



Hendersonville Elementary School

6089 Hendersonville Hwy.
Walterboro, SC 29488

Grades	PK-5 Elementary School	
Enrollment	403 Students	
Principal	Jessica F. Williams	843-782-0027
Superintendent	Mrs. Leila Williams	843-782-4510
Board Chair	Mr. John Barnes	843-538-7409

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	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://www.eoc.sc.gov>

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

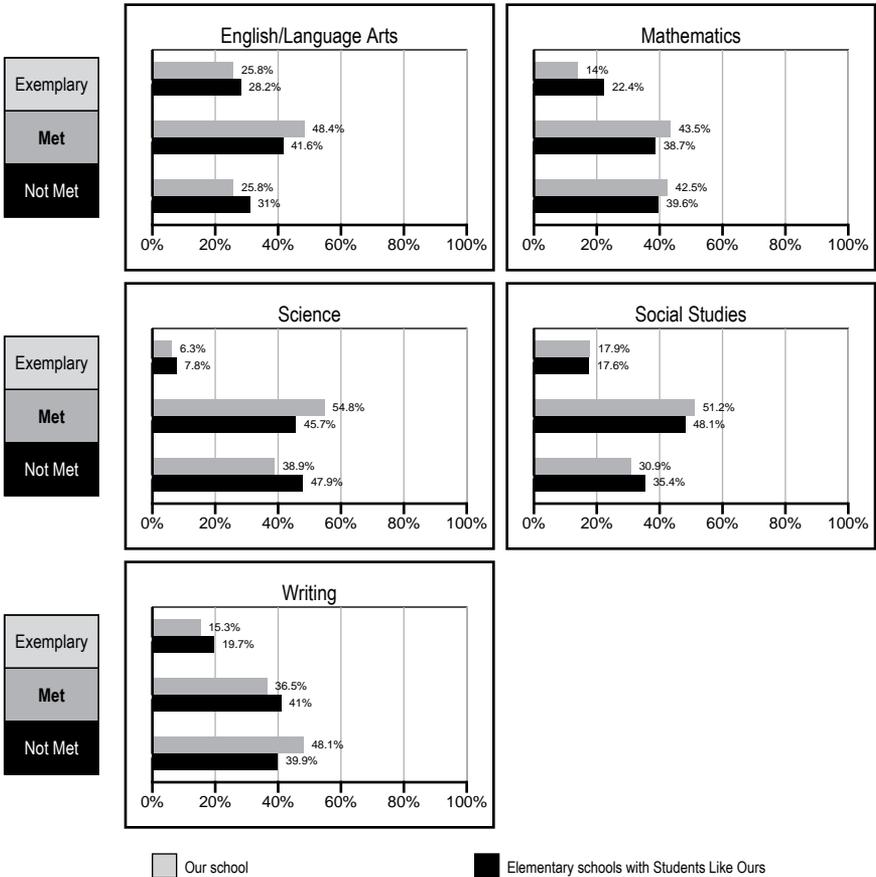
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	13	98	45	15

* Ratings are calculated with data available by 12/14/2013.

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=403)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Up from 0.5%	1.1%	0.9%
Attendance rate	95.9%	Down from 96.4%	95.9%	96.3%
Served by gifted and talented program	8.5%	N/A	2.7%	7.2%
With disabilities	14.0%	N/A	13.5%	12.4%
Older than usual for grade	3.0%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	37.9%	Down from 48.3%	60.6%	62.5%
Continuing contract teachers	72.4%	Down from 79.3%	76.5%	83.3%
Teachers returning from previous year	79.7%	Down from 82.8%	84.7%	88.3%
Teacher attendance rate	94.5%	Down from 94.6%	94.9%	95.0%
Average teacher salary*	\$42,079	Down 0.5%	\$46,110	\$48,193
Professional development days/teacher	8.0 days	Down from 8.6 days	10.4 days	11.0 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 17.6 to 1	18.2 to 1	20.1 to 1
Prime instructional time	89.9%	Down from 90.5%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$5,733	Up 2.5%	\$8,254	\$7,364
Percent of expenditures for instruction**	70.0%	Down from 70.4%	67.0%	68.0%
Percent of expenditures for teacher salaries**	69.0%	Down from 69.8%	64.0%	66.0%

