



HENDERSONVILLE ELEMENTARY

6089 Hendersonville
Walterboro, SC 29488

Grades	PK-5 Elementary School	
Enrollment	482 Students	
Principal	Jessica Williams	843-782-0027
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Wayne Shider	843-782-4510

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	At-Risk	Good
2007	At-Risk	Below Average

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 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://eoc.sc.gov>

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

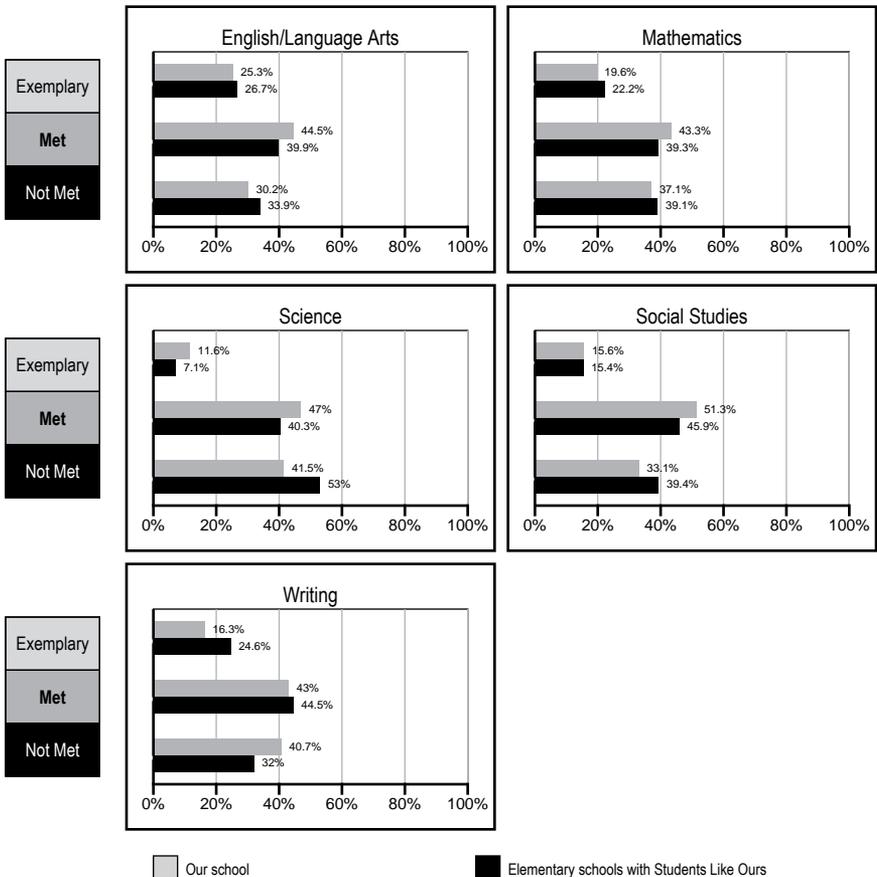
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	87	51	23

* Ratings are calculated with data available by 11/09/2011.

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=482)				
First graders who attended full-day kindergarten	96.8%	Down from 100.0%	100.0%	100.0%
Retention rate	1.9%	Down from 6.3%	1.5%	1.1%
Attendance rate	95.2%	Down from 95.7%	96.2%	96.2%
Served by gifted and talented program	4.9%	Up from 1.7%	5.3%	13.4%
With disabilities other than speech	4.5%	Down from 9.9%	4.2%	4.1%
Older than usual for grade	2.2%	Down from 3.9%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	44.1%	Up from 43.8%	61.9%	62.5%
Continuing contract teachers	76.5%	Up from 68.8%	82.3%	88.2%
Teachers returning from previous year	83.9%	Up from 80.1%	84.7%	87.8%
Teacher attendance rate	96.0%	Up from 91.9%	95.2%	95.2%
Average teacher salary*	\$41,254	Down 1.1%	\$45,196	\$46,773
Professional development days/teacher	8.4 days	Up from 6.4 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 22.0 to 1	17.6 to 1	19.9 to 1
Prime instructional time	90.1%	Up from 87.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$5,455	Down 1.4%	\$8,435	\$7,447
Percent of expenditures for instruction**	69.8%	Up from 68.8%	67.8%	68.4%
Percent of expenditures for teacher salaries**	69.0%	Up from 65.9%	64.7%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

Report of Principal and School Improvement Council

Hendersonville Elementary School, located in the southern portion of Colleton County, serves approximately 508 students in pre-kindergarten through fifth grade. Students come from a predominately rural setting with 70% African American students, 28% Caucasian students and 2% 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. The Inclusion Model of instructing students with disabilities was implemented this year. 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 SMART Boards, 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 2010-2011 school year. This system promotes positive student behavior and character development on a school wide basis while emphasizing our motto "Be SHARP". The Jr. Leadership Program, Student Council, Mentoring Club, Cheerleading and Football Programs were continued.

