



BETHUNE ELEMENTARY

302 Norwood St. East
Bethune, SC 29009

Grades	PK-5 Elementary School	
Enrollment	112 Students	
Principal	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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

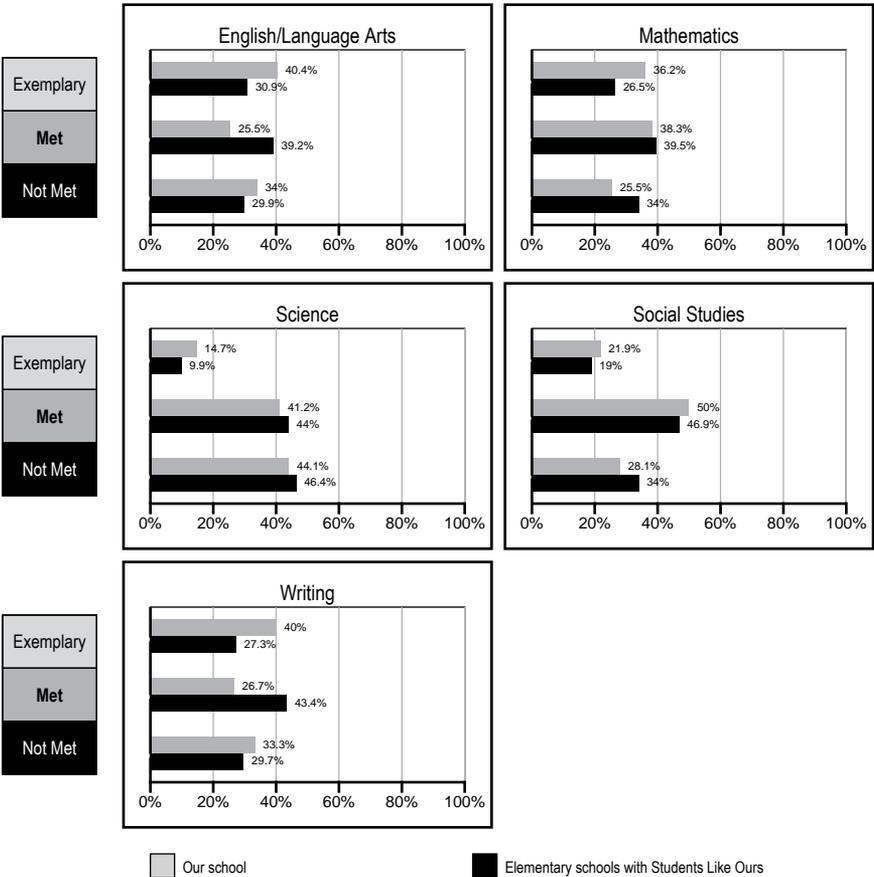
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	95	27	6

* Ratings are calculated with data available by 11/09/2011.

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=112)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.0%	1.5%	1.1%
Attendance rate	95.8%	Up from 94.4%	95.9%	96.2%
Served by gifted and talented program	12.2%	Down from 13.3%	8.3%	13.4%
With disabilities other than speech	3.7%	Up from 2.8%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	66.7%	Down from 70.0%	61.9%	62.5%
Continuing contract teachers	100.0%	Up from 80.0%	85.7%	88.2%
Teachers returning from previous year	92.6%	Up from 83.8%	86.5%	87.8%
Teacher attendance rate	97.2%	Up from 96.7%	95.1%	95.2%
Average teacher salary*	\$44,604	Down 4.9%	\$45,697	\$46,773
Professional development days/teacher	10.0 days	Up from 5.0 days	10.4 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 11.9 to 1	18.4 to 1	19.9 to 1
Prime instructional time	92.9%	Up from 90.9%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,495	Up 5.0%	\$7,789	\$7,447
Percent of expenditures for instruction**	60.9%	Down from 64.0%	67.9%	68.4%
Percent of expenditures for teacher salaries**	60.1%	Down from 60.5%	64.7%	65.8%

* 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

Bethune Elementary School had many successes during the 2010-2011 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. We also hired one instructional assistant through our Technical Assistance funds. She worked with small groups in all grades. Students were divided into small instructional groups according to MAP RIT bands three days each week in either the Success Maker Computer Lab or in small groups with teachers and our instructional assistant. Students also used laptops in the classrooms to work on individual areas of concerns throughout the day. Our laptops are also used as class sets for teacher directed research projects. 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 during this school year. We held a Christmas Musical which was well attended by the community. We have awards programs each nine weeks to celebrate student accomplishments. Our Science Lab teacher implemented a recycling program for our teachers and students. Bethune Elementary hosts the annual Bethune Chicken Strut Beauty Pageant in our gymnasium. We have Reading Buddies who come in each week and read with targeted students. The PTO consistently supports school activities—sponsoring a Friday fun day at school and a field trip for students meeting nine weeks and other end of the year goals. We continuously have great support from our school community.

