



HENRY E. BONNER ELEMENTARY

171 Macedonia Foxes
Moncks Corner, SC 29461

Grades	PK-5 Elementary School	
Enrollment	805 Students	
Principal	Natalie S. Locklear	843-899-8950
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

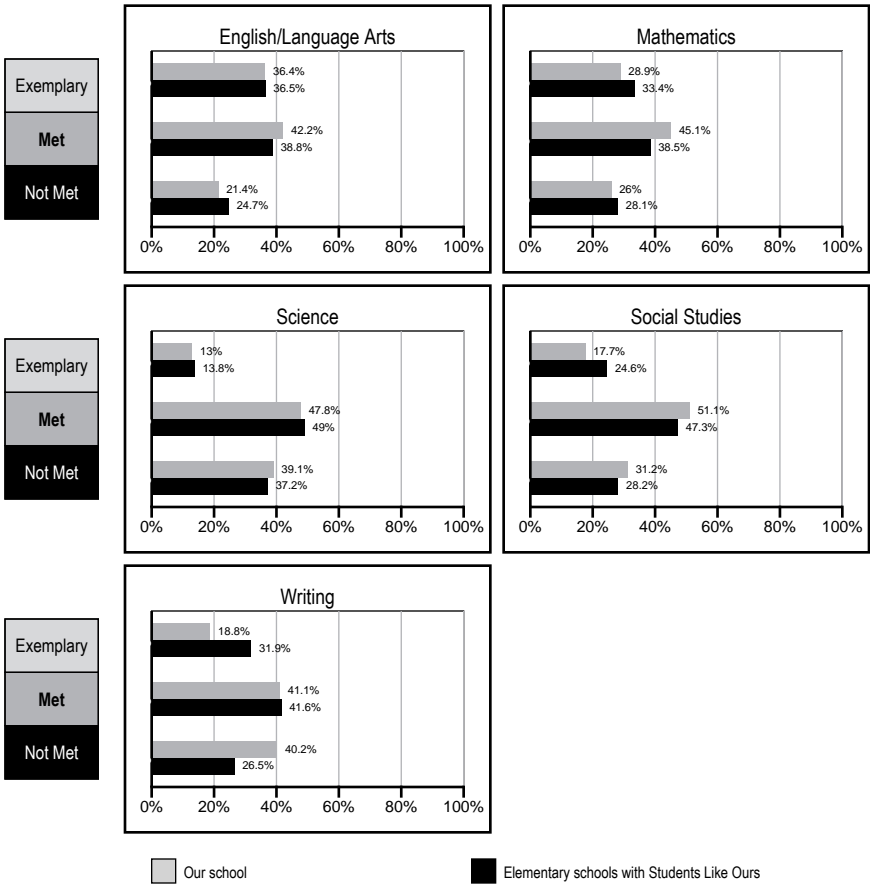
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	23	86	9	0

* Ratings are calculated with data available by 11/09/2011.

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=805)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 4.2%	1.3%	1.1%
Attendance rate	94.9%	Down from 95.1%	96.0%	96.2%
Served by gifted and talented program	13.0%	Up from 7.7%	11.6%	13.4%
With disabilities other than speech	1.9%	Down from 6.0%	5.0%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	66.7%	Down from 70.0%	60.0%	62.5%
Continuing contract teachers	75.0%	Down from 77.5%	90.0%	88.2%
Teachers returning from previous year	87.6%	Up from 84.5%	88.0%	87.8%
Teacher attendance rate	94.8%	Up from 94.5%	95.1%	95.2%
Average teacher salary*	\$48,149	Down 1.1%	\$46,609	\$46,773
Professional development days/teacher	9.3 days	Up from 6.2 days	11.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 22.5 to 1	19.6 to 1	19.9 to 1
Prime instructional time	89.3%	Up from 88.9%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 95.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,221	Up 1.7%	\$7,482	\$7,447
Percent of expenditures for instruction**	62.2%	Up from 58.8%	67.3%	68.4%
Percent of expenditures for teacher salaries**	57.6%	Up from 54.7%	64.7%	65.8%

* 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

It was another great year at Bonner Elementary School. Our staff, students and volunteers provided an exceptional environment where great things happened daily.

