



## BISHOPVILLE PRIMARY

603 North Dennis Avenue  
Bishopville, South Carolina

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	463 Students	
<b>Principal</b>	Lei F. Washington	803-484-9475
<b>Superintendent</b>	Dr. Cleo Richardson	803-484-5327
<b>Board Chair</b>	Sanya Moses	803-428-5603

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	Below Average	Below Average

## 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**

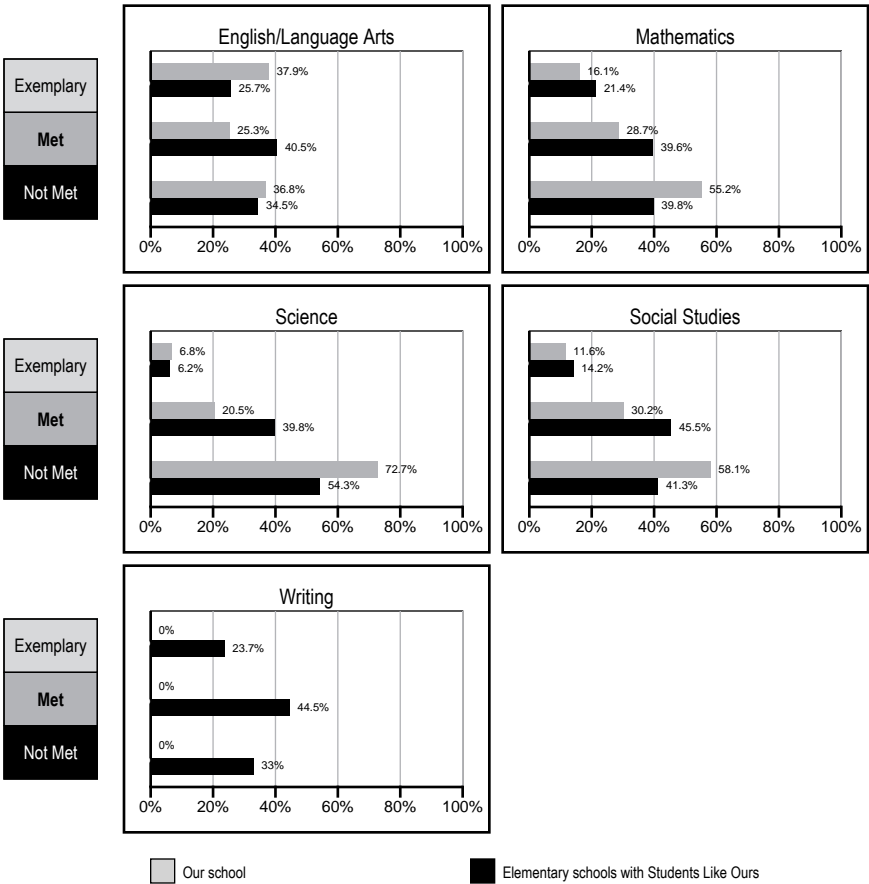
Percent of students tested in 2010-11 whose 2009-10 test scores were located | .%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	4	62	43	18

\* 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
<b>Students (n=463)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.7%	Up from 3.9%	1.5%	1.1%
Attendance rate	95.4%	Down from 96.4%	96.0%	96.2%
Served by gifted and talented program	3.3%	Up from 0.0%	5.1%	13.4%
With disabilities other than speech	2.1%	Down from 7.0%	4.3%	4.1%
Older than usual for grade	1.2%	Down from 1.3%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	61.1%	Up from 59.5%	61.2%	62.5%
Continuing contract teachers	77.8%	Down from 78.4%	81.8%	88.2%
Teachers returning from previous year	86.1%	Down from 88.1%	84.7%	87.8%
Teacher attendance rate	N/R	N/R	95.2%	95.2%
Average teacher salary*	\$41,280	Down 2.8%	\$45,168	\$46,773
Professional development days/teacher	5.0 days	Down from 8.7 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 24.1 to 1	17.5 to 1	19.9 to 1
Prime instructional time	N/R	N/R	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,036	Down 6.9%	\$8,611	\$7,447
Percent of expenditures for instruction**	72.3%	Up from 71.5%	67.5%	68.4%
Percent of expenditures for teacher salaries**	70.5%	Up from 68.7%	63.9%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

At Bishopville Primary School, we have worked without retreat to become a school continuously committed to being a place where "children are the heart of our purpose" and "their failure is not an option." Our faculty and staff work diligently to ensure that each child is prepared for a global society by providing safe and orderly classroom environments synergized by research-based best practices.

Preschool students participate in Early-In Literacy centers supported by a comprehensive and developmentally appropriate Language and Literacy program. This curriculum is comprised of components focused on Phonological Awareness, Arts Integration, and Creative Curriculum. The students were administered an assessment three times throughout the year. The results of the spring administration showed that over 85% of the preschool students were reading on a First Grade Level. Preschool and Kindergarten students received instruction through the Creative Curriculum model. First grade students participated in Study Island, a technology-based enrichment tool that provides academic support to the students both in-school and at home. First-grade students also receive instruction utilizing the Project Read curriculum. Second-grade students participate in Project Read, Study Island and are assessed using the Measure of Academic Progress. The Save the Children Program provided in-school tutoring for students in first grade and after-school Literacy support for students in second grade. The Save the Children partnership also provides students in first grade through third grade a summer Literacy program structured to provide literacy remediation, enrichment and small group instruction. Third-grade students participated in an after-school program sponsored through a partnership with Edison Learning. The After-school Program enabled our students to grow academically, socially, and physically. The afterschool program was supported through a partnership with the Americorps grant and the Teacher Cadet program, both provided high school students tutoring jobs daily. This partnership allowed for our school to offer one-on-one instruction when needed.

