



Ballentine Elementary

1040 Bickley Road
Irmo, SC 29063

Grades	K-5 Elementary School	
Enrollment	708 Students	
Principal	Dr. Barbara P. Brockhard	803-732-8251
Superintendent	Dr. Herbert Berg	803-476-8000
Board Chair	Paula Hite	803-749-1387

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Excellent*
2007	Excellent	Excellent
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Good

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

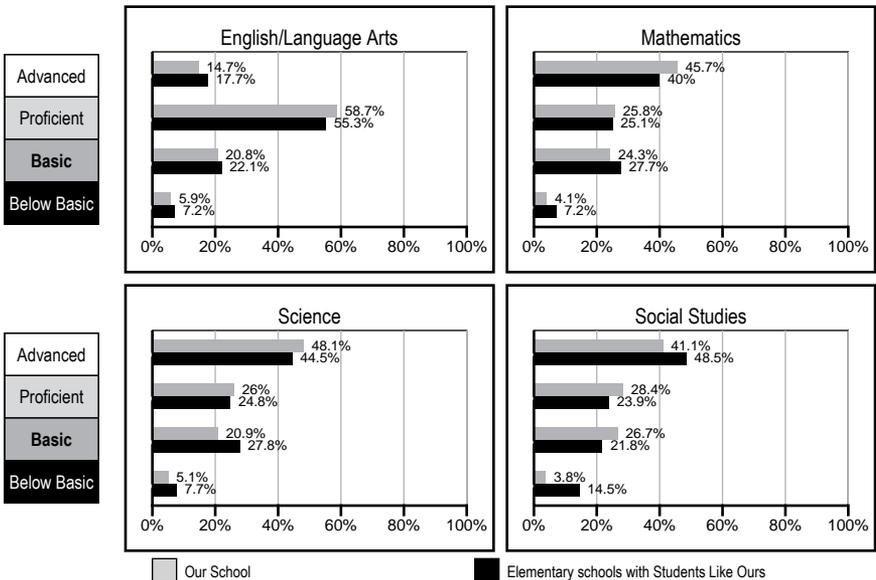
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	2	0	1	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=708)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.6%	0.4%	2.3%
Attendance rate	97.4%	Up from 96.8%	97.2%	96.3%
Eligible for gifted and talented	27.7%	Down from 35.5%	33.4%	10.4%
With disabilities other than speech	1.8%	Down from 3.3%	3.9%	7.5%
Older than usual for grade	0.2%	No Change	0.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	70.4%	Down from 72.3%	59.4%	56.7%
Continuing contract teachers	88.9%	Down from 97.9%	84.4%	77.3%
Teachers with emergency or provisional certificates	1.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	90.1%	Up from 89.9%	87.4%	86.4%
Teacher attendance rate	95.0%	Up from 94.4%	94.6%	94.9%
Average teacher salary	\$50,289	Down 0.8%	\$48,085	\$45,345
Professional development days/teacher	8.8 days	Down from 13.4 days	10.0 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	6.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 20.1 to 1	19.8 to 1	18.5 to 1
Prime instructional time	91.2%	Up from 89.9%	90.9%	89.8%
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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,672	Up 11.3%	\$7,159	\$7,052
Percent of expenditures for instruction*	65.4%	Up from 64.6%	64.6%	69.1%
Percent of expenditures for teacher salaries*	63.2%	Up from 63.0%	63.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission of Ballentine Elementary school is to provide exceptional classroom instruction with engaging learning opportunities that are differentiated to meet the needs of all children. This mission of excellence has remained our focus as we have earned an Excellent report card rating for five consecutive years. Our school has also been recognized as a Palmetto Gold and Silver Award school and for Closing the Achievement Gap for four consecutive years.

Our culture of learning, supported by high expectations for all, challenges students to grow in character and self-discipline to achieve their maximum potential. Through professional books studies, staff development opportunities, additional coursework and peer observations, our faculty continually strives to learn and grow to maximize the effectiveness of their instruction and to create the best possible learning environment. Eighteen of our teachers have earned National Board Certification.

Our students learn to be good citizens through participation in numerous community service projects, such as Project Pet, Jump Rope for Heart, Cancer Relay for Life, Sharing God's Love, Ronald McDonald House, Sister Care, and Lowman Retirement Home activities. Student leadership opportunities such as School Tools, Handy Helpers, Student Council, DARE, WBES, Student Ambassadors, Safety Patrol, Waste Warriors, and the Flag Patrol are also designed to assist students in becoming responsible citizens.

The partnership between home, school, and the local community is strengthened through on-going communication, community service projects, an active Parent-Teacher Organization and School Improvement Council, and special family events at the school. Our parents and community assist us in ensuring that all students are appropriately provided for instructionally. Ballentine Elementary received three awards from the SC-NSPRA for our public relations efforts and also received the Distinguished Arts Grant, the Lipscomb grant, and other literacy grants that support the quality teaching and learning of our students.

Our mission of continually striving for excellence and our strong partnership between home and school, combined with challenging and enriching instruction for every student, fosters a positive, supportive learning environment.

