



Bethany Elementary

337 Maynard Grayson
Clover, South Carolina

Grades	PK-4 Elementary School	
Enrollment	318 Students	
Principal	Cathy P. McCarter	803-810-8800
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

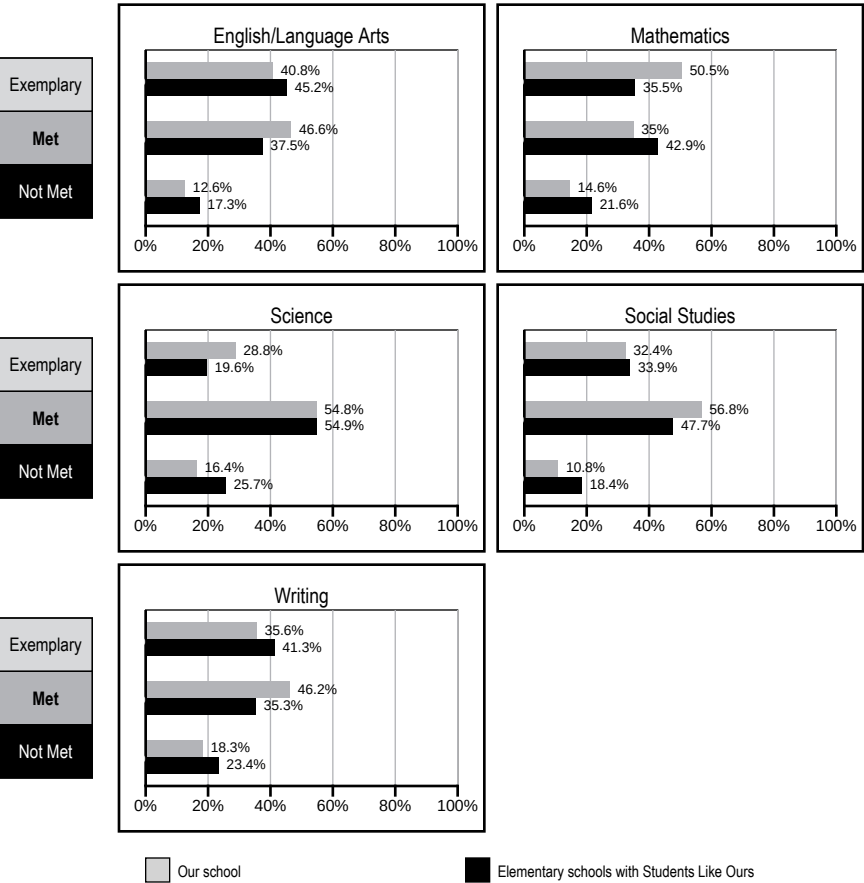
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	37	35	0	0

* 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=318)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Up from 0.7%	1.6%	1.9%
Attendance rate	96.4%	Up from 96.0%	96.4%	96.3%
Eligible for gifted and talented	13.6%	Down from 19.5%	15.2%	10.0%
With disabilities other than speech	5.3%	Down from 5.6%	7.2%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	70.4%	No Change	61.5%	59.4%
Continuing contract teachers	88.9%	Up from 85.2%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.2%	Up from 89.4%	88.7%	85.9%
Teacher attendance rate	96.4%	Up from 94.6%	95.1%	95.1%
Average teacher salary*	\$54,872	Up 5.8%	\$48,430	\$47,149
Professional development days/teacher	13.0 days	Down from 13.2 days	11.3 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	6.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 20.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.4%	Up from 88.6%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	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**	\$11,114	Down 6.4%	\$6,985	\$7,458
Percent of expenditures for instruction**	71.0%	Up from 66.5%	68.9%	68.8%
Percent of expenditures for teacher salaries**	66.0%	Up from 62.9%	61.0%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Report of Principal and School Improvement Council

Bethany Elementary School's success continues to be grounded in a strong, positive school and community culture and excellence in teaching and learning. Our culture thrives on common values, traditions, and ceremonies that exemplify the significance we place on the teaching and learning environment. Our strong culture is a unifying force for students, parents, faculty, and staff.

The faculty and staff at Bethany are committed to high levels of student achievement. This commitment is seen in the achievement of all students. Bethany students continue to score above the state average on state testing. In addition, Bethany School has been recognized by the Education Oversight Committee for closing the achievement gap for the past seven years.

The interpretation of student data is an important part of daily instruction at Bethany. MAP, standardized test results, DRA results, and running records are some of the information used to provide targeted instruction for students.

Meeting the needs of all students, without interruption, is a clear focus at Bethany Elementary School. This is accomplished through a daily common grade-level flexible grouping time. This time allows teachers and additional staff to instruct students in areas of need and, at the same time, minimize the need for classroom pullouts and interruptions throughout the remainder of the instructional day.

