



Bethune-Bowman Middle High

4857 Charleston Highway
Rowesville, South Carolina

Grades	6-12 Middle School	
Enrollment	379 Students	
Principal	Parrie L. Hook	803-516-6011
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	At-Risk
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	Good
2005	Below Average	Good

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

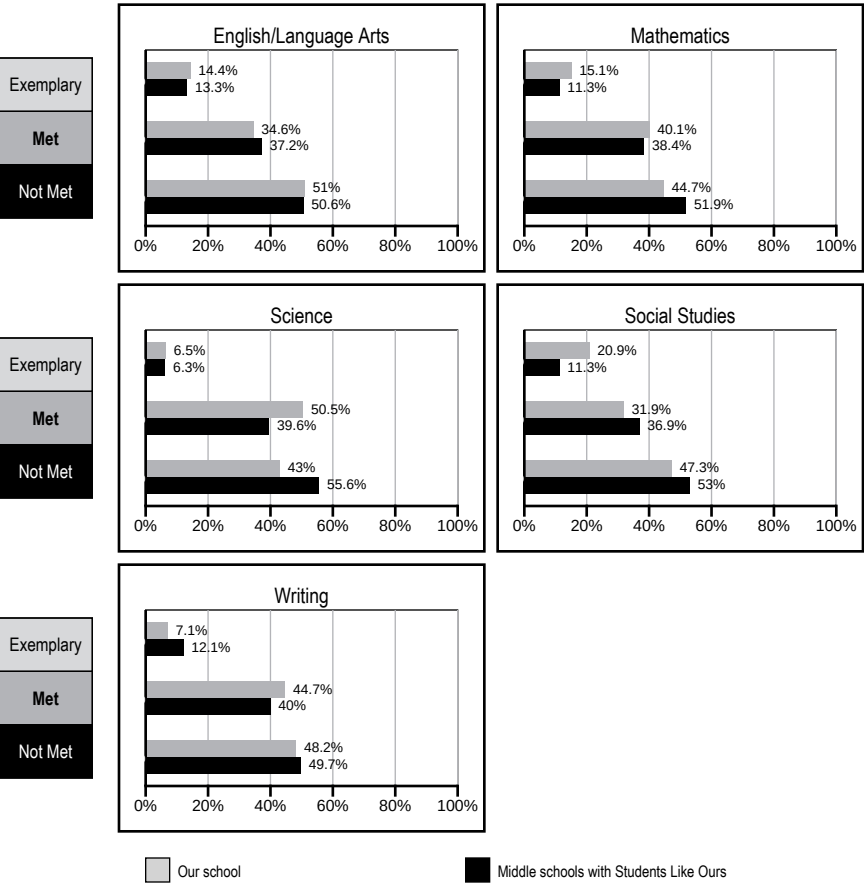
97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	38	24

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	80.0%	87.2%
English 1	81.3%	83.8%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	80.6%	85.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=379)				
Students enrolled in high school credit courses (grades 7 & 8)	15.8%	Up from 13.5%	15.6%	21.6%
Retention rate	3.4%	Down from 4.4%	2.2%	1.2%
Attendance rate	95.1%	Down from 96.0%	95.5%	95.9%
Eligible for gifted and talented	2.5%	Up from 1.7%	5.5%	14.8%
With disabilities other than speech	14.0%	Up from 13.4%	14.1%	12.6%
Older than usual for grade	5.8%	Down from 6.3%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.6%	Up from 0.0%	0.3%	0.6%
Annual dropout rate	0.9%	Up from 0.0%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	No Change	54.3%	56.9%
Continuing contract teachers	68.6%	Up from 57.1%	62.3%	72.7%
Teachers with emergency or provisional certificates	3.6%	Down from 4.3%	14.1%	5.3%
Teachers returning from previous year	74.2%	Down from 83.3%	76.4%	82.9%
Teacher attendance rate	96.2%	Up from 92.1%	94.7%	95.2%
Average teacher salary*	\$42,638	Down 1.7%	\$44,597	\$46,599
Professional development days/teacher	15.4 days	Up from 14.9 days	10.3 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 15.3 to 1	16.7 to 1	20.1 to 1
Prime instructional time	89.9%	Up from 83.5%	89.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Down from 98.8%	95.6%	97.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$11,219	Up 18.1%	\$9,951	\$7,645
Percent of expenditures for instruction**	61.8%	Down from 62.6%	60.4%	63.4%
Percent of expenditures for teacher salaries**	55.9%	Up from 44.6%	53.7%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The vision statement of Bethune-Bowman Middle/High School, "Excellence by Choice...Not by Chance," conveys the strong commitment to academic success demonstrated by our school family during the 2008-2009 school year. This commitment to personal accountability and maximum effort has united our team of students, faculty, staff, parents, and community. Our passion for teaching and learning has fostered a climate of high academic expectations, resulting in significant gains in all phases of student performance. As we continue to embrace the goal of increased student achievement for every learner, we pause to offer a snapshot of our accomplishments. Bethune-Bowman Middle/High School has been voted a RED CARPET SCHOOL, National Blue Ribbon School, Palmetto's Finest Schools Nominee, a Showcase School, Bronze Medal Winner in US News and World Report's List of Best High School in America for a second year, and a PBIS School (Positive Behavior Intervention Supports). Our motto for PBIS is "M.O.H.A.W.K. P.R.I.D.E," Making Our Hometown A Place Where Kindness Partnered with Respect Is Delivered Everyday. Thanks to the faculty, staff, parents, students, and community for making us one of the best schools not only in South Carolina, but also in the USA! Major academic programs and initiatives that contributed to our progress include: Writing Across the Curriculum, Departmental Parent Nights, SAT Preparation, PLATO, Skills Tutor, Riverdeep, Accelerated Reader and Accelerated Math, data-driven curricula, innovative technology implementation, instruction, and assessment, and year-long remediation and enrichment classes. The Bethune-Bowman Middle/High School family continues to strive for academic excellence each year.

