



Bennettsville Elementary

801 Country Club Dr.
Bennettsville, South

Grades	3-5 Elementary School	
Enrollment	514 Students	
Principal	Parnell Miles	843-479-5938
Superintendent	Miss Alisa Goodman	843-479-4016
Board Chair	Mr. John McInnis	843-586-8989

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Below Average	At-Risk

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

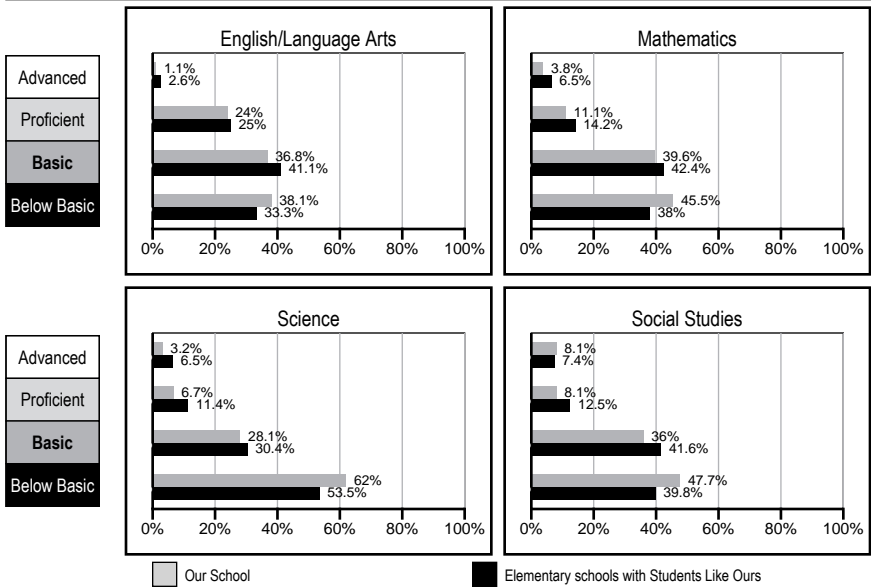
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	11	56	59

* 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=514)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.2%	Down from 3.8%	3.0%	2.3%
Attendance rate	95.1%	Up from 94.9%	96.0%	96.3%
Eligible for gifted and talented	8.8%	No Change	3.6%	10.4%
With disabilities other than speech	16.0%	Up from 13.1%	7.9%	7.5%
Older than usual for grade	2.3%	Down from 3.0%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	55.6%	Down from 60.5%	54.7%	56.7%
Continuing contract teachers	61.1%	Down from 86.8%	70.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	89.0%	Down from 93.9%	83.4%	86.4%
Teacher attendance rate	93.3%	Down from 95.1%	95.0%	94.9%
Average teacher salary	\$42,878	Down 3.4%	\$43,988	\$45,345
Professional development days/teacher	8.5 days	Down from 11.8 days	13.3 days	12.6 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.1 to 1	16.8 to 1	18.5 to 1
Prime instructional time	86.7%	Down from 87.3%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Up from 96.1%	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil*	\$7,583	Up 3.7%	\$7,984	\$7,052
Percent of expenditures for instruction*	68.9%	No Change	69.0%	69.1%
Percent of expenditures for teacher salaries*	60.8%	Down from 61.8%	62.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Bennettsville Elementary School is a place where faculty and staff continue to work together to provide students with engaging academically challenging activities. We believe these activities will ultimately help students to become productive citizens in our community and nation as they use problem-solving strategies in real life.

We have shown gains on the Palmetto Achievement Challenge Test. However, we realize that we must show continued improvement in larger numbers. Our MAP results clearly show that students at each grade level are showing growth from one testing period to another. Our teachers are becoming very effective in using the data from all assessments to tailor their instruction. Through team collaboration, our teachers and paraprofessionals work together to develop the most appropriate, measurable best practices for our students. The implementation of the TAP (Teacher Advancement Program) has brought new focus and energy to our school. Teachers speak a common language when analyzing data and providing educational plans for ALL the students. No Child Left Behind has forced us to look at every subgroup in our school to ensure that the necessary instruction and support are in place for every child at BES.

In addition to providing our students with a structured, aligned, standard-based curriculum, we also have a strong incentive program that recognizes and rewards students for their successes. Each month, students are recognized as "Deserving Students" for their commitment in doing their best academically and displaying a positive attitude. We recognize our students who demonstrate an understanding of the character traits through their conduct. Our Science Fair continues to be a very popular activity for both students and parents. Students who show acceptable behavior the entire school year are recommended by their teachers to receive an invitation to the prom by the principal. All of the students who pass all portions of the PACT are recognized on PACT Night. Students who make their target growth on MAP are treated to a cookout. We also recognize the students who show growth, even if the target growth was not met.

Activities such as "Grandparents Day for Lunch," "Donuts for Dads," "Muffins for Moms," PTO activities, and School Improvement Council meetings are designed to include and involve parents in the academic and social activities at school. We will continue our efforts to keep parents well informed and involved in the education of their children. We need all of our stakeholders to make a commitment to give the very best of themselves to the students who depend on them for leadership and guidance.

