



## James H. Hendrix International Baccalaureate World School

1084 Springfield Road  
Boiling Springs, SC 29316

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	705 Students	
<b>Principal</b>	Dawn S. Neely	864-578-1288
<b>Superintendent</b>	Dr. Scott J. Mercer	864-578-0128
<b>Board Chair</b>	Joyce M. Wright	864-706-7973

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Good</b>	<b>Good</b>
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	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://www.eoc.sc.gov>

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

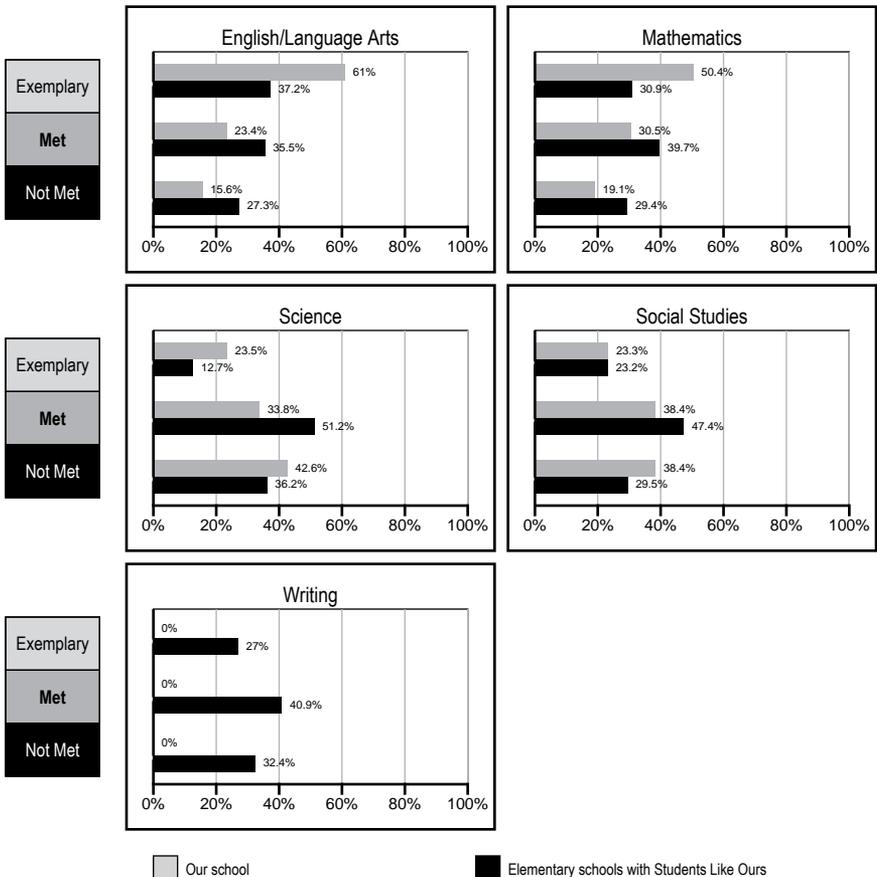
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

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

Excellent	Good	Average	Below Average	At-Risk
10	24	87	11	1

\* Ratings are calculated with data available by 11/07/2012.

**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=705)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Down from 4.0%	1.4%	1.0%
Attendance rate	96.6%	Up from 96.1%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	71.7%	Down from 72.5%	61.4%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	87.3%	Down from 93.1%	88.6%	88.7%
Teacher attendance rate	94.8%	Down from 96.1%	94.9%	95.1%
Average teacher salary*	\$47,569	Up 3.2%	\$46,948	\$47,210
Professional development days/teacher	11.1 days	Up from 8.3 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 22.2 to 1	20.0 to 1	20.0 to 1
Prime instructional time	90.5%	Up from 90.2%	89.7%	90.5%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,848	Down 3.7%	\$7,307	\$7,247
Percent of expenditures for instruction**	67.5%	Up from 66.1%	68.2%	68.2%
Percent of expenditures for teacher salaries**	63.4%	Up from 61.7%	65.1%	65.7%

