9	78.6
	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
Science							
2009	3	9	I/S	I/S	I/S	I/S	I/S
	4	17	100	N/AV	N/AV	N/AV	37.5
	5	15	100	42.9	50	7.1	57.1
	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	10	I/S	I/S	I/S	I/S	I/S
	4	17	100	50	43.8	6.3	50
	5	14	100	N/AV	N/AV	N/AV	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
Writing							
2009	3	21	100	31.6	26.3	42.1	68.4
	4	17	100	56.3	25	18.8	43.8
	5	29	96.6	25	50	25	75
	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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