

Ballentine Elementary

1040 Bickley Road
Irmo, SC 29063

Grades	K-5 Elementary School	
Enrollment	772 Students	
Principal	Robin W. Bright	803-476-4500
Superintendent	Dr. Herbert M. Berg	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Excellent**	**Excellent**
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Excellent
2005	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 GOAL

By 2010, SC'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.

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://www.eoc.sc.gov

Ballentine Elementary	06/01/10-3205055

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

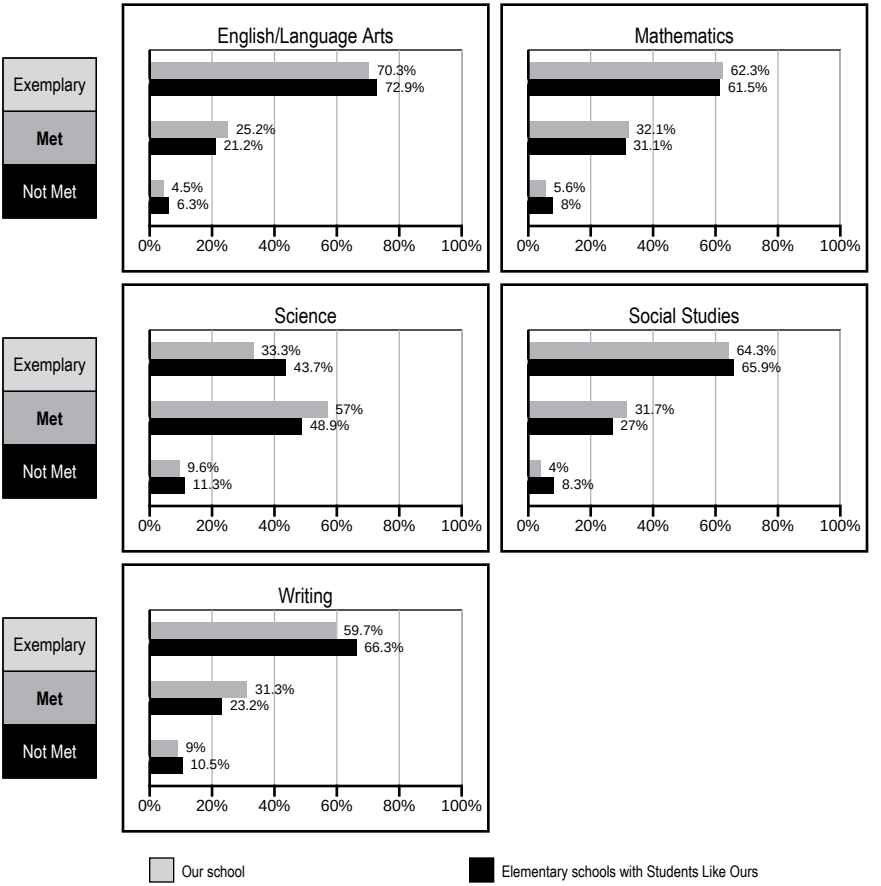
Percent of students tested in 2008-09 whose 2007-08 test scores were located	97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	1	0	0	0

* Ratings are calculated with data available by 06/01/2010.

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=772)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.1%	Down from 0.4%	0.5%	1.9%
Attendance rate	97.2%	Down from 97.4%	97.2%	96.3%
Eligible for gifted and talented	28.2%	Up from 27.7%	35.6%	10.0%
With disabilities other than speech	3.2%	Up from 1.8%	3.9%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	67.3%	Down from 70.4%	67.5%	59.4%
Continuing contract teachers	92.3%	Up from 88.9%	85.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 1.9%	0.0%	0.0%
Teachers returning from previous year	84.7%	Down from 90.1%	85.0%	85.9%
Teacher attendance rate	95.4%	Up from 95.0%	95.5%	95.1%
Average teacher salary*	$53,370	Up 6.1%	$50,342	$47,149
Professional development days/teacher	9.4 days	Up from 8.8 days	9.4 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 19.3 to 1	20.2 to 1	18.8 to 1
Prime instructional time	91.7%	Up from 91.2%	91.9%	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	No Change	Excellent	Excellent
Dollars spent per pupil**	$8,216	Up 7.1%	$7,531	$7,458
Percent of expenditures for instruction**	66.8%	Up from 65.4%	67.4%	68.8%
Percent of expenditures for teacher salaries**	65.2%	Up from 63.2%	64.8%	63.2%

* 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 Ballentine Elementary school is to join together community, staff, students, and families, to ensure that all students are provided a quality education based upon academic success, democratic principles, and creative expression while providing a positive caring environment celebrating diversity and promoting individual strengths, responsible social attitudes, and a sense of community and cooperation. This mission of excellence has remained our focus as we have earned an Excellent report card rating for six consecutive years and been recognized for Closing the Achievement Gap for six 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 book 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 Jump Rope for Heart, Cancer Relay for Life, Sharing God's Love food bank, Ronald McDonald House, Sister Care, and Lowman Home Retirement Center activities. Student leadership opportunities such as School Tools, Handy Helpers, Student Council, DARE, WBES, Student Ambassadors, Safety Patrol, Girls on the Run, 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 and the Picturing America Award 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.

