



Bishopville Primary

603 Norton Dennis Avenue
Bishopville, South Carolina

Grades	PK-3 Elementary School	
Enrollment	545 Students	
Principal	Lei Knight	803-484-9475
Superintendent	Dr. Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

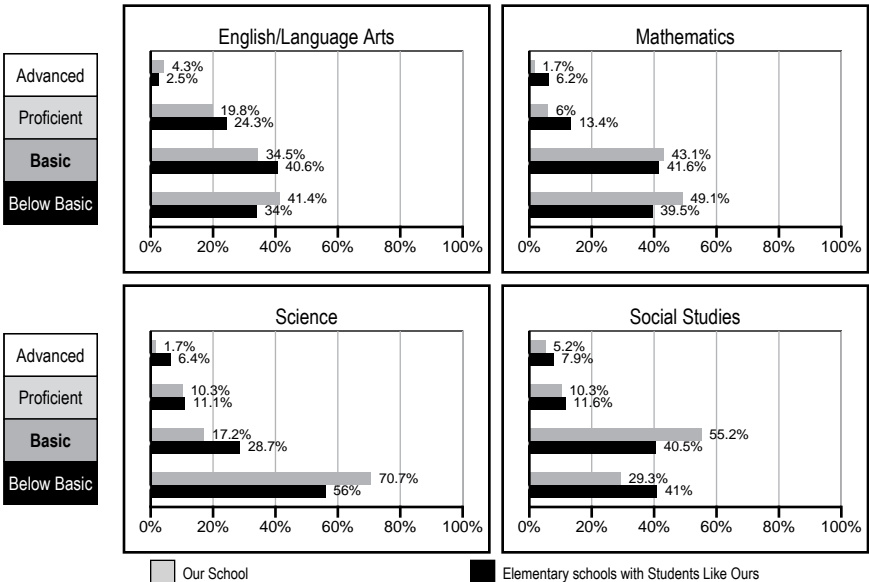
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	46	61

* 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=545)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.4%	Down from 6.3%	3.1%	2.3%
Attendance rate	93.6%	Up from 93.3%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 0.9%	2.9%	10.4%
With disabilities other than speech	7.6%	Up from 5.9%	7.7%	7.5%
Older than usual for grade	1.3%	Up from 1.0%	1.3%	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	52.4%	Up from 48.9%	53.8%	56.7%
Continuing contract teachers	69.0%	Down from 71.1%	69.0%	77.3%
Teachers with emergency or provisional certificates	11.1%	Up from 10.3%	0.0%	0.0%
Teachers returning from previous year	88.3%	Up from 82.7%	82.7%	86.4%
Teacher attendance rate	97.1%	N/R	95.0%	94.9%
Average teacher salary	\$41,583	Up 5.8%	\$43,838	\$45,345
Professional development days/teacher	14.9 days	Down from 21.7 days	13.9 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 17.2 to 1	16.5 to 1	18.5 to 1
Prime instructional time	88.2%	N/R	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,311	Up 7.3%	\$8,189	\$7,052
Percent of expenditures for instruction*	72.8%	Up from 72.5%	68.5%	69.1%
Percent of expenditures for teacher salaries*	65.9%	Down from 67.6%	60.8%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At Bishopville Primary School, we are committed to "Putting Children First." Our faculty and staff work diligently to ensure that each child is prepared for the future through a positive, safe learning environment.

BPS provided many educational opportunities to help improve student growth and achievement. Preschool and kindergarten students received instruction through the Creative Curriculum model. First grade students participated in Language Enrichment and Acceleration Program (LEAP). Third grade students received extra help in science and math in our Measures of Academic Progress (MAP) review sessions. Third grade students participated in our 21st Century After-School Program which enabled our students to grow academically, socially, and physically. The after-school program was supported through Project Reach where high school students tutored twice a week one-on-one or in small groups.

A \$35,000 Project Read Grant enabled our 5K through third grade teachers to receive two days of professional development as well as the materials needed to provide reading instruction for our children. All grade levels received staff development and used the new Approved Curriculum Guides.

Caroline Coleman Bennett, author of Charley's Columbia Backyard, visited the school. Several art students had their work displayed at the Lee County Opera House during the month of February.

First grade through third grade students received hands-on experience with weekly visits to the science lab and field trips that provided our children with real-world experiences. These trips included Historic Camden, Myrtle Beach, and the Pumpkin and Strawberry Patches. New technology purchased this year included several ActivBoards, ELMOs, laptops, and desktop computers for use in the classroom.

Committed to preparing confident, competent, and responsible students, character education is integrated daily. Our school and community participated in several service learning projects to help promote good character. Business partners, the Lee County 4-H Club and Rexam, assisted us with promoting good character.