Parrie L. Hook, Principal
Frankie Williams, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	46	90
Percent satisfied with learning environment	90.0%	76.1%	90.0%
Percent satisfied with social and physical environment	95.0%	80.4%	94.4%
Percent satisfied with school-home relations	72.5%	80.4%	92.2%

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

Abbreviations for Missing Data

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	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	9.9%	0.0%	No
Student attendance rate	95.1%	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	153	100	52.9	34.1	13	59.4	75.6	82.8	Yes	Yes
Gender										
Male	82	100	62.5	29.2	8.3	50	70.3	79.3	N/A	N/A
Female	71	100	42.4	39.4	18.2	69.7	81.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	13	100	I/S	I/S	I/S	I/S	82.8	89.5	I/S	I/S
African American	140	100	54.7	32.8	12.5	57.8	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	N/A	N/AV	N/A	N/A	N/A	N/A	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	24	100	73.9	21.7	4.3	43.5	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	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	138	100	56.1	33.3	10.6	57.7	73	75.5	Yes	Yes

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

All Students	153	100	47.1	42	10.9	65.9	66.3	78.9	Yes	Yes
Gender										
Male	82	100	59.7	31.9	8.3	55.6	62.5	77	N/A	N/A
Female	71	100	33.3	53	13.6	77.3	70.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	13	100	I/S	I/S	I/S	I/S	77.3	87.2	I/S	I/S
African American	140	100	48.4	40.6	10.9	64.1	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	N/A	N/AV	N/A	N/A	N/A	N/A	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	24	100	65.2	26.1	8.7	43.5	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	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	138	100	50.4	41.5	8.1	62.6	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	103	100	42.6	50	7.4	57.4	52.6	67.5
Gender								
Male	50	100	46.5	44.2	9.3	53.5	51.1	67
Female	53	100	39.2	54.9	5.9	60.8	54	68
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	64.7	79.5
African American	95	100	44.3	47.7	8	55.7	51.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	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	13	100	53.8	30.8	15.4	46.2	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	N/A	N/AV	N/A	N/A	N/A	N/A	41.7	59.6
Socio-Economic Status								
Subsided meals	95	100	46.5	45.3	8.1	53.5	47.5	55.1

Social Studies

All Students	101	100	47.3	31.9	20.9	52.7	61.2	72.3
Gender								
Male	57	100	56.9	27.5	15.7	43.1	59	71.5
Female	44	100	35	37.5	27.5	65	63.6	73.2
Racial/Ethnic Group								
White	11	100	I/S	I/S	I/S	I/S	74.7	80.7
African American	90	100	49.4	33.3	17.3	50.6	60	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	30	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	17	100	56.3	37.5	6.3	43.8	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	89	100	51.9	31.6	16.5	48.1	56.8	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	155	98.7	47.9	45	7.1	52.1	61	70.2	95.8	95.8
Gender										
Male	82	98.8	61.6	31.5	6.8	38.4	54	63.2	94.5	95.5
Female	73	98.6	32.8	59.7	7.5	67.2	68.4	77.5	97.3	96.1
Racial/Ethnic Group										
White	14	100	N/AV	N/AV	N/AV	63.6	64.8	79.1	96.1	94.4
African American	140	98.6	49.2	43	7.8	50.8	60.6	57.6	95.8	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	86.2	N/A	95.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	40	62.6	90.4	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	24	95.8	N/AV	N/AV	N/AV	27.3	23.4	26.1	96.1	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	1	I/S	I/S	I/S	I/S	I/S	56.3	61.2	90.4	94.8
Socio-Economic Status										
Subsidized meals	142	98.6	52	43.3	4.7	48	57.5	58.9	95.6	95.5

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	57	100	47.9	35.4	16.7	52.1
	7	51	100	57.4	29.8	12.8	42.6
	8	45	100	53.5	37.2	9.3	46.5
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	57	100	33.3	47.9	18.8	66.7
	7	51	100	46.8	46.8	6.4	53.2
	8	45	100	62.8	30.2	7	37.2
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	29	100	36	44	20	64
	7	51	100	N/AV	N/AV	N/AV	55.3
	8	23	100	45.5	45.5	9.1	54.5
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	28	100	21.7	52.2	26.1	78.3
	7	51	100	51.1	29.8	19.1	48.9
	8	22	100	66.7	14.3	19	33.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	56	98.2	38.3	46.8	14.9	61.7
	7	51	98	50	47.8	2.2	50
	8	48	100	55.3	40.4	4.3	44.7

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample