

Hampton Elementary

PO Box 687

Hampton, South Carolina

Grades	4-6 Elementary School	
Enrollment	432 Students	
Principal	Eric D. Robinson	803-943-3251
Superintendent	Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mrs. Hannah B. Priester	803-943-4621

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

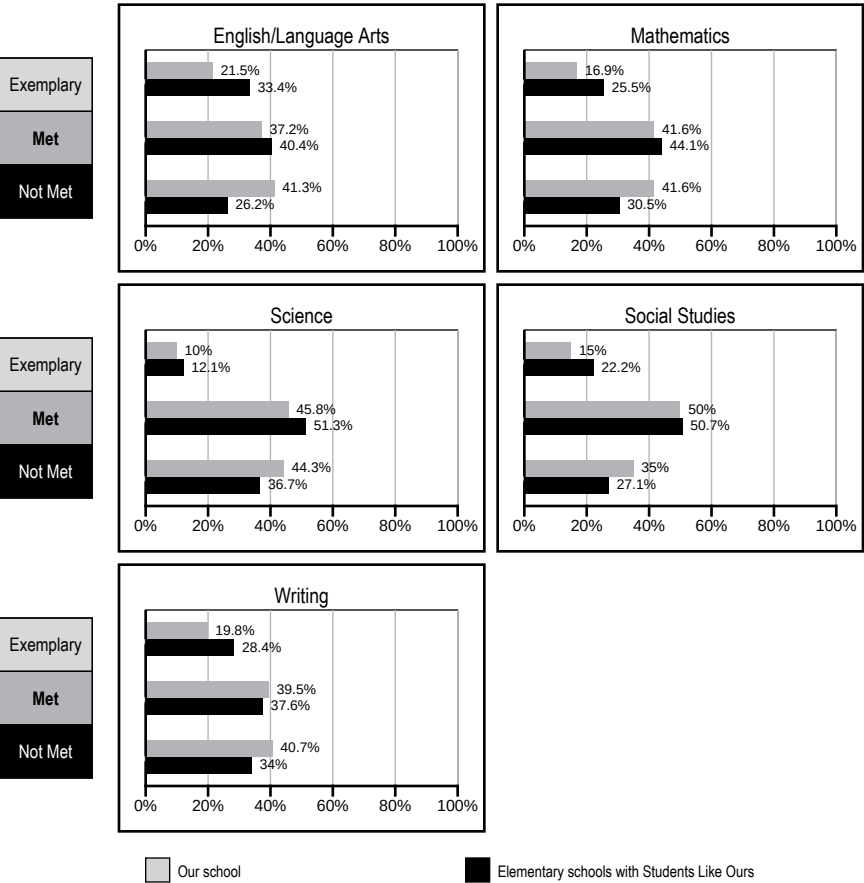
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	14	92	12	0

* 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=432)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Down from 0.7%	2.4%	1.9%
Attendance rate	96.3%	Up from 95.9%	96.2%	96.3%
Eligible for gifted and talented	8.8%	Down from 9.0%	8.5%	10.0%
With disabilities other than speech	11.1%	Up from 9.2%	9.2%	7.7%
Older than usual for grade	3.2%	Up from 3.0%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	64.3%	Up from 58.6%	59.7%	59.4%
Continuing contract teachers	100.0%	Up from 82.8%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.8%	Up from 91.7%	86.4%	85.9%
Teacher attendance rate	92.3%	Down from 94.6%	95.0%	95.1%
Average teacher salary*	\$47,350	Up 5.9%	\$47,322	\$47,149
Professional development days/teacher	8.3 days	Down from 12.5 days	11.6 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.2 to 1	18.9 to 1	18.8 to 1
Prime instructional time	88.2%	Down from 89.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.2%	Up from 91.8%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,450	Up 3.6%	\$7,357	\$7,458
Percent of expenditures for instruction**	65.9%	Down from 68.9%	68.5%	68.8%
Percent of expenditures for teacher salaries**	62.1%	Down from 64.9%	61.2%	63.2%

* 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

Collaboration between parents and teachers has made the 2008-2009 school year very productive at Hampton Elementary School. As with every school year, our goal is to challenge all students academically, while providing a safe and nurturing environment. This goal can only be achieved because of the committed faculty and staff of Hampton Elementary.

All Hampton Elementary teachers are highly-qualified, and the staff includes several teachers who have or are currently pursuing National Board Certification. The staff is also fortunate to have a teacher with a Ph.D. and several others pursuing doctoral degrees. Hampton Elementary teachers provide diverse differentiated instruction to address the diverse learning styles of students. New to our school this year was the addition of a reading interventionist. This teacher works with small groups of students on a daily basis to improve reading and writing skills. Teachers also make use of information obtained from fall and spring results from the Measurement of Academic Progress (MAP) testing. The information is used to tailor classroom curriculums to specifically fit the needs of individual students.

Technology has also been improved over this past year with the addition of new computers to our media center and labs. Currently, twelve classrooms have either interactive Smart or Promethean Boards. With the use of this technology, student achievement has increased by giving children active hands on learning experiences. Students also had learning experiences on educational trips to various museums, and the 5th grade once again traveled on a two-day overnight trip to the Barrier Islands off the coast of Charleston, SC.

