



BETHEL ELEMENTARY

6000 Hwy. 55 East
Clover, SC 29710

Grades	PK-5 Elementary School	
Enrollment	397 Students	
Principal	Tom Guinane	803-831-7816
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	Excellent	Excellent
2006	Excellent	Excellent

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 2009-10 whose 2008-09 test scores were located

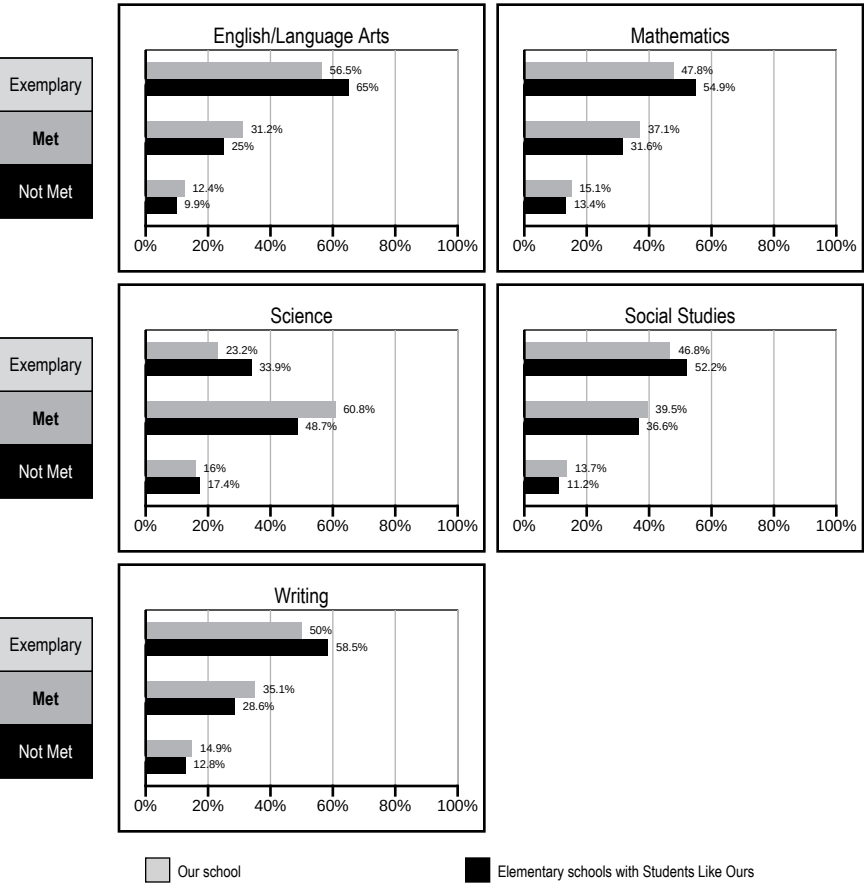
96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 03/09/2011.

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=397)				
First graders who attended full-day kindergarten	100.0%	No Change	99.3%	100.0%
Retention rate	1.7%	Down from 2.2%	0.5%	1.2%
Attendance rate	96.8%	Up from 96.7%	96.9%	96.1%
Eligible for gifted and talented	30.1%	Up from 28.5%	29.2%	11.7%
With disabilities other than speech	6.9%	Up from 5.2%	6.4%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	69.0%	Down from 69.7%	65.4%	60.5%
Continuing contract teachers	93.1%	Up from 84.8%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.9%	Down from 96.8%	87.8%	87.0%
Teacher attendance rate	95.0%	Up from 94.7%	95.8%	95.4%
Average teacher salary*	\$56,528	Up 2.4%	\$49,300	\$47,288
Professional development days/teacher	9.7 days	Down from 10.4 days	9.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	6.5	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 21.1 to 1	20.7 to 1	19.2 to 1
Prime instructional time	90.5%	Up from 90.1%	91.9%	90.8%
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**	\$7,714	Up 2.7%	\$7,014	\$7,548
Percent of expenditures for instruction**	71.7%	Up from 70.4%	69.3%	68.7%
Percent of expenditures for teacher salaries**	69.4%	Up from 67.7%	66.3%	65.1%

* 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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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. All stakeholders, including teachers, administration, and parents, work together to provide a high quality education in a safe and welcoming environment.

Bethel Elementary is very proud to be the recipient of the Palmetto Gold Award this past school year. Bethel Elementary has received either the Gold or Silver Palmetto award for the past 10 years straight, a direct reflection of the high expectations placed on students to achieve their highest potential by the teachers and staff. One hundred percent of the faculty is highly qualified, as required by federal and state law, and eighty percent of certified staff has advanced degrees. There are also seven National Board Certified teachers on staff at Bethel.

