



Bethel-Hanberry Elementary

125 Boney Road
Blythewood, South

Grades	PK-5 Elementary School	
Enrollment	688 Students	
Principal	Mr. Jeff Williams	803-691-6880
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Stephen Shellenberg	803-736-5530

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

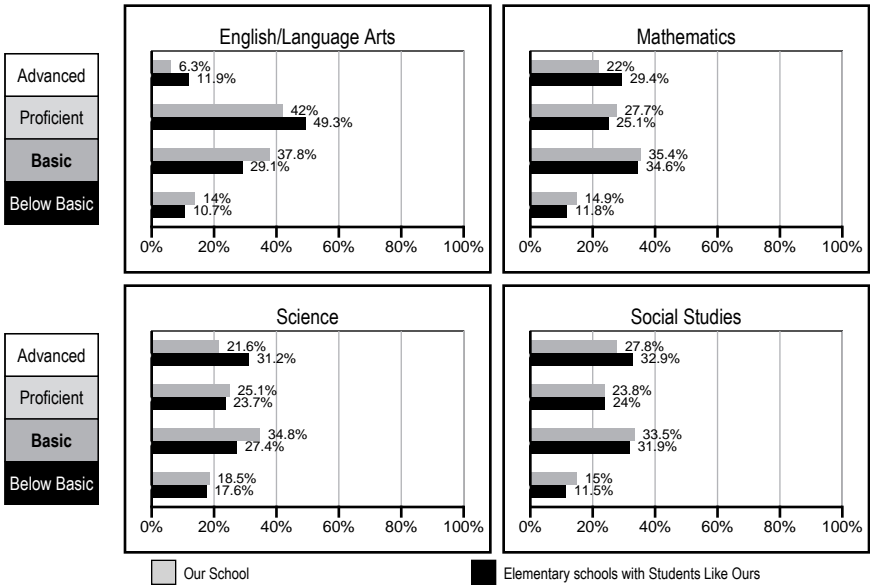
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	21	5	1	0

* 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=688)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Up from 0.4%	1.5%	2.3%
Attendance rate	96.7%	No Change	96.8%	96.3%
Eligible for gifted and talented	20.3%	Down from 21.7%	22.2%	10.4%
With disabilities other than speech	3.5%	Up from 2.6%	6.3%	7.5%
Older than usual for grade	0.0%	No Change	0.2%	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	57.1%	Up from 55.8%	60.1%	56.7%
Continuing contract teachers	76.2%	Down from 79.1%	79.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 87.9%	88.2%	86.4%
Teacher attendance rate	91.3%	Down from 96.9%	95.1%	94.9%
Average teacher salary	\$47,859	Up 4.0%	\$47,187	\$45,345
Professional development days/teacher	13.9 days	Down from 14.5 days	12.5 days	12.6 days
School				
Principal's years at school	0.5	Down from 8.0	4.5	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.7 to 1	20.2 to 1	18.5 to 1
Prime instructional time	86.1%	Down from 93.0%	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,881	Up 10.5%	\$6,498	\$7,052
Percent of expenditures for instruction*	70.5%	Down from 72.8%	70.4%	69.1%
Percent of expenditures for teacher salaries*	66.7%	Down from 67.3%	65.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Bethel-Hanberry Elementary had another opportunity to work with the incredibly supportive Blythewood community. We are thankful for the partnership we have created with our school/parent organizations. Our PTO, SIC and Education Foundation have provided their time and talents to help us meet the diverse needs of our learning community. The efforts of our PTO have helped us provide technology upgrades throughout the building including: additional SMART Boards, computers, and software. Our SIC sponsored a "health day" that featured many of our community resources who taught all of our students important tips for a healthy lifestyle. In addition, our Education Foundation continued their fundraising efforts through their signature event—"Blythewood after Five"—which secured funds to support all academic programs. As a school that has been recognized for Exemplary Writing, Red Carpet, and Palmetto Gold/Silver award winners, we know it takes collaboration and a shared-vision by all to bring success.

Our faculty/staff have grown through professional development opportunities in assessment, instruction, and technology. They were determined to bring a variety of learning activities that challenge students to achieve their very best. We were excited to see the individual growth of students who participated in our "response to intervention" program. As well, all students attended an arts program which featured art, music, and physical education while our media center was a hub of activity with our Accelerated Reader program.

We will continue to develop new ideas and strategies to prepare our students for our ever-changing world. Our teachers do make a difference in the lives of children because teaching and learning are their vocation in life. We will continue to challenge our students to "stay on track for success"!

