



## Hemingway Elementary

160 Baxley Road  
Hemingway, SC 29554

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	741 Students	
<b>Principal</b>	Cynthia M. Brown	843-558-4444
<b>Superintendent</b>	Linda B. Huell, Interim	843-355-5571
<b>Board Chair</b>	Rev. Norman Gamble	843-244-1676

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

## 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**

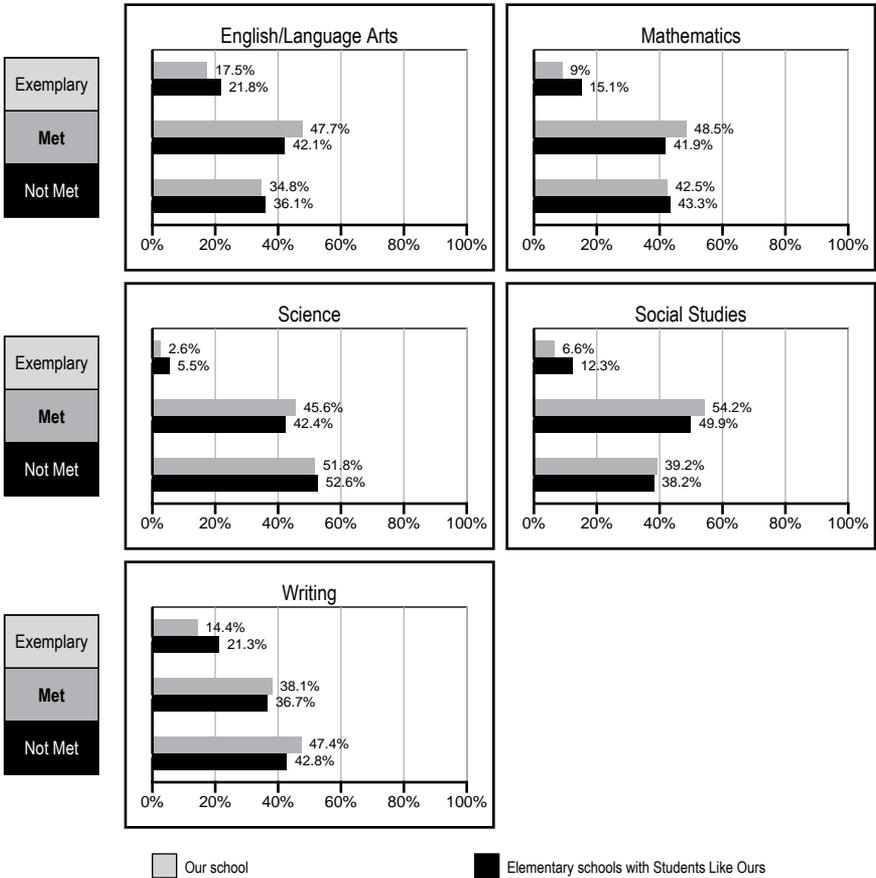
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

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

Excellent	Good	Average	Below Average	At-Risk
1	3	59	56	31

\* Ratings are calculated with data available by 06/01/2010.

**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=741)</b>				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	3.2%	N/A	2.5%	1.9%
Attendance rate	96.5%	N/A	96.0%	96.3%
Eligible for gifted and talented	2.8%	N/A	2.9%	10.0%
With disabilities other than speech	11.7%	N/A	7.5%	7.7%
Older than usual for grade	2.6%	N/A	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	57.1%	N/A	57.1%	59.4%
Continuing contract teachers	76.2%	N/A	71.8%	80.0%
Teachers with emergency or provisional certificates	2.4%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	81.7%	85.9%
Teacher attendance rate	95.9%	N/R	95.1%	95.1%
Average teacher salary*	\$44,700	I/S	\$45,890	\$47,149
Professional development days/teacher	12.0 days	N/R	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	N/R	16.5 to 1	18.8 to 1
Prime instructional time	91.9%	N/R	90.0%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,670	\$7,458
Percent of expenditures for instruction**	N/A	N/A	68.5%	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	62.0%	63.2%

\* 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**

Hemingway Elementary School, located in Eastern Williamsburg County, educates approximately 750 students in grades child development through six. Battery Park and Chavis Elementary Schools emerged to form the newly constructed Hemingway Elementary School during the 2008-2009 school year.

The mission of Hemingway Elementary School is to prepare students for the responsibilities of good citizenship and to become lifelong learners, while striving for academic excellence. We will accomplish this by providing an innovative curriculum, relevant resources, and a competent staff. The expectation at Hemingway Elementary School is that every child will attain his/her highest level of academic achievement. All students will be provided a safe and nurturing environment that promotes respect for self and others.

Students, parents, teachers, and community members will be actively involved in the ongoing learning process at Hemingway Elementary School.

