



HENRY E. BONNER ELEMENTARY

171 Macedonia Foxes
Moncks Corner, SC 29461

Grades	PK-4 Elementary School	
Enrollment	662 Students	
Principal	Natalie S. Locklear	843-899-8950
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Good
2006	Average	Good

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

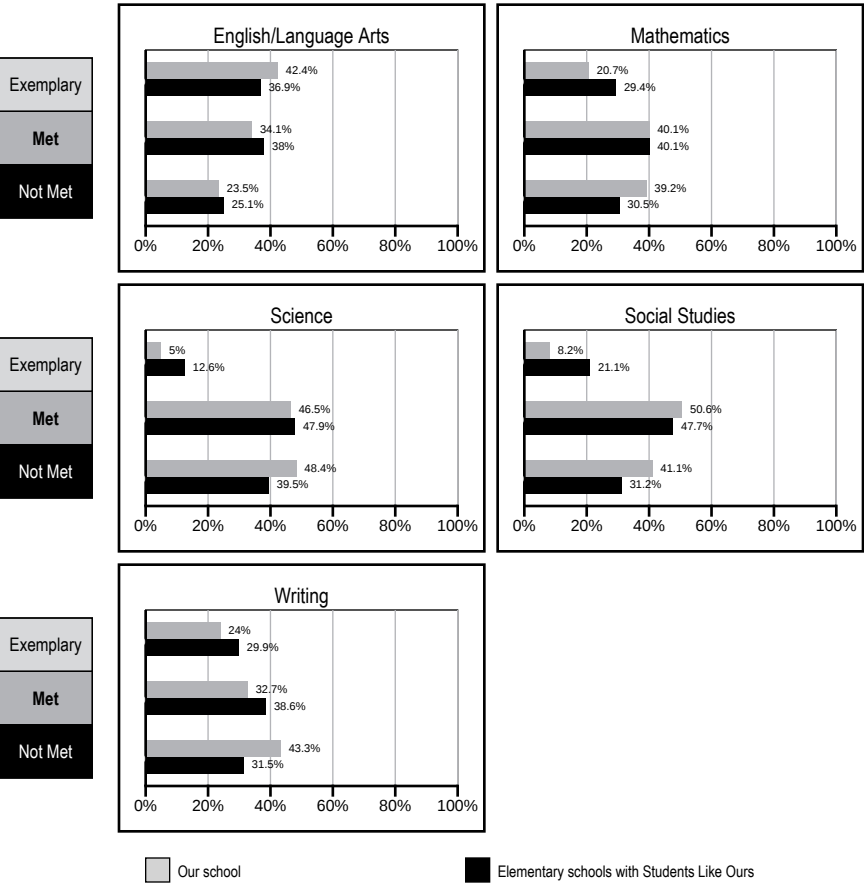
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	19	92	8	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=662)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Up from 3.0%	1.3%	1.2%
Attendance rate	95.1%	Down from 95.2%	95.8%	96.1%
Eligible for gifted and talented	7.7%	No Change	10.6%	11.7%
With disabilities other than speech	6.0%	Down from 6.3%	8.7%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	70.0%	Up from 62.5%	60.0%	60.5%
Continuing contract teachers	77.5%	Up from 75.0%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.5%	Up from 81.6%	87.7%	87.0%
Teacher attendance rate	94.5%	Down from 95.8%	94.9%	95.4%
Average teacher salary*	\$48,686	Up 5.3%	\$47,077	\$47,288
Professional development days/teacher	6.2 days	Down from 8.9 days	10.6 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	22.5 to 1	Up from 20.5 to 1	19.2 to 1	19.2 to 1
Prime instructional time	88.9%	Down from 90.0%	89.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.0%	Up from 56.3%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,100	Up 15.2%	\$7,482	\$7,548
Percent of expenditures for instruction**	58.8%	Down from 62.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	54.7%	Down from 57.9%	64.5%	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

It was another remarkable year at Bonner Elementary School. Our staff, students, and volunteers provided an exceptional environment where great things happened daily.

While we experienced success in many areas, we continued our focus on math, reading, and integrating the arts. We were the recipient of the Distinguished Arts Program Grant, which exposed our students to a variety of different cultures and art forms. For example, through our artist-in-residence programs, our students were exposed to South Carolina dance with Caroline Hoadley, Japanese Art & Culture with Yoshiko Moon, Puppetry with Gina Bean, and storytelling with Tim Lowery. As a school, we set the stage for our students to experience units of instruction that integrated music, art, dance, and theatre. This was a tremendous opportunity for students to connect learning to their areas of interest.

We continuously assessed student performance to help guide our instruction and used test data to target specific student needs. As a school, we implemented FastMath and Success Maker computer-aided instruction to provide extra assistance in reading and math. We continued the Roscoe Reading Program, where students were recognized for earning Accelerated Reading points. We were elated when every student in second, third, and fourth grade met their goal and were rewarded for their accomplishments. These programs added an element of fun and helped students to understand that learning is enjoyable.

Technology continues to be a primary focus for our school. We currently have three computer labs, as well as SmartBoards, computers, Elmos, and Airliners in all classrooms. We have plans to purchase additional computers for classrooms and additional computer labs throughout the building.

PTO continues to be a crucial component to our success as they volunteer numerous hours to help our faculty, staff, and students. The PTO, community members, and parent volunteers add a lot of character and truly make Bonner paradise.

