



BETHUNE ELEMENTARY

302 Norwood St. East
Bethune, SC 29009

Grades	PK-5 Elementary School	
Enrollment	109 Students	
Principal	Morris Duane Pate	843-334-6278
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

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	Average	Average
2006	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 2009-10 whose 2008-09 test scores were located

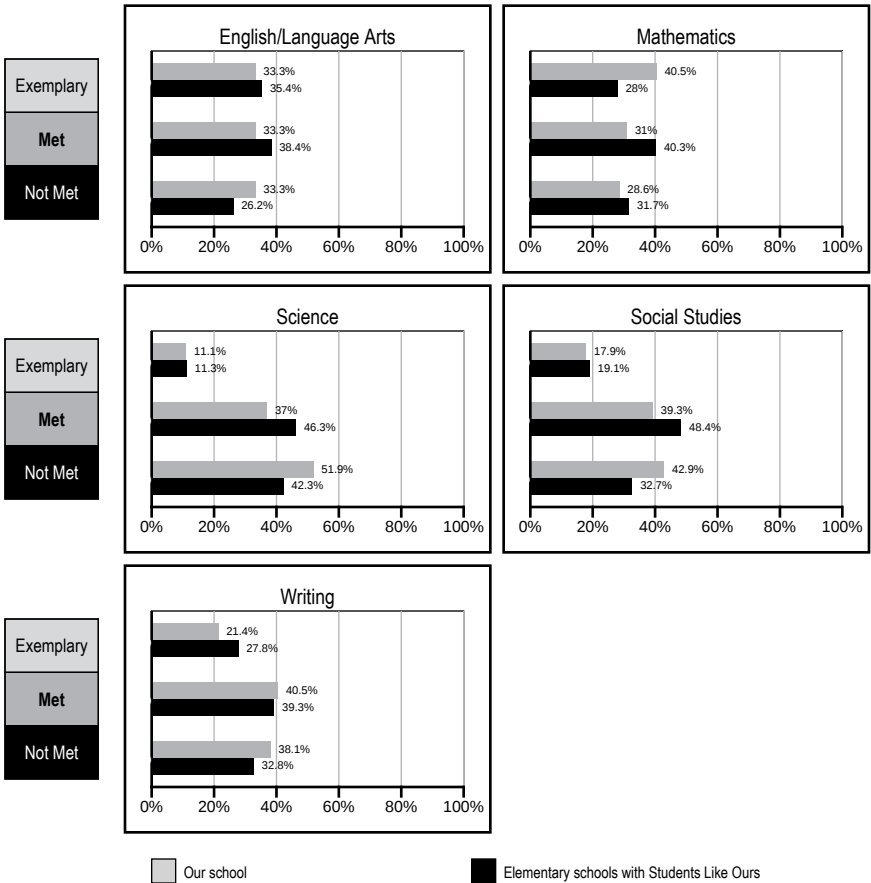
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	101	12	1

* 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=109)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.3%	1.6%	1.2%
Attendance rate	94.4%	Down from 95.2%	95.7%	96.1%
Eligible for gifted and talented	13.3%	Up from 8.7%	9.6%	11.7%
With disabilities other than speech	2.8%	Down from 6.3%	9.0%	8.0%
Older than usual for grade	0.0%	No Change	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=10)				
Teachers with advanced degrees	70.0%	Up from 60.0%	59.4%	60.5%
Continuing contract teachers	80.0%	No Change	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.8%	Up from 83.3%	87.5%	87.0%
Teacher attendance rate	96.7%	Down from 97.4%	94.8%	95.4%
Average teacher salary*	\$46,926	Up 5.0%	\$46,685	\$47,288
Professional development days/teacher	5.0 days	Down from 6.0 days	11.1 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	11.9 to 1	Down from 18.0 to 1	19.3 to 1	19.2 to 1
Prime instructional time	90.9%	Down from 92.0%	89.6%	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 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,996	Down 3.2%	\$7,574	\$7,548
Percent of expenditures for instruction**	64.0%	Up from 60.1%	67.6%	68.7%
Percent of expenditures for teacher salaries**	60.5%	Up from 55.9%	64.5%	65.1%

* 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

The 2009 - 2010 theme was "Reaching for The Stars." We focused our attention on an acceleration path to surpass the accomplishments of the 2008 – 2009 school year. To do this, we focused on closing the achievement gap using a variety of best practices driven by our curriculum standards. We successfully implemented the use of laptops in classrooms for A+ Learning, implemented the Annual Growth for all students and Catch-Up Growth for those who were behind model from Kennewick Schools in Washington State, hired two instructional interventionists through our Technical Assistance funds, and used the SuccessMaker to differentiate instruction.

Students were divided into small instructional groups according to MAP RIT bands two days weekly in the SuccessMaker Computer Lab. Students also used laptops in the classrooms to work on individual areas of concerns throughout the day. Also, each student was placed with an instructional interventionist and support staff to receive individual and/or small group instruction. Many students received individual and small group instruction at least twice each day four days a week. Students monitored their own learning by maintaining data folders and participating in our first student-led parent conferences in March—a time for students to explain their learning to parents based on data collected from classroom assignments. Teachers held weekly vertical planning meetings with the Curriculum Coach and principal to discuss the effectiveness of best practice strategies and student progress. We continued using data notebooks during vertical planning and Child Study Team meetings as a tool to analyze academic data of students.