Dr. Barbara P. Brockhard, Principal and Mrs. Beth Davis, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	130	94
Percent satisfied with learning environment	96.6%	99.2%	97.9%
Percent satisfied with social and physical environment	100.0%	96.9%	96.8%
Percent satisfied with school-home relations	98.3%	97.7%	97.8%

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

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 Adequate Yearly Progress

YES

This school met 17 out of 17 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	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	97.2%	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

Ballentine Elementary										06/01/10-3205055
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	384	100	4.5	25.1	70.4	98.1	90.7	82.8	Yes	Yes
Gender										
Male	181	100	5.1	28.1	66.9	97.2	87.9	79.3	N/A	N/A
Female	203	100	4	22.5	73.5	99	93.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	308	100	3.6	24.4	71.9	98.3	94.6	89.5	Yes	Yes
African American	57	100	8.9	33.9	57.1	96.4	81.9	73.7	Yes	Yes
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	90.6	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	87	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	82.5	I/S	I/S
Disability Status										
Disabled	38	100	18.4	31.6	50	89.5	64.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	85.4	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	40	100	15	32.5	52.5	100	80.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	384	100	5.6	32	62.4	95.8	89.7	78.9	Yes	Yes
Gender										
Male	181	100	7.3	27.5	65.2	95.5	88.6	77	N/A	N/A
Female	203	100	4	36	60	96	90.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	308	100	3.6	32.3	64	97.4	94.5	87.2	Yes	Yes
African American	57	100	17.9	33.9	48.2	85.7	78.3	66.7	Yes	Yes
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	93.9	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	85.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	79.5	I/S	I/S
Disability Status										
Disabled	38	100	23.7	31.6	44.7	81.6	64.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	88.5	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	40	100	15	47.5	37.5	87.5	78	70.2	Yes	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

Ballentine Elementary								06/01/10-3205055
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	253	99.2	9.3	57.3	33.5	90.7	81.3	67.5
Gender								
Male	122	98.4	9.2	54.2	36.7	90.8	80.5	67
Female	131	100	9.4	60.2	30.5	90.6	82	68
Racial/Ethnic Group								
White	207	99.5	7.9	59.6	32.5	92.1	89.2	79.5
African American	31	96.8	23.3	50	26.7	76.7	61.9	50.3
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	89.2	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	96	25	50	25	75	54	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.1	59.6
Socio-Economic Status								
Subsized meals	28	100	28.6	50	21.4	71.4	64	55.1
Social Studies								
All Students	253	100	4	32	64	96	86	72.3
Gender								
Male	119	100	3.4	28.2	68.4	96.6	84.9	71.5
Female	134	100	4.5	35.3	60.2	95.5	87.2	73.2
Racial/Ethnic Group								
White	204	100	4	32.3	63.7	96	90.6	80.7
African American	38	100	5.3	34.2	60.5	94.7	75.4	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.6	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	24	100	20.8	37.5	41.7	79.2	62.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.6	67.9
Socio-Economic Status								
Subsized meals	28	100	10.7	46.4	42.9	89.3	72.2	62.1

Abbreviations for Missing Data

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

Ballentine Elementary										06/01/10-3205055
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	381	99.7	9	31.3	59.7	91	80.4	70.2	97.2	96.7
Gender										
Male	180	99.4	11.3	37.9	50.8	88.7	74.8	63.2	97.2	96.6
Female	201	100	7	25.5	67.5	93	86	77.5	97.2	96.7
Racial/Ethnic Group										
White	306	99.7	6	33.4	60.6	94	87	79.1	97	96.6
African American	56	100	26.8	25	48.2	73.2	64.9	57.6	98.2	96.8
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	86.7	86.2	97.8	97.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.4	62.6	97.4	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	68.7	96.1	94
Disability Status										
Disabled	32	96.9	25.8	38.7	35.5	74.2	39.2	26.1	96.7	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.7	61.2	97.4	96.6
Socio-Economic Status										
Subsized meals	40	100	32.5	35	32.5	67.5	61.1	58.9	96.3	95.9

Abbreviations for Missing Data

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

Ballentine Elementary							06/01/10-3205055
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	125	100	5	12.5	82.5	95
	4	123	100	4.1	27.9	68	95.9
	5	136	100	4.4	33.8	61.8	95.6
	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							
2009	3	125	100	10.8	30	59.2	89.2
	4	123	100	1.6	29.5	68.9	98.4
	5	136	100	4.4	36	59.6	95.6
	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							
2009	3	64	96.9	8.3	63.3	28.3	91.7
	4	122	100	11.6	50.4	38	88.4
	5	67	100	6	64.2	29.9	94
	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
Social Studies							
2009	3	61	100	5.1	27.1	67.8	94.9
	4	123	100	4.1	36.1	59.8	95.9
	5	69	100	2.9	29	68.1	97.1
	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
Writing							
2009	3	123	100	8.3	21.7	70	91.7
	4	122	99.2	9.1	36.4	54.5	90.9
	5	136	100	9.6	35.3	55.1	90.4
	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