Mr. Jeff Williams, Principal
Mr. Edward Mines, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	111	64
Percent satisfied with learning environment	100.0%	88.3%	95.2%
Percent satisfied with social and physical environment	100.0%	90.1%	92.1%
Percent satisfied with school-home relations	100.0%	87.4%	88.9%

* 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 15 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

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	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	355	99.7	13.7	37.9	42.1	6.3	62.4	54.9	48.2	Yes	Yes
Gender											
Male	185	100	17.4	41.6	37.6	3.4	57.3	47.6	41.7	N/A	N/A
Female	170	99.4	9.6	33.8	47.1	9.6	68.2	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	209	99.5	7.1	33.2	51.5	8.2	74	75.1	60	Yes	Yes
African American	135	100	23.4	45.3	28.1	3.1	46.1	44.1	31.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.4	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	45.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	20	95	83.3	0	16.7	0	16.7	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	115	100	28.3	40.6	27.4	3.8	43.4	37.4	34	No	Yes

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

All Students	355	100	14.9	35.4	27.7	22	62.8	50	45.8	Yes	Yes
Gender											
Male	185	100	15.7	32	30.9	21.3	62.9	48.2	45.6	N/A	N/A
Female	170	100	13.9	39.2	24.1	22.8	62.7	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	209	100	7.6	29.4	32.5	30.5	73.1	73.9	59	Yes	Yes
African American	135	100	25	45.3	20.3	9.4	46.9	37	26.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	79.1	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	40.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	20	100	57.9	31.6	10.5	0	21.1	20.9	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	51.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	115	100	30.2	46.2	14.2	9.4	38.7	32.2	31.4	No	Yes

* 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	241	100	18.5	34.8	25.1	21.6	46.7	43	35.7	96.7	97.3
Gender											
Male	119	100	18.3	32.2	27	22.6	49.6	44.2	37.4	96.8	97.2
Female	122	100	18.8	37.5	23.2	20.5	43.8	41.8	33.8	96.6	97.5
Racial/Ethnic Group											
White	139	100	7.6	33.6	23.7	35.1	58.8	68.8	49.2	96.5	97.2
African American	94	100	34.1	36.4	27.3	2.3	29.5	29.1	17	97	97.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	98.2	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.1	24.9	96.6	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.5
Disability Status											
Disabled	11	100	45.5	45.5	9.1	0	9.1	18.6	14	96	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	43.8	24.4	96.3	97.2
Socio-Economic Status											
Subsided meals	78	100	36.6	32.4	26.8	4.2	31	24.7	21.1	96	96.8
Social Studies											
All Students	241	100	15	33.5	23.8	27.8	51.5	42.9	34	96.7	97.3
Gender											
Male	125	100	12.4	28.9	27.3	31.4	58.7	44.7	36.6	96.8	97.2
Female	116	100	17.9	38.7	19.8	23.6	43.4	40.9	31.3	96.6	97.5
Racial/Ethnic Group											
White	146	100	10.3	27.2	29.4	33.1	62.5	62.5	44.5	96.5	97.2
African American	89	100	22.4	45.9	15.3	16.5	31.8	31.9	19.1	97	97.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	98.2	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	37.4	27.5	96.6	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.5
Disability Status											
Disabled	16	100	53.3	33.3	13.3	0	13.3	21.3	14.4	96	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	45.9	27.3	96.3	97.2
Socio-Economic Status											
Subsided meals	75	100	30	37.1	21.4	11.4	32.9	25.3	21	96	96.8

* 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	117	100	10.5	37.7	46.5	5.3	51.8	
	4	106	100	11.7	39.8	42.7	5.8	48.5	
	5	123	100	15.1	46.2	38.7	0	38.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	116	100	13.5	28.8	45.9	11.7	57.7	
	4	127	99.2	10.3	41	43.6	5.1	48.7	
	5	112	100	17.8	43.9	36.4	1.9	38.3	
	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	
Mathematics									
2007	3	117	100	13.2	57	21.9	7.9	29.8	
	4	106	100	11.7	29.1	28.2	31.1	59.2	
	5	123	100	15.1	47.1	24.4	13.4	37.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	116	100	19.8	38.7	20.7	20.7	41.4	
	4	127	100	12.7	30.5	34.7	22	56.8	
	5	112	100	12.1	37.4	27.1	23.4	50.5	
	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	
Science									
2007	3	58	100	23.2	39.3	26.8	10.7	37.5	
	4	106	100	23.3	29.1	28.2	19.4	47.6	
	5	62	100	21.7	35	16.7	26.7	43.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	22.8	43.9	24.6	8.8	33.3	
	4	127	100	15.3	31.4	28.8	24.6	53.4	
	5	55	100	21.2	32.7	17.3	28.8	46.2	
	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	
Social Studies									
2007	3	59	100	10.3	37.9	36.2	15.5	51.7	
	4	106	100	13.6	29.1	32	25.2	57.3	
	5	61	100	16.9	45.8	23.7	13.6	37.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	14.8	40.7	24.1	20.4	44.4	
	4	127	100	16.1	31.4	26.3	26.3	52.5	
	5	57	100	12.7	30.9	18.2	38.2	56.4	
	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	

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