

BEN HAZEL PRIMARY

628 Railroad Ave. West
Hampton, SC 29924

Grades	PK-3 Elementary School	
Enrollment	333 Students	
Principal	Bonnie J. Wilson	803-943-3659
Superintendent	Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mrs.Libby Murdaugh	803-943-2814

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	At-Risk
2010	Good	Average
2009	Average	Good
2008	Below Average	At-Risk
2007	Average	Good

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

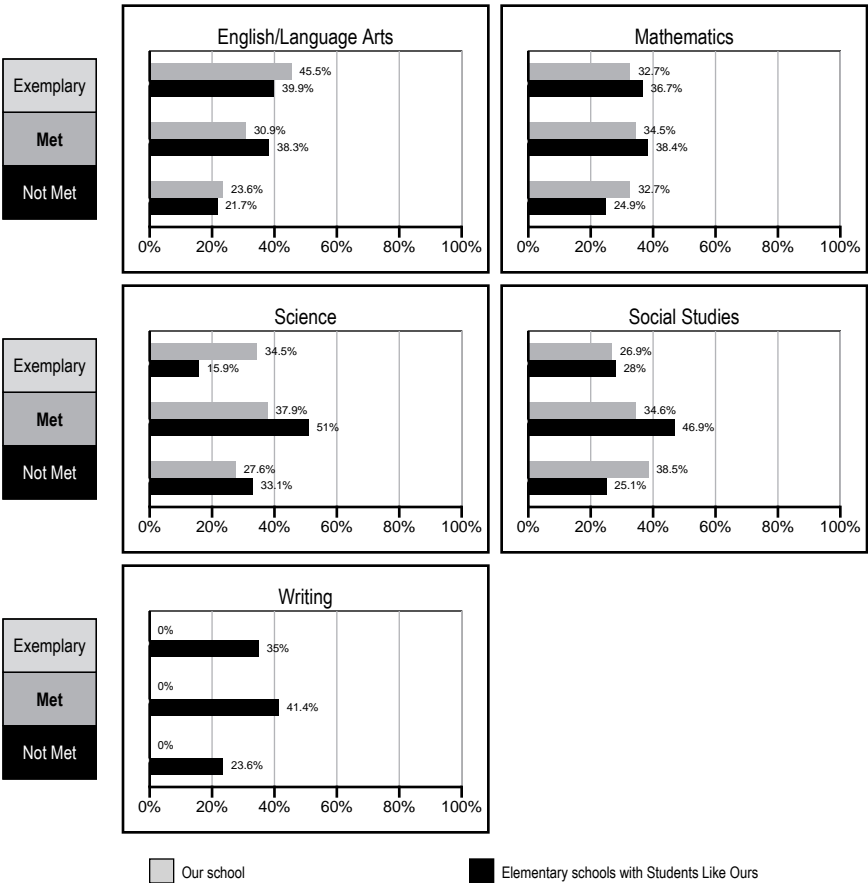
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	34	70	3	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=333)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Up from 3.8%	1.2%	1.1%
Attendance rate	95.7%	Down from 96.1%	96.0%	96.2%
Served by gifted and talented program	1.7%	Down from 1.8%	13.8%	13.4%
With disabilities other than speech	1.8%	Down from 8.8%	5.2%	4.1%
Older than usual for grade	1.5%	Down from 2.5%	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=24)				
Teachers with advanced degrees	66.7%	Up from 60.9%	60.3%	62.5%
Continuing contract teachers	91.7%	Up from 91.3%	90.8%	88.2%
Teachers returning from previous year	93.5%	Up from 89.4%	88.3%	87.8%
Teacher attendance rate	93.9%	Down from 94.5%	95.0%	95.2%
Average teacher salary*	\$46,540	Up 0.7%	\$46,831	\$46,773
Professional development days/teacher	12.9 days	Up from 10.9 days	10.5 days	10.5 days
School				
Principal's years at school	0.7	Up from 0.1	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 12.4 to 1	20.0 to 1	19.9 to 1
Prime instructional time	87.9%	Up from 86.9%	90.2%	90.4%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	93.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,964	Up 10.7%	\$7,204	\$7,447
Percent of expenditures for instruction**	70.5%	Down from 70.9%	68.1%	68.4%
Percent of expenditures for teacher salaries**	63.7%	Up from 61.4%	66.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Ben Hazel Primary is a two time Exemplary Writing (2009-2012) and Red Carpet (2009-2012) Award winner. We also take great pride in having been selected as one of four Response To Intervention Demonstration Sites in South Carolina.

