



HAMPTON ELEMENTARY

PO Box 687

Hampton, South Carolina

Grades	4-6 Elementary School	
Enrollment	414 Students	
Principal	Eric D. Robinson	803-943-3251
Superintendent	Douglas McTeer	803-943-4576
Board Chair	Mrs. Hannah B. Priester	803-943-4621

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

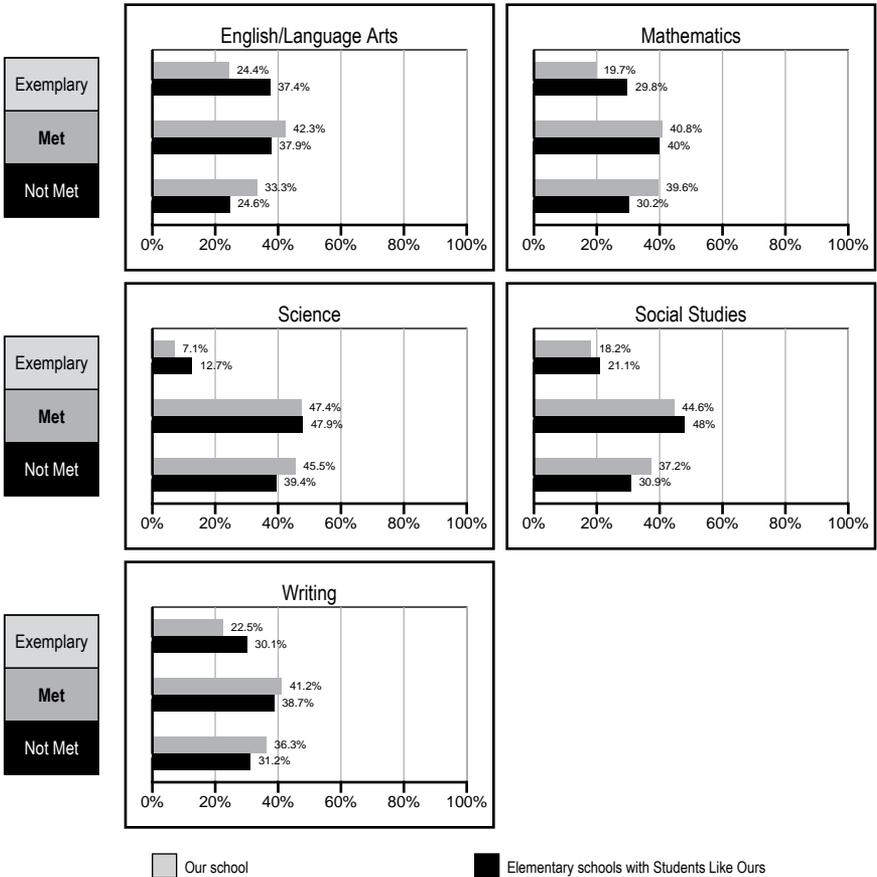
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	21	96	8	0

* 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=414)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.2%	Down from 0.5%	1.3%	1.2%
Attendance rate	96.1%	Down from 96.3%	95.8%	96.1%
Eligible for gifted and talented	5.2%	Down from 8.8%	10.3%	11.7%
With disabilities other than speech	9.5%	Down from 11.1%	8.5%	8.0%
Older than usual for grade	2.7%	Down from 3.2%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	63.0%	Down from 64.3%	60.0%	60.5%
Continuing contract teachers	100.0%	No Change	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	97.5%	Up from 91.8%	87.7%	87.0%
Teacher attendance rate	94.2%	Up from 92.3%	95.0%	95.4%
Average teacher salary*	\$46,426	Down 2.0%	\$47,079	\$47,288
Professional development days/teacher	11.9 days	Up from 8.3 days	10.2 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.8 to 1	19.1 to 1	19.2 to 1
Prime instructional time	89.5%	Up from 88.2%	89.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.3%	Up from 97.2%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,740	Up 4.5%	\$7,487	\$7,548
Percent of expenditures for instruction**	67.4%	Up from 65.9%	68.2%	68.7%
Percent of expenditures for teacher salaries**	63.8%	Up from 62.1%	64.7%	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

Thanks to the efforts of teachers and parents, Hampton Elementary School had another successful year of enriching the lives of students. As always, our goal is to provide students with a quality education while preparing them for the diversities of life beyond the classroom.

Hampton Elementary sought to provide students with enriching experiences outside of the classroom that would also help promote academic achievement. Students went on a variety of educational trips such as the 5th grade Barrier Island Trip in which students took part in science and social studies activities, and the 4th grade students visiting a Civil War Reenactment. All these activities and others were meant to provide students with learning opportunities that are often not available to them.

Teachers were also provided with research based professional development opportunities to improve classroom instruction. Through funding from a state technology grant, Hampton Elementary received 60 laptops for students, and all science teachers received personal laptops. The initiative was meant to provide more technology in the classroom. With laptop labs, students are able to participate in experiments or activities beyond the limitations of the school and community. Along with laptops, the science and math teachers were provided with professional development on better ways to incorporate technology into the curriculum. All teachers received year long professional development on differentiated instruction to better serve students from diverse backgrounds and learning styles. Several language arts teachers also participated in a writing program in which they were able to enhance creative writing and teach students to become dynamic authors.

Hampton Elementary continues to grow with the support of the surrounding community. It is with great appreciation that the Hampton Elementary School family would like to thank all of the parents and students that make our school an exciting and welcoming place to learn.

