



Hodges Elementary

4717 Main Street
Hodges, S.C. 29653

Grades	PK-5 Elementary School	
Enrollment	299 Students	
Principal	Roger Richburg	864-374-5000
Superintendent	Dr. Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	Below Average	Good
2006	Average	Average
2005	Average	Average
2004	Average	At-Risk

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

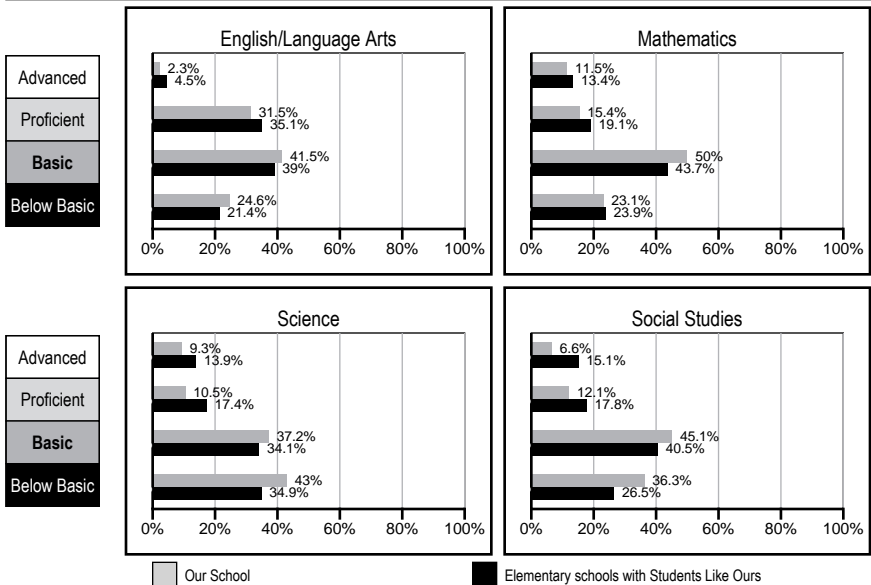
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	49	35	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=299)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.9%	2.8%	2.3%
Attendance rate	96.2%	Up from 96.0%	96.1%	96.3%
Eligible for gifted and talented	4.2%	Down from 6.6%	8.9%	10.4%
With disabilities other than speech	10.5%	Up from 8.2%	9.1%	7.5%
Older than usual for grade	0.0%	No Change	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	43.5%	Up from 39.1%	54.7%	56.7%
Continuing contract teachers	78.3%	Up from 69.6%	78.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.4%	Down from 94.1%	86.7%	86.4%
Teacher attendance rate	95.5%	Up from 94.0%	94.7%	94.9%
Average teacher salary	\$45,739	Up 7.4%	\$45,119	\$45,345
Professional development days/teacher	18.3 days	Up from 13.8 days	13.1 days	12.6 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 21.2 to 1	18.5 to 1	18.5 to 1
Prime instructional time	90.1%	Up from 88.6%	89.1%	89.8%
Opportunities in the arts	Good	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	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,368	Down 0.2%	\$7,280	\$7,052
Percent of expenditures for instruction*	62.1%	Up from 61.7%	68.3%	69.1%
Percent of expenditures for teacher salaries*	58.1%	No Change	63.4%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Hodges Elementary School is to provide all students with a quality education that promotes responsible life-long learning. We have worked to accomplish this mission during the 2007-2008 school year.

The continuation of our Balanced Literacy Initiative has provided students with individual instruction in reading and writing. Math instruction in our Larson's Math Lab and Math Out Of The Box in our classrooms has provided students additional opportunities to remediate and accelerate their math skills. Early literacy intervention programs such as Leveled Literacy Intervention in Kindergarten and second grade, Reading Recovery in first grade have provided students with additional reading strategies to help them become more proficient and skillful readers.

Our focus for staff development this year continued to be Balanced Literacy components such as Interactive Read Alouds, Writer's Workshop, and Guided Reading. Teachers participated in various summer classes such as Lucy Calkins' Writing Workshop, Interactive Read Alouds and Interactive Writing. Monthly technology workshops provided training in updating new web pages and lesson planning. Additional SMART Boards were purchased by our PTO and the Hodges Town Council. Every classroom and the media center is now equipped with this technology.

Initiatives to promote life-long learning were our Soaring Eagles Drill Team, books and breakfast, MAP celebrations, Book Club, test talks, fall conference nights, parent web page and "In The Spotlight" performances by our students and Drill Team. Students, parents, and teachers participated in the Relay for Life and various PTO fund raising activities. Hodges Elementary achieved 161% of its goal in the fall 2007 United Way campaign.

At Hodges Elementary- a Silver Award Winning School- our teachers, staff, administrators, parents, students, and community share in the responsibility of providing a supportive learning environment. We believe it is essential for students to reach their full potential as we continue to strive for excellence .

