



Bethune-Bowman Elementary

4857 Charleston HWY

Rowesville, SC 29133

Grades	PK-5 Elementary School	
Enrollment	342 Students	
Principal	Dr. Charlene A. Stokes	803-533-6371
Superintendent	Mr. Melvin Smoak	803-534-5454
Board Chair	Mr. Julius Page	803-534-5454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	Average
2007	Below Average	Good
2006	Below Average	At-Risk
2005	Below Average	At-Risk

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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

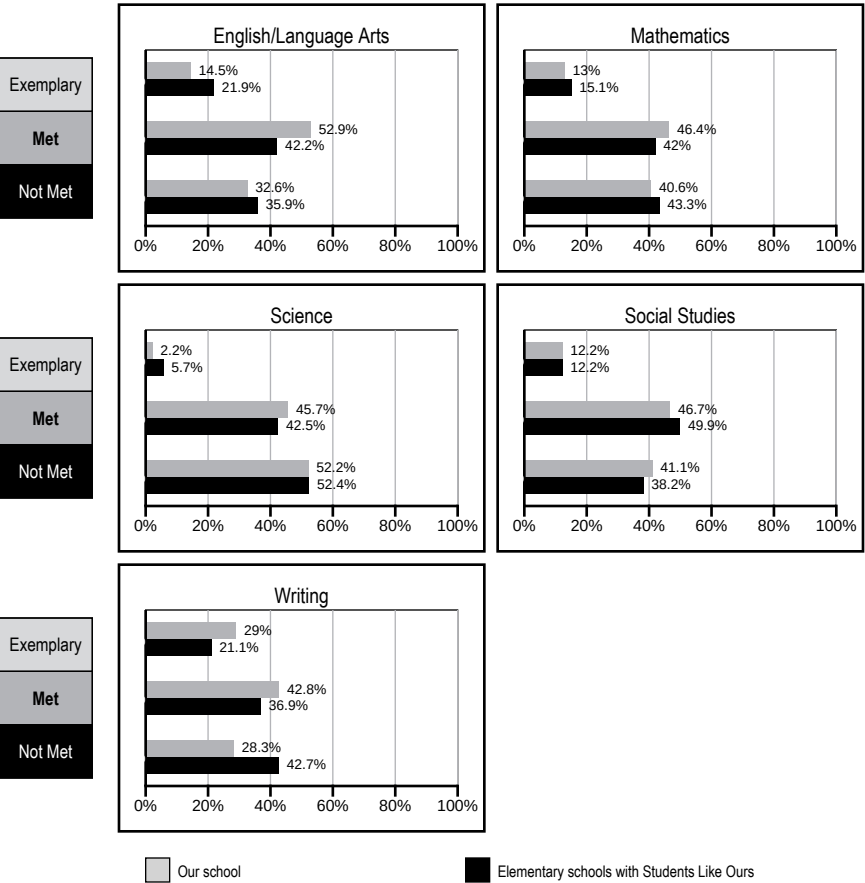
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	65	62	32

* Ratings are calculated with data available by 06/01/2010.

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=342)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	No Change	2.4%	1.9%
Attendance rate	95.6%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	1.3%	Down from 2.1%	3.1%	10.0%
With disabilities other than speech	5.6%	Up from 5.3%	7.5%	7.7%
Older than usual for grade	0.0%	Down from 0.4%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	84.0%	Down from 88.9%	57.1%	59.4%
Continuing contract teachers	92.0%	Down from 92.6%	71.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 91.8%	81.7%	85.9%
Teacher attendance rate	95.4%	Up from 93.1%	95.2%	95.1%
Average teacher salary*	\$52,365	Up 3.6%	\$45,790	\$47,149
Professional development days/teacher	20.7 days	Up from 10.6 days	10.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 18.6 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.8%	Up from 87.5%	90.1%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,687	Up 2.9%	\$8,668	\$7,458
Percent of expenditures for instruction**	71.5%	Down from 72.3%	68.3%	68.8%
Percent of expenditures for teacher salaries**	64.5%	Up from 50.6%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Bethune-Bowman Elementary is a Title I school with approximately 90 percent of our students receiving free or reduced lunch. Our mission is to promote excellence in learning and instruction. We are committed to every child becoming a confident learner and a respectful, creative, socially responsible citizen. We teach and empower each child to thrive in a challenging, global society. Through the collaborative efforts of home, school, and community, we strive to instill responsibility, independence, and self-esteem in all our children, thus motivating each learner to optimal academic achievement.

On the 2008 SDE Report Card, our Absolute Rating was Below Average. However, our 2008 PACT 3rd grade Social Studies, 4th grade Math, 4th grade ELA, 4th grade Science, and 4th grade Social Studies scores exceeded the state average. The faculty and staff at Bethune-Bowman Elementary School are committed to relevant, ongoing professional development. Our instructional program is based on the State Academic Standards and enhanced with instruction technology.

