



## Hickory Grove-Sharon Elementary

4901 Hickory Grove Road  
Hickory Grove, S C 29717

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	410 Students	
<b>Principal</b>	H. Dietrich Long	803-925-2116
<b>Superintendent</b>	Dr. Russell Booker	803-684-9916
<b>Board Chair</b>	Chris Stephenson	803-684-2611

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Average
2006	Average	At-Risk
2005	Good	Below Average
2004	Average	At-Risk

## 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**

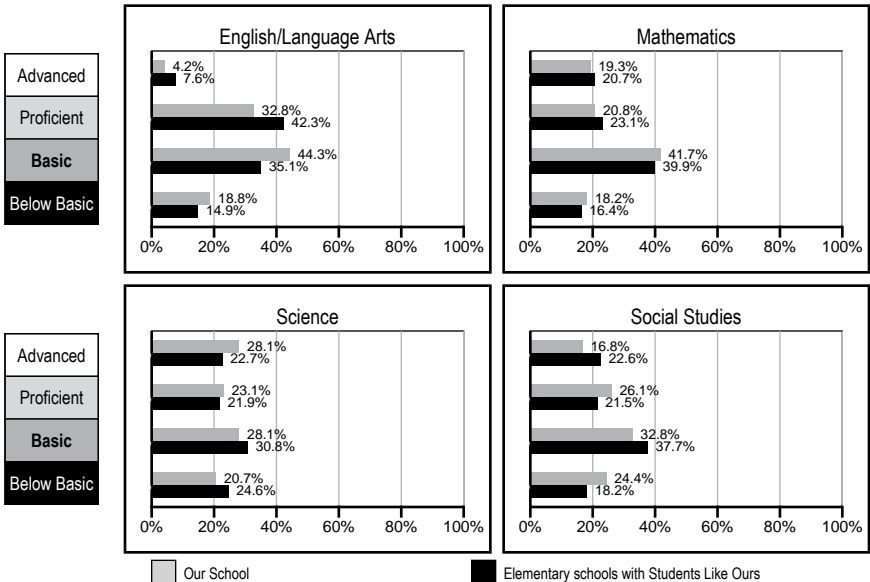
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.9%

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

Excellent	Good	Average	Below Average	At-Risk
1	30	55	4	0

\* 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
<b>Students (n=410)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.6%	100.0%	100.0%
Retention rate	3.1%	Down from 3.6%	2.1%	2.3%
Attendance rate	96.4%	Up from 96.1%	96.4%	96.3%
Eligible for gifted and talented	20.1%	Down from 21.1%	13.5%	10.4%
With disabilities other than speech	5.0%	Down from 5.3%	7.2%	7.5%
Older than usual for grade	1.6%	Up from 1.5%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	71.4%	No Change	55.8%	56.7%
Continuing contract teachers	92.9%	No Change	78.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.7%	Up from 93.0%	88.6%	86.4%
Teacher attendance rate	95.6%	Up from 95.4%	94.9%	94.9%
Average teacher salary	\$47,545	Up 4.8%	\$45,945	\$45,345
Professional development days/teacher	13.4 days	Down from 20.3 days	12.2 days	12.6 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	13.5 to 1	Down from 16.5 to 1	19.2 to 1	18.5 to 1
Prime instructional time	90.6%	Down from 90.8%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.2%	Down from 87.4%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,352	Up 4.6%	\$6,399	\$7,052
Percent of expenditures for instruction*	69.6%	Up from 68.8%	69.7%	69.1%
Percent of expenditures for teacher salaries*	68.0%	Up from 66.8%	65.4%	64.2%

\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

The 2007-2008 school year at Hickory Grove/Sharon was a very exciting and successful one. Our students and our teachers worked very hard to raise our academic achievement bar.

Fifteen of our teachers and administrators participated in a year-long professional study group led by our literacy coach. The teachers were taught research based reading strategies to use with their students. They also received graduate and recertification credit for this course.

We expanded our early intervention program as we utilized a computerized reading program to increase student reading levels. Teachers were also granted more time to meet collaboratively to discuss the needs and progress of students receiving early intervention strategies. More time was devoted to flexible grouping of all students this year based on MAP scores.

Our priorities are to continue to utilize our acquired knowledge to increase student achievement for the upcoming year. To help with this, our school has been approved to hire an Early Childhood Instructional interventionist to work with K-2 students and to help our teachers implement reading recovery strategies in their classrooms. Another priority is to collaborate with parents and our community to make our school a place where everyone feels important and proud to be a part of our learning community.

Some accomplishments of the past year include:

- Recognized by the Education Oversight Committee for closing the achievement gap for historically underachieving students on the PACT.
- Our school's first archery team had members to place first and third in the state competition.
- Our MERIT stock market team placed second in the state competition
- Our students benefited from the services of a full time guidance counselor and nurse. We also have a part-time in-house mental health counselor.
- Our PTO provided for the third year a free school yearbook to all students and staff.
- Started a monthly newsletter to keep parents informed of school happenings.

