



## BETHEL ELEMENTARY

6000 Hwy. 55 East  
Clover, SC 29710

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	375 Students	
<b>Principal</b>	Tom Guinane	803-831-7816
<b>Superintendent</b>	Marc. J. Sosne	803-810-8000
<b>Board Chair</b>	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
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	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 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

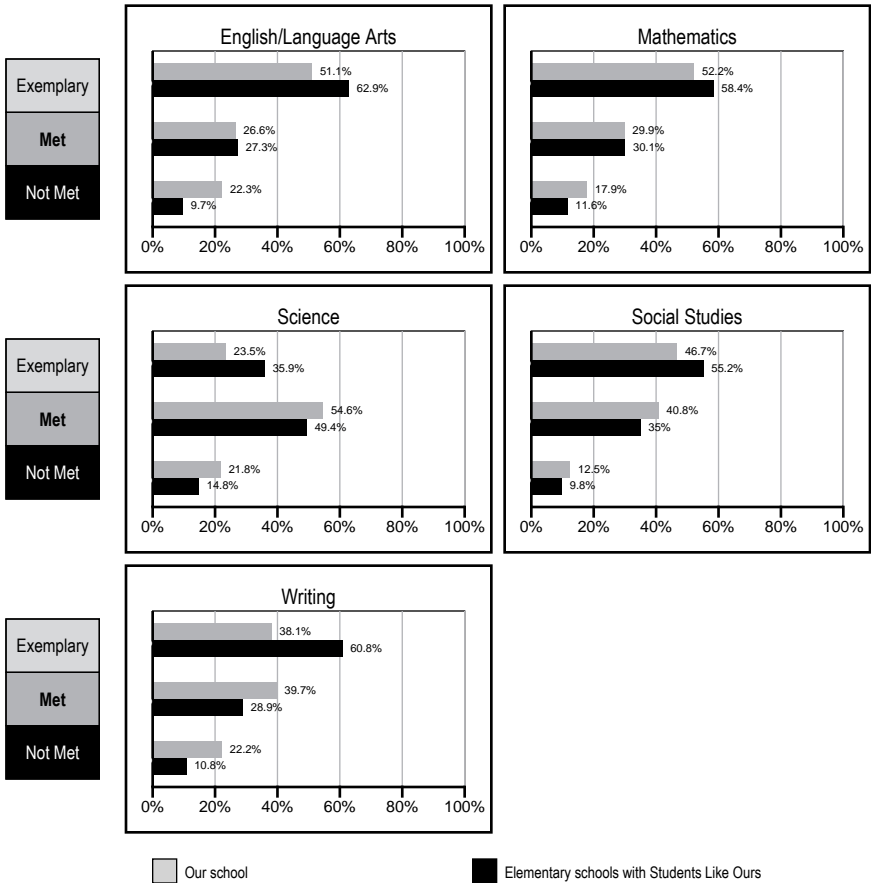
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
19	2	0	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
<b>Students (n=375)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 1.7%	0.6%	1.1%
Attendance rate	96.9%	Up from 96.8%	96.7%	96.2%
Served by gifted and talented program	27.7%	Down from 30.1%	31.2%	13.4%
With disabilities other than speech	3.4%	Down from 6.9%	2.8%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.0%	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=27)</b>				
Teachers with advanced degrees	77.8%	Up from 69.0%	68.4%	62.5%
Continuing contract teachers	96.3%	Up from 93.1%	93.2%	88.2%
Teachers returning from previous year	89.3%	Down from 92.9%	89.9%	87.8%
Teacher attendance rate	94.8%	Down from 95.0%	95.2%	95.2%
Average teacher salary*	\$56,647	Up 0.2%	\$49,400	\$46,773
Professional development days/teacher	10.8 days	Up from 9.7 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 17.3 to 1	21.0 to 1	19.9 to 1
Prime instructional time	90.3%	Down from 90.5%	91.1%	90.4%
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**	\$9,779	Up 26.8%	\$7,216	\$7,447
Percent of expenditures for instruction**	67.8%	Down from 71.7%	71.4%	68.4%
Percent of expenditures for teacher salaries**	65.8%	Down from 69.4%	70.2%	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**

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 11 years, a direct reflection of the 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-five percent of certified staff have advanced degrees. There are also seven National Board Certified teachers on staff at Bethel.

Bethel is fortunate to have an actively involved Parent Teacher Organization. The PTO is responsible for the 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 teachers' support in the classroom to enhance the learning of all students. This year, the PTO purchased 25 digital cameras and technological software to enhance our technology initiatives.