Staff members were provided opportunities to participate in staff development to improve instruction and assessment. These included MAP and PACT data analysis, Music and Movement, Dominic training, Writers' Workshop, using small group differentiated instruction, and using Technology in the Classroom.

Parents and community members were frequent and welcomed guests at our school. Several opportunities for their involvement were offered throughout the year with programs such as Read Across America Day, Honors Programs, Authors' Teas, Parent Chat, and Family Nights.

Sarah McCutchen, School Improvement Chairperson
Mary W. Randall, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	110	39
Percent satisfied with learning environment	78.8%	81.6%	76.9%
Percent satisfied with social and physical environment	79.4%	85.7%	74.4%
Percent satisfied with school-home relations	45.5%	82.4%	82.1%

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

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School Adequate Yearly Progress

NO

This school met 7 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

Newly Identified

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	12.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.0%	0.0%	No
Student attendance rate	93.6%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	125	100	41	34.2	20.5	4.3	33.3	18.3	48.2	No	Yes
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Gender

Male	57	100	51.9	26.9	19.2	1.9	28.8	14.5	41.7	N/A	N/A
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Female	68	100	32.3	40	21.5	6.2	36.9	21.8	55	N/A	N/A
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Racial/Ethnic Group

White	5	I/S	I/S	I/S	I/S	I/S	I/S	28.1	60	I/S	I/S
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African American	118	100	40.5	36	18.9	4.5	32.4	17.9	31.7	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	20	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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Disability Status

Disabled	24	100	73.9	21.7	4.3	0	13	7.5	16	I/S	I/S
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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
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	21.1	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	115	100	43.1	34.9	19.3	2.8	30.3	17	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	125	100	47.9	44.4	6	1.7	14.5	12.4	45.8	No	Yes
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Gender

Male	57	100	50	42.3	7.7	0	13.5	12.6	45.6	N/A	N/A
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Female	68	100	46.2	46.2	4.6	3.1	15.4	12.1	45.9	N/A	N/A
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Racial/Ethnic Group

White	5	I/S	I/S	I/S	I/S	I/S	I/S	31.3	59	I/S	I/S
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African American	118	100	49.5	44.1	5.4	0.9	12.6	11.2	26.9	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	35	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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Disability Status

Disabled	24	100	82.6	17.4	0	0	0	4.7	17.1	I/S	I/S
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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
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	36.8	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	115	100	49.5	44	5.5	0.9	12.8	11.5	31.4	No	Yes
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* Adj - 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

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	65	100	69	19	10.3	1.7	12.1	6.7	35.7	93.6	95.1
Gender											
Male	27	100	65.2	17.4	17.4	0	17.4	9.1	37.4	93.2	94.7
Female	38	100	71.4	20	5.7	2.9	8.6	4.6	33.8	93.8	95.4
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	13.6	49.2	92.7	92.7
African American	63	100	70.2	19.3	8.8	1.8	10.5	6.3	17	93.6	95.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	93.4	93.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.9	94.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	13	100	83.3	16.7	0	0	0	4	14	93.1	94.1
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	I/S	24.4	94	95.6
Socio-Economic Status											
Subsidized meals	60	100	70.9	20	7.3	1.8	9.1	5.1	21.1	93.6	95.1
Social Studies											
All Students	61	100	28.3	56.7	10	5	15	7.1	34	93.6	95.1
Gender											
Male	31	100	43.3	43.3	6.7	6.7	13.3	8.9	36.6	93.2	94.7
Female	30	100	13.3	70	13.3	3.3	16.7	5.4	31.3	93.8	95.4
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	28.6	44.5	92.7	92.7
African American	56	100	27.3	58.2	9.1	5.5	14.5	5.7	19.1	93.6	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	93.4	93.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	94.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	12	100	58.3	33.3	8.3	0	8.3	5.6	14.4	93.1	94.1
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	I/S	40	27.3	94
Socio-Economic Status											
Subsidized meals	56	100	30.9	56.4	9.1	3.6	12.7	5.8	21	93.6	95.1

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

Abbreviations for Missing Data

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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	113	100	25.5	44.3	29.2	0.9	30.2
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	125	100	41	34.2	20.5	4.3	24.8
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	113	100	39.6	53.8	6.6	0	6.6
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	125	100	47.9	44.4	6	1.7	7.7
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	58	100	60	27.3	9.1	3.6	12.7
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	65	100	69	19	10.3	1.7	12.1
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	55	100	29.4	52.9	17.6	0	17.6
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	61	100	28.3	56.7	10	5	15
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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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