Cynthia M. Brown, Principal  
Debra Brown, School Improvement Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	36	66	26
Percent satisfied with learning environment	83.3%	68.2%	84.0%
Percent satisfied with social and physical environment	86.1%	82.8%	88.0%
Percent satisfied with school-home relations	50.0%	76.6%	76.9%

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

## Abbreviations for Missing Data

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 16 out of 17 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

## 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.4%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

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

All Students	382	100	34.3	47.1	18.6	80.3	76.3	82.8	Yes	Yes
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## Gender

Male	193	100	36.6	43.5	19.9	75.4	71.8	79.3	N/A	N/A
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Female	189	100	31.9	50.8	17.3	85.4	81.2	86.5	N/A	N/A
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## Racial/Ethnic Group

White	37	100	28.6	45.7	25.7	88.6	76.7	89.5	I/S	I/S
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African American	339	100	35.2	46.9	17.9	79.4	76.2	73.7	Yes	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	87.5	76.5	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
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## Disability Status

Disabled	78	100	55.8	33.8	10.4	57.1	46.5	52	SWD	Yes
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## Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
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## English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
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## Socio-Economic Status

Subsided meals	347	100	34.5	47.7	17.8	79.5	75.5	75.5	Yes	Yes
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## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	382	100	41.2	48.9	9.8	71.8	69.4	78.9	Yes	Yes
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## Gender

Male	193	100	47.6	41.4	11	66.5	64.7	77	N/A	N/A
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Female	189	100	34.6	56.8	8.6	77.3	74.5	80.9	N/A	N/A
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## Racial/Ethnic Group

White	37	100	42.9	45.7	11.4	65.7	64.7	87.2	I/S	I/S
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African American	339	100	41.2	49.3	9.6	72.5	69.6	66.7	Yes	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.3	76	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
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## Disability Status

Disabled	78	100	67.5	27.3	5.2	44.2	36.8	45.5	No	Yes
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## Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
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## English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
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## Socio-Economic Status

Subsided meals	347	100	42.4	48.5	9.1	71.3	68.7	70.2	Yes	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

	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	239	100	51.1	44.7	4.3	48.9	48.4	67.5
<b>Gender</b>								
Male	117	100	51.7	42.2	6	48.3	49	67
Female	122	100	50.4	47.1	2.5	49.6	47.8	68
<b>Racial/Ethnic Group</b>								
White	21	100	40	55	5	60	58.6	79.5
African American	215	100	52.8	43.4	3.8	47.2	47.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	48	100	80.9	10.6	8.5	19.1	23.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	217	100	52.1	43.7	4.2	47.9	47.3	55.1
<b>Social Studies</b>								
All Students	237	100	38	54.3	7.7	62	56.4	72.3
<b>Gender</b>								
Male	117	100	36.2	54.3	9.5	63.8	55.2	71.5
Female	120	100	39.8	54.2	5.9	60.2	57.7	73.2
<b>Racial/Ethnic Group</b>								
White	22	100	23.8	66.7	9.5	76.2	59	80.7
African American	210	100	39.4	53.8	6.7	60.6	55.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	45	100	55.6	37.8	6.7	44.4	30.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	214	100	39.6	53.3	7.1	60.4	55.1	62.1

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
<b>Writing</b>										
All Students	383	96.6	47.1	38.4	14.5	52.9	61.4	70.2	96.5	96.6
<b>Gender</b>										
Male	192	94.8	56.4	32	11.6	43.6	54.5	63.2	96.3	96.5
Female	191	98.4	38	44.6	17.4	62	68.5	77.5	96.8	96.6
<b>Racial/Ethnic Group</b>										
White	37	100	57.1	34.3	8.6	42.9	55.1	79.1	94.5	93.6
African American	340	96.2	46	38.9	15.1	54	61.9	57.6	96.8	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	96.7	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	50	62.6	97.6	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	93.9	96.1
<b>Disability Status</b>										
Disabled	77	85.7	89.4	9.1	1.5	10.6	20	26.1	95.2	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	61.2	98.2	98
<b>Socio-Economic Status</b>										
Subsidized meals	350	96.6	47.7	38.1	14.1	52.3	60.3	58.9	96.6	96.5

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
<b>English/Language Arts</b>							
<b>2009</b>	3	91	100	43.7	36.8	19.5	56.3
	4	94	100	36.6	44.1	19.4	63.4
	5	108	100	22.2	55.6	22.2	77.8
	6	89	100	37.5	50	12.5	62.5
	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>Mathematics</b>							
<b>2009</b>	3	91	100	59.8	34.5	5.7	40.2
	4	94	100	37.6	50.5	11.8	62.4
	5	108	100	36.1	51.9	12	63.9
	6	89	100	33	58	9.1	67
	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>Science</b>							
<b>2009</b>	3	46	100	68.2	29.5	2.3	31.8
	4	94	100	53.8	40.9	5.4	46.2
	5	56	100	41.1	57.1	1.8	58.9
	6	43	100	40.5	52.4	7.1	59.5
	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>Social Studies</b>							
<b>2009</b>	3	45	100	55.8	41.9	2.3	44.2
	4	94	100	26.9	63.4	9.7	73.1
	5	52	100	38.5	50	11.5	61.5
	6	46	100	43.5	52.2	4.3	56.5
	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>Writing</b>							
<b>2009</b>	3	90	97.8	57.6	27.1	15.3	42.4
	4	95	94.7	47.2	38.2	14.6	52.8
	5	110	97.3	42.5	42.5	15.1	57.5
	6	88	96.6	42.4	44.7	12.9	57.6
	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

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