While we experienced success in many areas, we continued our focus on math, reading and integrating the arts. We were the recipient of the Distinguished Arts Program Grant, which exposed our students to a variety of different cultures and art forms. For example, through our artist in residence programs, our students were exposed to Japanese Art and Culture with Yoshiko Moon, puppetry with Gina Bean, storytelling with Tim Lowery, and dance with Nancy Alvey. Sean and Melanie Layne, nationally known presenters from The John F. Kennedy Center for the Performing Arts, provided four days of intense staff development to explore and define characteristics of arts integration. As a school, we set the stage for our students to experience units of instruction that integrate music, art, dance, and theatre. This was a tremendous opportunity for teachers to integrate the arts with the core curriculum.

We continuously assessed student performance to help guide our instruction and use test data to target specific student needs. We continued to provide computer aided instruction through FastMath and Success Maker. IXL was an additional computer program that allowed students to review and practice math skills at home and school. We continued the Roscoe Reading Program, where students were recognized for reaching individual reading goals.

Technology continues to be a primary focus for our school. One computer lab was upgraded and four additional computer labs were installed. All labs currently have headphones, printers and scanners for student and teacher use. This upgrade allowed each grade level access to a computer lab. This addition gave us a total of 7 computer labs, as well as SmartBoards, computers, Elmos, and Airliners in all classrooms.

PTO continues to be a crucial component to our success as members volunteer numerous hours to help our faculty, staff, and students. During the 2010 – 2011 school year our volunteers donated over 1300 hours of service. The PTO, community members, and parent volunteers add a lot of character and truly make Bonner paradise.

For the 2011 – 2012 school year we will open our first choice option, "Bonner's Academy of the Arts". Approximately two hundred and thirty children will have the opportunity to demonstrate their learning through multiple art forms. The students will engage in a creative process which connects art form and the core curriculum.

Through our shared purpose, vision, commitments and goals, the Bonner staff, parents, and community will continue to work diligently to ensure every student's success in 2011-2012.

Natalie S. Locklear, Principal
Patricia McDonald, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	105	87
Percent satisfied with learning environment	83.7%	85.4%	88.9%
Percent satisfied with social and physical environment	90.7%	81.0%	86.0%
Percent satisfied with school-home relations	88.4%	90.5%	89.2%

* 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

NO

This school met 20 out of 21 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