Ben Hazel Primary's faculty is a community of learners. We dedicate time to professional development and collaboration to learn and apply research-based best practices. During weekly grade-level collaboration, cross grade-level meetings, weekly study groups, school leadership team meetings, and school intervention team meetings we have focused conversations about curriculum, assessment, data analysis, and interventions.

In reading and math, teachers engage students through small group explicit, strategic teaching. In science we provide hands-on experiences in the science lab and in the classroom. School-wide we utilize Positive Behavior Interventions and Supports to encourage our students.

At Ben Hazel Primary, we are a team and we believe everyone plays a vital role. We are fortunate to have as part of our team a dedicated faculty, many involved parents, and an outstanding PTO. Our devoted School Improvement Council was instrumental in planning two Family Reading Nights. Our Hampton One Board of Trustees, district administration, business partners, and other supportive community members also significantly contribute to our school's achievements.

Though increasing Adequate Yearly Progress measures are becoming significantly more difficult to reach, we believe our dedication to children and our focus on utilizing data to carefully plan and drive our instruction will enable us to continue to prepare our students for academic success.

Cassandra Williams, School Improvement Chairperson

Bonnie J. Wilson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	52	43
Percent satisfied with learning environment	92.3%	86.3%	97.6%
Percent satisfied with social and physical environment	96.0%	90.2%	88.4%
Percent satisfied with school-home relations	91.3%	82.0%	90.7%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 5 out of 5 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

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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	59	100	23.6	30.9	45.5	83.6	76.5	82.4	Yes	Yes
Gender										
Male	31	100	32.1	28.6	39.3	78.6	71.7	78.7	N/A	N/A
Female	28	100	14.8	33.3	51.9	88.9	81.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	34	100	29	29	41.9	77.4	81	88.9	I/S	I/S
African American	23	100	18.2	36.4	45.5	90.9	72.1	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	12	100	72.7	18.2	9.1	45.5	33.6	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	1	I/S	I/S	I/S	I/S	I/S	90.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	36	100	21.2	33.3	45.5	84.8	72.1	75.4	I/S	I/S

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

All Students	59	100	32.7	34.5	32.7	74.5	75.3	81.9	Yes	Yes
Gender										
Male	31	100	28.6	32.1	39.3	78.6	72.2	79.9	N/A	N/A
Female	28	100	37	37	25.9	70.4	78.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	34	100	32.3	38.7	29	77.4	79.5	88.9	I/S	I/S
African American	23	100	36.4	27.3	36.4	68.2	71.2	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	12	100	72.7	9.1	18.2	36.4	31.9	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	1	I/S	I/S	I/S	I/S	I/S	90.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	36	100	33.3	33.3	33.3	69.7	70.1	74.9	I/S	I/S

* 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	30	100	27.6	37.9	34.5	72.4	59.8	68.6
Gender								
Male	15	100	35.7	42.9	21.4	64.3	57.2	68.3
Female	15	100	20	33.3	46.7	80	62.4	68.9
Racial/Ethnic Group								
White	17	100	23.5	35.3	41.2	76.5	69.3	80.7
African American	12	100	36.4	36.4	27.3	63.6	50.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	20	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	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	20	100	21.1	36.8	42.1	78.9	54.2	57.3
Social Studies								
All Students	29	100	38.5	34.6	26.9	61.5	61.6	72.5
Gender								
Male	16	100	35.7	21.4	42.9	64.3	60	72
Female	13	100	41.7	50	8.3	58.3	63.4	73.1
Racial/Ethnic Group								
White	17	100	50	21.4	28.6	50	67.7	81
African American	11	100	27.3	54.5	18.2	72.7	56.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	27.1	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	1	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	16	100	42.9	42.9	14.3	57.1	58.6	62.9

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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	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	73.2	95.7	96.4
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	60.5	67.2	95.6	96.2
Female	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	79.4	95.9	96.6
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.2	81.5	95.2	95.5
African American	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.3	96.2	97
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	87	99.9	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	95.9	96.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	25.7	26	94.7	95.5
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	90.9	96.3
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	63.2	95.5	96.1

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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	57	100	18	30	52	82
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	59	100	23.6	30.9	45.5	76.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	N/A
Mathematics							
2010	3	57	100	22	44	34	78
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	59	100	32.7	34.5	32.7	67.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	N/A
Science							
2010	3	28	100	40	32	28	60
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	30	100	27.6	37.9	34.5	72.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	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	29	100	16	48	36	84
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	29	100	38.5	34.6	26.9	61.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	58	98.3	34	32	34	66
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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