Eric Robinson, Principal
 Tammy Hadwin, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	129	39
Percent satisfied with learning environment	66.7%	67.2%	86.8%
Percent satisfied with social and physical environment	66.7%	59.5%	74.4%
Percent satisfied with school-home relations	33.3%	75.0%	74.4%

* 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

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	7.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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 = 58.8% (Met or Exemplary)

All Students	416	100	33.3	42.3	24.4	77.6	79.5	83.5	Yes	Yes
Gender										
Male	224	100	40	38.1	21.9	71.2	73.8	80.1	N/A	N/A
Female	192	100	25.7	47.1	27.3	85	85.3	87	N/A	N/A
Racial/Ethnic Group										
White	207	100	30.3	42.9	26.8	78.8	83.1	89.6	Yes	Yes
African American	203	100	37.2	41.2	21.6	75.9	76.6	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	63.6	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	56	100	73.1	23.1	3.8	40.4	39	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	76.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	290	100	37.7	44.5	17.8	73.3	75.6	76.9	Yes	Yes

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

All Students	416	100	39.6	40.8	19.7	73.1	75.3	80.4	Yes	Yes
Gender										
Male	224	100	42.8	36.3	20.9	70.2	72.4	78.4	N/A	N/A
Female	192	100	35.8	46	18.2	76.5	78.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	207	100	31.3	42.4	26.3	80.3	82.5	87.8	Yes	Yes
African American	203	100	48.7	38.7	12.6	65.3	68.6	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	56	100	69.2	23.1	7.7	34.6	31	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	100	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	290	100	45.9	40.2	13.9	68	70.6	72.8	Yes	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	277	99.3	45.1	47.7	7.2	54.9	60.5	67.3
Gender								
Male	143	100	46.3	45.6	8.1	53.7	58.6	66.9
Female	134	98.5	43.8	50	6.3	56.3	62.3	67.7
Racial/Ethnic Group								
White	142	100	41.8	47.8	10.4	58.2	71.6	79.6
African American	131	98.5	50	46	4	50	49.9	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	43	100	70	27.5	2.5	30	28.2	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	5	I/S	I/S	I/S	I/S	I/S	100	58.6
Socio-Economic Status								
Subsidized meals	187	98.9	52.8	42.1	5.1	47.2	52.6	55.4
Social Studies								
All Students	278	99.6	37.2	44.6	18.2	62.8	64.8	70.9
Gender								
Male	150	99.3	47.2	32.6	20.1	52.8	60.4	70.1
Female	128	100	25.6	58.4	16	74.4	69.5	71.7
Racial/Ethnic Group								
White	141	100	34.6	41.2	24.3	65.4	70.3	79.2
African American	133	99.3	40.3	48.1	11.6	59.7	60.1	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	35	100	78.8	12.1	9.1	21.2	25.8	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	61.5	68
Socio-Economic Status								
Subsidized meals	194	99.5	42.2	44.4	13.4	57.8	59.3	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
Writing										
All Students	417	99	35.8	41.5	22.6	64.2	68.8	72.1	96.1	95.7
Gender										
Male	224	98.2	45.8	38.3	15.9	54.2	59.9	65.2	96	95.6
Female	193	100	24.5	45.2	30.3	75.5	77.9	79.2	96.2	95.9
Racial/Ethnic Group										
White	208	99	34.7	36.7	28.6	65.3	71.3	80.8	95.2	94.9
African American	203	99.5	37.9	46	16.2	62.1	66.2	59.7	97	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.9	87	96.8	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	64.6	98.3	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	54	100	88.5	7.7	3.8	11.5	13.8	27.7	95	94.9
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	7	I/S	I/S	I/S	I/S	I/S	88.2	63.7	97.5	96.9
Socio-Economic Status										
Subsidized meals	289	99.3	39.9	42.7	17.4	60.1	64.8	61.9	95.8	95.5

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	141	100	48.5	29.4	22.1	51.5
	5	137	99.3	34.3	47	18.7	65.7
	6	145	100	41	35.3	23.7	59
	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	0	N/A	N/A	N/A	N/A	N/A
	4	139	100	28.6	38.3	33.1	71.4
	5	137	100	40.6	40.6	18.8	59.4
	6	140	100	30.9	47.8	21.3	69.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	141	100	45.6	39	15.4	54.4
	5	137	99.3	40.3	46.3	13.4	59.7
	6	145	100	38.8	39.6	21.6	61.2
	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	0	N/A	N/A	N/A	N/A	N/A
	4	139	100	32.3	45.9	21.8	67.7
	5	137	100	51.1	37.6	11.3	48.9
	6	140	100	35.3	39	25.7	64.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	141	100	47.1	42.6	10.3	52.9
	5	68	100	43.3	46.3	10.4	56.7
	6	72	100	39.7	51.5	8.8	60.3
	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	0	N/A	N/A	N/A	N/A	N/A
	4	139	100	34.6	55.6	9.8	65.4
	5	68	100	50.8	44.6	4.6	49.2
	6	70	97.1	60.6	34.8	4.5	39.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	141	100	38.2	49.3	12.5	61.8
	5	68	100	46.3	38.8	14.9	53.7
	6	73	100	18.3	62	19.7	81.7
	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	0	N/A	N/A	N/A	N/A	N/A
	4	139	100	32.3	51.9	15.8	67.7
	5	69	100	51.5	32.4	16.2	48.5
	6	70	98.6	32.4	42.6	25	67.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	142	100	46.7	36.5	16.8	53.3
	5	138	99.3	38.1	41	20.9	61.9
	6	144	100	37.4	41	21.6	62.6
	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
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	140	98.6	31.6	41.4	27.1	68.4
	5	136	100	39.1	36.8	24.1	60.9
	6	141	98.6	36.8	46.3	16.9	63.2
	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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