Dietrich Long, Principal

Leslie Ann Howell, School Improvement Council Chairman

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	23	0	0
Percent satisfied with learning environment	95.7%	FORMS	FORMS
Percent satisfied with social and physical environment	100.0%	LOST IN	LOST IN
Percent satisfied with school-home relations	95.7%	SHIPMENT	SHIPMENT

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	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	96.4%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**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	199	100	18.8	44.3	32.8	4.2	55.7	45.6	48.2	Yes	Yes
<b>Gender</b>											
Male	101	100	26	46	26	2	48	39	41.7	N/A	N/A
Female	98	100	10.9	42.4	40.2	6.5	64.1	52.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	173	100	19.2	41.9	34.1	4.8	57.5	50.8	60	Yes	Yes
African American	20	100	21.1	52.6	26.3	0	42.1	31.5	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.8	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	32.2	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	25	47	I/S	I/S
<b>Disability Status</b>											
Disabled	23	100	60.9	30.4	8.7	0	21.7	18.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	25.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	93	100	19.8	47.7	29.1	3.5	52.3	36.1	34	Yes	Yes

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

All Students	199	100	18.2	41.7	20.8	19.3	51	49	45.8	Yes	Yes
<b>Gender</b>											
Male	101	100	18	44	21	17	48	48	45.6	N/A	N/A
Female	98	100	18.5	39.1	20.7	21.7	54.3	49.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	173	100	18	42.5	21	18.6	50.3	54.9	59	Yes	Yes
African American	20	100	26.3	42.1	15.8	15.8	47.4	32.1	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	31	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	25	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	23	100	47.8	39.1	13	0	17.4	24.4	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	28.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	93	100	19.8	47.7	18.6	14	44.2	39.1	31.4	Yes	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
<b>Science</b>											
All Students	125	100	20.7	28.1	23.1	28.1	51.2	37.3	35.7	96.4	96.2
<b>Gender</b>											
Male	64	100	25	23.4	21.9	29.7	51.6	39.1	37.4	96.4	96.1
Female	61	100	15.8	33.3	24.6	26.3	50.9	35.4	33.8	96.4	96.2
<b>Racial/Ethnic Group</b>											
White	110	100	19.6	26.2	24.3	29.9	54.2	43.2	49.2	96.2	95.8
African American	14	100	30.8	38.5	15.4	15.4	30.8	17.9	17	97.8	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	98.9	97.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	22	24.9	96.2	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	96.5	96.5
<b>Disability Status</b>											
Disabled	12	100	66.7	8.3	25	0	25	22.2	14	95.8	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.3
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	19.1	24.4	96.9	97.3
<b>Socio-Economic Status</b>											
Subsided meals	56	100	21.2	38.5	21.2	19.2	40.4	26.6	21.1	96.1	95.8
<b>Social Studies</b>											
All Students	123	100	24.4	32.8	26.1	16.8	42.9	35.5	34	96.4	96.2
<b>Gender</b>											
Male	64	100	19	38.1	27	15.9	42.9	38.3	36.6	96.4	96.1
Female	59	100	30.4	26.8	25	17.9	42.9	32.8	31.3	96.4	96.2
<b>Racial/Ethnic Group</b>											
White	107	100	26.2	34	23.3	16.5	39.8	39.4	44.5	96.2	95.8
African American	11	100	9.1	27.3	54.5	9.1	63.6	24.3	19.1	97.8	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	58.9	98.9	97.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	21.4	27.5	96.2	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.6	32.7	96.5	96.5
<b>Disability Status</b>											
Disabled	17	100	29.4	47.1	17.6	5.9	23.5	22.9	14.4	95.8	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.3
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	19.6	27.3	96.9	97.3
<b>Socio-Economic Status</b>											
Subsided meals	58	100	25.9	31.5	25.9	16.7	42.6	27.2	21	96.1	95.8

\* 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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	51	100	10	28	60	2	62	
	4	49	100	18.4	38.8	42.9	0	42.9	
	5	51	100	19.6	52.9	27.5	0	27.5	
	6	56	98.2	32.7	45.5	21.8	0	21.8	
	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
<b>2008</b>	3	55	100	13.5	40.4	36.5	9.6	46.2	
	4	49	100	10.4	37.5	50	2.1	52.1	
	5	48	100	21.7	56.5	21.7	0	21.7	
	6	47	100	30.4	43.5	21.7	4.3	26.1	
	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
<b>Mathematics</b>									
<b>2007</b>	3	51	100	18	32	36	14	50	
	4	49	100	20.4	38.8	12.2	28.6	40.8	
	5	51	100	9.8	49	23.5	17.6	41.2	
	6	56	98.2	7.3	49.1	34.5	9.1	43.6	
	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
<b>2008</b>	3	55	100	21.2	48.1	15.4	15.4	30.8	
	4	49	100	20.8	27.1	27.1	25	52.1	
	5	48	100	19.6	45.7	21.7	13	34.8	
	6	47	100	10.9	45.7	19.6	23.9	43.5	
	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
<b>Science</b>									
<b>2007</b>	3	25	100	28	44	20	8	28	
	4	49	100	22.4	34.7	24.5	18.4	42.9	
	5	25	100	44	32	12	12	24	
	6	28	96.4	33.3	44.4	14.8	7.4	22.2	
	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
<b>2008</b>	3	28	100	15.4	34.6	30.8	19.2	50	
	4	49	100	18.8	31.3	18.8	31.3	50	
	5	25	100	16.7	25	25	33.3	58.3	
	6	23	100	34.8	17.4	21.7	26.1	47.8	
	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
<b>Social Studies</b>									
<b>2007</b>	3	26	100	8	32	28	32	60	
	4	49	100	24.5	46.9	20.4	8.2	28.6	
	5	26	100	30.8	46.2	11.5	11.5	23.1	
	6	28	100	14.3	57.1	25	3.6	28.6	
	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
<b>2008</b>	3	27	100	19.2	30.8	23.1	26.9	50	
	4	49	100	14.6	31.3	33.3	20.8	54.2	
	5	23	100	50	22.7	27.3	0	27.3	
	6	24	100	26.1	47.8	13	13	26.1	
	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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