



Henry E. Bonner Elementary

171 Macedonia Foxes
Moncks Corner, SC 29461

Grades	PK-4 Elementary School	
Enrollment	703 Students	
Principal	Natalie S. Locklear	843-899-8950
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Good
2006	Average	Good
2005	Average	Good
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

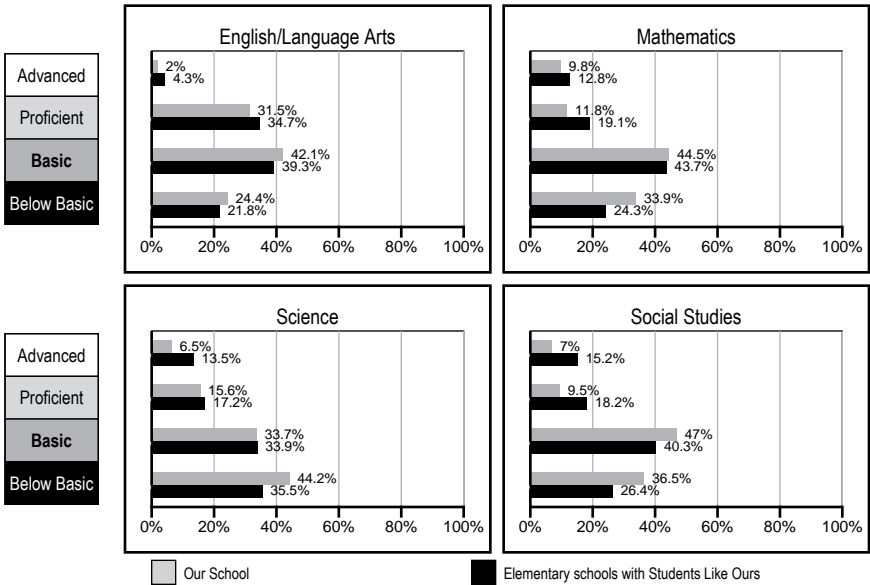
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	48	36	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=703)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.7%	Up from 3.9%	2.9%	2.3%
Attendance rate	95.9%	Up from 95.6%	96.1%	96.3%
Eligible for gifted and talented	9.2%	Up from 7.7%	8.9%	10.4%
With disabilities other than speech	6.8%	Down from 9.5%	9.0%	7.5%
Older than usual for grade	1.0%	Down from 1.4%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	66.7%	Down from 69.8%	56.5%	56.7%
Continuing contract teachers	81.0%	Up from 74.4%	79.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.7%	Down from 87.1%	87.1%	86.4%
Teacher attendance rate	95.6%	Up from 94.2%	94.9%	94.9%
Average teacher salary	\$45,049	Up 1.6%	\$45,378	\$45,345
Professional development days/teacher	13.1 days	Up from 7.5 days	12.8 days	12.6 days
School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 22.0 to 1	18.5 to 1	18.5 to 1
Prime instructional time	89.8%	Up from 88.4%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,451	Up 10.9%	\$7,071	\$7,052
Percent of expenditures for instruction*	65.5%	Down from 66.2%	68.5%	69.1%
Percent of expenditures for teacher salaries*	59.5%	Down from 62.4%	63.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

It was another great year at Bonner Elementary School. Our staff, students and volunteers provided an exceptional environment where great things happened daily. H.E. Bonner Elementary School is a rural school located nine miles northeast of Moncks Corner, South Carolina. We serve approximately 720 students from nine small communities. Our greatest asset is having a community and faculty that are committed to helping all children succeed.

Our school received the Palmetto's Silver Award for improving test scores, South Carolina's Arts in Basic Curriculum Grant, and we've applied for the DAP (Distinguished Arts Program) Grant. While we experience success in many areas, we focused this year on math, reading, and integrating the arts. We were fortunate to have a math coach and a literacy coach who allowed us to better focus on instruction and in-house staff development. As a county, we implemented a balanced literacy program that focused on phonemic awareness and the Everyday Math series, which spirals the curriculum as it relates to everyday situations. As a school, we set the stage so our students could experience units that integrate music, art, dance, and theatre. This was a great opportunity for students to connect their learning to their areas of interest.

We continuously assess student performance to help guide our instruction and use test data to target specific student needs. We continued programs such as Accelerated Reader, FastMath, after-school tutoring, inquiry-based science lessons, and Roscoe Reading. These programs add an element of fun and help students to understand that learning can be enjoyable. Technology is a primary focus for our school. We want to provide technological equipment that will help our students be competitive in their later employment. Right now we have SmartBoards, computers in every classroom, and two computer labs. Our next big push will center on getting Senteo Systems for each classroom.

