



BETHUNE-BOWMAN ELEMENTARY

4857 Charleston HWY
Rowesville, SC 29133

Grades	PK-5 Elementary School	
Enrollment	348 Students	
Principal	Dr. Charlene A. Stokes	803-533-6371
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Lisa Jenkins	803-533-7927

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	Average
2007	Below 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 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

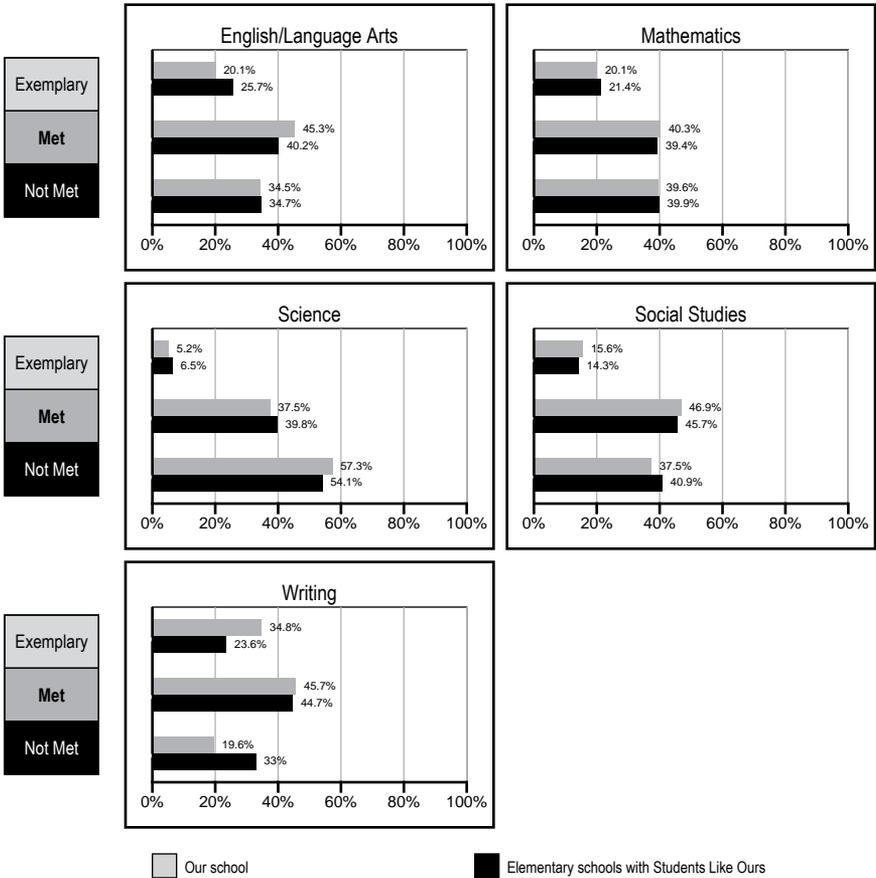
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	70	47	20

* 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=348)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Up from 2.6%	1.5%	1.1%
Attendance rate	95.8%	Up from 95.6%	96.0%	96.2%
Served by gifted and talented program	3.9%	Up from 1.0%	5.1%	13.4%
With disabilities other than speech	1.3%	Down from 4.8%	4.3%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	77.3%	Down from 95.0%	61.9%	62.5%
Continuing contract teachers	72.7%	Down from 100.0%	81.8%	88.2%
Teachers returning from previous year	82.2%	Down from 85.0%	84.6%	87.8%
Teacher attendance rate	94.1%	Down from 94.3%	95.2%	95.2%
Average teacher salary*	\$50,456	Down 6.4%	\$45,188	\$46,773
Professional development days/teacher	25.9 days	Up from 20.5 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	24.6 to 1	Up from 16.5 to 1	17.5 to 1	19.9 to 1
Prime instructional time	86.5%	Down from 87.7%	90.1%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,435	Down 5.9%	\$8,760	\$7,447
Percent of expenditures for instruction**	68.9%	Up from 68.0%	67.5%	68.4%
Percent of expenditures for teacher salaries**	63.6%	Up from 60.5%	63.9%	65.8%

* 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

Bethune-Bowman Elementary School was recognized in 2008-2009 and again in 2009-2010 for meeting Adequate Yearly Progress (AYP). Our staff has been very receptive to several new initiatives such as Voyager, single-gender classes, and a partnership with the HOPE Foundation. Voyager provides strategic and intensive interventions that are adaptive to the needs of diverse populations. Single-gender classes were implemented in 4th grade. Single-gender is a research-based program that facilitates achievement for all students. The HOPE Foundation provides on-site professional development.

Academically, grade and content specific Standards / Indicators and the South Carolina support documents were our instructional road map. We monitored and adjusted our instructional program to meet the needs of all students. In doing so, we conducted curriculum, grade-level, faculty, and learning community meetings, vertical team planning sessions, and student achievement meetings on a regular basis.

Bethune-Bowman Elementary School students are exposed to a rigorous curriculum along with other enriching and challenging experiences. Our students participated in the National Geographic Geography Bee, the District Spelling Bee, Math Fest, the District Robotics competition, and the District Science Fair. Additionally, our students participated in several service learning projects such as Jump Rope for Heart, St. Jude Hospital's Math-A-Thon, Pennies for Patients sponsored by The Leukemia & Lymphoma Society, and Relay for Life.

The major emphasis at Bethune-Bowman Elementary School during the 2011-2012 school year will be to continue to use data to make instructional decisions so that all our children reach their fullest potential; to maximize instructional time so that students will experience every opportunity to learn; and to continue closing the achievement gap of social-economic, racial, and gender divides. These challenges will be addressed through continued dialogue, examination of assessment data, and sustained and on-going professional development.