\* 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**

During the 2011-2012 school year, Hendrix Elementary International Baccalaureate World School continued in the tradition of being exceptional in academics for students and their teachers. Our students left this year with the feeling of success. As a proud Title I school, our faculty, staff and administrators' focus is to provide a positive and nurturing environment to assist in building a strong foundation for future citizens. In order to help the students with both academics and social needs, the faculty uses a variety of strategies to promote growth and development. In the arts, our PTO programs and musicals delighted each audience. Our dance ensemble performed for parents at our annual Mother's Day breakfast, at the Cherry Blossom Festival and October-Fest and for our end-of-the year celebration. Our International Choir once again delighted their audience at the January School Board meeting and on various occasions throughout the year. Suzuki Strings played carols throughout the hallways during the winter holiday and performed at Boiling Springs Intermediate School as well as at Hendrix. The March 2012 art show was one of the most successful in recent years with over eighty pieces of art being sold to appreciative parents. The Hendrix art program was recognized once again by USC-Upstate by being the only school requested to display their art work in the USC-Upstate Gallery. In April Hendrix was honored to be the recipient of the 2012 Richard Riley Institute's Diversity Award for Achievement in Promoting International Diversity in the Upstate. In May we were notified that Hendrix will receive \$1,000.00 and be recognized at the South Carolina Association for Supervision and Curriculum Development (SCASCD) in October 2012 for our outstanding contributions to the Whole Child in the area of Healthy Schools. All this and more defined Hendrix as a wonderful place for children to learn and grow. Hendrix hosted Math and Science Night for our parents and students. Parents and the community joined together for Parent Education Night where over twenty organizations highlighted their contributions and services to the Boiling Springs area. At each event parent participation was tremendous and all surveys indicated that the evenings were beneficial to all that attended. The school staff worked together to continue our excellence in academics. Measures of Academic Progress (MAP) continued to show growth in every grade level and we anticipate enhanced student performance in our state assessment. 100 Book Challenge initiatives remain strong with every child at Hendrix reaching no less than 400 steps this year with many children surpassing that goal. Our single gender classes in 2nd and 3rd grades are showing steady progress each year in addition to our more traditional classes which are excelling in math, reading, science and social studies, as well. Our 4K programs were at capacity this year with great learning taking place each day. I-Pods, I-Pads, flip charts, Promethean Boards, Virtual Field Trips, computer training, Odyssey, Math Out of the Box, Mental Math, the Third Grade Exhibition for IB and more all contributed to an education that is state-of-the-art for the students at Hendrix! Our international exchanges with Japan and Germany are on-going and we are looking forward to our friends visiting us again in the near future. Six teachers from Hendrix will spend almost four weeks teaching in China this summer through a grant from USC-Upstate and two of our teachers will spend two weeks in Japan interfacing with teachers from the Izumi Chuo Kindergarten in Gifu City. Our teachers understand the importance of training to improve their teaching skills and strategies. Our teachers attended staff development in the Common Core, Formative Assessments, Math, Reading, Single Gender, Guided Reading, Math Work Stations, MAP and PASS, and Response to Intervention (RTI) to name a few. The teachers recognize that professional growth will help them improve student performance. As determined by our Title I surveys, parents and students are excited about the various aspects of the school's educational programs. As a recipient of the Palmetto Silver Award for continuous growth, we feel this has been an exceptional year for our school. We look forward to the recognition that we will continue to receive. But more importantly, we believe that our goal is to inspire our young people to reach for excellence as we offer them our best. Because of the tremendous support from our teachers, parents and our community, we will continue to cultivate the love of learning that will produce young men and women of the

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	52	146	93
Percent satisfied with learning environment	98.1%	88.9%	89.0%
Percent satisfied with social and physical environment	96.1%	75.3%	89.0%
Percent satisfied with school-home relations	94.0%	84.2%	86.8%

\* 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 2012, 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.

<b>Overall Weighted Points Total</b>	<b>91.0</b>
<b>Overall Grade Conversion</b>	<b>A</b>

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**

James H. Hendrix International Baccalaureate World 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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.5%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.6%	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
<b>Grades 3-5</b>						
All Students	675.5	659.4	610.1	616.9	100.0	100.0
Male	673.4	660.4	611.4	621.2	100.0	100.0
Female	677.3	658.6	609.0	612.9	100.0	100.0
White	690.4	670.8	625.0	618.9	100.0	100.0
African American	672.6	650.0	601.6	616.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	649.6	644.3	593.0	611.2	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	658.7	660.2	606.6	612.1	100.0	100.0
Subsidized meals	662.4	651.0	602.5	607.5	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	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
<b>English/Language Arts</b>							
<b>2011</b>	3	145	99.3	18.8	26.6	54.7	81.3
	4	147	100	35.7	33.6	30.7	64.3
	5	1	I/S	N/A	N/A	N/A	N/A
	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
<b>2012</b>	3	159	100	15.8	22.6	61.6	84.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Mathematics</b>							
<b>2011</b>	3	145	99.3	32	29.7	38.3	68
	4	147	100	22.1	44.3	33.6	77.9
	5	1	I/S	N/A	N/A	N/A	N/A
	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
<b>2012</b>	3	159	100	19.9	30.8	49.3	80.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Science</b>							
<b>2011</b>	3	70	100	41.3	44.4	14.3	58.7
	4	146	100	40.3	51.1	8.6	59.7
	5	1	I/S	N/A	N/A	N/A	N/A
	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
<b>2012</b>	3	81	100	40.3	34.7	25	59.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Social Studies</b>							
<b>2011</b>	3	74	98.7	20.3	46.9	32.8	79.7
	4	145	100	38.8	49.6	11.5	61.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2012</b>	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	82	100	38.2	38.2	23.7	61.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2012</b>	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>2011</b>	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	1	I/S	N/A	N/A	N/A	N/A
	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
<b>2012</b>	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
<b>2012</b>	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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