



## HENDERSONVILLE ELEMENTARY

6089 Hendersonville Hwy.  
Walterboro, SC 29488

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	509 Students	
<b>Principal</b>	Jessica Williams	843-844-2025
<b>Superintendent</b>	Mrs. Leila Williams	843-782-4510
<b>Board Chair</b>	Ms. Mary Jones	843-782-4510

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	At-Risk	Good
2007	At-Risk	Below Average
2006	At-Risk	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**

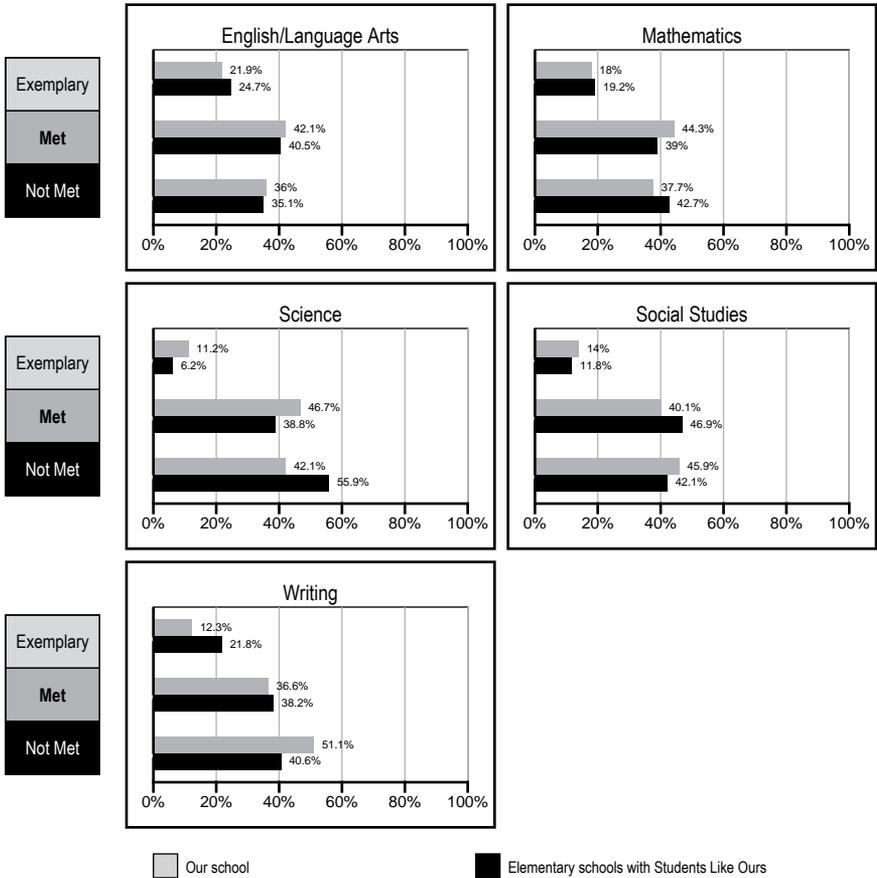
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	74	55	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
<b>Students (n=509)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 90.1%	100.0%	100.0%
Retention rate	6.3%	Down from 7.8%	1.5%	1.2%
Attendance rate	95.7%	Up from 95.0%	95.9%	96.1%
Eligible for gifted and talented	1.7%	Down from 3.1%	4.3%	11.7%
With disabilities other than speech	9.9%	Up from 6.7%	8.3%	8.0%
Older than usual for grade	3.9%	Up from 3.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	43.8%	Up from 35.3%	60.0%	60.5%
Continuing contract teachers	68.8%	Up from 58.8%	79.1%	84.6%
Teachers with emergency or provisional certificates	4.3%	Down from 11.5%	0.0%	0.0%
Teachers returning from previous year	80.1%	Up from 76.3%	83.2%	87.0%
Teacher attendance rate	91.9%	Down from 95.0%	95.4%	95.4%
Average teacher salary*	\$41,733	Up 2.4%	\$45,504	\$47,288
Professional development days/teacher	6.4 days	Down from 7.2 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 19.7 to 1	17.2 to 1	19.2 to 1
Prime instructional time	87.0%	Down from 88.8%	90.4%	90.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,533	Up 1.6%	\$8,757	\$7,548
Percent of expenditures for instruction**	68.8%	Down from 69.0%	68.2%	68.7%
Percent of expenditures for teacher salaries**	65.9%	Up from 65.0%	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

