



BEN HAZEL PRIMARY

628 Railroad Ave. West
Hampton, SC 29924

Grades	PK-3 Elementary School	
Enrollment	302 Students	
Principal	Bonnie J. Wilson	803-943-3659
Superintendent	Douglas McTeer	803-943-4576
Board Chair	Mrs. Hannah B. Priester	803-943-4621

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Average	Good
2008	Below Average	At-Risk
2007	Average	Good
2006	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 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.

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

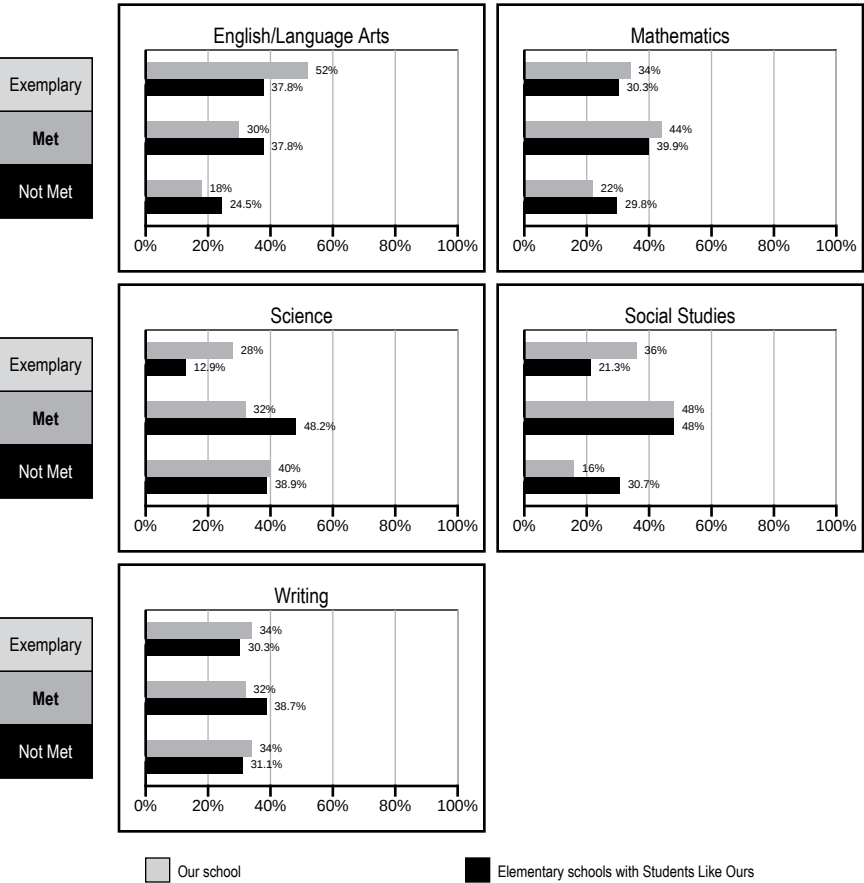
Percent of students tested in 2009-10 whose 2008-09 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	21	91	6	0

* Ratings are calculated with data available by 03/09/2011.

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=302)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Down from 7.0%	1.2%	1.2%
Attendance rate	96.1%	Up from 95.8%	95.8%	96.1%
Eligible for gifted and talented	1.8%	Up from 0.0%	10.6%	11.7%
With disabilities other than speech	8.8%	Up from 6.1%	8.7%	8.0%
Older than usual for grade	2.5%	Up from 1.5%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	60.9%	Up from 59.1%	60.6%	60.5%
Continuing contract teachers	91.3%	Up from 90.9%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 89.1%	87.7%	87.0%
Teacher attendance rate	94.5%	Up from 93.4%	95.1%	95.4%
Average teacher salary*	\$46,223	Up 0.2%	\$47,104	\$47,288
Professional development days/teacher	10.9 days	Down from 20.0 days	10.1 days	10.5 days
School				
Principal's years at school	0.1	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	12.4 to 1	Down from 15.9 to 1	19.1 to 1	19.2 to 1
Prime instructional time	86.9%	Up from 85.7%	90.0%	90.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,099	Down 5.5%	\$7,512	\$7,548
Percent of expenditures for instruction**	70.9%	Up from 69.2%	68.2%	68.7%
Percent of expenditures for teacher salaries**	61.4%	Up from 59.4%	64.7%	65.1%

* 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

Ben Hazel Primary is elated to be one of the five schools in our state to be recognized for Exemplary Writing. We are also proud that we are a Palmetto Silver recipient and a two time Red Carpet Award winner.

Our school follows a Response to Intervention (RTI) model. Our goal is to continuously evaluate and enhance our core curriculum to ensure our students have the necessary skills to perform at or above grade level. We universal screen and progress monitor so we can effectively analyze our students' performance. From this data we plan targeted interventions for any student performing below grade level. Ben Hazel has applied to serve as a South Carolina RTI pilot school. Our school utilizes Positive Behavior Interventions and Supports. We focus on the positive to encourage our students.