Bishopville Primary School Response to Intervention program has continued. A Project Read partnership enabled our school to obtain a Project Read teacher for all students (grades 1-3). Third grade teachers received two days of professional development through a contractual agreement between the school and Educational resources. The focus of the training was on Four-Block Math. All grade levels received staff development on how to best utilize the new Bloom's Taxonomy and used the new Approved Curriculum Guides. Monthly, Bishopville Primary holds a Parent University, which is designed to involve parents and community in the School Improvement annual assessment, planning and provide information to help the parents support student success.

Each spring, student art work is displayed at the Lee County Opera House during the month of April. First grade through 3rd-grade students received hands-on experience with weekly visits to the Project Read lab and field trips that provided our children with real-world experiences. This year field trips included Riverbanks Zoo, McCloud Farms, Myrtle Beach to the aquarium, and our honors club went to Carowinds. To celebrate student who chose to wear their uniforms at year four out of five days, student were awarded a trip to the skating rink. New

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	0	0
Percent satisfied with learning environment	67.9%	N/R	N/R
Percent satisfied with social and physical environment	60.7%	N/R	N/R
Percent satisfied with school-home relations	57.1%	N/R	N/R

\* 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 7 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

CA

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	9.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.3%	0.0%	No
Student attendance rate	95.4%	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
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	92	91.3	30.4	27.8	41.8	83.5	59.1	82.4	Yes	No
<b>Gender</b>										
Male	38	89.5	24.2	36.4	39.4	84.8	52.3	78.7	N/A	N/A
Female	54	92.6	34.8	21.7	43.5	82.6	65.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	67.9	88.9	I/S	I/S
African American	86	90.7	30.7	26.7	42.7	84	58.5	72.9	Yes	No
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	12	41.7	I/S	I/S	I/S	I/S	34.5	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	83	90.4	31	29.6	39.4	84.5	58.4	75.4	Yes	No

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	92	100	55.2	28.7	16.1	57.5	56.4	81.9	No	Yes
<b>Gender</b>										
Male	38	100	48.6	27	24.3	67.6	55.3	79.9	N/A	N/A
Female	54	100	60	30	10	50	57.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	71.4	88.9	I/S	I/S
African American	86	100	55.4	28.9	15.7	56.6	55.6	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	N/AV	N/AV	N/AV	8.3	26.3	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	83	100	58.2	27.8	13.9	54.4	55.3	74.9	No	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
<b>Science</b>								
All Students	46	100	72.7	20.5	6.8	27.3	34.6	68.6
<b>Gender</b>								
Male	18	100	77.8	16.7	5.6	22.2	37	68.3
Female	28	100	69.2	23.1	7.7	30.8	32.3	68.9
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	50	80.7
African American	42	100	71.4	21.4	7.1	28.6	33.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	41.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	4	I/S	I/S	I/S	I/S	I/S	9.3	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	42.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	43	100	73.8	21.4	4.8	26.2	32.9	57.3
<b>Social Studies</b>								
All Students	46	97.8	58.1	30.2	11.6	41.9	39.5	72.5
<b>Gender</b>								
Male	20	100	57.9	26.3	15.8	42.1	37.1	72
Female	26	96.2	58.3	33.3	8.3	41.7	41.7	73.1
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	52.4	81
African American	44	97.7	61	29.3	9.8	39	39	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	17	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	40	97.5	62.2	32.4	5.4	37.8	38.8	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
<b>Writing</b>										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	73.2	95.4	96.6
<b>Gender</b>										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	46.4	67.2	95.2	96.2
Female	N/A	N/AV	N/A	N/A	N/A	N/A	59.6	79.4	95.5	97.1
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	50	81.5	95.7	95
African American	N/A	N/AV	N/A	N/A	N/A	N/A	53	61.3	95.4	96.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	95.6	96.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	96.3	96.3
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	16	26	95.7	95.8
<b>Migrant Status</b>										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	96	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	52.8	63.2	95.4	96.7

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	112	86.6	35.3	34.3	30.4	64.7
	4	0	N/A	N/A	N/A	N/A	N/A
	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
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	92	91.3	30.4	27.8	41.8	69.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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
<b>Mathematics</b>							
<b>2010</b>	3	112	99.1	58.4	33.7	7.9	41.6
	4	0	N/A	N/A	N/A	N/A	N/A
	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
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	92	100	55.2	28.7	16.1	44.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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
<b>Science</b>							
<b>2010</b>	3	54	94.4	68.1	29.8	2.1	31.9
	4	0	N/A	N/A	N/A	N/A	N/A
	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
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	46	100	72.7	20.5	6.8	27.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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

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
<b>Social Studies</b>							
<b>2010</b>	3	58	100	53.8	34.6	11.5	46.2
	4	0	N/A	N/A	N/A	N/A	N/A
	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
<b>2011</b>	3	46	97.8	58.1	30.2	11.6	41.9
	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	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
<b>Writing</b>							
<b>2010</b>	3	111	99.1	45.6	40.8	13.6	54.4
	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	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
<b>2011</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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