Hendersonville Elementary School, located in the southern portion of Colleton County, serves approximately 509 students in pre-kindergarten through fifth grade. Students come from a predominately rural setting with 69% African American students, 26% Caucasian students, and 5% from other ethnic origins. Our vision at Hendersonville Elementary School is "Every day, every student will experience success with grade level materials in a safe and supportive environment." Principal Jessica F. Williams, along with the faculty, staff, parents, and community members, have continued to implement strategies in keeping with this vision.

Analysis of PASS and MAP data in conjunction with subject-specific progress monitoring has strengthened the academic progress of our students. Students received daily small group differentiated instruction provided by classroom teachers and interventionists. Students in grades 4-5 also received instruction in single-gender self-contained classes. These educational models promoted classroom community and accommodated individual learning styles. All classrooms are equipped with the latest technology including SMARTboards, Airliners, and Student Response Systems.

This year Hendersonville continued a progress monitoring cycle that included planning, observation of lessons, and standards-based assessments. Using this model, teachers were given specific feedback on teaching, and students were given specific feedback on learning. Positive Behavior Intervention System (PBIS) was continued during the 2009-2010 school year. This system promotes positive student behavior and character development on a school-wide basis, while emphasizing our motto "Be SHARP." The Assistant Principal, Sharon Simmons, continued the Junior Leadership Program and Student Council.

The faculty participated in various staff development opportunities throughout the year. The faculty book study this year, "How the Brain Learns," focused on understanding how the brain processes information to help make the learning process more effective. "How the Brain Learns" correlates with EDI (Effective Direct Instruction) and presents a research-based rationale for why and when certain instructional strategies should be considered and used.

We are confident that Hendersonville Elementary students will continue to make academic gains as documented by PASS test scores. We expect that their social and emotional growth will be enhanced because of the nurturing community environment that has been established at our school. We expect the students of Hendersonville Elementary will exceed the projected goals for 2009-2010.

Jessica F. Williams, Principal  
 Pastor Joseph Williams, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	42	24
Percent satisfied with learning environment	96.0%	92.9%	100.0%
Percent satisfied with social and physical environment	92.0%	81.0%	95.7%
Percent satisfied with school-home relations	68.0%	88.1%	95.8%

\* 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

This school met 20 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

CA

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.5%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	248	99.2	36.8	41.6	21.6	82.7	78.1	83.5	Yes	Yes
<b>Gender</b>										
Male	138	98.6	37.8	40.9	21.3	79.5	74	80.1	N/A	N/A
Female	110	100	35.6	42.3	22.1	86.5	82.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	64	100	24.6	38.6	36.8	89.5	84.9	89.6	Yes	Yes
African American	180	99.4	40.9	42.7	16.4	80.7	71.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	53	98.1	72.3	19.1	8.5	57.4	41.8	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	86.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	226	99.1	39	42.4	18.6	81.9	74.9	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	248	99.2	38.5	43.7	17.7	77.5	71.8	80.4	Yes	Yes
<b>Gender</b>										
Male	138	98.6	42.5	37.8	19.7	73.2	70	78.4	N/A	N/A
Female	110	100	33.7	51	15.4	82.7	73.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	64	100	22.8	45.6	31.6	82.5	80.9	87.8	Yes	Yes
African American	180	99.4	43.9	42.7	13.5	75.4	63.1	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	96.7	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	53	98.1	66	23.4	10.6	48.9	37	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	83.3	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	226	99.1	41.4	43.3	15.2	75.7	68.1	72.8	Yes	Yes