Bethune-Bowman Elementary remains committed to having all our children reach their fullest potential.

Charlene A. Stokes, Ed. D., Principal
 Rosenda Starling, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	51	46
Percent satisfied with learning environment	79.2%	92.2%	84.4%
Percent satisfied with social and physical environment	76.0%	92.2%	86.4%
Percent satisfied with school-home relations	56.0%	92.2%	82.2%

* 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 10 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	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

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

All Students	157	99.4	35	44.1	21	81.1	75.1	82.4	Yes	Yes
Gender										
Male	77	98.7	35.8	44.8	19.4	77.6	71.9	78.7	N/A	N/A
Female	80	100	34.2	43.4	22.4	84.2	78.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	20	100	38.9	27.8	33.3	77.8	81.9	88.9	I/S	I/S
African American	128	99.2	34.7	45.5	19.8	81	74.1	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	77.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	23	95.7	59.1	13.6	27.3	50	48.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	82.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	149	100	35.5	43.5	21	81.2	72.5	75.4	Yes	Yes

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

All Students	157	99.4	39.9	39.2	21	69.9	72.4	81.9	No	Yes
Gender										
Male	77	98.7	37.3	46.3	16.4	68.7	69.7	79.9	N/A	N/A
Female	80	100	42.1	32.9	25	71.1	75.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	20	100	33.3	33.3	33.3	72.2	76.6	88.9	I/S	I/S
African American	128	99.2	41.3	38.8	19.8	68.6	71.5	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	83.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	23	95.7	50	36.4	13.6	54.5	45.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	88.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	149	100	39.9	39.1	21	70.3	70.1	74.9	No	Yes

* 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	106	100	56	37	7	44	57.9	68.6
Gender								
Male	53	100	52.1	39.6	8.3	47.9	58.9	68.3
Female	53	100	59.6	34.6	5.8	40.4	57	68.9
Racial/Ethnic Group								
White	11	100	I/S	I/S	I/S	I/S	72.5	80.7
African American	88	100	52.9	41.2	5.9	47.1	56.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	47.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	17	100	58.8	29.4	11.8	41.2	38.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	50	60.7
Socio-Economic Status								
Subsidized meals	103	100	55.7	37.1	7.2	44.3	54.3	57.3
Social Studies								
All Students	107	99.1	37.4	47.5	15.2	62.6	65	72.5
Gender								
Male	52	98.1	33.3	51.1	15.6	66.7	61.8	72
Female	55	100	40.7	44.4	14.8	59.3	68.4	73.1
Racial/Ethnic Group								
White	14	100	30.8	38.5	30.8	69.2	74.2	81
African American	90	98.9	39.3	47.6	13.1	60.7	63.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	16	93.8	53.3	40	6.7	46.7	44.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80	69.7
Socio-Economic Status								
Subsidized meals	100	100	37.9	47.4	14.7	62.1	61.8	62.9

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	53	92.5	19.6	45.7	34.8	80.4	66.9	73.2	95.8	95.9
Gender										
Male	27	85.2	30	50	20	70	59.8	67.2	95.2	95.5
Female	26	100	11.5	42.3	46.2	88.5	74.1	79.4	96.3	96.3
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	65.2	81.5	94.9	94.3
African American	43	90.7	16.2	45.9	37.8	83.8	66.9	61.3	96	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	95	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.6
Disability Status										
Disabled	4	I/S	N/A	N/A	N/A	N/A	27.2	26	95.5	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	65.7	95	96.2
Socio-Economic Status										
Subsidized meals	51	94.1	17.8	46.7	35.6	82.2	63	63.2	95.8	95.7

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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	55	96.4	34.6	40.4	25	65.4
	4	48	100	25.6	53.5	20.9	74.4
	5	52	100	34.7	53.1	12.2	65.3
	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	8	0	N/A	N/A	N/A	N/A	N/A
	3	49	100	31	42.9	26.2	69
	4	55	100	38.5	34.6	26.9	61.5
	5	53	98.1	34.7	55.1	10.2	65.3
	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
	Mathematics						
2010	3	55	98.2	50	30.8	19.2	50
	4	48	100	37.2	55.8	7	62.8
	5	52	100	38.8	38.8	22.4	61.2
	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	8	0	N/A	N/A	N/A	N/A	N/A
	3	49	100	52.4	23.8	23.8	47.6
	4	55	100	28.8	42.3	28.8	71.2
	5	53	98.1	40.8	49	10.2	59.2
	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
	Science						
2010	3	29	100	N/A	N/A	N/A	32.1
	4	48	100	60.5	32.6	7	39.5
	5	27	96.3	47.8	47.8	4.3	52.2
	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	8	0	N/A	N/A	N/A	N/A	N/A
	3	24	100	63.6	22.7	13.6	36.4
	4	55	100	47.2	47.2	5.7	52.8
	5	27	100	68	28	4	32
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	25	100	45.8	50	4.2	54.2
	4	48	100	23.3	51.2	25.6	76.7
	5	25	100	56	36	8	44
	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	26	100	40.9	50	9.1	59.1
	4	55	100	37.7	45.3	17	62.3
	5	26	96.2	33.3	50	16.7	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
Writing							
2010	3	55	98.2	41.5	45.3	13.2	58.5
	4	47	95.7	34.9	46.5	18.6	65.1
	5	51	94.1	30.4	47.8	21.7	69.6
	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
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	53	92.5	19.6	45.7	34.8	80.4
	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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