

Ben Hazel Primary

628 Railroad Ave. West
Hampton, SC 29924

Grades	PK-3 Elementary School	
Enrollment	335 Students	
Principal	Bonnie J. Wilson	803-943-3659
Superintendent	Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mrs.Hannah B. Priester	803-943-4621

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Good**
2008	Below Average	At-Risk
2007	Average	Good
2006	Average	Good
2005	Average	N/A

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

Ben Hazel Primary	06/01/10-2501018

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

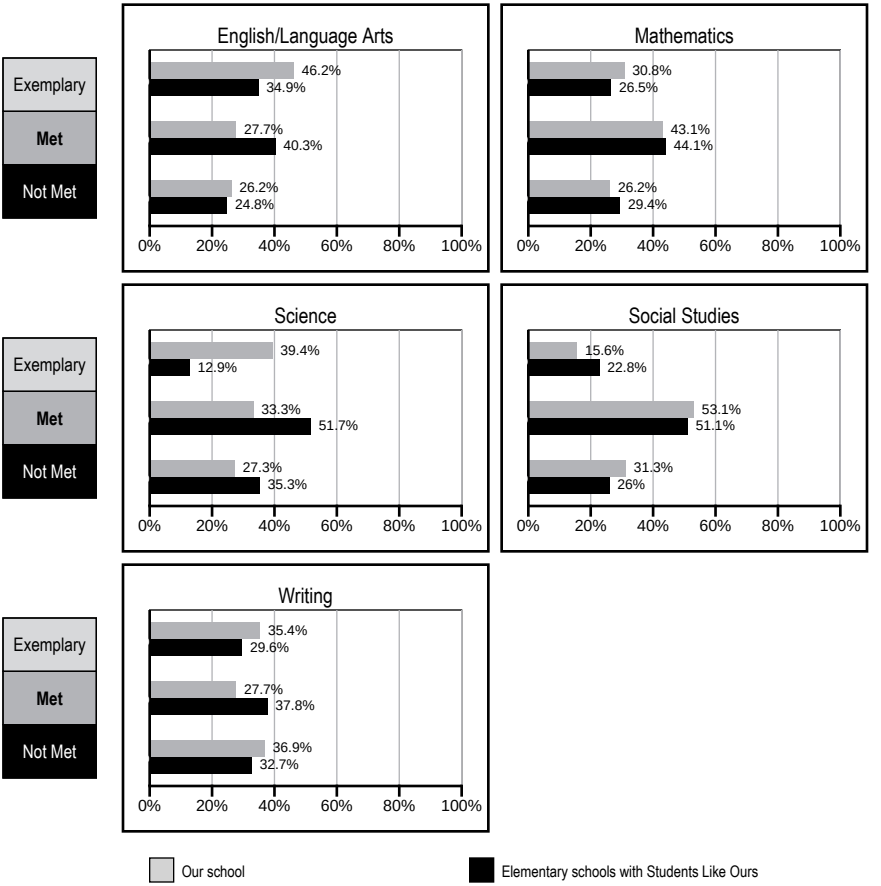
Percent of students tested in 2008-09 whose 2007-08 test scores were located	.%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	84	8	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=335)				
First graders who attended full-day kindergarten	100.0%	Up from 98.4%	100.0%	100.0%
Retention rate	7.0%	Up from 4.7%	2.3%	1.9%
Attendance rate	95.8%	Up from 95.6%	96.2%	96.3%
Eligible for gifted and talented	0.0%	No Change	9.0%	10.0%
With disabilities other than speech	6.1%	Up from 5.4%	9.3%	7.7%
Older than usual for grade	1.5%	Down from 2.0%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	59.1%	Up from 54.5%	60.5%	59.4%
Continuing contract teachers	90.9%	No Change	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.1%	Down from 90.6%	87.3%	85.9%
Teacher attendance rate	93.4%	Down from 94.6%	95.1%	95.1%
Average teacher salary*	$46,109	Up 4.0%	$47,380	$47,149
Professional development days/teacher	20.0 days	Down from 21.5 days	11.6 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Up from 13.8 to 1	19.0 to 1	18.8 to 1
Prime instructional time	85.7%	Down from 87.5%	90.2%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	94.7%	Down from 97.3%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	$8,574	Up 41.0%	$7,353	$7,458
Percent of expenditures for instruction**	69.2%	Down from 69.8%	68.0%	68.8%
Percent of expenditures for teacher salaries**	59.4%	Down from 67.3%	61.6%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At Ben Hazel Primary, our focus is always student achievement. We constantly analyze data to identify our strengths and assess our needs. We are committed to continuous school improvement. We follow the S.C. Response to Intervention model, where we focus on making our core curriculum very strong and providing intervention to students not performing at grade level.

Our faculty spends a lot of time participating in professional development and collaboration to learn and enhance research-based best practices so we can engage our students and instill in them a love of learning. In science, we provide weekly hands-on experiences in the science lab and in the classroom. In math and reading, teachers fill our small group instruction with explicit, strategic teaching, and engaging activities.

