



SC Annual School Report Card Summary

Ben Hazel Primary
HAMPTON 1

Grades: PK-3

Enrollment: 250

Principal: Cassandra B. Williams

Superintendent: Douglas E. McTeer, Jr.

Board Chair: Libby Murdaugh

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Excellent	Excellent	TBD	TBD	A	Reward
2013	Average	Average	N/A	N/A	B	Focus
2012	Average	At-Risk	N/A	N/A	C	Focus

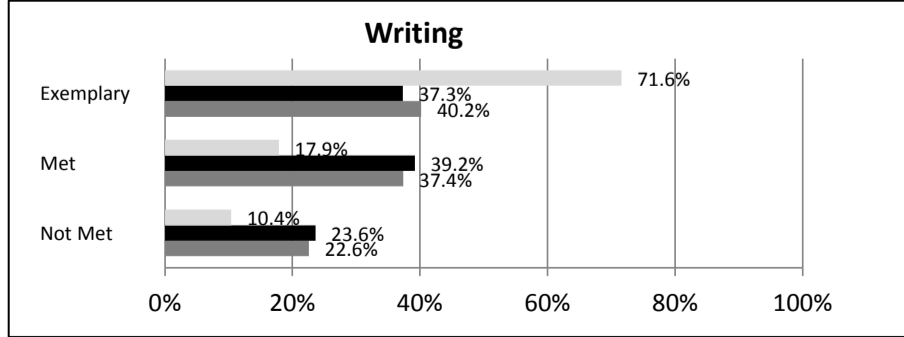
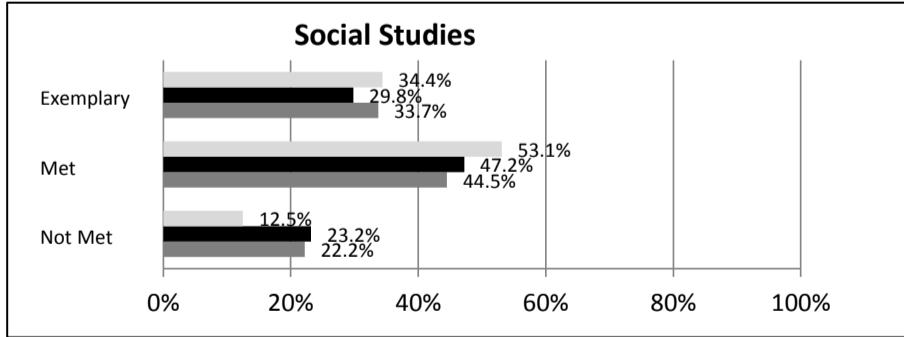
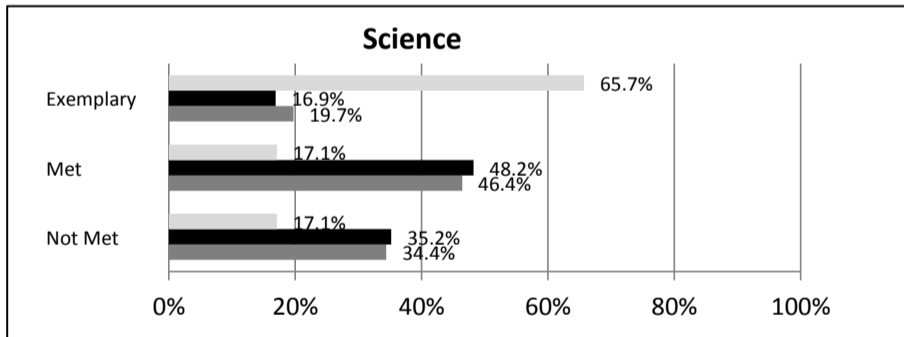
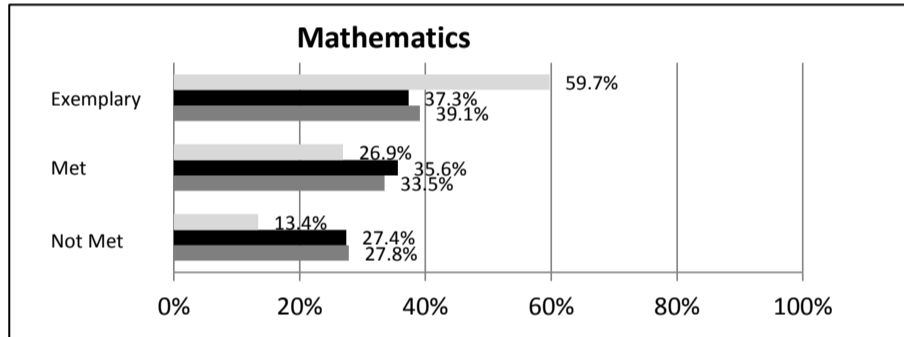
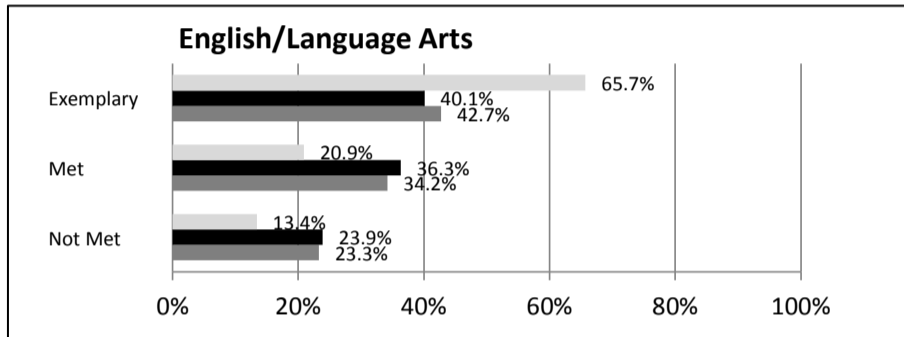
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
25	34	72	3	1

