

## Ben Hazel Primary

628 Railroad Avenue West  
Hampton, SC 29924

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	250 Students	
<b>Principal</b>	Cassandra B. Williams	803-943-3659
<b>Superintendent</b>	Douglas E. McTeer, Jr.	803-943-4576
<b>Board Chair</b>	Libby Murdaugh	803-943-2814

# THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2014</b>	<b>Excellent</b>	<b>Excellent</b>
2013	Average	Average
2012	Average	At-Risk
2011	Good	At-Risk
2010	Good	Average

## 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://www.eoc.sc.gov>

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

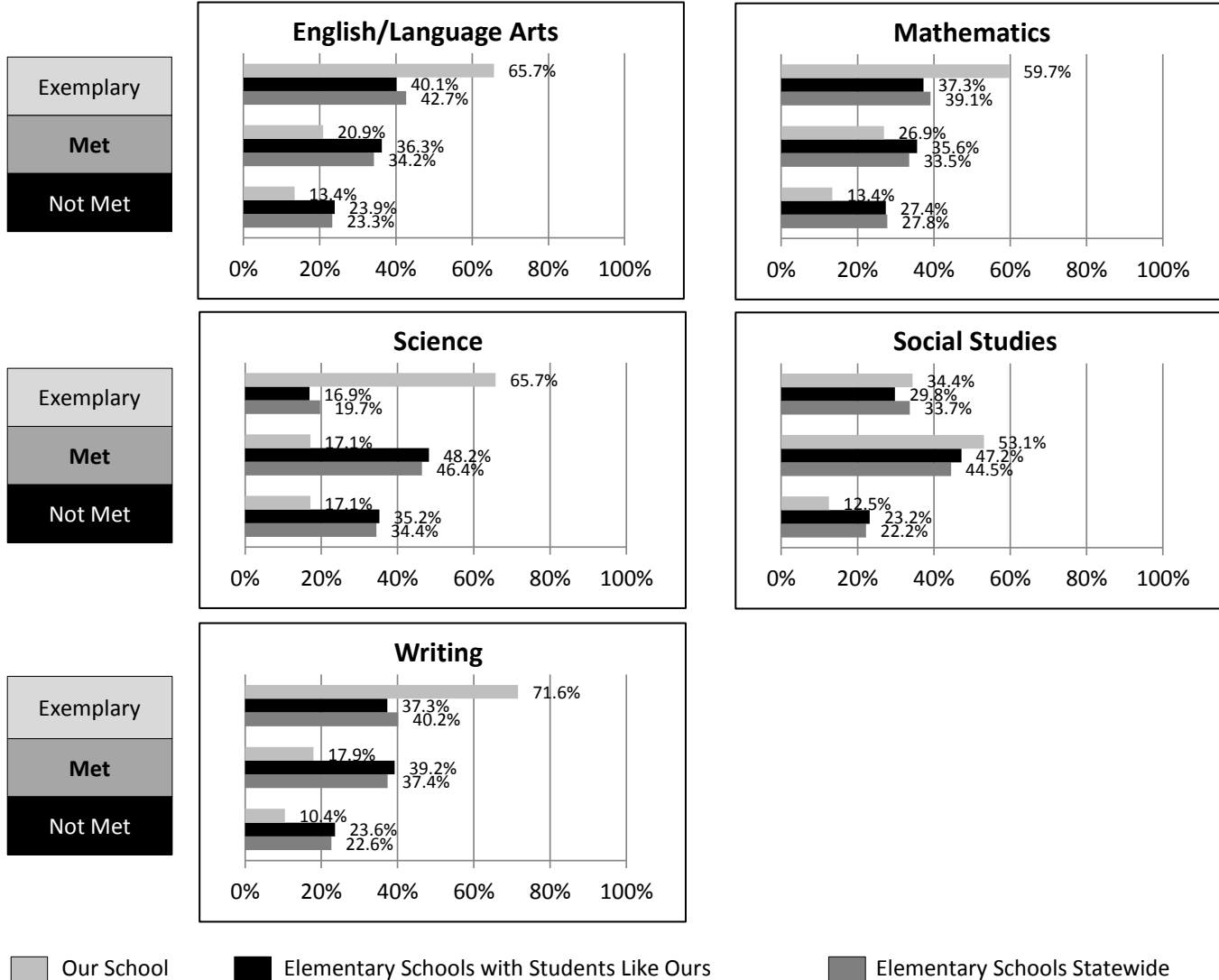
Percent of students tested in 2013-14 whose 2012-13 test scores were located

