



HOPKINS ELEMENTARY

6120 Cabin Creek Rd.
Hopkins, South Carolina

Grades	PK-5 Elementary School	
Enrollment	384 Students	
Principal	Angela G. Brown	803-783-5541
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Average	Good
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

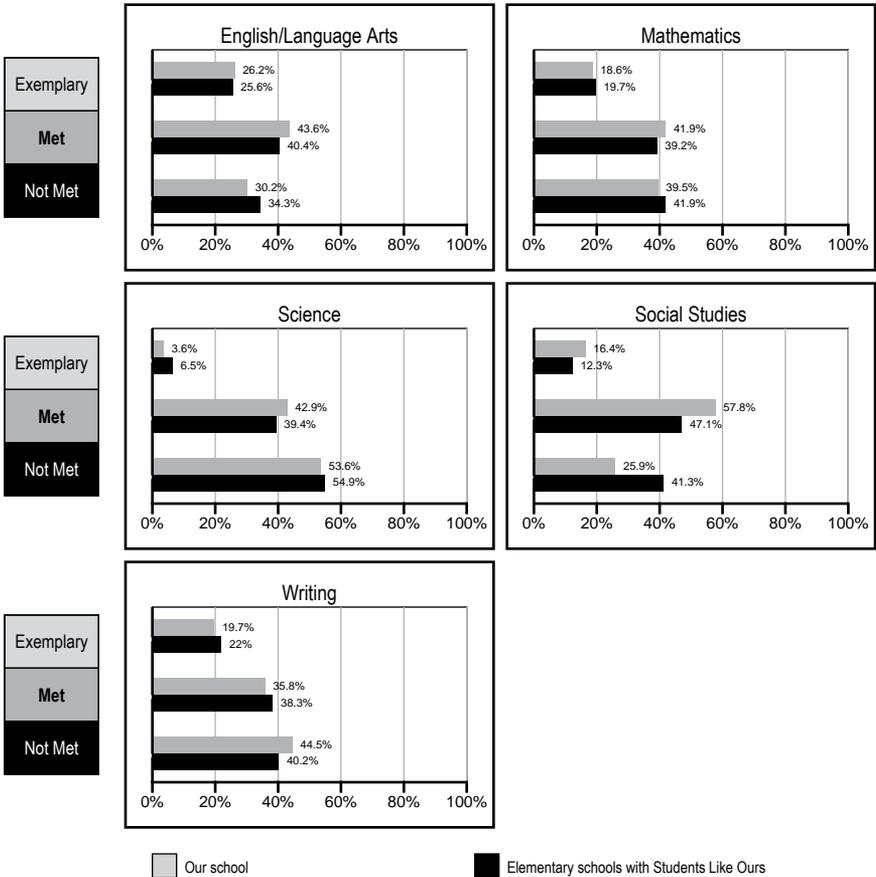
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	94	59	24

* 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=384)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 3.8%	1.5%	1.2%
Attendance rate	96.4%	Down from 96.7%	95.9%	96.1%
Eligible for gifted and talented	6.6%	Up from 5.3%	4.8%	11.7%
With disabilities other than speech	8.2%	Down from 11.7%	8.5%	8.0%
Older than usual for grade	0.3%	Down from 1.1%	0.8%	0.4%
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	58.6%	Up from 55.2%	60.0%	60.5%
Continuing contract teachers	58.6%	Down from 62.1%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 86.2%	83.6%	87.0%
Teacher attendance rate	95.0%	Up from 94.0%	95.4%	95.4%
Average teacher salary*	\$49,945	Up 5.7%	\$45,439	\$47,288
Professional development days/teacher	17.3 days	Up from 11.6 days	10.6 days	10.5 days
School				
Principal's years at school	10.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 19.1 to 1	17.3 to 1	19.2 to 1
Prime instructional time	88.9%	Down from 89.3%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,054	Up 4.4%	\$8,593	\$7,548
Percent of expenditures for instruction**	79.6%	Up from 78.6%	68.0%	68.7%
Percent of expenditures for teacher salaries**	73.7%	Up from 73.2%	62.4%	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

Hopkins Elementary School, a recipient of six consecutive South Carolina Palmetto Awards, has met AYP every year except once since its inception. Our excellent staff of highly qualified educators strives everyday to reach the highest potential within every student. We are an institution that is committed to lifelong learning. It is our primary business to educate world-class leaders with the skills and abilities that will result in them graduating from institutions of higher learning after earning their high school diplomas.

We are committed to excellence and continuous improvement that operate with one vision, one mission, and one common purpose, which is to ensure that all of our students receive a high quality education. During the 2009-2010 school year, one of our main focuses has been increasing the reading achievement levels for every student. We believe this focus will positively impact all other subjects and lead each student to experience many opportunities for success. It is imperative that all students read on grade level before they reach the third grade. With that said, we urge our parents to continue to make certain that their children read to and with them everyday!!!

In addition, our staff has focused its attention on increasing students' academic achievement by establishing and maintaining clear expectations, enhancing academic rigor in a thinking curriculum, and engaging students in various forms of accountable talk and hands-on learning. Teachers and students enjoy coming to school, and they are succeeding in ever-growing numbers. Parents feel welcome and visit the school regularly and they have become actively involved in assisting their children to master the standards. Each parent is given a set of South Carolina standards for his/her child so that what is started in school can continue at home. Having the standards also allows the parents to hold the teachers accountable for the learning in the classroom. Thus they become partners in their children's educational process.