Hampton Elementary students continued to have opportunities to excel in the arts. Students in 6th grade ELA classes presented a production of Aladdin, while a drum and percussion ensemble was created for 4th grade students. Students from various grades participated with HES Dance Team. The dance team performed at numerous events and venues around our community. In the area of creative writing, our students were fortunate enough have an author of children's books to visit classrooms several times throughout the year. During those visits, students learned various techniques on how to improve their writing and were given tips on how to become a published author.

As this school year comes to an end, the entire Hampton Elementary faculty would like to thank the parents and community for your continued support. We hope our partnerships will continue to grow in the future.

Eric D. Robinson, Principal
Brandy Peebles, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	139	74
Percent satisfied with learning environment	88.5%	69.8%	78.1%
Percent satisfied with social and physical environment	80.8%	70.8%	77.0%
Percent satisfied with school-home relations	53.8%	76.1%	70.8%

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

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School Adequate Yearly Progress	NO
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This school met 19 out of 21 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
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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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	423	99.8	41.3	37.2	21.5	72.9	77.7	82.8	Yes	Yes
Gender										
Male	238	100	45.7	37.4	17	67.4	73.7	79.3	N/A	N/A
Female	185	99.5	35.8	36.9	27.4	79.9	81.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	207	100	39.2	34.2	26.6	72.9	80.2	89.5	Yes	Yes
African American	210	99.5	43.6	40.7	15.7	72.5	75.6	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	57	100	75	23.2	1.8	30.4	36.1	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	293	99.7	46.1	38.9	15	70	73.7	75.5	Yes	Yes

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

All Students	423	99.8	41.6	41.6	16.9	67.7	72	78.9	Yes	Yes
Gender										
Male	238	100	47.4	36.5	16.1	63	68.7	77	N/A	N/A
Female	185	99.5	34.1	48	17.9	73.7	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	207	100	34.2	45.7	20.1	72.9	78.3	87.2	Yes	Yes
African American	210	99.5	49.5	38.7	11.8	62.3	66.3	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	57	100	80.4	16.1	3.6	33.9	37.7	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	85.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	293	99.7	48.9	40.4	10.7	61.4	65.8	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	281	100	44.3	45.8	10	55.7	60.4	67.5
Gender								
Male	155	100	46.3	43.6	10.1	53.7	60.6	67
Female	126	100	41.8	48.4	9.8	58.2	60.2	68
Racial/Ethnic Group								
White	144	100	34.8	50	15.2	65.2	69.4	79.5
African American	133	100	55.8	39.5	4.7	44.2	51	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	40	100	76.9	20.5	2.6	23.1	30.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	185	100	52.8	40.9	6.3	47.2	52	55.1

Social Studies								
All Students	282	100	35	50	15	65	64.9	72.3
Gender								
Male	158	100	36.8	44.7	18.4	63.2	64.1	71.5
Female	124	100	32.8	56.6	10.7	67.2	65.8	73.2
Racial/Ethnic Group								
White	129	100	29.8	51.6	18.5	70.2	71.5	80.7
African American	149	100	39.7	49.3	11	60.3	60	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	36	100	65.7	25.7	8.6	34.3	33.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	209	100	40.3	48.8	10.9	59.7	59.8	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	424	99.8	40.7	39.5	19.8	59.3	64.8	70.2	96.3	95.9
Gender										
Male	240	99.6	48.9	36.8	14.3	51.1	56.1	63.2	96	95.7
Female	184	100	30.2	43	26.8	69.8	73.6	77.5	96.6	96
Racial/Ethnic Group										
White	208	99.5	37	40	23	63	67.8	79.1	95.3	94.9
African American	210	100	45.1	39.2	15.7	54.9	62.1	57.6	97.2	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.8	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	62.6	95.2	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	87.5
Disability Status										
Disabled	57	100	94.6	3.6	1.8	5.4	13.8	26.1	94.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	64.3	61.2	97.3	96.8
Socio-Economic Status										
Subsidized meals	292	100	47.5	38.6	13.9	52.5	58.3	58.9	96	95.7

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	141	100	48.5	29.4	22.1	51.5
	5	137	99.3	34.3	47	18.7	65.7
	6	145	100	41	35.3	23.7	59
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	141	100	45.6	39	15.4	54.4
	5	137	99.3	40.3	46.3	13.4	59.7
	6	145	100	38.8	39.6	21.6	61.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	141	100	47.1	42.6	10.3	52.9
	5	68	100	43.3	46.3	10.4	56.7
	6	72	100	39.7	51.5	8.8	60.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	141	100	38.2	49.3	12.5	61.8
	5	68	100	46.3	38.8	14.9	53.7
	6	73	100	18.3	62	19.7	81.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	142	100	46.7	36.5	16.8	53.3
	5	138	99.3	38.1	41	20.9	61.9
	6	144	100	37.4	41	21.6	62.6
	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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