



BENNETTSTVILLE ELEMENTARY

801 Country Club Dr.
Bennettsville, South

Grades	3-5 Elementary School	
Enrollment	493 Students	
Principal	Parnell Miles	843-479-5938
Superintendent	Randall Malichi	843.479.4016
Board Chair	Michael Toms	843-479-1905

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

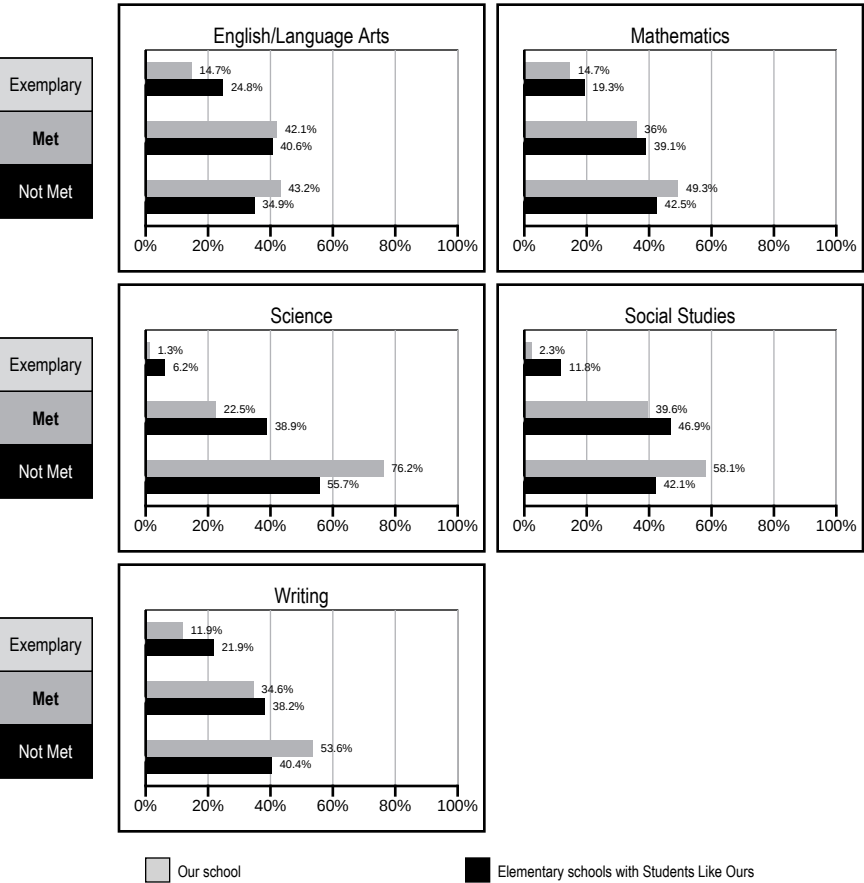
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	77	56	23

* 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=493)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	No Change	1.4%	1.2%
Attendance rate	95.5%	Down from 95.7%	95.9%	96.1%
Eligible for gifted and talented	6.6%	Up from 5.9%	4.3%	11.7%
With disabilities other than speech	15.4%	Up from 15.3%	8.3%	8.0%
Older than usual for grade	0.4%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.1%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	48.5%	Down from 53.1%	60.0%	60.5%
Continuing contract teachers	90.9%	Up from 84.4%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.4%	Down from 85.5%	83.2%	87.0%
Teacher attendance rate	92.3%	Down from 95.4%	95.4%	95.4%
Average teacher salary*	\$43,750	Down 3.2%	\$45,504	\$47,288
Professional development days/teacher	5.0 days	Down from 8.1 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 19.8 to 1	17.1 to 1	19.2 to 1
Prime instructional time	87.3%	Down from 90.5%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.0%	Up from 72.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,152	Up 10.3%	\$8,766	\$7,548
Percent of expenditures for instruction**	64.5%	Up from 63.8%	68.1%	68.7%
Percent of expenditures for teacher salaries**	60.5%	No Change	62.5%	65.1%

* 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

The 2009-2010 school year began with an open-house with 278 parents participating. Class assignments, locations, and supply lists were shared. Students and parents could meet staff and receive answers to pertinent questions. This event set the tone for an exciting and rewarding year.

