



Hendersonville Elementary

6089 Hendersonville
Walterboro, SC 29488

Grades	PK-5 Elementary School	
Enrollment	511 Students	
Principal	Jessica Williams	843-844-2025
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Paul Haase	843-782-4510

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	At-Risk	Good
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

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

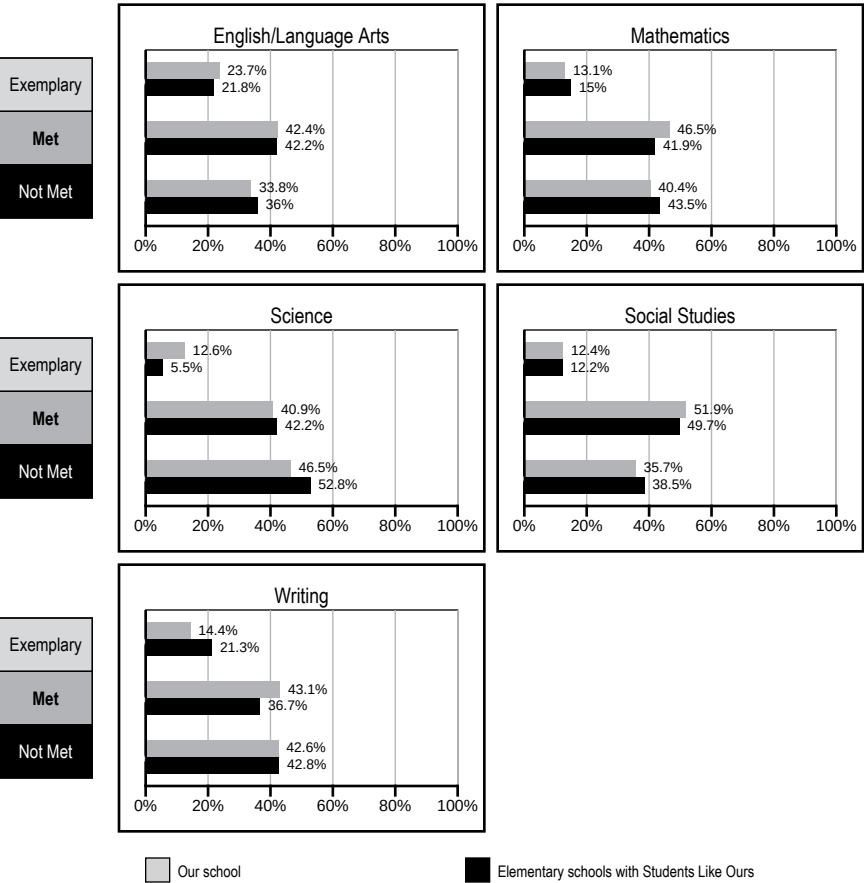
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	59	58	32

* Ratings are calculated with data available by 06/01/2010.

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=511)				
First graders who attended full-day kindergarten	90.1%	Down from 100.0%	100.0%	100.0%
Retention rate	7.8%	Down from 7.9%	2.5%	1.9%
Attendance rate	95.0%	Up from 94.6%	96.0%	96.3%
Eligible for gifted and talented	3.1%	Down from 4.2%	2.9%	10.0%
With disabilities other than speech	6.7%	Down from 8.4%	7.5%	7.7%
Older than usual for grade	3.7%	Up from 3.2%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	35.3%	Up from 28.1%	57.1%	59.4%
Continuing contract teachers	58.8%	Down from 65.6%	71.6%	80.0%
Teachers with emergency or provisional certificates	11.5%	Up from 4.2%	0.0%	0.0%
Teachers returning from previous year	76.3%	Up from 73.9%	81.7%	85.9%
Teacher attendance rate	95.0%	Down from 96.6%	95.2%	95.1%
Average teacher salary*	\$40,743	Down 0.8%	\$45,890	\$47,149
Professional development days/teacher	7.2 days	Down from 18.9 days	10.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 20.7 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.8%	Up from 88.7%	90.1%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,444	Down 3.0%	\$8,670	\$7,458
Percent of expenditures for instruction**	69.0%	Up from 68.5%	68.5%	68.8%
Percent of expenditures for teacher salaries**	65.0%	Up from 61.0%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Hendersonville Elementary School, located in the southern portion of Colleton County, serves approximately 509 students in pre-kindergarten through fifth grade. Students come from a mainly rural setting with 80% African American students and 20% Caucasian students. Our vision at Hendersonville Elementary School is "Every day, every student will experience success with grade level materials in a safe and supportive environment." Principal Jessica F. Williams, along with the faculty, staff, parents, and community members have continued to implement strategies in keeping with this vision.

Analysis of PACT and MAP data, in conjunction with weekly subject-specific progress monitoring, has strengthened the academic progress of our students. Students received daily, small group differentiated instruction provided by classroom teachers and interventionists. Students in grades 3-5 also received instruction in single-gender self-contained classes. These educational models promoted classroom community and accommodated individual learning styles. All classrooms are now equipped with the latest technology including SMARTBoards, Airliners, Student Response Systems, and wireless access in the media center.

This year Hendersonville implemented a progress monitoring cycle that included planning, observation of lessons, and standards-based weekly assessments. Using this model, teachers were given specific feedback on teaching and students were given specific feedback on learning. Teachers utilized the data from the progress monitoring assessments to guide their standards-based instruction. Positive Behavior Intervention System (PBIS) was continued during the 2008-2009 school year. This system promotes appropriate student behavior and character development on a school wide basis while emphasizing our motto "Be SHARP." The Assistant Principal, Sharon Simmons, continued the Junior Leadership Program and Student Council.