Barbara P. Brockhard, Principal
Beth Davis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	97	70
Percent satisfied with learning environment	100.0%	97.9%	97.1%
Percent satisfied with social and physical environment	100.0%	95.9%	97.1%
Percent satisfied with school-home relations	100.0%	90.6%	97.1%

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

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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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	97.4%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	355	100	5.8	20.7	58.3	15.2	82.5	62.4	48.2	Yes	Yes
Gender											
Male	172	100	7.8	24.6	60.5	7.2	79	55.3	41.7	N/A	N/A
Female	183	100	4	17	56.3	22.7	85.8	69.9	55	N/A	N/A
Racial/Ethnic Group											
White	279	100	3.3	19.1	63.2	14.3	86.8	71.8	60	Yes	Yes
African American	57	100	12.7	30.9	41.8	14.5	67.3	41.1	31.7	Yes	Yes
Asian/Pacific Islander	13	100	10	20	30	40	70	75.4	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	27	100	20	24	36	20	64	26.6	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	45.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	28	100	14.8	33.3	40.7	11.1	59.3	38.6	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	355	100	4.1	24.2	25.9	45.8	80.8	64.1	45.8	Yes	Yes
Gender											
Male	172	100	4.8	26.9	25.1	43.1	77.8	64.6	45.6	N/A	N/A
Female	183	100	3.4	21.6	26.7	48.3	83.5	63.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	279	100	2.2	23.2	25.4	49.3	83.1	74.8	59	Yes	Yes
African American	57	100	10.9	30.9	32.7	25.5	70.9	39	26.9	Yes	Yes
Asian/Pacific Islander	13	100	10	10	10	70	90	79.7	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	53	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	27	100	16	20	20	44	76	32.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	59.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	28	100	14.8	37	18.5	29.6	59.3	39.2	31.4	I/S	I/S

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	246	100	5.1	20.8	25.8	48.3	74.2	51	35.7	97.4	96.7
Gender											
Male	121	100	6	17.9	23.9	52.1	76.1	53.6	37.4	97.6	96.6
Female	125	100	4.2	23.5	27.7	44.5	72.3	48.4	33.8	97.2	96.8
Racial/Ethnic Group											
White	186	100	1.7	19.9	26.5	51.9	78.5	61.5	49.2	97.3	96.7
African American	43	100	17.1	24.4	26.8	31.7	58.5	26.2	17	98.1	96.5
Asian/Pacific Islander	11	100	12.5	12.5	0	75	75	69.6	58	96.5	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	97.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.6	97
Disability Status											
Disabled	21	100	21.1	15.8	21.1	42.1	63.2	28.6	14	97.2	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	N/A	98.8
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	45.1	24.4	97.7	96.8
Socio-Economic Status											
Subsided meals	15	100	21.4	28.6	21.4	28.6	50	26.9	21.1	96.5	95.7
Social Studies											
All Students	245	100	3.8	26.5	28.6	41.2	69.7	51.9	34	97.4	96.7
Gender											
Male	118	100	5.3	21.9	28.9	43.9	72.8	55.7	36.6	97.6	96.6
Female	127	100	2.4	30.6	28.2	38.7	66.9	47.9	31.3	97.2	96.8
Racial/Ethnic Group											
White	196	100	2.6	26.3	29.5	41.6	71.1	60.1	44.5	97.3	96.7
African American	41	100	9.8	26.8	26.8	36.6	63.4	31.5	19.1	98.1	96.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	70.2	58.9	96.5	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	51.7	27.5	97.9	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.6	97
Disability Status											
Disabled	22	100	10	30	30	30	60	30.5	14.4	97.2	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	N/A	98.8
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.3	97.7	96.8
Socio-Economic Status											
Subsided meals	22	100	9.1	50	27.3	13.6	40.9	28.8	21	96.5	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	124	100	5.9	18.5	61.3	14.3	75.6	
	4	102	99	2.1	26.3	58.9	12.6	71.6	
	5	120	100	8.5	38.1	47.5	5.9	53.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	116	100	2.7	16.8	61.1	19.5	80.5	
	4	136	100	6.1	16.8	64.9	12.2	77.1	
	5	103	100	9.1	30.3	46.5	14.1	60.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	124	100	4.2	37.8	38.7	19.3	58	
	4	102	100	0	20	28.4	51.6	80	
	5	120	100	4.2	29.7	22	44.1	66.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	116	100	5.3	36.3	28.3	30.1	58.4	
	4	136	100	3.8	13.7	23.7	58.8	82.4	
	5	103	100	3	24.2	26.3	46.5	72.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	63	100	16.9	44.1	30.5	8.5	39	
	4	102	99	1.1	23.2	37.9	37.9	75.8	
	5	60	100	17.2	24.1	13.8	44.8	58.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	5.3	28.1	42.1	24.6	66.7	
	4	135	100	4.6	17.7	23.1	54.6	77.7	
	5	52	100	6.1	20.4	14.3	59.2	73.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	62	100	1.7	37.3	37.3	23.7	61	
	4	102	99	2.1	33.7	30.5	33.7	64.2	
	5	62	100	6.9	41.4	19	32.8	51.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	5.3	29.8	42.1	22.8	64.9	
	4	136	100	3.8	26	26	44.3	70.2	
	5	51	100	2	24	20	54	74	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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