Roger Richburg, Principal

Mark Stevens, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	40	36
Percent satisfied with learning environment	100.0%	90.0%	85.3%
Percent satisfied with social and physical environment	100.0%	89.7%	83.3%
Percent satisfied with school-home relations	85.7%	87.5%	74.3%

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

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School Adequate Yearly Progress

NO

This school met 13 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

Newly Identified

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. Sanction: Implement the restructuring plan.
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	0.0%	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

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N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	137	100	24.6	41.5	31.5	2.3	43.8	45	48.2	Yes	Yes
Gender											
Male	64	100	28.8	39	30.5	1.7	42.4	40	41.7	N/A	N/A
Female	73	100	21.1	43.7	32.4	2.8	45.1	49.9	55	N/A	N/A
Racial/Ethnic Group											
White	77	100	17.6	36.5	43.2	2.7	60.8	62.2	60	Yes	Yes
African American	54	100	32	50	16	2	22	27.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	79.5	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	27.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	23	100	66.7	23.8	9.5	0	9.5	14.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	29.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	91	100	32.1	42.9	23.8	1.2	32.1	28.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	137	100	23.1	50	15.4	11.5	36.9	45.5	45.8	Yes	Yes
Gender											
Male	64	100	20.3	44.1	22	13.6	42.4	46.7	45.6	N/A	N/A
Female	73	100	25.4	54.9	9.9	9.9	32.4	44.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	77	100	12.2	50	20.3	17.6	47.3	62.8	59	Yes	Yes
African American	54	100	36	52	8	4	24	27.1	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	84.1	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	30.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	23	100	57.1	33.3	4.8	4.8	9.5	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	34.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	91	100	29.8	52.4	11.9	6	27.4	29.3	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	93	100	43	37.2	10.5	9.3	19.8	35.7	35.7	96.2	96.3
Gender											
Male	48	100	34.9	37.2	16.3	11.6	27.9	39	37.4	96.2	96.2
Female	45	100	51.2	37.2	4.7	7	11.6	32.4	33.8	96.2	96.5
Racial/Ethnic Group											
White	52	100	28.6	40.8	16.3	14.3	30.6	53.7	49.2	95.8	96.3
African American	37	100	60.6	33.3	3	3	6.1	16.6	17	96.7	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.7	58	N/A	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	17.1	24.9	96.8	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	17	100	73.3	20	6.7	0	6.7	11.7	14	95.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	20.6	24.4	96.8	96.9
Socio-Economic Status											
Subsided meals	61	100	55.6	33.3	1.9	9.3	11.1	17	21.1	95.8	95.7
Social Studies											
All Students	95	100	36.3	45.1	12.1	6.6	18.7	30.7	34	96.2	96.3
Gender											
Male	43	100	22.5	45	22.5	10	32.5	34.3	36.6	96.2	96.2
Female	52	100	47.1	45.1	3.9	3.9	7.8	27.1	31.3	96.2	96.5
Racial/Ethnic Group											
White	52	100	33.3	37.3	17.6	11.8	29.4	45.2	44.5	95.8	96.3
African American	40	100	40.5	54.1	5.4	0	5.4	15.2	19.1	96.7	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.6	58.9	N/A	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	16.9	27.5	96.8	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	19	100	47.1	41.2	11.8	0	11.8	13.6	14.4	95.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	19.2	27.3	96.8	96.9
Socio-Economic Status											
Subsided meals	65	100	41	50.8	4.9	3.3	8.2	15.3	21	95.8	95.7

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	48	100	26.7	44.4	26.7	2.2	28.9	
	4	37	100	16.7	55.6	27.8	0	27.8	
	5	36	100	28.6	51.4	20	0	20	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	18.6	39.5	37.2	4.7	41.9	
	4	51	100	25.5	42.6	29.8	2.1	31.9	
	5	42	100	30	42.5	27.5	0	27.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	48	100	26.7	55.6	15.6	2.2	17.8	
	4	37	100	11.1	44.4	22.2	22.2	44.4	
	5	36	100	20	48.6	22.9	8.6	31.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	32.6	51.2	9.3	7	16.3	
	4	51	100	23.4	40.4	19.1	17	36.2	
	5	42	100	12.5	60	17.5	10	27.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	24	100	33.3	61.9	4.8	0	4.8	
	4	37	100	63.9	25	11.1	0	11.1	
	5	18	100	35.3	35.3	17.6	11.8	29.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	22	100	38.1	42.9	19	0	19	
	4	51	100	46.8	38.3	4.3	10.6	14.9	
	5	20	100	38.9	27.8	16.7	16.7	33.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	24	100	58.3	41.7	0	0	0	
	4	37	100	38.9	50	11.1	0	11.1	
	5	18	100	50	33.3	11.1	5.6	16.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	22	100	45.5	50	4.5	0	4.5	
	4	51	100	23.4	51.1	17	8.5	25.5	
	5	22	100	54.5	27.3	9.1	9.1	18.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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