Bennettsville Elementary School continued the innovative changes made during the 2008-2009 school year. The Positive Behavior Intervention (PBIS) was continued. The school counselors, in collaboration with the administration, implemented a counselor referral form. Students were referred to counselors for inappropriate behavior before an office referral could be written during the first three weeks of school. Severe infractions (fighting, extreme disrespect) were not included. This significantly reduced infractions and provided excellent counseling sessions for our students.

With the assistance of our assistant superintendent, we implemented a safety patrol with our fifth-grade students. Students were recommended by their teachers and administrators. They were selected on academics, attitudes, leadership abilities, and positive behavior. Training was provided and meetings were held periodically. Their behaviors were monitored as well as their grades. Students that were unable to meet the requirements were dismissed or put on probation and others recommended. They served in areas such as hall duty, bus duty, car-rider area, cafeteria duty and sidewalk duty. These students were receptionists during events, hostesses and hosts during luncheons, and helped during all assemblies.

Academics continue to be the main objective of the school. By the end of the 2009-2010 school year, all classrooms will be equipped with Interwrite Boards to enhance student achievement through technology. Other curriculum changes were also implemented to assist our drive for excellence.

The future of Bennettsville Elementary continues to look very bright. We are committed to making sure that every student has the opportunity for a quality education. We know we can provide quality education here. That is our mission. We stand behind our commitment of excellence. We ask you to join our BES Family. Statistics show that children who live in a well-rounded family environment grow up not only emotionally, but also mentally, physically, socially, and psychologically prepared. Help us help your children, become involved in their education.

Parnell Miles, Principal
Steven Ellerbe, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	141	81
Percent satisfied with learning environment	82.1%	79.4%	82.5%
Percent satisfied with social and physical environment	64.3%	74.5%	78.8%
Percent satisfied with school-home relations	57.1%	78.8%	85.7%

* 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	NO
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This school met 19 out of 21 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	R
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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	18.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	95.5%	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	485	99.8	42.8	42.1	15.1	74.5	72.5	83.5	Yes	Yes
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Gender

Male	256	99.6	52.7	36.2	11.1	68.3	68.2	80.1	N/A	N/A
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Female	229	100	31.6	48.8	19.5	81.4	77.1	87	N/A	N/A
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Racial/Ethnic Group

White	68	100	38.1	36.5	25.4	73	79.6	89.6	Yes	Yes
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African American	392	99.7	42.9	44.3	12.8	74.4	68.5	74.6	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	62.5	79.6	I/S	I/S
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American Indian/Alaskan	12	100	41.7	16.7	41.7	100	77.2	85.1	I/S	I/S
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Disability Status

Disabled	88	98.9	78.2	19.2	2.6	38.5	43.4	51.7	No	Yes
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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	5	I/S	I/S	I/S	I/S	I/S	50	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	452	99.8	43.3	42.6	14.1	73.8	70.2	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	485	99.8	49.1	36.2	14.6	65.9	68.7	80.4	Yes	Yes
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Gender

Male	256	99.6	56	30.5	13.6	57.6	66	78.4	N/A	N/A
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Female	229	100	41.4	42.8	15.8	75.3	71.5	82.5	N/A	N/A
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Racial/Ethnic Group

White	68	100	38.1	38.1	23.8	74.6	75	87.8	Yes	Yes
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African American	392	99.7	50.9	36	13.1	64.3	64.2	69.3	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	62.5	78.3	I/S	I/S
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American Indian/Alaskan	12	100	25	58.3	16.7	75	80.3	83.2	I/S	I/S
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Disability Status

Disabled	88	98.9	84.6	11.5	3.8	26.9	42	46.1	No	Yes
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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	5	I/S	I/S	I/S	I/S	I/S	58.3	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	452	99.8	49.6	36.5	13.8	65.6	65.9	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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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
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Science