The use of Dominion Assessments in our primary grades allowed us to measure growth in our youngest students. It also allowed teachers to identify areas for instruction, which fostered a need for collaborative planning. The use of Scantron and ThinkLink software and administrative benchmarks allowed us to identify specific areas for instruction in our 3rd, 4th, and 5th grade students.

Positive Behavior Intervention and Support (PBIS) have been implemented to ensure that the school climate continues to improve. The Guidance Department sponsors a mentoring program through which 5th grade boys are true role models. Our students participated in our 21st Century and Save The Children afterschool programs.

Bethune-Bowman Elementary is committed to having all our children reach their full potential.

Charlene A. Stokes, Ed. D., Principal
Elease Simmons, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	43	42
Percent satisfied with learning environment	92.0%	90.7%	90.5%
Percent satisfied with social and physical environment	96.0%	86.0%	85.4%
Percent satisfied with school-home relations	84.0%	88.4%	83.3%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 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	
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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	4.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	149	100	32.1	52.9	15	82.9	75.6	82.8	Yes	Yes
Gender										
Male	69	100	39.1	43.8	17.2	78.1	70.3	79.3	N/A	N/A
Female	80	100	26.3	60.5	13.2	86.8	81.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	15	100	50	25	25	75	82.8	89.5	I/S	I/S
African American	132	100	30.2	55.6	14.3	84.1	74.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	54.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	16	100	53.3	40	6.7	60	52.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	130	100	35.5	52.1	12.4	81	73	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	149	100	40	46.4	13.6	67.1	66.3	78.9	Yes	Yes
Gender										
Male	69	100	43.8	45.3	10.9	64.1	62.5	77	N/A	N/A
Female	80	100	36.8	47.4	15.8	69.7	70.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	15	100	41.7	25	33.3	66.7	77.3	87.2	I/S	I/S
African American	132	100	39.7	48.4	11.9	67.5	65.1	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.7	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	16	100	60	33.3	6.7	46.7	37.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	130	100	43	45.5	11.6	65.3	62.9	70.2	Yes	Yes

* 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

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	102	100	51.1	44.7	4.3	48.9	52.6	67.5
Gender								
Male	51	100	55.3	38.3	6.4	44.7	51.1	67
Female	51	100	46.8	51.1	2.1	53.2	54	68
Racial/Ethnic Group								
White	11	100	I/S	I/S	I/S	I/S	64.7	79.5
African American	90	100	51.2	45.2	3.6	48.8	51.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	21.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	27.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	41.7	59.6
Socio-Economic Status								
Subsided meals	88	100	55	43.8	1.3	45	47.5	55.1

Social Studies								
All Students	97	100	40.2	46.7	13	59.8	61.2	72.3
Gender								
Male	44	100	45.2	38.1	16.7	54.8	59	71.5
Female	53	100	36	54	10	64	63.6	73.2
Racial/Ethnic Group								
White	9	I/S	I/S	I/S	I/S	I/S	74.7	80.7
African American	87	100	39.3	47.6	13.1	60.7	60	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	30	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	12	100	66.7	25	8.3	33.3	39.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	81	100	42.1	46.1	11.8	57.9	56.8	62.1

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	148	98	27.7	43.1	29.2	72.3	61	70.2	95.6	95.8
Gender										
Male	67	97	38.7	41.9	19.4	61.3	54	63.2	95.3	95.5
Female	81	98.8	18.7	44	37.3	81.3	68.4	77.5	95.9	96.1
Racial/Ethnic Group										
White	16	100	41.7	41.7	16.7	58.3	64.8	79.1	94.6	94.4
African American	130	97.7	26	43.9	30.1	74	60.6	57.6	95.7	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	86.2	N/A	95.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	40	62.6	95.3	94
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.8
Disability Status										
Disabled	15	86.7	N/AV	N/AV	N/AV	30.8	23.4	26.1	94.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.7
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	56.3	61.2	95.3	94.8
Socio-Economic Status										
Subsidized meals	129	98.5	30.3	42.9	26.9	69.7	57.5	58.9	95.4	95.5

Abbreviations for Missing Data

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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							
2009	3	50	100	36.7	46.9	16.3	63.3
	4	50	100	32.6	52.2	15.2	67.4
	5	49	100	26.7	60	13.3	73.3
	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
Mathematics							
2009	3	50	100	61.2	34.7	4.1	38.8
	4	50	100	26.1	47.8	26.1	73.9
	5	49	100	31.1	57.8	11.1	68.9
	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
Science							
2009	3	26	100	N/AV	N/AV	N/AV	20
	4	50	100	41.3	52.2	6.5	58.7
	5	26	100	39.1	56.5	4.3	60.9
	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
Social Studies							
2009	3	24	100	54.2	37.5	8.3	45.8
	4	50	100	37	50	13	63
	5	23	100	31.8	50	18.2	68.2
	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							
2009	3	52	100	34.7	32.7	32.7	65.3
	4	49	95.9	27.3	50	22.7	72.7
	5	47	97.9	20.5	47.7	31.8	79.5
	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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