Providing employees with encouragement, resources, and time for planning and reflection is an important part of the teaching and learning culture at Bethany. In addition to daily common grade-level planning, special planning days have been periodically worked into the schedule. During these days, students participate in special activities planned at the school while teachers work at grade-level and across grade-level for 2.5 hours to study student data and to plan instruction.

While academics are our focus, opportunities to experience success beyond the classroom are available through student council, safety patrol, art club, and chorus. A morning television program is fully produced and operated by our students. Character education is a very important part of our school, with administrators and teachers emphasizing a new character trait each month.

The affirmation of student work is an important tradition at Bethany. Each year, a special celebration of student work is held. During this celebration, parents and community members learn about the quality of instruction provided, and students select and share work that they have completed throughout the year.

We are proud of the success of our students at Bethany!

Lisbeth Carpenter, SIC Chair
Cathy P. McCarter, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	43	46
Percent satisfied with learning environment	100.0%	92.7%	95.7%
Percent satisfied with social and physical environment	100.0%	83.3%	95.7%
Percent satisfied with school-home relations	100.0%	90.5%	100.0%

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

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School Adequate Yearly Progress

YES

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

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	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	108	100	12.6	46.6	40.8	94.2	89.1	82.8	Yes	Yes
Gender										
Male	58	100	18.5	38.9	42.6	88.9	85.3	79.3	N/A	N/A
Female	50	100	6.1	55.1	38.8	100	93.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	100	100	12.6	47.4	40	94.7	90.7	89.5	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	74.7	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.5	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	91.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	13	100	I/S	I/S	I/S	I/S	53.5	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	88.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	47	100	13.6	65.9	20.5	97.7	78	75.5	Yes	Yes

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

All Students	108	100	14.6	35	50.5	90.3	88.8	78.9	Yes	Yes
Gender										
Male	58	100	22.2	22.2	55.6	85.2	86.9	77	N/A	N/A
Female	50	100	6.1	49	44.9	95.9	90.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	100	100	14.7	34.7	50.5	90.5	90.2	87.2	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	77.1	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.3	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	88.9	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	13	100	I/S	I/S	I/S	I/S	56.5	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	88.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	47	100	13.6	47.7	38.6	90.9	77.9	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	77	100	16.4	54.8	28.8	83.6	79.9	67.5
Gender								
Male	36	100	12.1	54.5	33.3	87.9	79.1	67
Female	41	100	20	55	25	80	80.7	68
Racial/Ethnic Group								
White	72	100	16.2	52.9	30.9	83.8	82.8	79.5
African American	2	I/S	I/S	I/S	I/S	I/S	57.5	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	50.3	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	77.3	59.6
Socio-Economic Status								
Subsided meals	32	100	20	70	10	80	61.9	55.1

Social Studies

All Students	77	100	10.8	56.8	32.4	89.2	83	72.3
Gender								
Male	44	100	14.6	43.9	41.5	85.4	81.6	71.5
Female	33	100	6.1	72.7	21.2	93.9	84.4	73.2
Racial/Ethnic Group								
White	73	100	11.4	58.6	30	88.6	84.2	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	69.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	84	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	46.5	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	86.5	67.9
Socio-Economic Status								
Subsided meals	33	100	15.6	68.8	15.6	84.4	68.9	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	108	100	18.3	46.2	35.6	81.7	81.5	70.2	96.4	96.2
Gender										
Male	58	100	27.3	32.7	40	72.7	75.2	63.2	96.5	96.2
Female	50	100	8.2	61.2	30.6	91.8	88.2	77.5	96.3	96.2
Racial/Ethnic Group										
White	100	100	18.8	46.9	34.4	81.3	83.3	79.1	96.3	96.1
African American	3	I/S	I/S	I/S	I/S	I/S	65.7	57.6	97.3	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.3	86.2	97.6	97.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.1	62.6	98.7	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	95.6	94.4
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	36.9	26.1	97	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.7	61.2	98.1	97.5
Socio-Economic Status										
Subsidized meals	45	100	25.6	55.8	18.6	74.4	67	58.9	96	95.4

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	62	100	15.3	42.4	42.4	84.7
	4	46	100	9.1	52.3	38.6	90.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	62	100	22	28.8	49.2	78
	4	46	100	4.5	43.2	52.3	95.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	31	100	31	48.3	20.7	69
	4	46	100	6.8	59.1	34.1	93.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	31	100	23.3	40	36.7	76.7
	4	46	100	2.3	68.2	29.5	97.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	62	100	25	40	35	75
	4	46	100	9.1	54.5	36.4	90.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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