All Students	323	100	75.6	22.7	1.6	24.4	42.7	67.3
Gender								
Male	164	100	74.1	24.1	1.9	25.9	44.1	66.9
Female	159	100	77.3	21.3	1.3	22.7	41.3	67.7
Racial/Ethnic Group								
White	42	100	64.1	28.2	7.7	35.9	55	79.6
African American	263	100	78.7	20.6	0.8	21.3	35.6	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	51.6	69.5
Disability Status								
Disabled	61	100	94.6	3.6	1.8	5.4	17.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	300	100	76.3	22	1.7	23.7	38.3	55.4

Social Studies

All Students	325	99.4	57.8	39.9	2.3	42.2	51.4	70.9
Gender								
Male	170	98.8	64.4	34.4	1.3	35.6	49.8	70.1
Female	155	100	50.7	45.9	3.4	49.3	53.1	71.7
Racial/Ethnic Group								
White	46	100	46.5	48.8	4.7	53.5	58.9	79.2
African American	265	99.3	59.3	38.7	2	40.7	46.6	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	36.4	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	62.1	71.2
Disability Status								
Disabled	55	100	N/A	N/A	N/A	18.4	29	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	309	99.4	58.1	39.5	2.4	41.9	47.1	60.8

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	487	98.8	53.3	34.8	12	46.7	56.3	72.1	95.5	95.1
Gender										
Male	255	98	65.6	27.8	6.6	34.4	48.3	65.2	95.1	94.9
Female	232	99.6	39.7	42.5	17.8	60.3	64.7	79.2	95.9	95.3
Racial/Ethnic Group										
White	67	98.5	43.5	32.3	24.2	56.5	64.2	80.8	92.5	94.1
African American	397	98.7	55	35.2	9.8	45	51.7	59.7	96.2	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87	93.2	95.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	57.1	64.6	93.9	94.2
American Indian/Alaskan	12	100	41.7	41.7	16.7	58.3	60.5	73.4	93.4	93.7
Disability Status										
Disabled	87	94.3	93.3	5.3	1.3	6.7	14.5	27.7	94.2	93.7
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	5	I/S	I/S	I/S	I/S	I/S	50	63.7	92.4	95.4
Socio-Economic Status										
Subsidized meals	454	98.9	53.7	35.1	11.2	46.3	52.9	61.9	95.5	94.9

Abbreviations for Missing Data

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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	162	100	48.7	32.7	18.6	51.3
	4	149	100	50.7	41.3	8	49.3
	5	155	100	44.6	41.2	14.2	55.4
	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	168	99.4	42.7	34.4	22.9	57.3
	4	164	100	43.6	44.2	12.2	56.4
	5	153	100	42.1	48.3	9.7	57.9
	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	162	100	54.5	31.4	14.1	45.5
	4	149	100	51.4	43.5	5.1	48.6
	5	155	100	67.6	27.7	4.7	32.4
	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	168	99.4	45.9	31.2	22.9	54.1
	4	164	100	47.4	39.1	13.5	52.6
	5	153	100	54.5	38.6	6.9	45.5
	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	80	100	79.7	19	1.3	20.3
	4	149	100	65.9	32.6	1.4	34.1
	5	76	100	69.4	27.8	2.8	30.6
	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	82	100	N/A	N/A	N/A	16.7
	4	164	100	74.4	22.4	3.2	25.6
	5	77	100	N/A	N/A	N/A	29.7
	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

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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							
2009	3	82	100	54.5	36.4	9.1	45.5
	4	147	100	41.9	55.1	2.9	58.1
	5	79	100	72.4	21.1	6.6	27.6
	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	85	98.8	64.6	32.9	2.5	35.4
	4	164	100	54.5	44.2	1.3	45.5
	5	76	98.7	57.7	38	4.2	42.3
	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	162	98.8	58.6	26.8	14.6	41.4
	4	149	98.7	48.9	42.3	8.8	51.1
	5	158	97.5	50	31.8	18.2	50
	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	169	98.2	63.3	24.1	12.7	36.7
	4	164	98.8	58.1	35.5	6.5	41.9
	5	154	99.4	37.4	45.6	17	62.6
	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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