



Bethel Elementary

6000 Hwy. 55 East
Clover, SC 29710

Grades	PK-4 Elementary School	
Enrollment	534 Students	
Principal	Tom Guinane	803-831-7816
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Average
2007	Excellent	Excellent
2006	Excellent	Excellent
2005	Excellent	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

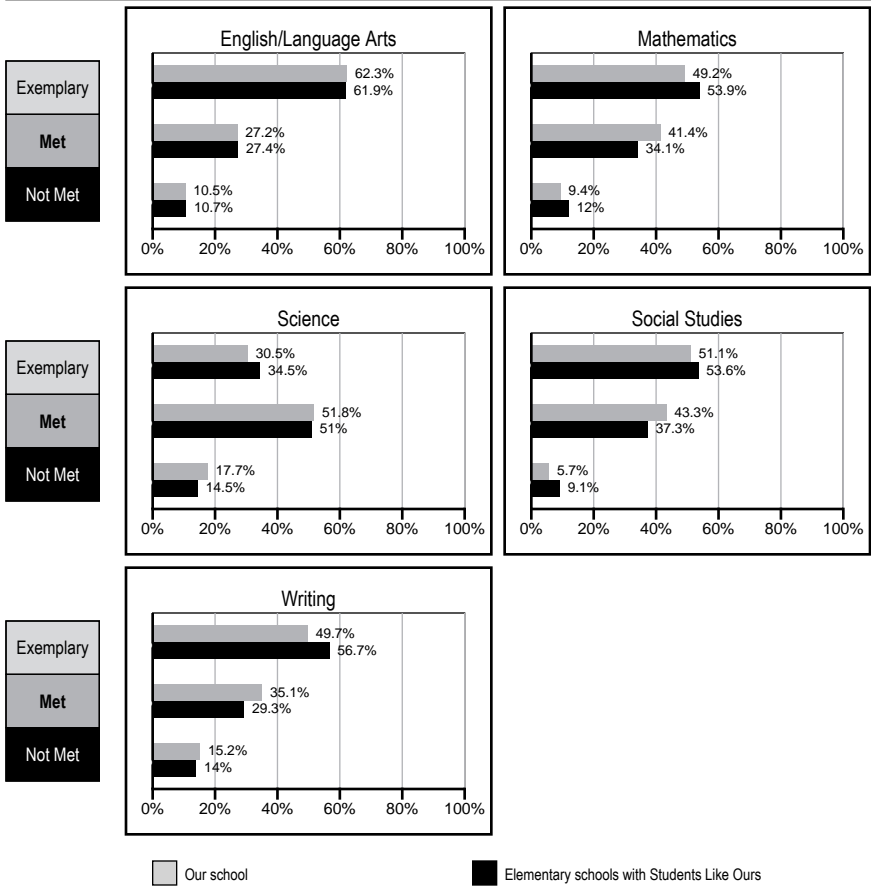
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	0	0	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
Students (n=534)				
First graders who attended full-day kindergarten	100.0%	No Change	98.4%	100.0%
Retention rate	2.2%	Down from 2.3%	0.9%	1.9%
Attendance rate	96.7%	Down from 96.8%	96.8%	96.3%
Eligible for gifted and talented	28.5%	Up from 27.3%	27.3%	10.0%
With disabilities other than speech	5.2%	Up from 4.3%	6.3%	7.7%
Older than usual for grade	0.0%	No Change	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	69.7%	Up from 66.7%	65.7%	59.4%
Continuing contract teachers	84.8%	Down from 87.9%	83.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.8%	Up from 94.4%	86.7%	85.9%
Teacher attendance rate	94.7%	Up from 93.3%	94.9%	95.1%
Average teacher salary*	\$55,200	Up 4.8%	\$49,135	\$47,149
Professional development days/teacher	10.4 days	Down from 11.2 days	10.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.8	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 18.6 to 1	20.8 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 88.7%	90.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	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**	\$7,510	Down 2.4%	\$7,122	\$7,458
Percent of expenditures for instruction**	70.4%	Up from 63.8%	68.6%	68.8%
Percent of expenditures for teacher salaries**	67.7%	Up from 61.1%	64.5%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

The mission of Bethel Elementary School, in partnership with the community, is to prepare lifelong problem solvers who will be productive in a culturally diverse and technologically oriented world by providing a quality education in a safe environment conducive to learning. All stakeholders, including teachers, administration, and parents, work together to provide a high quality education in a safe and welcoming environment.

Bethel Elementary is very proud to be the recipient of the Palmetto Silver Award. Bethel Elementary has received either the Gold or Silver Palmetto Award for the past 9 years straight, a direct reflection of the high expectations placed on students to achieve their highest potential by the teachers and staff. One hundred percent of the faculty is highly qualified as required by federal and state law, and most of the certified personnel have advanced degrees. There are also nine National Board Certified teachers on staff at Bethel.