Duane Pate, Principal

Jennifer Kelley, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	15	11
Percent satisfied with learning environment	100.0%	86.7%	90.9%
Percent satisfied with social and physical environment	100.0%	73.3%	100.0%
Percent satisfied with school-home relations	88.9%	100.0%	90.9%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 4 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

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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	50	100	34	25.5	40.4	72.3	85.2	82.4	No	Yes
Gender										
Male	27	100	33.3	25.9	40.7	74.1	82.3	78.7	N/A	N/A
Female	23	100	35	25	40	70	88.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	29	100	23.1	34.6	42.3	80.8	89.1	88.9	I/S	I/S
African American	20	100	45	15	40	65	76.3	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	84.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	83	I/S	I/S
Disability Status										
Disabled	12	100	63.6	27.3	9.1	54.5	51.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	39	100	40.5	24.3	35.1	67.6	79.2	75.4	I/S	I/S

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	50	100	25.5	38.3	36.2	87.2	84.2	81.9	Yes	Yes
Gender										
Male	27	100	25.9	40.7	33.3	88.9	82.3	79.9	N/A	N/A
Female	23	100	25	35	40	85	86.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	29	100	19.2	46.2	34.6	92.3	88.9	88.9	I/S	I/S
African American	20	100	35	25	40	80	72.9	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	87.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	84.4	I/S	I/S
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	72.7	51.2	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	85.2	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	39	100	24.3	40.5	35.1	86.5	77.8	74.9	I/S	I/S

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	35	100	44.1	41.2	14.7	55.9	72.3	68.6
Gender								
Male	19	100	47.4	42.1	10.5	52.6	72.5	68.3
Female	16	100	40	40	20	60	72	68.9
Racial/Ethnic Group								
White	21	100	40	40	20	60	81.3	80.7
African American	13	100	46.2	46.2	7.7	53.8	52.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	39.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	59.6	60.7
Socio-Economic Status								
Subsidized meals	29	100	42.9	46.4	10.7	57.1	61.4	57.3
Social Studies								
All Students	35	100	28.1	50	21.9	71.9	72.8	72.5
Gender								
Male	17	100	29.4	47.1	23.5	70.6	72.2	72
Female	18	100	26.7	53.3	20	73.3	73.5	73.1
Racial/Ethnic Group								
White	21	100	38.9	38.9	22.2	61.1	78	81
African American	13	100	15.4	61.5	23.1	84.6	60.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	45.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	71.4	69.7
Socio-Economic Status								
Subsidized meals	26	100	29.2	58.3	12.5	70.8	63.3	62.9

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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	15	100	33.3	26.7	40	66.7	77.8	73.2	95.8	95.9
Gender										
Male	7	I/S	I/S	I/S	I/S	I/S	73.2	67.2	95.5	95.8
Female	8	I/S	I/S	I/S	I/S	I/S	82.8	79.4	96.2	96
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	84	81.5	95	95.6
African American	6	I/S	I/S	I/S	I/S	I/S	66.1	61.3	96.8	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.3	66.7	95.9	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.3	95.3
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	27.4	26	95.6	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.8	65.7	95.9	97
Socio-Economic Status										
Subsidized meals	13	100	30.8	30.8	38.5	69.2	67.1	63.2	95.8	95.5

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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							
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
2011	3	14	100	30.8	30.8	38.5	69.2
	4	20	100	36.8	26.3	36.8	63.2
	5	16	100	33.3	20	46.7	66.7
	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	
Mathematics							
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
2011	3	14	100	46.2	30.8	23.1	53.8
	4	20	100	15.8	52.6	31.6	84.2
	5	16	100	20	26.7	53.3	80
	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							
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
2011	3	7	I/S	I/S	I/S	I/S	I/S
	4	20	100	42.1	47.4	10.5	57.9
	5	8	I/S	I/S	I/S	I/S	I/S
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	7	I/S	I/S	I/S	I/S	I/S
	4	20	100	26.3	68.4	5.3	73.7
	5	8	I/S	I/S	I/S	I/S	I/S
	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							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	15	100	33.3	26.7	40	66.7
	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

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