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

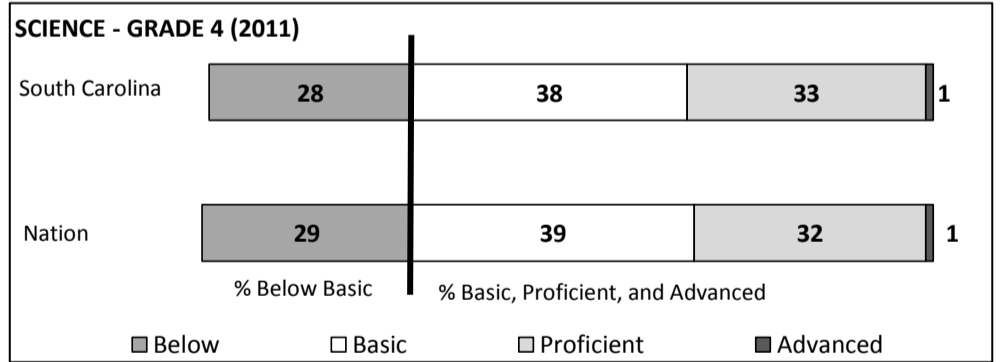
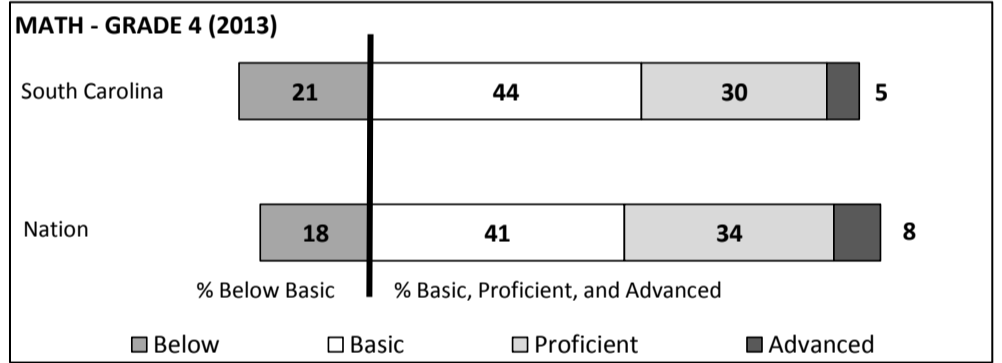
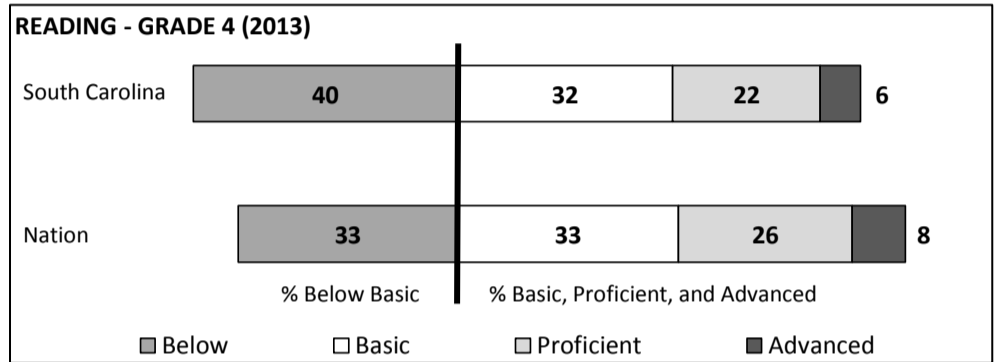
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

TBD-To Be Determined

**Ben Hazel Primary
HAMPTON 1**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 250)				
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%
Teachers (n = 19)				
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
Classes not taught by highly qualified teachers	1.5%	Down from 1.7%	0.0%	0.0%
Professional development days/teacher	5.1 days	Down from 19.0 days	10.4 days	10.9 days
School				
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%
ESEA composite index score	99.2	Up from 89.8	84.2	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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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 Dominie 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 Dominie 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

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