



## Bethel Elementary

6000 Hwy. 55 East  
Clover, SC 29710

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	516 Students	
<b>Principal</b>	Tom Guinane	803-831-7816
<b>Superintendent</b>	Dr. Marc Sosne	803-810-8006
<b>Board Chair</b>	Steve Brown	803-222-9274

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Excellent	Excellent
2006	Excellent	Excellent
2005	Excellent	Average
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**

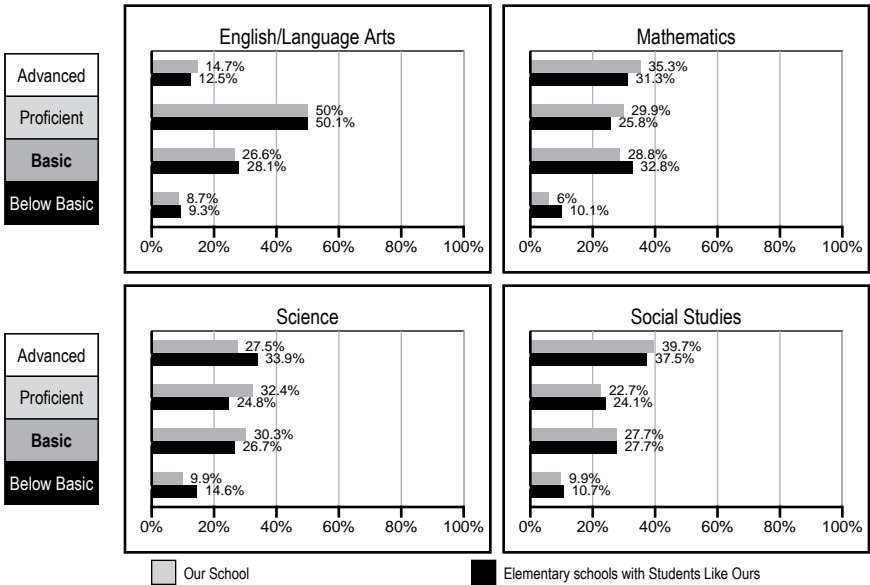
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 90.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
5	19	2	0	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
<b>Students (n=516)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Up from 2.2%	0.9%	2.3%
Attendance rate	96.8%	Up from 96.7%	97.0%	96.3%
Eligible for gifted and talented	27.3%	Up from 21.4%	25.8%	10.4%
With disabilities other than speech	4.3%	Down from 4.7%	5.9%	7.5%
Older than usual for grade	0.0%	Down from 0.6%	0.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	66.7%	Down from 71.0%	59.2%	56.7%
Continuing contract teachers	87.9%	Down from 93.5%	81.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.4%	Up from 94.3%	86.8%	86.4%
Teacher attendance rate	93.3%	Down from 95.2%	95.1%	94.9%
Average teacher salary	\$52,684	Up 5.6%	\$46,812	\$45,345
Professional development days/teacher	11.2 days	Down from 13.6 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 30.0	2.5	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 21.5 to 1	19.7 to 1	18.5 to 1
Prime instructional time	88.7%	Down from 89.8%	90.6%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,689	Up 3.3%	\$6,436	\$7,052
Percent of expenditures for instruction*	63.8%	Down from 68.1%	71.1%	69.1%
Percent of expenditures for teacher salaries*	61.1%	Down from 65.5%	66.1%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## Report of Principal and School Improvement Council

The mission of Bethel Elementary School, in partnership with the community, is to prepare lifelong problem solvers who will be productive in a culturally diverse and technologically oriented world by providing a quality education in a safe environment conducive to learning. Bethel is a caring community that exemplifies the goals stated in the mission statement on a daily basis. Administrators, faculty, staff, parents, and students all work together to ensure an environment in which a high quality education that takes place in a safe environment is a top priority. The school is very warm and welcoming upon entering the building as well as throughout.

Bethel Elementary is very proud to be the recipient of the Palmetto Gold Award. This distinguished honor is reflective of the exceptional work of the faculty and staff as well as the students. One hundred percent of the faculty is highly qualified as required by the federal and state law and most of the certified personnel have advanced degrees. There are also nine National Board certified teachers employed. Professional development is ongoing as many teachers take advantage of the opportunities given for professional self improvement.

Bethel is fortunate to have an actively involved PTA. It is responsible for many activities and funds that are provided throughout the school year. Some of those things include the annual Fall Carnival, artist-in residence program, and monetary funds for teachers' support in the classroom to enhance the learning of their students.

Bethel continues to be an exceptional institution of learning and will strive to maintain the level of excellence that it has established.