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
25	34	72	3	1

\* Ratings are calculated with data available by 04/27/2015.

**South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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 = 250)</b>				
1st graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention Rate	5.9%	Up from 3.3%	1.3%	1.0%
Attendance Rate	95.7%	Up from 95.6%	96.3%	96.5%
Served by gifted and talented program	0.0%	No change	6.8%	7.3%
With disabilities	19.6%	Up from 16.3%	14.0%	12.5%
Older than usual for grade	6.9%	Up from 5.6%	2.1%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n = 19)</b>				
Teachers with advanced degrees	63.2%	Down from 68.8%	60.7%	62.3%
Continuing contract teachers	73.7%	Down from 81.3%	83.3%	81.2%
Teachers returning from previous year	80.1%	Down from 82.5%	89.0%	88.4%
Teacher attendance rate	94.9%	Up from 93.5%	95.2%	95.3%
Average teacher salary*	\$42,362	Down 4.3%	\$48,225	\$47,902
Professional development days/teacher	5.1 days	Down from 19.0 days	10.4 days	10.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 16.2 to 1	19.8 to 1	19.9 to 1
Prime instructional time	90.4%	Up from 86.8%	90.0%	90.7%
Opportunities in the arts	Poor	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**	\$9,304	Up 22.4%	\$7,739	\$7,680
Percent of expenditures for instruction**	66.0%	Up from 65.0%	65.7%	66.8%
Percent of expenditures for teacher salaries**	65.1%	Up from 64.0%	64.9%	66.0%

\* 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

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N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

## Report of Principal and School Improvement Council

The mission of Ben Hazel Primary School is that students will attain high levels of achievement within a safe environment that is staffed by highly qualified educators who are dedicated to continuous school improvement. Our goal is to foster success through meeting the academic needs of students with regard to individual learning styles and instructional levels. We are committed to improving the academic growth of all students. ☐

☐

Ben Hazel Primary is a Response to Intervention school. As a Response to Intervention school we individually test every child in kindergarten through third grade using the Dominion Reading and Writing Assessment Portfolio to measure on-going student progress. We also administer District Common Assessments in math. Using the data collected from these assessments, we plan specific, targeted instruction for every child as well as monitor our overall curriculum and instruction. From our Dominion and District Common Assessments data, we plan professional development. Our teachers are committed to life-long learning as evidenced by their dedication of attending our weekly cluster meetings. Ben Hazel Primary is also proud to be an Exemplary Writing school.☐

☐

With the support of district funding, Reading First Grant funding, and our Parent-Teacher Organization, we have interactive Promethean Boards in all homerooms, as well as amazing classroom libraries. Our school utilizes technology to communicate with parents and the community. Our school webpages, Parent Portal, and Schoolwires teacher pages facilitate the sharing of information with students and parents. ☐

☐

As we continue our journey of learning, the Ben Hazel community reaffirms its charge of exploring ways in which education can be made more rigorous and more meaningful for each student. We believe our dedication to children and our focus on utilizing data to plan and drive instruction will continue to prepare our students for academic success.☐

☐

Melissa Myers, School Improvement Chairperson☐

☐

Cassandra B. Williams, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	68	31
Percent satisfied with learning environment	100.0%	95.6%	87.1%
Percent satisfied with social and physical environment	95.2%	97.1%	100.0%
Percent satisfied with school-home relations	85.7%	91.2%	71.0%

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

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>99.2</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

**Accountability Indicator (Title I Schools)**

Ben Hazel Primary has been designated as a:

X	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
X	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
	Title I School - does not qualify as Reward, Focus or Priority School.
	Non-Title I School - therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>	
Classes in low poverty schools not taught by highly qualified teachers	N/A	3.2%	
Classes in high poverty schools not taught by highly qualified teachers	0	7.3%	
	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes
		<b>State</b>	
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)		61.9%	
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials		0.0%	

\* Or greater than last year

Abbreviations for Missing Data

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## SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
<b>Grades 3-5</b>							
All Students	659.2	651.5	659.5	654.1	100.0	100.0	97.3
Male	661.2	654.7	N/A	N/A	100.0	100.0	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	674.6	671.2	N/A	N/A	100.0	100.0	N/A
African American	646.1	631.6	N/A	N/A	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	649.5	639.6	N/A	N/A	100.0	100.0	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

## Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

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N/R-Not Reported

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Two Year Elementary and Middle School Grades Trend Data

2013	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	60	643.9	100.0	60	621.5	100.0
4	N/A	N/A	N/AV	N/A	N/A	N/AV	
5	N/A	N/A	N/AV	N/A	N/A	N/AV	
6	N/A	N/A	N/AV	N/A	N/A	N/AV	
7	N/A	N/A	N/AV	N/A	N/A	N/AV	
8	N/A	N/A	N/AV	N/A	N/A	N/AV	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	30	600.8	100.0	30	640.1	96.7
	4	N/A	N/A	N/AV	N/A	N/A	N/AV
	5	N/A	N/A	N/AV	N/A	N/A	N/AV
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV

2014	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	73	659.2	100.0	73	651.5	100.0
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	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	36	659.5	97.3	35	654.1	97.2
	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

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

Abbreviations for Missing Data

N/A-Not Applicable

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**Performance by Group - ESEA/Federal Accountability (District)** 4/27/2015 2501018

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
<b>Grades 3 - 5</b>								
All Students	633.5	633.7	621.6	625.8	100.0	100.0	98.3	N/A
Male	629.6	632.5	621.5	628.6	100.0	100.0	97.9	N/A
Female	637.9	635.1	621.8	622.9	100.0	100.0	98.7	N/A
White	648.9	647.7	642.5	633.3	100.0	100.0	97.9	N/A
African American	621.5	621.8	605.9	619.4	100.0	100.0	98.5	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	592.4	595.3	N/A	598.3	100.0	100.0	87.1	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	626.8	626.0	612.7	619.7	100.0	100.0	98.5	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
<b>Grades 6 - 8</b>								
All Students	622.9	621.2	615.9	618.4	99.6	99.6	99.7	N/A
Male	617.3	622.2	617.6	620.0	100.0	100.0	100.0	N/A
Female	628.1	620.2	614.3	616.8	99.3	99.3	99.5	N/A
White	630.9	628.3	623.7	628.0	99.3	99.3	99.4	N/A
African American	613.9	612.3	606.5	609.2	100.0	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	570.5	574.5	573.9	N/A	100.0	100.0	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	617.4	614.7	608.6	614.0	99.5	99.5	99.6	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
<b>Grades 9 - 12</b>								
All Students	217.7	207.7	72.6	70.5	97.4	96.8	100.0	80.2
Male	212.5	205.9	70.3	70.5	95.1	95.1	100.0	76.6
Female	223.2	209.6	74.9	70.5	100.0	98.9	100.0	84.1
White	224.7	216.9	77.1	73.8	97.5	96.2	100.0	84.8
African American	212.4	200.7	69.1	67.5	97.2	97.2	100.0	75.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	37.5
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	213.6	202.9	70.8	68.4	96.8	96.0	100.0	76.6
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

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**Performance by Group - ESEA/Federal Accountability (State)** 4/27/2015 2501018

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies* / History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
<b>Grades 3 - 5</b>								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
<b>Grades 6 - 8</b>								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
<b>Grades 9 - 12</b>								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

\*Performance reported for SC and nation, data not available at school level.



Key	
NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	0

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