Ben Hazel Primary was elated to receive for the second time the Red Carpet Award. It is our sincere desire to provide a family-friendly environment that ignites a love of learning and a sense of self-worth in each student. We are also proud to be an Exemplary Writing School and of the improvements we have made in our fine arts program. This year we added a 3rd grade steel drum band, which had five performances. We also had two musical theatre productions and Reader's Theater productions in classes. Our 21st Century after-school grant, Seek and Grow, and our Reading First Summer Enrichment programs also allow us to help our students academically, as well as in the fine arts. We are also excited about our improvements in technology. Our school added six new Promethean Boards, additional sets of activ-votes, and a computerized art program.

Ben Hazel is fortunate to have so many involved parents. We also have an outstanding PTO and an industrious School Improvement Council. Our Hampton One School Board of Trustees, district administration, business partners, and other supportive community members also significantly contribute to our school. Our faculty members and other stakeholders share a common vision of making Ben Hazel Primary the best it can "BEE."

Blanca Simpson, SIC Chairperson
Bonnie J. Wilson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	66	45
Percent satisfied with learning environment	100.0%	92.2%	97.6%
Percent satisfied with social and physical environment	100.0%	84.4%	97.7%
Percent satisfied with school-home relations	100.0%	87.7%	88.4%

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

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School Adequate Yearly Progress

YES

This school met 9 out of 9 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	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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Ben Hazel Primary										06/01/10-2501018
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	67	100	26.2	27.7	46.2	83.1	77.7	82.8	Yes	Yes
Gender										
Male	34	100	33.3	24.2	42.4	75.8	73.7	79.3	N/A	N/A
Female	33	100	18.8	31.3	50	90.6	81.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	32	100	22.6	19.4	58.1	87.1	80.2	89.5	I/S	I/S
African American	32	100	32.3	29	38.7	77.4	75.6	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	12	100	58.3	16.7	25	50	36.1	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	2	I/S	I/S	I/S	I/S	I/S	78.6	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	44	100	35.7	31	33.3	73.8	73.7	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	67	100	26.2	43.1	30.8	80	72	78.9	Yes	Yes
Gender										
Male	34	100	30.3	36.4	33.3	75.8	68.7	77	N/A	N/A
Female	33	100	21.9	50	28.1	84.4	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	32	100	16.1	35.5	48.4	87.1	78.3	87.2	I/S	I/S
African American	32	100	38.7	48.4	12.9	71	66.3	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	12	100	58.3	25	16.7	50	37.7	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	2	I/S	I/S	I/S	I/S	I/S	85.7	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	44	100	38.1	45.2	16.7	69	65.8	70.2	Yes	Yes

***** 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	34	100	27.3	33.3	39.4	72.7	60.4	67.5
Gender								
Male	18	100	22.2	27.8	50	77.8	60.6	67
Female	16	100	33.3	40	26.7	66.7	60.2	68
Racial/Ethnic Group								
White	19	100	26.3	31.6	42.1	73.7	69.4	79.5
African American	14	100	30.8	38.5	30.8	69.2	51	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	30.5	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	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsized meals	18	100	47.1	23.5	29.4	52.9	52	55.1
Social Studies								
All Students	33	100	31.3	53.1	15.6	68.8	64.9	72.3
Gender								
Male	16	100	40	40	20	60	64.1	71.5
Female	17	100	23.5	64.7	11.8	76.5	65.8	73.2
Racial/Ethnic Group								
White	13	100	8.3	66.7	25	91.7	71.5	80.7
African American	18	100	50	38.9	11.1	50	60	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	33.8	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	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsized meals	26	100	40	48	12	60	59.8	62.1

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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	68	100	36.9	27.7	35.4	63.1	64.8	70.2	95.8	95.9
Gender										
Male	35	100	48.5	21.2	30.3	51.5	56.1	63.2	95.6	95.7
Female	33	100	25	34.4	40.6	75	73.6	77.5	96	96
Racial/Ethnic Group										
White	32	100	32.3	19.4	48.4	67.7	67.8	79.1	95.6	94.9
African American	33	100	41.9	32.3	25.8	58.1	62.1	57.6	96	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.9	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	62.6	96.6	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	87.5
Disability Status										
Disabled	11	100	63.6	27.3	9.1	36.4	13.8	26.1	95.2	94.9
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	2	I/S	I/S	I/S	I/S	I/S	64.3	61.2	96.6	96.8
Socio-Economic Status										
Subsized meals	45	100	47.6	26.2	26.2	52.4	58.3	58.9	95.7	95.7

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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							
2009	3	67	100	26.2	27.7	46.2	73.8
	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
Mathematics							
2009	3	67	100	26.2	43.1	30.8	73.8
	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
Science							
2009	3	34	100	27.3	33.3	39.4	72.7
	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
Social Studies							
2009	3	33	100	31.3	53.1	15.6	68.8
	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							
2009	3	68	100	36.9	27.7	35.4	63.1
	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

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