



BETHANY ELEMENTARY

337 Maynard Grayson
Clover, South Carolina

Grades	PK-5 Elementary School	
Enrollment	280 Students	
Principal	Calub Courtwright	803-810-8800
Superintendent	Marc. J. Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	Excellent	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

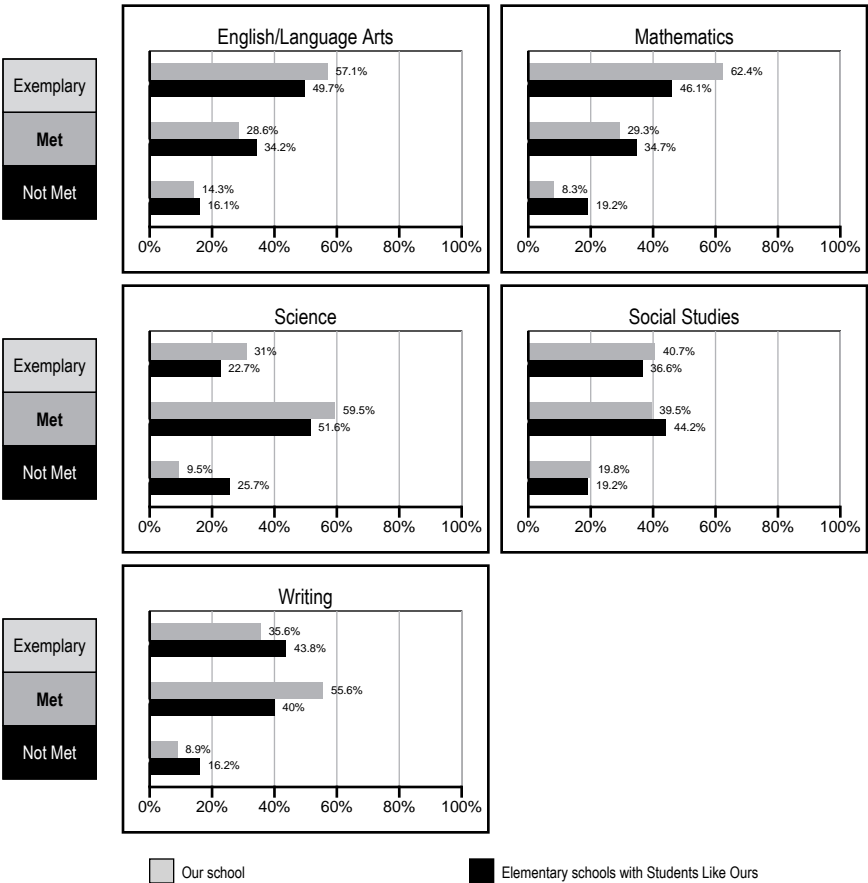
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	33	12	0	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=280)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.8%	0.9%	1.1%
Attendance rate	96.5%	Down from 96.6%	96.3%	96.2%
Served by gifted and talented program	24.3%	Up from 21.3%	20.1%	13.4%
With disabilities other than speech	1.1%	Down from 4.8%	3.5%	4.1%
Older than usual for grade	0.4%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	77.3%	Up from 73.1%	65.9%	62.5%
Continuing contract teachers	86.4%	Up from 84.6%	91.0%	88.2%
Teachers returning from previous year	90.8%	Down from 91.1%	90.2%	87.8%
Teacher attendance rate	97.2%	Up from 94.2%	95.0%	95.2%
Average teacher salary*	\$54,992	Down 2.8%	\$48,108	\$46,773
Professional development days/teacher	11.0 days	Down from 14.1 days	11.0 days	10.5 days
School				
Principal's years at school	1.0	Down from 6.0	5.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 17.8 to 1	20.8 to 1	19.9 to 1
Prime instructional time	92.5%	Up from 89.2%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,458	Down 5.4%	\$7,159	\$7,447
Percent of expenditures for instruction**	67.9%	Down from 71.0%	68.8%	68.4%
Percent of expenditures for teacher salaries**	65.0%	Down from 66.2%	66.6%	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

Academic excellence and student engagement continue to be the focus of Bethany Elementary School. The Bethany community, staff, and students are proud of their accomplishments and are committed to the belief that all children can be successful in school. High expectations for student performance are evident. Bethany students continue to score above the state average on the Palmetto Assessment of State Standards and have been recognized for closing the achievement gap over the past five years.

While academics are our focus, opportunities to experience success beyond the classroom are available through other avenues such as student council, safety patrol, art club, girls fitness, boys sports club, recycling club, cup stacking club and chorus. A morning television program is fully produced and operated by our students. Character education is an important part of our school with administrators and teachers emphasizing a new character trait each month. Students support their community through their participation in service learning projects such as Relay for Life, food drives, and recycling projects.

Bethany’s goal is to ensure that students demonstrate competency in the core academic areas and exhibit the qualities of responsible and productive members of society. Staff development opportunities are provided on an ongoing basis to enhance classroom instruction. During the 2010—2011 school year, our teachers participated in district-wide collaboration sessions, vertical planning at the school level, and writing professional development at the school level. Our kindergarten through second grade teachers received professional development in literacy from the district literacy coach. The literacy coach was at Bethany two days per week for the entire second semester. Our teachers continue to study areas of need and interest and collaborate effectively with their colleagues.