Bethel is fortunate to have an actively involved PTO after switching from a PTA this past fall. It is responsible for many activities and funds that are provided throughout the school year. Some of these include the annual Fall Carnival, Artist-in-Residence program, and family fun nights. The PTO provides monetary funds for teacher 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 was established over the past 80 years.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	65	55
Percent satisfied with learning environment	93.3%	93.8%	90.9%
Percent satisfied with social and physical environment	86.7%	96.9%	90.9%
Percent satisfied with school-home relations	100.0%	98.5%	92.7%

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

Abbreviations for Missing Data

No Child Left Behind

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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	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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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	190	100	12.4	31.2	56.5	93	89.8	83.5	Yes	Yes
Gender										
Male	99	100	14.4	32	53.6	91.8	86.8	80.1	N/A	N/A
Female	91	100	10.1	30.3	59.6	94.4	93	87	N/A	N/A
Racial/Ethnic Group										
White	167	100	12.3	30.7	57.1	93.3	91.3	89.6	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	80.4	74.6	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	81.4	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.2	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	22	100	52.4	33.3	14.3	66.7	52.8	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	43	100	28.6	35.7	35.7	83.3	80	76.9	Yes	Yes

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

All Students	190	100	15.1	37.1	47.8	90.9	91.2	80.4	Yes	Yes
Gender										
Male	99	100	16.5	39.2	44.3	88.7	89.5	78.4	N/A	N/A
Female	91	100	13.5	34.8	51.7	93.3	93.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	167	100	14.7	35.6	49.7	91.4	92.5	87.8	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	82	69.3	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.3	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	87	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	83.2	I/S	I/S
Disability Status										
Disabled	22	100	47.6	42.9	9.5	57.1	56.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	87.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	43	100	40.5	35.7	23.8	78.6	83.8	72.8	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
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Science

All Students	128	100	16	60.8	23.2	84	82.9	67.3
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Gender

Male	65	100	14.3	61.9	23.8	85.7	82	66.9
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Female	63	100	17.7	59.7	22.6	82.3	84	67.7
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Racial/Ethnic Group

White	115	100	17	58.9	24.1	83	85.8	79.6
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African American	4	I/S	I/S	I/S	I/S	I/S	63.3	49.7
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	78.8	84.4
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	73.6	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status

Disabled	13	100	N/A	N/A	N/A	66.7	47.2	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.8	58.6
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Socio-Economic Status

Subsidized meals	26	100	32	52	16	68	70.1	55.4
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Social Studies

All Students	128	100	13.7	39.5	46.8	86.3	81.5	70.9
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Gender

Male	67	100	10.8	50.8	38.5	89.2	80.6	70.1
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Female	61	100	16.9	27.1	55.9	83.1	82.5	71.7
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Racial/Ethnic Group

White	112	100	13	38.9	48.1	87	82.8	79.2
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African American	5	I/S	I/S	I/S	I/S	I/S	69.3	58.4
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.7	86.8
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.2	68
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
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Disability Status

Disabled	15	100	42.9	28.6	28.6	57.1	47	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.8	68
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Socio-Economic Status

Subsidized meals	32	100	25.8	35.5	38.7	74.2	68.1	60.8
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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	192	100	14.9	35.1	50	85.1	83.7	72.1	96.8	96.3
Gender										
Male	101	100	20.2	39.4	40.4	79.8	78.2	65.2	96.9	96.3
Female	91	100	9	30.3	60.7	91	89.5	79.2	96.8	96.4
Racial/Ethnic Group										
White	168	100	15.2	33.5	51.2	84.8	85.6	80.8	96.8	96.2
African American	10	I/S	I/S	I/S	I/S	I/S	68.9	59.7	97.7	97
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.4	87	97.9	97.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	84.4	64.6	95.9	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	73.4	90.6	94.4
Disability Status										
Disabled	23	100	63.6	27.3	9.1	36.4	35.4	27.7	97.1	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.4	63.7	97.1	97.5
Socio-Economic Status										
Subsidized meals	41	100	34.1	39	26.8	65.9	69.2	61.9	96.1	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	103	100	5	25	70	95
	4	92	100	16.5	29.7	53.8	83.5
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	56	100	14.5	20	65.5	85.5
	4	66	100	9.5	33.3	57.1	90.5
	5	68	100	13.2	38.2	48.5	86.8
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	103	100	11	41	48	89
	4	92	100	7.7	41.8	50.5	92.3
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	56	100	21.8	25.5	52.7	78.2
	4	66	100	6.3	38.1	55.6	93.7
	5	68	100	17.6	45.6	36.8	82.4
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	51	100	16	44	40	84
	4	92	100	18.7	56	25.3	81.3
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	28	100	21.4	50	28.6	78.6
	4	66	100	12.7	63.5	23.8	87.3
	5	34	100	17.6	64.7	17.6	82.4
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	52	100	2	36	62	98
	4	92	100	7.7	47.3	45.1	92.3
	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
2010	3	28	100	14.8	29.6	55.6	85.2
	4	66	100	4.8	39.7	55.6	95.2
	5	34	100	29.4	47.1	23.5	70.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	103	100	14	29	57	86
	4	92	100	16.5	41.8	41.8	83.5
	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
2010	3	56	100	14.5	38.2	47.3	85.5
	4	68	100	13.8	29.2	56.9	86.2
	5	68	100	16.2	38.2	45.6	83.8
	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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