The faculty participated in various staff development opportunities throughout the year. The faculty book study this year, "Make It Real" by Linda Hoyt, focused on motivating our students by using non-fiction informational text. The strategies learned by the teachers through the book study allowed students to make connections between classroom instruction and the real world.

We are confident that Hendersonville Elementary students will continue to make academic gains as documented by PASS test scores. We expect that their social and emotional growth will be enhanced because of the nurturing community environment that has been established at our school. We expect the students of Hendersonville Elementary will exceed the projected goals for 2008-2009.

Jessica F. Williams, Principal
Pastor Joseph Williams, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	59	33
Percent satisfied with learning environment	95.8%	89.8%	90.3%
Percent satisfied with social and physical environment	100.0%	88.1%	87.5%
Percent satisfied with school-home relations	64.0%	88.1%	87.5%

* 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
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This school met 17 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	CSI-DELAY
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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	24.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

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	223	100	35.1	41.6	23.3	77.7	74.8	82.8	Yes	Yes
Gender										
Male	116	100	36.5	41.3	22.1	72.1	69.7	79.3	N/A	N/A
Female	107	100	33.7	41.8	24.5	83.7	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	50	100	22.7	43.2	34.1	84.1	82.3	89.5	Yes	Yes
African American	170	100	38.5	41.7	19.9	76.3	68.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.1	82.5	I/S	I/S
Disability Status										
Disabled	36	100	64.5	22.6	12.9	48.4	34.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	191	100	35.5	44.8	19.8	76.2	71.3	75.5	Yes	Yes

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

All Students	223	100	41.6	45.5	12.9	75.2	69	78.9	Yes	Yes
Gender										
Male	116	100	40.4	47.1	12.5	76.9	66.6	77	N/A	N/A
Female	107	100	42.9	43.9	13.3	73.5	71.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	50	100	25	52.3	22.7	88.6	77.8	87.2	Yes	Yes
African American	170	100	46.8	43.6	9.6	71.2	61.4	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.8	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	64.3	79.5	I/S	I/S
Disability Status										
Disabled	36	100	67.7	25.8	6.5	51.6	35.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	191	100	45.3	45.9	8.7	72.1	65.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	146	99.3	48.1	39.7	12.2	51.9	58.6	67.5
Gender								
Male	81	100	41.3	44	14.7	58.7	57.7	67
Female	65	98.5	57.1	33.9	8.9	42.9	59.5	68
Racial/Ethnic Group								
White	32	96.9	28.6	53.6	17.9	71.4	72.5	79.5
African American	114	100	53.4	35.9	10.7	46.6	48	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	59.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	71.2
Disability Status								
Disabled	25	96	77.3	18.2	4.5	22.7	22.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.1	59.6
Socio-Economic Status								
Subsided meals	124	99.2	51.4	38.7	9.9	48.6	52.9	55.1

Social Studies								
All Students	142	97.9	35.7	51.9	12.4	64.3	66.9	72.3
Gender								
Male	71	97.2	30.6	50	19.4	69.4	65.5	71.5
Female	71	98.6	40.3	53.7	6	59.7	68.3	73.2
Racial/Ethnic Group								
White	35	94.3	13.8	58.6	27.6	86.2	74.5	80.7
African American	104	100	41.8	50	8.2	58.2	59.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	75	72.2
Disability Status								
Disabled	24	87.5	57.9	31.6	10.5	42.1	37.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.4	67.9
Socio-Economic Status								
Subsided meals	120	97.5	38.3	51.4	10.3	61.7	62.4	62.1

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	221	97.7	42.6	43.1	14.4	57.4	55.6	70.2	95	95.3
Gender										
Male	113	96.5	50.5	37.9	11.7	49.5	46.8	63.2	94.7	94.9
Female	108	99.1	34.3	48.5	17.2	65.7	64.3	77.5	95.4	95.7
Racial/Ethnic Group										
White	54	96.3	23.9	58.7	17.4	76.1	67.1	79.1	93.7	94.6
African American	164	98.8	48.1	39	13	51.9	46.5	57.6	95.7	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	86.2	91.6	96.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	48.1	62.6	96.2	95.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	67.9	68.7	87.1	92.3
Disability Status										
Disabled	35	85.7	63	29.6	7.4	37	16.8	26.1	94.8	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	98	96.1
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.6	61.2	99.9	96.3
Socio-Economic Status										
Subsidized meals	189	97.4	45.9	41.3	12.8	54.1	49.8	58.9	94.9	95.1

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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	93	100	34.9	39.5	25.6	65.1
	4	64	100	50.8	22	27.1	49.2
	5	66	100	19.3	64.9	15.8	80.7
	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
Mathematics							
2009	3	93	100	54.7	37.2	8.1	45.3
	4	64	100	32.2	47.5	20.3	67.8
	5	66	100	31.6	56.1	12.3	68.4
	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
Science							
2009	3	47	100	62.8	32.6	4.7	37.2
	4	64	98.4	40.7	40.7	18.6	59.3
	5	35	100	41.4	48.3	10.3	58.6
	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
Social Studies							
2009	3	46	97.8	53.5	44.2	2.3	46.5
	4	64	98.4	25.9	53.4	20.7	74.1
	5	32	96.9	28.6	60.7	10.7	71.4
	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
Writing							
2009	3	93	98.9	40.9	42	17	59.1
	4	63	98.4	54.2	32.2	13.6	45.8
	5	65	95.4	32.7	56.4	10.9	67.3
	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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