Parent and community involvement are the cornerstones of our school’s character. This is obvious as one attends special events such as the family picnic or The “COW” (Celebrate Our Work) night at Bethany. A dedicated and involved PTO and SIC continue to provide leadership and vision in the quest for excellence at our school.

Calub Courtwright, Principal; Stephanie Splawn, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	46	43
Percent satisfied with learning environment	100.0%	97.7%	97.6%
Percent satisfied with social and physical environment	100.0%	97.8%	100.0%
Percent satisfied with school-home relations	100.0%	93.3%	97.5%

* 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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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 = 79.4% (Met or Exemplary)

All Students	137	100	14.3	28.6	57.1	93.2	89.4	82.4	Yes	Yes
Gender										
Male	75	100	19.2	27.4	53.4	91.8	86.7	78.7	N/A	N/A
Female	62	100	8.3	30	61.7	95	92.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	119	100	13.9	27.8	58.3	93	90.7	88.9	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	80	72.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	88.3	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	83	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	50.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	87.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	70	100	24.2	33.3	42.4	87.9	81.2	75.4	Yes	Yes

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

All Students	137	100	8.3	29.3	62.4	96.2	90.8	81.9	Yes	Yes
Gender										
Male	75	100	8.2	32.9	58.9	97.3	88.8	79.9	N/A	N/A
Female	62	100	8.3	25	66.7	95	92.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	119	100	7	29.6	63.5	98.3	92	88.9	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	82.9	71.4	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.9	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	87.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	84.4	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	59.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	86	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	70	100	13.6	31.8	54.5	92.4	82.5	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	88	100	9.5	59.5	31	90.5	83.6	68.6
Gender								
Male	42	100	12.5	60	27.5	87.5	81.6	68.3
Female	46	100	6.8	59.1	34.1	93.2	85.9	68.9
Racial/Ethnic Group								
White	75	100	9.9	59.2	31	90.1	86.4	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	67.6	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.1	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.5	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	44.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.7	60.7
Socio-Economic Status								
Subsidized meals	50	100	15.2	67.4	17.4	84.8	72.9	57.3
Social Studies								
All Students	87	100	19.8	39.5	40.7	80.2	84.9	72.5
Gender								
Male	50	100	18	40	42	82	84.6	72
Female	37	100	22.2	38.9	38.9	77.8	85.2	73.1
Racial/Ethnic Group								
White	78	100	19.5	37.7	42.9	80.5	86.4	81
African American	6	I/S	I/S	I/S	I/S	I/S	72.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.6	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	50.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	86.8	69.7
Socio-Economic Status								
Subsidized meals	41	100	32.5	32.5	35	67.5	73.5	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	46	100	8.9	55.6	35.6	91.1	83.6	73.2	96.5	96.4
Gender										
Male	25	100	12	56	32	88	78.7	67.2	96.5	96.4
Female	21	100	5	55	40	95	88.8	79.4	96.5	96.5
Racial/Ethnic Group										
White	40	100	7.7	56.4	35.9	92.3	85.2	81.5	96.4	96.3
African American	2	I/S	I/S	I/S	I/S	I/S	71	61.3	96.6	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	72.7	87	97.6	97.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	87.5	66.7	97.9	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	97	95.6
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	35.5	26	95.7	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.7	65.7	97.4	97.6
Socio-Economic Status										
Subsidized meals	23	100	18.2	68.2	13.6	81.8	73.8	63.2	95.9	95.7

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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	39	100	7.7	30.8	61.5	92.3
	4	48	100	17	36.2	46.8	83
	5	44	100	18.2	47.7	34.1	81.8
	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	53	100	5.9	21.6	72.5	94.1
	4	38	100	8.1	29.7	62.2	91.9
	5	46	100	28.9	35.6	35.6	71.1
	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	39	100	7.7	33.3	59	92.3
	4	48	100	6.4	46.8	46.8	93.6
	5	44	100	11.4	36.4	52.3	88.6
	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
2011	3	53	100	13.7	21.6	64.7	86.3
	4	38	100	2.7	37.8	59.5	97.3
	5	46	100	6.7	31.1	62.2	93.3
	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
Science							
2010	3	20	100	10	55	35	90
	4	48	100	10.6	70.2	19.1	89.4
	5	22	100	18.2	45.5	36.4	81.8
	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	27	100	8	56	36	92
	4	38	100	5.4	59.5	35.1	94.6
	5	23	100	18.2	63.6	18.2	81.8
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	19	100	15.8	36.8	47.4	84.2
	4	48	100	17	53.2	29.8	83
	5	22	100	36.4	36.4	27.3	63.6
	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
2011	3	26	100	11.5	38.5	50	88.5
	4	38	100	13.5	54.1	32.4	86.5
	5	23	100	39.1	17.4	43.5	60.9
	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	40	100	17.9	43.6	38.5	82.1
	4	48	100	14.9	46.8	38.3	85.1
	5	45	100	18.2	36.4	45.5	81.8
	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
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	46	100	8.9	55.6	35.6	91.1
	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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