Bonner Elementary met AYP and continues to work for student success. Our plans for the 2010-2011 school year include working in professional learning communities, analyzing student data, and common assessments. These initiatives will assist us in our goal to reach every child.

Natalie S. Locklear, Principal
Patricia McDonald, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	96	73
Percent satisfied with learning environment	93.5%	80.0%	87.5%
Percent satisfied with social and physical environment	96.8%	79.6%	95.9%
Percent satisfied with school-home relations	87.1%	86.3%	89.0%

* 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	NO
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This school met 18 out of 19 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	R
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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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	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	235	97.9	23.5	34.1	42.4	86.2	85.9	83.5	Yes	Yes
Gender										
Male	110	97.3	30.7	34.7	34.7	81.2	81.9	80.1	N/A	N/A
Female	125	98.4	17.2	33.6	49.1	90.5	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	183	97.8	19.2	36	44.8	89	89.8	89.6	Yes	Yes
African American	49	98	40.9	27.3	31.8	75	79.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.4	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	86.4	85.1	I/S	I/S
Disability Status										
Disabled	43	90.7	56.8	27	16.2	62.2	57.2	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	159	96.9	30.8	32.2	37.1	81.1	81.2	76.9	Yes	Yes

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

All Students	235	99.6	39.2	40.1	20.7	75.6	83.5	80.4	Yes	Yes
Gender										
Male	110	100	39.6	43.6	16.8	72.3	81.1	78.4	N/A	N/A
Female	125	99.2	38.8	37.1	24.1	78.4	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	183	99.5	29.7	45.9	24.4	84.3	88	87.8	Yes	Yes
African American	49	100	75	18.2	6.8	43.2	75	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.1	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.4	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	88.6	83.2	I/S	I/S
Disability Status										
Disabled	43	100	70.3	24.3	5.4	43.2	50	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	85.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	159	99.4	47.6	37.1	15.4	67.1	78	72.8	Yes	Yes

* 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

	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	173	99.4	48.1	46.8	5.1	51.9	69.8	67.3
Gender								
Male	77	98.7	45.7	45.7	8.6	54.3	69.3	66.9
Female	96	100	50	47.7	2.3	50	70.3	67.7
Racial/Ethnic Group								
White	137	99.3	39.7	54.8	5.6	60.3	78.8	79.6
African American	33	100	80.6	16.1	3.2	19.4	54.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.4	59.4
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	65.4	69.5
Disability Status								
Disabled	36	97.2	N/A	N/A	N/A	31	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.8	58.6
Socio-Economic Status								
Subsidized meals	121	99.2	54.6	40.7	4.6	45.4	60.2	55.4

Social Studies

All Students	171	100	41.1	50.6	8.2	58.9	73.4	70.9
Gender								
Male	80	100	42.5	50.7	6.8	57.5	72.2	70.1
Female	91	100	40	50.6	9.4	60	74.7	71.7
Racial/Ethnic Group								
White	132	100	36.5	54	9.5	63.5	78.7	79.2
African American	37	100	59.4	37.5	3.1	40.6	63.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	72.9	68
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	71	71.2
Disability Status								
Disabled	28	100	65.2	30.4	4.3	34.8	41.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	70.8	68
Socio-Economic Status								
Subsidized meals	110	100	51.5	44.3	4.1	48.5	66	60.8

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	228	99.6	43.1	32.9	24.1	56.9	72.9	72.1	95.1	96.2
Gender										
Male	106	99.1	55	31	14	45	65.6	65.2	95.1	96.1
Female	122	100	32.8	34.5	32.8	67.2	80.7	79.2	95.1	96.2
Racial/Ethnic Group										
White	179	99.4	38.6	35.1	26.3	61.4	78.3	80.8	94.8	95.7
African American	46	100	61.4	22.7	15.9	38.6	64	59.7	96.3	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.7	87	93.1	97.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.4	64.6	88.4	96.5
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	84.1	73.4	99.4	95.3
Disability Status										
Disabled	42	97.6	75.7	10.8	13.5	24.3	30.3	27.7	94.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.1	63.7	93.1	96.8
Socio-Economic Status										
Subsidized meals	154	99.4	54.2	30.3	15.5	45.8	65.2	61.9	94.6	95.9

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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	107	100	37.3	33.3	29.4	62.7
	4	107	100	28.4	41.2	30.4	71.6
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	124	97.6	18.8	27.4	53.8	81.2
	4	111	98.2	29	42	29	71
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2010	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	107	100	53.9	35.3	10.8	46.1
	4	107	100	21.6	58.8	19.6	78.4
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	124	100	44.4	34.2	21.4	55.6
	4	111	99.1	33	47	20	67
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2010	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	53	100	51	47.1	2	49
	4	107	100	39.2	53.9	6.9	60.8
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	63	100	57.6	32.2	10.2	42.4
	4	110	99.1	42.4	55.6	2	57.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
2009	3	54	100	N/AV	N/AV	N/AV	35.3
	4	107	100	24.5	70.6	4.9	75.5
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	61	100	39.7	39.7	20.7	60.3
	4	110	100	42	57	1	58
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	106	99.1	55.4	28.7	15.8	44.6
	4	107	100	41.2	38.2	20.6	58.8
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	121	100	43.6	33.3	23.1	56.4
	4	107	99.1	42.4	32.3	25.3	57.6
	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
2011	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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