PTO has been a crucial component of our success this year. They volunteered numerous hours that helped our faculty, staff, and students in many ways. For example, one of their goals this year was to provide equipment for our kindergarten play area. Our students were excited to hear that their new playground equipment would be installed and ready for the 2008-2009 school year. The PTO, community members, and parent volunteers added a lot of character and truly made it an exciting year.

Bonner Elementary achieved 19 of the 21 Average Yearly Progress (AYP) objectives. Our plans for the 2008-2009 school year include a focus on grade-level planning and student assessment. We will utilize weekly team planning to plan instruction and reflect on lessons and assessments. These initiatives will continue moving us toward achieving Adequate Yearly Progress.

Natalie S. Locklear, Principal
Susan Denton, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	138	83
Percent satisfied with learning environment	90.2%	86.2%	89.2%
Percent satisfied with social and physical environment	97.6%	81.9%	89.0%
Percent satisfied with school-home relations	90.2%	82.6%	79.3%

* 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 11 out of 17 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

Restructure

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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	263	100	24.4	42.1	31.5	2	48	48.6	48.2	Yes	Yes
Gender											
Male	134	100	34.9	32.6	30.2	2.3	44.2	40.8	41.7	N/A	N/A
Female	129	100	13.6	52	32.8	1.6	52	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	208	100	20.6	42.7	34.7	2	51.3	55.4	60	Yes	Yes
African American	52	100	38.5	40.4	21.2	0	36.5	36.5	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	32	100	65.6	25	9.4	0	18.8	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	176	100	29.2	41.7	28	1.2	42.3	38.5	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	263	100	33.9	44.5	11.8	9.8	29.9	44.2	45.8	No	Yes
Gender											
Male	134	100	33.3	41.9	14	10.9	31.8	44.4	45.6	N/A	N/A
Female	129	100	34.4	47.2	9.6	8.8	28	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	208	100	29.1	45.7	13.6	11.6	35.7	52.8	59	No	Yes
African American	52	100	50	42.3	5.8	1.9	7.7	28.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	32	100	71.9	28.1	0	0	3.1	14.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	38.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	176	100	41.7	44.6	7.1	6.5	23.8	33.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	205	100	44.2	33.7	15.6	6.5	22.1	35.1	35.7	95.9	96.4
Gender											
Male	102	100	41.4	35.4	15.2	8.1	23.2	36.3	37.4	95.9	96.3
Female	103	100	47	32	16	5	21	33.9	33.8	95.8	96.5
Racial/Ethnic Group											
White	159	100	37.9	36.6	18.3	7.2	25.5	44.8	49.2	95.6	96
African American	44	100	65.9	25	6.8	2.3	9.1	18.5	17	97.1	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	96	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26.8	24.9	90.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	N/A	95.2
Disability Status											
Disabled	24	100	75	20.8	4.2	0	4.2	9.8	14	94.9	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	24.3	24.4	90.8	96.9
Socio-Economic Status											
Subsidized meals	137	100	53	34.1	9.8	3	12.9	23.7	21.1	95.5	96.1
Social Studies											
All Students	207	100	36.5	47	9.5	7	16.5	34.6	34	95.9	96.4
Gender											
Male	105	100	34.7	50.5	6.9	7.9	14.9	36.3	36.6	95.9	96.3
Female	102	100	38.4	43.4	12.1	6.1	18.2	32.8	31.3	95.8	96.5
Racial/Ethnic Group											
White	163	100	30.1	49.4	12.2	8.3	20.5	40.9	44.5	95.6	96
African American	42	100	57.1	40.5	0	2.4	2.4	22.7	19.1	97.1	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	96	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.3	27.5	90.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	N/A	95.2
Disability Status											
Disabled	22	100	72.7	27.3	0	0	0	11.8	14.4	94.9	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	29.6	27.3	90.8	96.9
Socio-Economic Status											
Subsidized meals	140	100	45.5	40.3	9.7	4.5	14.2	25.5	21	95.5	96.1

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	153	99.4	21.4	34.5	41.4	2.8	44.1
	4	129	99.2	16.8	51.2	29.6	2.4	32
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	114	100	15.6	43.1	37.6	3.7	41.3
	4	149	100	31	41.4	26.9	0.7	27.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	153	98.7	31.3	48.6	16.7	3.5	20.1
	4	129	100	21.4	43.7	15.9	19	34.9
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	114	100	33	52.3	7.3	7.3	14.7
	4	149	100	34.5	38.6	15.2	11.7	26.9
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	77	100	58.9	30.1	11	0	11
	4	129	100	47.6	33.3	10.3	8.7	19
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	40.7	31.5	20.4	7.4	27.8
	4	149	100	45.5	34.5	13.8	6.2	20
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	76	98.7	27.8	56.9	13.9	1.4	15.3
	4	129	100	38.9	46.8	11.1	3.2	14.3
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	30.9	52.7	7.3	9.1	16.4
	4	149	100	38.6	44.8	10.3	6.2	16.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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