\* 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**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	164	100	42.5	46.4	11.1	57.5	64.7	67.3
<b>Gender</b>								
Male	90	100	35.7	46.4	17.9	64.3	64.5	66.9
Female	74	100	50.7	46.4	2.9	49.3	64.9	67.7
<b>Racial/Ethnic Group</b>								
White	44	100	20.5	56.4	23.1	79.5	79	79.6
African American	117	100	49.5	43.2	7.2	50.5	51.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.2	69.5
<b>Disability Status</b>								
Disabled	32	100	62.1	27.6	10.3	37.9	31.7	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	73.8	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	150	100	45.3	46	8.6	54.7	59.6	55.4
<b>Social Studies</b>								
All Students	168	98.8	46.2	39.9	13.9	53.8	63	70.9
<b>Gender</b>								
Male	91	100	48.8	34.9	16.3	51.2	61.7	70.1
Female	77	97.4	43.1	45.8	11.1	56.9	64.5	71.7
<b>Racial/Ethnic Group</b>								
White	40	97.5	33.3	36.1	30.6	66.7	72	79.2
African American	127	99.2	49.6	41.3	9.1	50.4	54.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	77.8	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	73	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	71.2
<b>Disability Status</b>								
Disabled	37	97.3	78.8	15.2	6.1	21.2	32.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	74.4	68
<b>Socio-Economic Status</b>								
Subsidized meals	153	98.7	48.6	40.3	11.1	51.4	58.9	60.8

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	250	98	50.9	36.8	12.4	49.1	58	72.1	95.7	96.2
<b>Gender</b>										
Male	136	97.1	56.3	32	11.7	43.8	49.5	65.2	95.4	95.9
Female	114	99.1	44.3	42.5	13.2	55.7	66.9	79.2	96.1	96.5
<b>Racial/Ethnic Group</b>										
White	64	98.4	37.3	40.7	22	62.7	69.1	80.8	94.6	96
African American	182	98.4	55.8	35.5	8.7	44.2	47.7	59.7	96.2	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	87	96.6	97.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	55.6	64.6	94.7	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	73.4	92.6	94.4
<b>Disability Status</b>										
Disabled	50	90	69.8	25.6	4.7	30.2	20.2	27.7	95.1	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	98.1	96.3
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.7	63.7	97.1	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	228	97.8	53.1	36.6	10.3	46.9	53.9	61.9	95.6	96

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
<b>English/Language Arts</b>							
<b>2009</b>	3	93	100	34.9	39.5	25.6	65.1
	4	64	100	50.8	22	27.1	49.2
	5	66	100	19.3	64.9	15.8	80.7
	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
<b>2010</b>	3	90	98.9	33.3	36.9	29.8	66.7
	4	86	98.8	40	43.8	16.3	60
	5	72	100	37.3	44.8	17.9	62.7
	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
<b>Mathematics</b>							
<b>2009</b>	3	93	100	54.7	37.2	8.1	45.3
	4	64	100	32.2	47.5	20.3	67.8
	5	66	100	31.6	56.1	12.3	68.4
	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
<b>2010</b>	3	90	98.9	46.4	32.1	21.4	53.6
	4	86	98.8	30	52.5	17.5	70
	5	72	100	38.8	47.8	13.4	61.2
	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
<b>Science</b>							
<b>2009</b>	3	47	100	62.8	32.6	4.7	37.2
	4	64	98.4	40.7	40.7	18.6	59.3
	5	35	100	41.4	48.3	10.3	58.6
	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
<b>2010</b>	3	46	100	50	33.3	16.7	50
	4	85	100	45	47.5	7.5	55
	5	33	100	25.8	61.3	12.9	74.2
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	46	97.8	53.5	44.2	2.3	46.5
	4	64	98.4	25.9	53.4	20.7	74.1
	5	32	96.9	28.6	60.7	10.7	71.4
	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
<b>2010</b>	3	44	97.7	52.4	38.1	9.5	47.6
	4	85	100	46.3	37.5	16.3	53.8
	5	39	97.4	38.9	47.2	13.9	61.1
	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
<b>Writing</b>							
<b>2009</b>	3	93	98.9	40.9	42	17	59.1
	4	63	98.4	54.2	32.2	13.6	45.8
	5	65	95.4	32.7	56.4	10.9	67.3
	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
<b>2010</b>	3	91	98.9	62.4	30.6	7.1	37.6
	4	87	98.9	39.8	44.6	15.7	60.2
	5	72	95.8	50	34.8	15.2	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

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