R-HOLD

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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	94.9%	94.0%**	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	370	100	21.4	42.2	36.4	86.4	85.3	82.4	Yes	Yes
Gender										
Male	189	100	22	43.4	34.7	83.8	81.3	78.7	N/A	N/A
Female	181	100	20.8	41	38.2	89	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	295	100	18.5	43.1	38.4	88.3	89	88.9	Yes	Yes
African American	71	100	33.8	38.5	27.7	78.5	78.6	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	3	I/S	N/A	N/A	N/A	N/A	85	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	87	83	I/S	I/S
Disability Status										
Disabled	60	100	51.7	31	17.2	62.1	54.4	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	252	100	27	42.2	30.8	83.5	80.4	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	370	100	26	45.1	28.9	82.7	84.4	81.9	Yes	Yes
Gender										
Male	189	100	24.3	46.2	29.5	85	82.7	79.9	N/A	N/A
Female	181	100	27.7	43.9	28.3	80.3	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	295	100	22.1	44.1	33.8	85.4	88.6	88.9	Yes	Yes
African American	71	100	43.1	49.2	7.7	70.8	77.1	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.2	94.6	I/S	I/S
Hispanic	3	I/S	N/A	N/A	N/A	N/A	83.3	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	85.7	84.4	I/S	I/S
Disability Status										
Disabled	60	100	60.3	29.3	10.3	51.7	53	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	252	100	32.1	44.7	23.2	79.3	79.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	250	100	39.1	47.8	13	60.9	70.9	68.6
Gender								
Male	125	100	38.4	48.2	13.4	61.6	70.4	68.3
Female	125	100	39.8	47.5	12.7	60.2	71.4	68.9
Racial/Ethnic Group								
White	198	100	31.7	52.7	15.6	68.3	79.9	80.7
African American	48	100	70.5	27.3	2.3	29.5	56.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	3	I/S	N/A	N/A	N/A	N/A	64.3	61.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	67.4	70.8
Disability Status								
Disabled	37	100	71.4	22.9	5.7	28.6	39.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	65.3	60.7
Socio-Economic Status								
Subsidized meals	172	100	46.9	43.8	9.4	53.1	61.8	57.3
Social Studies								
All Students	245	100	31.2	51.1	17.7	68.8	75.7	72.5
Gender								
Male	127	100	30.8	53.8	15.4	69.2	74.3	72
Female	118	100	31.6	48.2	20.2	68.4	77.1	73.1
Racial/Ethnic Group								
White	195	100	28.2	53.2	18.6	71.8	81.1	81
African American	48	100	44.2	41.9	14	55.8	66.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.7	89
Hispanic	1	I/S	N/A	N/A	N/A	N/A	73.2	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	77.5	73.5
Disability Status								
Disabled	43	100	61.9	33.3	4.8	38.1	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	73.4	69.7
Socio-Economic Status								
Subsidized meals	168	100	40.5	49.4	10.1	59.5	68.4	62.9

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	117	100	40.2	41.1	18.8	59.8	73.5	73.2	94.9	96.3
Gender										
Male	52	100	49	42.9	8.2	51	66.8	67.2	95.1	96.3
Female	65	100	33.3	39.7	27	66.7	80.6	79.4	94.6	96.3
Racial/Ethnic Group										
White	94	100	36.3	45.1	18.7	63.7	78.5	81.5	94.5	95.9
African American	22	100	57.1	23.8	19	42.9	64.8	61.3	96.5	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	87	93.6	97.1
Hispanic	1	I/S	N/A	N/A	N/A	N/A	72.1	66.7	89.7	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2	77	95.5
Disability Status										
Disabled	16	100	87.5	6.3	6.3	12.5	27.7	26	94	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	65.7	94	97
Socio-Economic Status										
Subsidized meals	75	100	52.1	34.2	13.7	47.9	65.4	63.2	94.4	96

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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							
2010	3	124	97.6	18.8	27.4	53.8	81.2
	4	111	98.2	29	42	29	71
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	126	100	16	37.8	46.2	84
	4	125	100	25.2	43.5	31.3	74.8
	5	119	100	23.2	45.5	31.3	76.8
	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	
Mathematics							
2010	3	124	100	44.4	34.2	21.4	55.6
	4	111	99.1	33	47	20	67
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	126	100	34.5	39.5	26.1	65.5
	4	125	100	20	53.9	26.1	80
	5	119	100	23.2	42	34.8	76.8
	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	
Science							
2010	3	63	100	57.6	32.2	10.2	42.4
	4	110	99.1	42.4	55.6	2	57.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	64	100	42.4	40.7	16.9	57.6
	4	125	100	39.1	54.8	6.1	60.9
	5	61	100	35.7	41.1	23.2	64.3
	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	

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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							
2010	3	61	100	39.7	39.7	20.7	60.3
	4	110	100	42	57	1	58
	5	0	N/A	N/A	N/A	N/A	N/A
	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
2011	3	62	100	26.7	58.3	15	73.3
	4	125	100	31.3	57.4	11.3	68.7
	5	58	100	35.7	30.4	33.9	64.3
	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
Writing							
2010	3	121	100	43.6	33.3	23.1	56.4
	4	107	99.1	42.4	32.3	25.3	57.6
	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
2011	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	117	100	40.2	41.1	18.8	59.8
	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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