We held many motivational events to encourage students, parents, and staff. We sponsored a float in the annual Camden/Kershaw County Christmas Parade and held a Christmas Musical which was well attended by the community. Twenty-eight students won the honor of being the "Principal for the Day" as the highest sellers in a school fundraiser. Finally, as a kickoff activity for the Accelerated Reading Program, the principal "dressed" in female attire when the students surpassed the Accelerated Reading Committee's challenge by reading 198 books in one week, nearly 60 more than the original goal. The PTO consistently supports school activities—sponsoring a Friday fun day at school and a trip to Carowinds for students meeting nine weeks and the end of the year goals. Our SIC sponsored a meeting designed to open communication between the district and community concerning small schools. After analyzing MAP data, the SIC recommended that the school purchase materials for students to use during the summer in order to decrease academic regression. We continuously have great support from our school community. A local business owner taught a weekly computer class of approximately 20 or more senior citizens. Many parents and local businesses participated in our Career Day in April. We started Media Mania every 4th Monday for parents, students, and community so they could enjoy reading the newspaper, magazines, and taking Accelerated Reader tests while the media center was open outside of school hours.

Theodore Jackson, Principal

Jennifer Kelley, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	14	14
Percent satisfied with learning environment	100.0%	85.7%	76.9%
Percent satisfied with social and physical environment	87.5%	78.6%	92.3%
Percent satisfied with school-home relations	87.5%	78.6%	92.3%

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

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School Adequate Yearly Progress	YES
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This school met 5 out of 5 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	
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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	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.4%	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	44	93.2	33.3	33.3	33.3	76.2	85.9	83.5	Yes	Yes
Gender										
Male	19	94.7	26.3	36.8	36.8	78.9	83.5	80.1	N/A	N/A
Female	25	92	39.1	30.4	30.4	73.9	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	26	96.2	36	32	32	76	89.7	89.6	I/S	I/S
African American	16	93.8	26.7	40	33.3	80	77	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	86	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	52.9	51.7	I/S	I/S
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	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	34	91.2	36.4	33.3	30.3	72.7	79.5	76.9	I/S	I/S

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

All Students	44	100	28.6	31	40.5	78.6	82.5	80.4	Yes	Yes
Gender										
Male	19	100	26.3	31.6	42.1	84.2	80.5	78.4	N/A	N/A
Female	25	100	30.4	30.4	39.1	73.9	84.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	26	100	24	36	40	76	87.2	87.8	I/S	I/S
African American	16	100	33.3	26.7	40	86.7	71.4	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.6	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	48.3	46.1	I/S	I/S
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	77.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	34	100	30.3	30.3	39.4	78.8	75.3	72.8	I/S	I/S

* 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	29	100	51.9	37	11.1	48.1	69.5	67.3
Gender								
Male	10	I/S	I/S	I/S	I/S	I/S	69.4	66.9
Female	19	100	58.8	29.4	11.8	41.2	69.6	67.7
Racial/Ethnic Group								
White	18	100	52.9	35.3	11.8	47.1	78.1	79.6
African American	10	I/S	I/S	I/S	I/S	I/S	50.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	85	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	57.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	34.6	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	50.5	58.6
Socio-Economic Status								
Subsidized meals	23	100	50	40.9	9.1	50	57.6	55.4

Social Studies

All Students	29	96.6	40.7	40.7	18.5	59.3	73.9	70.9
Gender								
Male	15	93.3	35.7	42.9	21.4	64.3	74.2	70.1
Female	14	100	46.2	38.5	15.4	53.8	73.6	71.7
Racial/Ethnic Group								
White	17	94.1	33.3	53.3	13.3	66.7	79.3	79.2
African American	11	100	54.5	27.3	18.2	45.5	61.2	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.8	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	70.5	68
American Indian/Alaskan	0	N/A	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	40	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	66.7	68
Socio-Economic Status								
Subsidized meals	23	95.7	47.6	33.3	19	52.4	64.2	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	44	100	38.1	40.5	21.4	61.9	76.2	72.1	94.4	95.5
Gender										
Male	19	100	42.1	36.8	21.1	57.9	69.6	65.2	94.2	95.4
Female	25	100	34.8	43.5	21.7	65.2	83.2	79.2	94.6	95.6
Racial/Ethnic Group										
White	26	100	32	48	20	68	81	80.8	93.2	95.2
African American	16	100	46.7	26.7	26.7	53.3	65	59.7	95.8	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	87	99.4	96.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72.8	64.6	92.8	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	88.6
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	28.9	27.7	93.4	94.7
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	67.5	63.7	92.8	96.5
Socio-Economic Status										
Subsidized meals	34	100	45.5	33.3	21.2	54.5	66.9	61.9	94.4	95

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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	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
2010	3	16	81.3	46.7	13.3	40	53.3
	4	14	100	30.8	30.8	38.5	69.2
	5	14	100	21.4	57.1	21.4	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	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
2010	3	16	100	46.7	13.3	40	53.3
	4	14	100	30.8	38.5	30.8	69.2
	5	14	100	7.1	42.9	50	92.9
	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
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
2010	3	8	I/S	I/S	I/S	I/S	I/S
	4	14	100	N/A	N/A	N/A	53.8
	5	7	I/S	I/S	I/S	I/S	I/S
	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

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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	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
2010	3	8	I/S	I/S	I/S	I/S	I/S
	4	14	100	46.2	30.8	23.1	53.8
	5	7	I/S	I/S	I/S	I/S	I/S
	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	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
2010	3	16	100	33.3	46.7	20	66.7
	4	14	100	46.2	23.1	30.8	53.8
	5	14	100	35.7	50	14.3	64.3
	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

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