Hilda Williams  
SIC Chairman

Tom Guinane  
Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	75	73
Percent satisfied with learning environment	97.0%	97.3%	98.6%
Percent satisfied with social and physical environment	100.0%	97.3%	98.6%
Percent satisfied with school-home relations	100.0%	92.0%	94.5%

\* 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

YES

This school met 9 out of 9 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	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	0.5%	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	194	99.5	8.2	26.8	50.3	14.8	74.3	61.8	48.2	Yes	Yes
<b>Gender</b>											
Male	92	100	11.4	21.6	52.3	14.8	69.3	54.7	41.7	N/A	N/A
Female	102	99	5.3	31.6	48.4	14.7	78.9	69.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	175	100	7.8	26.9	50.3	15	74.3	64.7	60	Yes	Yes
African American	12	91.7	20	20	60	0	70	38.7	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	69.8	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	13	100	41.7	25	33.3	0	41.7	18.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	28	100	20.8	58.3	20.8	0	37.5	41	34	I/S	I/S

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

All Students	194	100	6	28.8	29.9	35.3	75	63.3	45.8	Yes	Yes
<b>Gender</b>											
Male	92	100	6.8	25	25	43.2	77.3	63.2	45.6	N/A	N/A
Female	102	100	5.2	32.3	34.4	28.1	72.9	63.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	175	100	6	25.7	31.1	37.1	77.8	66.6	59	Yes	Yes
African American	12	100	9.1	72.7	9.1	9.1	27.3	37.2	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.1	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	13	100	41.7	16.7	25	16.7	50	23.7	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	28	100	16.7	50	20.8	12.5	37.5	44.1	31.4	I/S	I/S

\* 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
<b>Science</b>											
All Students	149	100	9.9	30.3	32.4	27.5	59.9	53.5	35.7	96.8	96.3
<b>Gender</b>											
Male	69	100	10.6	24.2	27.3	37.9	65.2	52.1	37.4	96.9	96.3
Female	80	100	9.2	35.5	36.8	18.4	55.3	54.9	33.8	96.6	96.3
<b>Racial/Ethnic Group</b>											
White	136	100	9.2	29	33.6	28.2	61.8	57.2	49.2	96.9	96.2
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	23.5	17	95.4	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7	58	98	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	39.6	24.9	95.2	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.2
<b>Disability Status</b>											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	21	14	95.8	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	24.4	95.9	97.3
<b>Socio-Economic Status</b>											
Subsided meals	24	100	23.8	47.6	19	9.5	28.6	32.5	21.1	95.5	95.3
<b>Social Studies</b>											
All Students	148	100	9.9	27.7	22.7	39.7	62.4	47.4	34	96.8	96.3
<b>Gender</b>											
Male	71	100	8.8	19.1	23.5	48.5	72.1	50.7	36.6	96.9	96.3
Female	77	100	11	35.6	21.9	31.5	53.4	44	31.3	96.6	96.3
<b>Racial/Ethnic Group</b>											
White	134	100	9.4	28.1	21.9	40.6	62.5	49.4	44.5	96.9	96.2
African American	10	I/S	I/S	I/S	I/S	I/S	I/S	28.8	19.1	95.4	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60	58.9	98	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	40.9	27.5	95.2	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.2
<b>Disability Status</b>											
Disabled	11	100	40	30	30	0	30	14.7	14.4	95.8	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	95.9	97.3
<b>Socio-Economic Status</b>											
Subsided meals	23	100	25	50	15	10	25	28.4	21	95.5	95.3

\* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	98	100	3.4	24.7	55.1	16.9	71.9
	4	73	100	7.6	31.8	50	10.6	60.6
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	91	98.9	8.3	13.1	51.2	27.4	78.6
	4	103	100	8.1	38.4	49.5	4	53.5
	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
<b>Mathematics</b>								
<b>2007</b>	3	98	100	5.6	39.3	30.3	24.7	55.1
	4	73	100	7.6	22.7	21.2	48.5	69.7
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	91	100	8.2	32.9	27.1	31.8	58.8
	4	103	100	4	25.3	32.3	38.4	70.7
	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
<b>Science</b>								
<b>2007</b>	3	50	100	13	45.7	23.9	17.4	41.3
	4	73	100	16.7	28.8	30.3	24.2	54.5
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	46	100	14	30.2	32.6	23.3	55.8
	4	103	100	8.1	30.3	32.3	29.3	61.6
	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
<b>Social Studies</b>								
<b>2007</b>	3	48	100	4.7	41.9	23.3	30.2	53.5
	4	73	100	6.1	24.2	33.3	36.4	69.7
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	45	100	7.1	11.9	23.8	57.1	81
	4	103	100	11.1	34.3	22.2	32.3	54.5
	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

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