The faculty participated in various staff development opportunities throughout the year. The faculty continued the book study, "How the Brain Learns" (David Sousa), which 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. Teachers applied strategies from this book study into their classroom instruction.

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 2010-11 school term.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	80	54
Percent satisfied with learning environment	83.3%	86.3%	86.5%
Percent satisfied with social and physical environment	83.3%	76.6%	92.3%
Percent satisfied with school-home relations	83.3%	87.5%	88.7%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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

RP

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	266	99.6	31.1	43.8	25.1	80.5	77	82.4	Yes	Yes
Gender										
Male	138	99.3	33.8	41.5	24.6	75.4	72.6	78.7	N/A	N/A
Female	128	100	28.1	46.3	25.6	86	81.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	72	98.6	17.2	42.2	40.6	85.9	83.9	88.9	Yes	Yes
African American	191	100	35.9	44.6	19.6	78.8	70.1	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.6	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.1	83	I/S	I/S
Disability Status										
Disabled	51	98	80.4	13	6.5	30.4	37.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	82.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	236	99.6	33.2	44.4	22.4	79.4	73.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	266	99.6	38.2	42.6	19.1	74.9	76	81.9	No	Yes
Gender										
Male	138	99.3	40.8	41.5	17.7	70.8	74.4	79.9	N/A	N/A
Female	128	100	35.5	43.8	20.7	79.3	77.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	72	98.6	28.1	39.1	32.8	81.3	83.8	88.9	Yes	Yes
African American	191	100	41.8	44	14.1	72.8	68.2	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.9	84.4	I/S	I/S
Disability Status										
Disabled	51	98	N/AV	N/AV	N/AV	34.8	39.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	85.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	236	99.6	39.5	42.2	18.4	74	72.5	74.9	No	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	174	99.4	42.2	46.4	11.4	57.8	67.1	68.6
Gender								
Male	93	98.9	43.8	42.7	13.5	56.2	67	68.3
Female	81	100	40.3	50.6	9.1	59.7	67.2	68.9
Racial/Ethnic Group								
White	47	100	23.3	46.5	30.2	76.7	79.7	80.7
African American	125	99.2	49.6	45.5	5	50.4	55.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.5	70.8
Disability Status								
Disabled	33	100	N/AV	N/AV	N/AV	33.3	34.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	61.9	60.7
Socio-Economic Status								
Subsidized meals	154	99.4	43.5	45.6	10.9	56.5	62.6	57.3
Social Studies								
All Students	176	98.9	33.7	50.9	15.3	66.3	71.8	72.5
Gender								
Male	86	97.7	34.6	42.3	23.1	65.4	73.1	72
Female	90	100	32.9	58.8	8.2	67.1	70.5	73.1
Racial/Ethnic Group								
White	48	97.9	29.3	51.2	19.5	70.7	78.3	81
African American	126	100	35.5	50.4	14	64.5	65.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.2	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.7	73.5
Disability Status								
Disabled	35	97.1	63.3	33.3	3.3	36.7	46.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	69.7
Socio-Economic Status								
Subsidized meals	159	98.7	35.4	50.3	14.3	64.6	67.2	62.9

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
Writing										
All Students	95	96.8	40.7	43	16.3	59.3	59.2	73.2	95.2	95.5
Gender										
Male	51	98	46.8	40.4	12.8	53.2	51.2	67.2	94.9	95.3
Female	44	95.5	33.3	46.2	20.5	66.7	67.4	79.4	95.6	95.6
Racial/Ethnic Group										
White	29	96.6	36	36	28	64	68.8	81.5	93.8	94.7
African American	65	96.9	41.7	46.7	11.7	58.3	50.7	61.3	95.7	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	94.8	97.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	38.5	66.7	97.4	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60	72.2	90.7	94
Disability Status										
Disabled	17	88.2	N/AV	N/AV	N/AV	13.3	14.6	26	93.6	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	96.9	96.2
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	57.1	65.7	95.9	96.4
Socio-Economic Status										
Subsidized meals	84	97.6	43.4	42.1	14.5	56.6	54.5	63.2	95.2	95.3

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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							
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	27.7	36.1	36.1	72.3
	4	84	100	37.5	40	22.5	62.5
	5	95	100	28.4	54.5	17	71.6
	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	
Mathematics							
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	48.2	32.5	19.3	51.8
	4	84	100	27.5	48.8	23.8	72.5
	5	95	100	38.6	46.6	14.8	61.4
	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	
Science							
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	43	100	58.1	25.6	16.3	41.9
	4	84	100	30	62.5	7.5	70
	5	47	97.9	48.8	37.2	14	51.2
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
2011	3	45	97.8	31.7	61	7.3	68.3
	4	83	100	25.3	57	17.7	74.7
	5	48	97.9	51.2	30.2	18.6	48.8
	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							
2010	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	95	96.8	40.7	43	16.3	59.3
	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

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