Hopkins Elementary is a place of vibrant activities, which are student-centered. The words people use to describe Hopkins Elementary School are: progressive, high expectations, child-centered, motivated, exciting, innovative, high student achievement, and focused. However, none of these achievements would be possible without dynamic, diligent, and faithful stakeholders who are committed to educational excellence. After all, "It's All About The Children!" We will continue to work together as a team to investigate and apply effective academic strategies to ensure that each student at Hopkins Elementary School is successful. Each staff member believes that when it comes to the education of our children, failure is not an option!! Our business is educating children and striving for excellence!

Katrina Thompson, SIC Chair

Angela G. Brown, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	69	50
Percent satisfied with learning environment	59.0%	95.6%	92.0%
Percent satisfied with social and physical environment	87.2%	92.6%	90.0%
Percent satisfied with school-home relations	81.6%	91.3%	85.7%

* 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

YES

This school met 13 out of 13 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

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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.1%	0.0%	No
Student attendance rate	96.4%	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	183	93.4	30.2	43.6	26.2	77.3	78.2	83.5	Yes	Yes
Gender										
Male	88	90.9	46.3	38.8	15	67.5	74.7	80.1	N/A	N/A
Female	95	95.8	16.3	47.8	35.9	85.9	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	174	93.1	28.9	44.6	26.5	77.7	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	39	69.2	75	22.2	2.8	33.3	45.3	51.7	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	171	93.6	31.1	43.5	25.5	77	73.1	76.9	Yes	Yes

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

All Students	183	100	39.5	41.9	18.6	72.7	72	80.4	Yes	Yes
Gender										
Male	88	100	50	37.5	12.5	58.8	70.3	78.4	N/A	N/A
Female	95	100	30.4	45.7	23.9	84.8	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	174	100	38.6	42.8	18.7	74.1	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	39	100	77.8	19.4	2.8	27.8	34.8	46.1	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	171	100	40.4	41.6	18	72	65.9	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	122	100	53.6	42.9	3.6	46.4	56.5	67.3
Gender								
Male	60	100	66	28.3	5.7	34	56.1	66.9
Female	62	100	42.4	55.9	1.7	57.6	56.8	67.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	114	100	53.3	43.9	2.8	46.7	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	25	100	N/A	N/A	N/A	9.1	23.9	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	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	114	100	55.2	41	3.8	44.8	46.5	55.4
Social Studies								
All Students	125	100	25.9	57.8	16.4	74.1	64	70.9
Gender								
Male	54	100	37.5	45.8	16.7	62.5	61.9	70.1
Female	71	100	17.6	66.2	16.2	82.4	66.1	71.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	119	100	25.7	58.4	15.9	74.3	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	100	66.7	29.2	4.2	33.3	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	117	100	26.6	58.7	14.7	73.4	56.5	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	182	97.8	43.9	36.3	19.9	56.1	63.4	72.1	96.4	95.9
Gender										
Male	88	97.7	61.7	29.6	8.6	38.3	56.3	65.2	95.9	95.7
Female	94	97.9	27.8	42.2	30	72.2	70.4	79.2	96.8	96.1
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	86.2	80.8	92.7	96
African American	174	97.7	42.4	37	20.6	57.6	57.3	59.7	96.5	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.9	64.6	91.7	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	39	97.4	83.3	13.9	2.8	16.7	21.1	27.7	94.6	95
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	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	170	97.7	44	38.4	17.6	56	55.2	61.9	96.3	95.7

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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	56	100	23.6	49.1	27.3	76.4
	4	63	98.4	32.7	40.4	26.9	67.3
	5	63	100	15.4	57.7	26.9	84.6
	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
2010	3	50	92	29.2	54.2	16.7	70.8
	4	64	87.5	35.7	42.9	21.4	64.3
	5	69	100	26.5	36.8	36.8	73.5
	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
Mathematics							
2009	3	56	100	40	41.8	18.2	60
	4	63	98.4	26.9	50	23.1	73.1
	5	63	100	28.8	38.5	32.7	71.2
	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
2010	3	50	100	47.9	37.5	14.6	52.1
	4	64	100	30.4	46.4	23.2	69.6
	5	69	100	41.2	41.2	17.6	58.8
	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
Science							
2009	3	28	92.9	N/AV	N/AV	N/AV	50
	4	63	98.4	40.4	55.8	3.8	59.6
	5	32	100	45.8	50	4.2	54.2
	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
2010	3	25	100	N/A	N/A	N/A	21.7
	4	64	100	46.4	51.8	1.8	53.6
	5	33	100	48.5	42.4	9.1	51.5
	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

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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	28	96.4	48.1	48.1	3.7	51.9
	4	63	98.4	26.9	59.6	13.5	73.1
	5	31	100	42.9	46.4	10.7	57.1
	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
2010	3	25	100	44	52	4	56
	4	64	100	16.1	58.9	25	83.9
	5	36	100	28.6	60	11.4	71.4
	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
Writing							
2009	3	57	98.3	41.8	36.4	21.8	58.2
	4	61	96.7	36	28	36	64
	5	64	90.6	26.9	50	23.1	73.1
	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
2010	3	51	100	55.1	34.7	10.2	44.9
	4	62	95.2	45.5	38.2	16.4	54.5
	5	69	98.6	34.3	35.8	29.9	65.7
	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

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