Mrs. Gloria Dudley, Principal
Mrs. Pamela Johnson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	143	103
Percent satisfied with learning environment	61.8%	71.8%	71.0%
Percent satisfied with social and physical environment	52.9%	64.8%	59.4%
Percent satisfied with school-home relations	34.4%	80.1%	68.8%

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

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School Adequate Yearly Progress

NO

This school met 12 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

Restructure

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	24.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.7%	0.0%	No
Student attendance rate	95.1%	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	501	99.2	37.5	36.8	24	1.7	34.7	30.4	48.2	No	Yes
Gender											
Male	269	98.5	42.8	37.6	18.8	0.8	28.8	24	41.7	N/A	N/A
Female	232	100	31.3	35.9	30	2.8	41.5	37.3	55	N/A	N/A
Racial/Ethnic Group											
White	85	97.7	24.7	36.4	35.1	3.9	50.6	38.4	60	Yes	Yes
African American	401	99.5	40.2	37.3	21.3	1.3	31.2	25.2	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	35.7	47	I/S	I/S
Disability Status											
Disabled	88	96.6	76.5	14.8	3.7	4.9	11.1	9.1	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	441	99.3	40.2	37.5	20.6	1.7	31	26.6	34	No	Yes

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

All Students	501	99.6	45.2	39.7	11.5	3.6	23.9	25.1	45.8	No	Yes
Gender											
Male	269	99.3	47.6	39.7	9.9	2.8	20.6	24	45.6	N/A	N/A
Female	232	100	42.4	39.6	13.4	4.6	27.6	26.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	85	98.8	26.9	48.7	16.7	7.7	37.2	34	59	No	Yes
African American	401	99.8	49	38	10.5	2.6	20.9	19.9	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	29.3	46.2	I/S	I/S
Disability Status											
Disabled	88	97.7	78	12.2	7.3	2.4	13.4	9.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	441	99.8	48.9	38.3	9.4	3.4	21	22	31.4	No	Yes

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

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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*	School Attendance Rate	District Attendance Rate
Science											
All Students	332	99.7	61.3	27.6	7.3	3.8	11.1	13.9	35.7	95.1	95.3
Gender											
Male	175	99.4	64.7	24.6	7.8	3	10.8	13.9	37.4	94.6	95
Female	157	100	57.4	31.1	6.8	4.7	11.5	13.8	33.8	95.8	95.7
Racial/Ethnic Group											
White	62	98.4	39.3	33.9	16.1	10.7	26.8	24.7	49.2	94.4	94.8
African American	261	100	66.3	25.8	5.6	2.4	7.9	7.6	17	95.3	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.4	97.1
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	N/A	95.2
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	16.4	37.4	94.5	94
Disability Status											
Disabled	54	98.2	79.6	6.1	6.1	8.2	14.3	10.5	14	93.9	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	98.9	97.6
Socio-Economic Status											
Subsided meals	287	100	65	26.6	5.5	2.9	8.4	10.5	21.1	94.9	95.1
Social Studies											
All Students	329	99.7	47.7	36.3	7.8	8.2	16	13.8	34	95.1	95.3
Gender											
Male	175	99.4	51.9	34	6.2	8	14.2	14.1	36.6	94.6	95
Female	154	100	43.1	38.9	9.7	8.3	18.1	13.4	31.3	95.8	95.7
Racial/Ethnic Group											
White	49	98	51.1	31.1	8.9	8.9	17.8	16.4	44.5	94.4	94.8
African American	270	100	47.8	36.1	7.8	8.2	16.1	11.8	19.1	95.3	95.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.4	97.1
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	N/A	95.2
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	19	32.7	94.5	94
Disability Status											
Disabled	62	98.4	79.7	13.6	3.4	3.4	6.8	6.1	14.4	93.9	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	98.9	97.6
Socio-Economic Status											
Subsided meals	293	100	50.7	34.7	7.7	6.9	14.6	11.4	21	94.9	95.1

* 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	166	98.2	24.5	41.5	28.6	5.4	34	
	4	176	99.4	43.6	33.1	20.9	2.5	23.3	
	5	174	98.9	54.9	37.8	5.5	1.8	7.3	
	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	164	98.8	28	39.3	29.3	3.3	32.7	
	4	160	99.4	37.5	38.2	23.7	0.7	24.3	
	5	177	99.4	46.1	33.3	19.4	1.2	20.6	
	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	166	98.8	29.1	45.9	12.2	12.8	25	
	4	176	100	47	37.8	11	4.3	15.2	
	5	174	98.9	52.4	38.4	6.7	2.4	9.1	
	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	164	99.4	30.5	47.7	13.2	8.6	21.9	
	4	160	99.4	53.9	35.5	9.9	0.7	10.5	
	5	177	100	50.6	36.1	11.4	1.8	13.3	
	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	82	100	36.5	40.5	18.9	4.1	23	
	4	176	100	56.8	27.2	10.5	5.6	16	
	5	87	98.9	71.6	24.7	1.2	2.5	3.7	
	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	83	100	51.3	35.9	9	3.8	12.8	
	4	160	99.4	57.9	30.3	8.6	3.3	11.8	
	5	89	100	76.5	15.3	3.5	4.7	8.2	
	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	82	100	25.7	33.8	21.6	18.9	40.5	
	4	176	100	48.1	37.7	8.6	5.6	14.2	
	5	87	98.9	73.4	20.3	5.1	1.3	6.3	
	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	81	100	26	46.6	12.3	15.1	27.4	
	4	160	99.4	45.4	40.1	8.6	5.9	14.5	
	5	88	100	71.6	19.8	2.5	6.2	8.6	
	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	

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