Bethel is fortunate to have an actively involved PTA. It is responsible for many activities and funds that are provided throughout the school year. Some of these things include the annual Fall Carnival, Artist-in-Residence programs, and monetary funds for teachers' support in the classroom to enhance the learning of their students.

Bethel continues to be an exceptional institution of learning and will strive to maintain the level of excellence that was established over the past 80 years.

Angela Howze
(SIC Chairman)

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	93	89
Percent satisfied with learning environment	96.9%	92.5%	93.3%
Percent satisfied with social and physical environment	96.9%	93.5%	93.3%
Percent satisfied with school-home relations	100.0%	95.7%	87.6%

* 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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 9 out of 9 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	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	195	100	10.5	27.2	62.3	93.2	89.1	82.8	Yes	Yes
Gender										
Male	93	100	12.1	31.9	56	93.4	85.3	79.3	N/A	N/A
Female	102	100	9	23	68	93	93.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	171	100	11.3	23.8	64.9	92.9	90.7	89.5	Yes	Yes
African American	13	100	8.3	58.3	33.3	91.7	74.7	73.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.5	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	91.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	18	100	41.2	35.3	23.5	64.7	53.5	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	88.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	36	100	28.6	40	31.4	77.1	78	75.5	I/S	I/S
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	195	100	9.4	41.4	49.2	93.2	88.8	78.9	Yes	Yes
Gender										
Male	93	100	9.9	45.1	45.1	92.3	86.9	77	N/A	N/A
Female	102	100	9	38	53	94	90.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	171	100	8.3	39.9	51.8	94	90.2	87.2	Yes	Yes
African American	13	100	25	66.7	8.3	75	77.1	66.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.3	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	88.9	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	18	100	41.2	41.2	17.6	64.7	56.5	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	1	I/S	I/S	I/S	I/S	I/S	88.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	36	100	28.6	57.1	14.3	77.1	77.9	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

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
Science								
All Students	143	100	17.7	51.8	30.5	82.3	79.9	67.5
Gender								
Male	68	100	17.6	54.4	27.9	82.4	79.1	67
Female	75	100	17.8	49.3	32.9	82.2	80.7	68
Racial/Ethnic Group								
White	125	100	16.3	51.2	32.5	83.7	82.8	79.5
African American	10	I/S	I/S	I/S	I/S	I/S	57.5	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	14	100	50	28.6	21.4	50	50.3	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	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	59.6
Socio-Economic Status								
Subsided meals	26	100	57.7	23.1	19.2	42.3	61.9	55.1
Social Studies								
All Students	144	100	5.7	43.3	51.1	94.3	83	72.3
Gender								
Male	69	100	7.5	46.3	46.3	92.5	81.6	71.5
Female	75	100	4.1	40.5	55.4	95.9	84.4	73.2
Racial/Ethnic Group								
White	124	100	4.9	42.6	52.5	95.1	84.2	80.7
African American	11	100	I/S	I/S	I/S	I/S	69.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	14	100	30.8	38.5	30.8	69.2	46.5	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	1	I/S	I/S	I/S	I/S	I/S	86.5	67.9
Socio-Economic Status								
Subsided meals	25	100	12.5	62.5	25	87.5	68.9	62.1

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	195	100	15.2	35.1	49.7	84.8	81.5	70.2	96.7	96.2
Gender										
Male	93	100	22	41.8	36.3	78	75.2	63.2	97	96.2
Female	102	100	9	29	62	91	88.2	77.5	96.4	96.2
Racial/Ethnic Group										
White	171	100	16.1	32.1	51.8	83.9	83.3	79.1	96.7	96.1
African American	13	100	16.7	66.7	16.7	83.3	65.7	57.6	96.6	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.3	86.2	96.9	97.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.1	62.6	95.8	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	N/A	94.4
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	35.3	36.9	26.1	96.5	95.2
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	79.7	61.2	98.3	97.5
Socio-Economic Status										
Subsided meals	36	100	32.4	44.1	23.5	67.6	67	58.9	95.8	95.4

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	103	100	5	25	70	95
	4	92	100	16.5	29.7	53.8	83.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	103	100	11	41	48	89
	4	92	100	7.7	41.8	50.5	92.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	51	100	16	44	40	84
	4	92	100	18.7	56	25.3	81.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	52	100	2	36	62	98
	4	92	100	7.7	47.3	45.1	92.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	103	100	14	29	57	86
	4	92	100	16.5	41.8	41.8	83.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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

Abbreviations for Missing Data

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