* 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

Hendersonville Elementary School, the School of Innovation and Exploration, located in the southern portion of Colleton County, serves approximately 440 students in pre-kindergarten through fifth grade. Students come from a predominately rural setting with 73% African American students, 24% Caucasian students and 3% from other ethnic origins. Our vision at Hendersonville Elementary School is "Every day, every student will experience success with grade level standards 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 in reading and math provided by classroom teachers and interventionists. The Inclusion Model of instructing students with disabilities was continued 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.

This year Hendersonville implemented SC TAP, the System for Teacher and Student Advancement. TAP is a comprehensive school reform model that provides opportunities for professional growth, instructionally focused accountability, multiple career paths and performance based compensation. Using this model, teachers were given additional support by mentor and master teachers to strengthen their ability to present lessons using research based strategies, analyze data, and become more reflective in order to effect change in the classroom. This year Hendersonville Elementary also adopted a thematic approach to school improvement as the "School of Innovation and Exploration". Innovative models of instruction were implemented, civic responsibility was emphasized, the use of various types of technology was encouraged and an emphasis on colleges and careers was instituted school wide.

The Positive Behavior Intervention System (PBIS) was continued during the 2012-13 school year. This system promotes positive student behavior and character development on a school wide basis while emphasizing our motto "Be SHARP". Students who needed additional support participated in a check in, check out mentor program that involved more specific behavior intervention strategies. The Jr. Leadership Program and Student Council Programs were continued.

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 to exceed the projected goals for the 2012-13 school year
Jessica F. Williams, Principal

Pastor Joseph Williams, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	53	38
Percent satisfied with learning environment	100%	84.9%	78.9%
Percent satisfied with social and physical environment	100%	79.3%	76.3%
Percent satisfied with school-home relations	71.4%	86.8%	71.8%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	60.9
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Hendersonville Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.9%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	644.2	624.1	608.4	626.2	100.0	100.0
Male	641.3	623.5	610.1	628.1	100.0	100.0
Female	647.7	624.8	605.8	624.4	100.0	100.0
White	647.8	635.2	624.9	632.0	100.0	100.0
African American	643.1	620.3	602.9	624.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	641.5	621.3	605.2	623.7	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	67	100	23	32.8	44.3	77
	4	74	100	24.6	46.4	29	75.4
	5	78	100	41.3	42.7	16	58.7
	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
2013	3	70	100	32.3	30.6	37.1	67.7
	4	64	100	27	55.6	17.5	73
	5	69	100	17.5	57.1	25.4	82.5
	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							
2012	3	67	98.5	38.3	40	21.7	61.7
	4	74	100	26.1	52.2	21.7	73.9
	5	78	100	36	50.7	13.3	64
	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
2013	3	70	100	61.3	17.7	21	38.7
	4	64	100	31.7	57.1	11.1	68.3
	5	69	98.6	33.9	56.5	9.7	66.1
	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							
2012	3	33	100	43.8	40.6	15.6	56.3
	4	74	97.3	20.9	70.1	9	79.1
	5	38	100	34.2	57.9	7.9	65.8
	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
2013	3	37	100	60.6	27.3	12.1	39.4
	4	64	100	33.3	61.9	4.8	66.7
	5	34	100	25.8	67.7	6.5	74.2
	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							
2012	3	35	97.1	36.7	53.3	10	63.3
	4	73	97.3	13.4	62.7	23.9	86.6
	5	40	97.5	47.2	44.4	8.3	52.8
	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
2013	3	33	100	34.5	51.7	13.8	65.5
	4	64	100	19	55.6	25.4	81
	5	35	100	53.1	40.6	6.3	46.9
	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							
2012	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	79	98.7	54.7	36	9.3	45.3
	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
2013	3	68	98.5	56.5	32.3	11.3	43.5
	4	65	98.5	48.4	38.7	12.9	51.6
	5	71	93	39.1	39.1	21.9	60.9
	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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