Recently, Bethel teachers, staff and parents completed the Five Year School Renewal Strategic Plan with implementation of the plan to begin in August. 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**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	15	60	53
Percent satisfied with learning environment	100.0%	70.0%	86.5%
Percent satisfied with social and physical environment	100.0%	81.7%	88.7%
Percent satisfied with school-home relations	100.0%	86.7%	76.5%

\* 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

NO

This school met 11 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

<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	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	96.9%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	191	99.5	21.9	26.8	51.4	85.2	89.4	82.4	Yes	Yes
<b>Gender</b>										
Male	104	99	21.6	35.1	43.3	86.6	86.7	78.7	N/A	N/A
Female	87	100	22.1	17.4	60.5	83.7	92.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	167	99.4	21.3	26.9	51.9	85.6	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	8	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	6	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
<b>Disability Status</b>										
Disabled	22	100	72.7	18.2	9.1	40.9	50.8	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	6	I/S	I/S	I/S	I/S	I/S	87.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	55	100	36.5	32.7	30.8	76.9	81.2	75.4	No	Yes

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

All Students	191	100	17.9	29.9	52.2	87.5	90.8	81.9	Yes	Yes
<b>Gender</b>										
Male	104	100	17.3	32.7	50	90.8	88.8	79.9	N/A	N/A
Female	87	100	18.6	26.7	54.7	83.7	92.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	167	100	16.1	31.1	52.8	88.8	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	8	I/S	I/S	I/S	I/S	I/S	90.9	94.6	I/S	I/S
Hispanic	6	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
<b>Disability Status</b>										
Disabled	22	100	54.5	36.4	9.1	59.1	59.4	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	6	I/S	I/S	I/S	I/S	I/S	86	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	55	100	25	36.5	38.5	78.8	82.5	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	124	99.2	21.2	55.1	23.7	78.8	83.6	68.6
<b>Gender</b>								
Male	71	98.6	16.9	58.5	24.6	83.1	81.6	68.3
Female	53	100	26.4	50.9	22.6	73.6	85.9	68.9
<b>Racial/Ethnic Group</b>								
White	105	99.1	19	56	25	81	86.4	80.7
African American	9	I/S	I/S	I/S	I/S	I/S	67.6	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.1	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.5	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	16	100	50	43.8	6.3	50	44.6	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	3	I/S	I/S	I/S	I/S	I/S	70.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	35	100	30.3	54.5	15.2	69.7	72.9	57.3
<b>Social Studies</b>								
All Students	124	100	12.5	40.8	46.7	87.5	84.9	72.5
<b>Gender</b>								
Male	69	100	6.1	47	47	93.9	84.6	72
Female	55	100	20.4	33.3	46.3	79.6	85.2	73.1
<b>Racial/Ethnic Group</b>								
White	111	100	13	43.5	43.5	87	86.4	81
African American	6	I/S	I/S	I/S	I/S	I/S	72.7	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	14	100	21.4	64.3	14.3	78.6	50.3	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	3	I/S	I/S	I/S	I/S	I/S	86.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	38	100	28.6	48.6	22.9	71.4	73.5	62.9

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
<b>Writing</b>										
All Students	64	100	22.2	39.7	38.1	77.8	83.6	73.2	96.9	96.4
<b>Gender</b>										
Male	32	100	32.3	48.4	19.4	67.7	78.7	67.2	96.7	96.4
Female	32	100	12.5	31.3	56.3	87.5	88.8	79.4	97.1	96.5
<b>Racial/Ethnic Group</b>										
White	57	100	19.6	39.3	41.1	80.4	85.2	81.5	97	96.3
African American	1	I/S	I/S	I/S	I/S	I/S	71	61.3	97.2	97
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	72.7	87	96.5	97.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	87.5	66.7	95.7	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.3	95.6
<b>Disability Status</b>										
Disabled	6	I/S	I/S	I/S	I/S	I/S	35.5	26	96.7	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	67.7	65.7	96	97.6
<b>Socio-Economic Status</b>										
Subsidized meals	18	100	27.8	55.6	16.7	72.2	73.8	63.2	96.8	95.7

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>English/Language Arts</b>							
<b>2010</b>	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
	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	70	100	22.7	15.2	62.1	77.3
	4	57	98.3	18.5	31.5	50	81.5
	5	64	100	23.8	34.9	41.3	76.2
	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>Mathematics</b>							
<b>2010</b>	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
	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	70	100	24.2	22.7	53	75.8
	4	57	100	10.9	25.5	63.6	89.1
	5	64	100	17.5	41.3	41.3	82.5
	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>Science</b>							
<b>2010</b>	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
	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	35	100	34.4	40.6	25	65.6
	4	57	98.3	13	59.3	27.8	87
	5	32	100	21.9	62.5	15.6	78.1
	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

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	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
<b>2011</b>	3	35	100	14.7	32.4	52.9	85.3
	4	57	100	10.9	43.6	45.5	89.1
	5	32	100	12.9	45.2	41.9	87.1
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	64	100	22.2	39.7	38.1	77.8
	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

Abbreviations for Missing Data

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