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, bi-monthly 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 weekly hands-on experiences in the science lab and in the classroom.

We are proud of the improvements we have made in technology. We now have Promethean Boards and Activ-votes in every classroom in our building. We are also proud of our fine-arts program. We have a steel-drum band and host a musical theatre production annually. This year renowned illustrator and author Chris Soentpiet visited our school. Our third grade students published their own book. 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.

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, an outstanding PTO and committed School Improvement Council. Our Hampton One Board of Trustees, district administration, business partners, and other supportive community members also significantly contribute to our school's achievements. We are all proud of our school's accomplishments and believe that our dedication to children and our focus on utilizing data to carefully plan and drive our instruction will sustain our success.

Michelle Purdy SIC co-chair
Suzanne Terry SIC co-chair
Bonnie J. Wilson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	51	48
Percent satisfied with learning environment	96.4%	96.0%	87.0%
Percent satisfied with social and physical environment	100.0%	96.1%	91.3%
Percent satisfied with school-home relations	92.6%	88.0%	87.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 7 out of 7 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	
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.3%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	57	100	18	30	52	86	79.5	83.5	Yes	Yes
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Gender

Male	29	100	25	33.3	41.7	83.3	73.8	80.1	N/A	N/A
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Female	28	100	11.5	26.9	61.5	88.5	85.3	87	N/A	N/A
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Racial/Ethnic Group

White	24	100	4.5	31.8	63.6	95.5	83.1	89.6	I/S	I/S
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African American	31	100	30.8	30.8	38.5	76.9	76.6	74.6	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	63.6	92.7	I/S	I/S
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
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Disability Status

Disabled	10	I/S	I/S	I/S	I/S	I/S	39	51.7	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76.5	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	43	100	21.6	32.4	45.9	83.8	75.6	76.9	I/S	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	57	100	22	44	34	84	75.3	80.4	Yes	Yes
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Gender

Male	29	100	20.8	41.7	37.5	83.3	72.4	78.4	N/A	N/A
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Female	28	100	23.1	46.2	30.8	84.6	78.3	82.5	N/A	N/A
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Racial/Ethnic Group

White	24	100	9.1	45.5	45.5	95.5	82.5	87.8	I/S	I/S
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African American	31	100	34.6	42.3	23.1	73.1	68.6	69.3	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
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Disability Status

Disabled	10	I/S	I/S	I/S	I/S	I/S	31	46.1	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	100	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	43	100	24.3	45.9	29.7	81.1	70.6	72.8	I/S	Yes
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* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	28	100	40	32	28	60	60.5	67.3
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Gender

Male	13	100	I/S	I/S	I/S	I/S	58.6	66.9
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Female	15	100	20	53.3	26.7	80	62.3	67.7
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Racial/Ethnic Group

White	12	100	9.1	45.5	45.5	90.9	71.6	79.6
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African American	15	100	69.2	23.1	7.7	30.8	49.9	49.7
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
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Disability Status

Disabled	4	I/S	I/S	I/S	I/S	I/S	28.2	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	100	58.6
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Socio-Economic Status

Subsidized meals	23	100	47.6	28.6	23.8	52.4	52.6	55.4
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Social Studies

All Students	29	100	16	48	36	84	64.8	70.9
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Gender

Male	16	100	14.3	42.9	42.9	85.7	60.4	70.1
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Female	13	100	18.2	54.5	27.3	81.8	69.5	71.7
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Racial/Ethnic Group

White	12	100	9.1	45.5	45.5	90.9	70.3	79.2
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African American	16	100	23.1	53.8	23.1	76.9	60.1	58.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
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Disability Status

Disabled	6	I/S	I/S	I/S	I/S	I/S	25.8	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.5	68
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Socio-Economic Status

Subsidized meals	20	100	18.8	56.3	25	81.3	59.3	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	58	98.3	34	32	34	66	68.8	72.1	96.1	95.7
Gender										
Male	30	96.7	33.3	41.7	25	66.7	59.9	65.2	95.7	95.6
Female	28	100	34.6	23.1	42.3	65.4	77.9	79.2	96.5	95.9
Racial/Ethnic Group										
White	25	96	27.3	31.8	40.9	72.7	71.3	80.8	95.7	94.9
African American	31	100	42.3	30.8	26.9	57.7	66.2	59.7	96.6	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.9	87	97.8	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	64.6	95.6	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	13.8	27.7	94.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	88.2	63.7	95.1	96.9
Socio-Economic Status										
Subsidized meals	42	100	37.8	35.1	27	62.2	64.8	61.9	96	95.5

Abbreviations for Missing Data

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

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
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
	8	0	N/A	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
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
	8	0	N/A	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
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
	8	0	N/A	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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
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
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
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

Abbreviations for Missing Data

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