



## Hopkins Middle

1601 Clarkson Rd.  
Hopkins, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	444 Students	
<b>Principal</b>	Goler Collins III.	803-695-3321
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

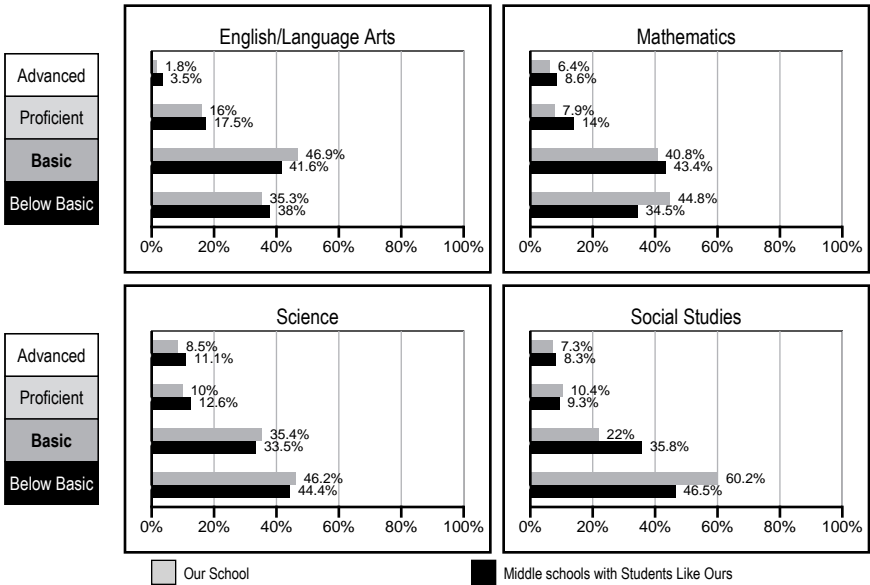
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	22

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



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

**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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	75.9	94.0
English 1	0	94.2
Physical Science	0	0
All Subjects	75.9	92.4

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=444)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	57.3%	Up from 41.5%	13.2%	19.4%
Retention rate	1.3%	Down from 3.1%	2.6%	1.8%
Attendance rate	95.1%	Down from 96.0%	95.3%	95.8%
Eligible for gifted and talented	12.7%	Down from 13.6%	9.8%	15.3%
With disabilities other than speech	13.0%	Up from 11.1%	13.8%	12.9%
Older than usual for grade	3.8%	Up from 2.8%	5.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Down from 2.6%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	69.8%	Up from 66.7%	53.8%	55.0%
Continuing contract teachers	62.8%	Down from 73.3%	58.3%	70.6%
Teachers with emergency or provisional certificates	18.4%	Up from 12.5%	15.8%	5.4%
Teachers returning from previous year	83.8%	Up from 80.9%	77.7%	83.4%
Teacher attendance rate	91.0%	Down from 94.2%	94.9%	94.9%
Average teacher salary	\$46,629	Up 3.2%	\$44,467	\$44,706
Professional development days/teacher	8.7 days	Down from 13.2 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	16.8 to 1	Up from 16.5 to 1	17.8 to 1	20.1 to 1
Prime instructional time	84.7%	Down from 88.7%	88.6%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	94.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$10,017	Up 10.1%	\$7,714	\$7,097
Percent of expenditures for instruction*	70.8%	Up from 68.6%	63.2%	64.4%
Percent of expenditures for teacher salaries*	64.9%	Up from 63.3%	58.6%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Hopkins Middle School, a Flagship School of Promise, has maintained an average student population of 450 students for the 2007-2008 school year. Hopkins Middle has focused on several goals and objectives, which centered on continuous improvement through technology integration, data-driven decisions, enhanced public relations that showcased positive innovative programs, and monthly professional development for teachers.

Hopkins Middle implemented several initiatives to intensify instructional delivery. Teachers used common planning times to collaborate and develop aligned assessments. Students were required to read 15 minutes minimum per day in all classes. SuccessMaker was fully established for reading and math. We received a \$50,000 grant from the South Carolina Reading Initiative to improve literacy instruction. Hopkins Middle has acquired five computer labs; a Computer Modular lab that features robotics, forensic science, computer animation, etc. NASA'S Distance Learning Lab was used to promote science lessons with Richland One Challenger Center; all core content classrooms have SMART Boards. The Comprehensive Remediation After-School Program and Saturday PACT Academy provided additional academic assistance. Weekly school-wide academic enrichment instruction targeted specific areas that mandated growth.

Hopkins Middle has strived to increase parental involvement. Parents participated and enjoyed Political Night, performing arts presentations, Reading/Math Night, 6th Grade Orientation, Science Night, Lights on After-School Community Cookout, and PACT Preparation/Transition Night. We have established business partnerships with The State newspaper, Westinghouse, Lower Richland High School, Fort Jackson, Benedict College, SYSCO Inc., University of South Carolina, Palmetto Community Services, and Tri-County Electric.

Our students continue to excel in many academic and extra-curricular activities. Approximately 200 students increased one or more levels on their PACT scores; eleven teachers received District One's Pay for Results Award for students' performance on PACT. Our school gained two-tenths of a point on its report card absolute rating. Hopkins Middle proudly presented 13 Middle School Scholars and one Duke Tip Scholar. We were awarded the Teen Talk School of the Year by Palmetto Health Community Services. Our lead substitute teacher was honored as Richland One's Substitute of the Year. Additionally, the Hopkins Middle football team won Richland District One's championship two years consecutively.

Our motto, "Hopkins Middle School Eagles Fly First Class," signifies that although we have made significant gains, we shall continue to cultivate student achievement and parent-school relationships through engagement.

Goler Collins III, Principal

Cindy Martin, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	94	34
Percent satisfied with learning environment	94.3%	67.0%	64.5%
Percent satisfied with social and physical environment	94.3%	65.9%	65.5%
Percent satisfied with school-home relations	57.1%	80.9%	67.7%

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 9 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

## 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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	95.1%	94.0%	Yes

\* Or greater than last year

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N/R–Not Reported

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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	442	100	35.3	46.9	16	1.8	28.3	41.2	48.2	No	Yes
<b>Gender</b>											
Male	209	100	46.5	46	7.5	0	16	35	41.7	N/A	N/A
Female	233	100	25.5	47.6	23.6	3.3	39.2	47.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	24	100	45	35	20	0	20	73	60	I/S	I/S
African American	406	100	35.3	47.2	15.6	1.9	28.3	33.3	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	59	100	71.7	26.4	1.9	0	1.9	14.1	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	333	100	36.8	46.8	14.7	1.7	26.4	31.2	34	No	Yes

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

All Students	441	99.8	42.4	42.6	8	7	22.1	34.9	45.8	No	Yes
<b>Gender</b>											
Male	208	100	48.7	41.7	4.8	4.8	18.2	33.8	45.6	N/A	N/A
Female	233	99.6	36.8	43.4	10.8	9	25.5	35.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	24	100	40	20	30	10	50	71.2	59	I/S	I/S
African American	405	99.8	43.4	43.7	6.5	6.5	19.4	25.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	58	100	71.7	24.5	3.8	0	3.8	12.2	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	332	99.7	42.5	43.8	8	5.7	20.7	24.6	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	290	99.7	46.2	35.4	10	8.5	18.5	25.3	35.7	95.1	96.1
<b>Gender</b>											
Male	138	99.3	51.2	35.8	8.1	4.9	13	26	37.4	94.2	95.8
Female	152	100	41.6	35	11.7	11.7	23.4	24.6	33.8	95.8	96.3
<b>Racial/Ethnic Group</b>											
White	14	100	41.7	16.7	8.3	33.3	41.7	61.9	49.2	91.8	96.3
African American	269	99.6	47.1	36	9.9	7	16.9	16.4	17	95.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	99.2	96
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	95.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
<b>Disability Status</b>											
Disabled	39	100	74.3	22.9	2.9	0	2.9	8.9	14	93.7	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	97.8	96.7
<b>Socio-Economic Status</b>											
Subsided meals	217	99.5	46.9	35.4	9.4	8.3	17.7	15.1	21.1	94.6	95.8
<b>Social Studies</b>											
All Students	288	99.3	60.2	22	10.4	7.3	17.8	27.2	34	95.1	96.1
<b>Gender</b>											
Male	132	98.5	64.5	19	9.1	7.4	16.5	28.1	36.6	94.2	95.8
Female	156	100	56.5	24.6	11.6	7.2	18.8	26.2	31.3	95.8	96.3
<b>Racial/Ethnic Group</b>											
White	15	100	75	8.3	0	16.7	16.7	60.9	44.5	91.8	96.3
African American	265	99.6	59.9	23.1	10.7	6.2	16.9	18.2	19.1	95.2	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	99.2	96
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	95.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
<b>Disability Status</b>											
Disabled	40	100	82.9	17.1	0	0	0	9.7	14.4	93.7	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	97.8	96.7
<b>Socio-Economic Status</b>											
Subsided meals	214	99.5	61.7	22.8	9.3	6.2	15.5	16.8	21	94.6	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	141	98.6	44.4	38.7	15.3	1.6	16.9
	7	159	98.7	47.5	41	11.5	0	11.5
	8	173	99.4	30.9	59.1	9.4	0.7	10.1
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	146	100	31.6	42.9	23.3	2.3	25.6
	7	136	100	37.5	50.8	11.7	0	11.7
	8	160	100	37	47.3	13	2.7	15.8
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	141	98.6	37.9	41.9	15.3	4.8	20.2
	7	159	98.7	37.4	48.2	12.2	2.2	14.4
	8	173	99.4	42.3	51.7	5.4	0.7	6
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	146	100	38.3	32.3	13.5	15.8	29.3
	7	136	100	35	55	5.8	4.2	10
	8	159	99.4	52.1	41.8	4.8	1.4	6.2
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	67	98.5	65.6	23	6.6	4.9	11.5
	7	159	98.1	43.2	36.7	14.4	5.8	20.1
	8	84	97.6	55.4	39.2	4.1	1.4	5.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	75	100	52.1	23.9	8.5	15.5	23.9
	7	136	100	42.5	40.8	9.2	7.5	16.7
	8	79	98.7	46.4	37.7	13	2.9	15.9
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	73	100	33.3	41.3	9.5	15.9	25.4
	7	159	98.7	67.6	23.7	5	3.6	8.6
	8	88	100	49.3	48	2.7	0	2.7
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	71	100	21	22.6	27.4	29	56.5
	7	136	100	73.3	20	5.8	0.8	6.7
	8	81	97.5	71.4	24.7	3.9	0	3.9

Abbreviations for Missing Data

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