

JAMES HENDRIX ELEMENTARY

1084 Springfield Road
Boiling Springs, South

Grades	PK-5 Elementary School	
Enrollment	801 Students	
Principal	Dawn S. Neely	864-578-1288
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Connie Smith	864-578-0128

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**Average**
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	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.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

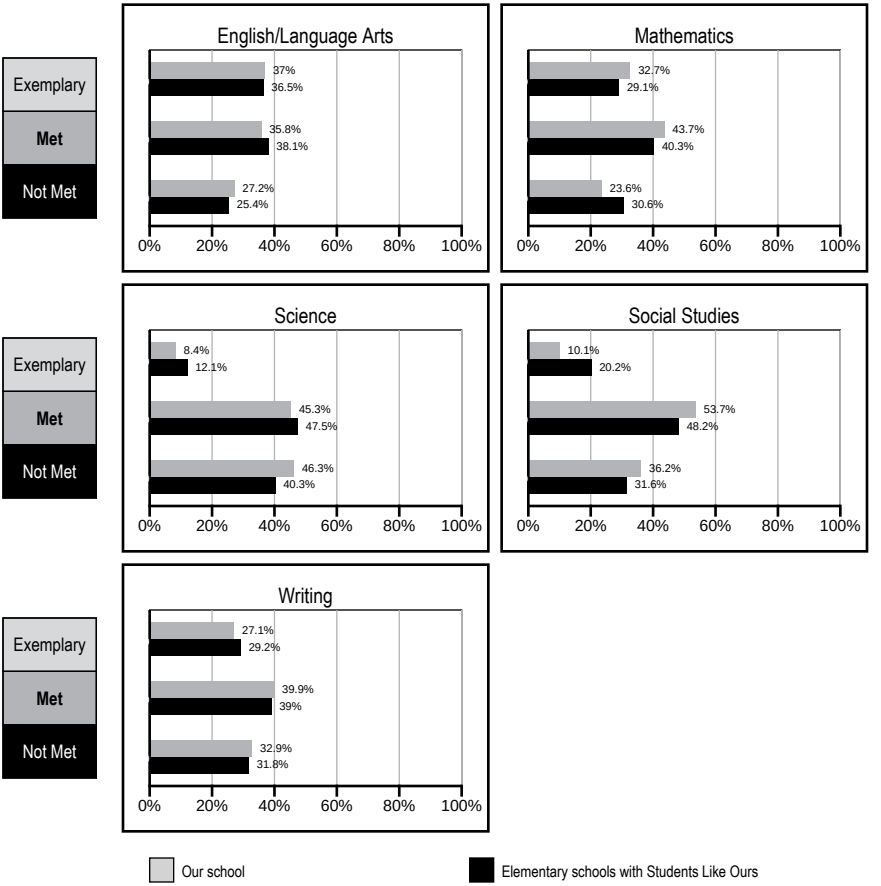
Percent of students tested in 2009-10 whose 2008-09 test scores were located	97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	17	99	11	0

* Ratings are calculated with data available by 03/09/2011.

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

JAMES HENDRIX ELEMENTARY 03/09/11-4202020

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=801)				
First graders who attended full-day kindergarten	79.9%	Down from 97.9%	100.0%	100.0%
Retention rate	1.2%	Down from 2.4%	1.4%	1.2%
Attendance rate	95.4%	Down from 96.6%	95.7%	96.1%
Eligible for gifted and talented	10.5%	Up from 7.5%	10.2%	11.7%
With disabilities other than speech	7.2%	Down from 8.5%	8.9%	8.0%
Older than usual for grade	0.9%	Up from 0.4%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	62.3%	Up from 60.4%	60.2%	60.5%
Continuing contract teachers	83.0%	Up from 81.3%	85.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 84.9%	87.7%	87.0%
Teacher attendance rate	95.0%	Up from 94.8%	94.9%	95.4%
Average teacher salary*	$47,069	Down 0.7%	$47,073	$47,288
Professional development days/teacher	18.2 days	Up from 7.0 days	10.9 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.9 to 1	19.3 to 1	19.2 to 1
Prime instructional time	89.0%	Down from 89.1%	89.7%	90.8%
Opportunities in the arts	Excellent	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	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,952	Up 1.1%	$7,575	$7,548
Percent of expenditures for instruction**	65.9%	Up from 63.8%	67.4%	68.7%
Percent of expenditures for teacher salaries**	59.8%	Up from 58.3%	64.6%	65.1%

* 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

Goals and Objectives:

The James H. Hendrix International Baccalaureate World School faculty, staff, and community developed a comprehensive plan as required by the Southern Association of Colleges and Schools. All stakeholders participated in the development of five main goals: 1. A challenging academic environment which includes reading, writing, science, math, social studies and the arts; 2. Continuous training for teachers in content and process skills with emphasis on authentic assessments: (3. Effective use of technology; 4. Continuation of higher order thinking skills using Blooms' Revised Taxonomy; and 5. The involvement of a supportive community. Goals were written to address specific school needs and all components of the district's education plan. The School Improvement Council, along with school personnel, regularly reviews the progress made in achieving these goals.

Accomplishments:

Hendrix Elementary School was named an International Baccalaureate World School in February of 2010. This distinguished honor was bestowed as a result of the dedication and hard work of our faculty and staff. Hendrix became the first public school in Spartanburg County to be named a Primary Years Program (PYP) school, the 12th in the state and the 319th in the world! We are pleased to be able to provide a global and world-class education for our students! All classrooms within the building were outfitted with Promethean Boards to provide hands-on technology for the students. Plans are being made to provide each classroom with Active Votes, an easy and quick assessment tool for teachers to use to gage understanding among their students. Students continue to show tremendous growth in Measures of Academic Progress (MAP) as well as the PASS test. We are proud that our students and teachers made Adequate Yearly Progress (AYP) during the 2009-2010 testing window. AYP specifies that the statewide target is met for all students and for each of our twenty-seven sub groups of students: racial/ethnic, economic, disability, limited English proficiency, and migrant status. Our school was recognized by the Office of the Governor as an Exemplary Reading School and Hendrix students are in the top twenty-five reading schools in the nation according to 100 Book Challenge steps read.

Plans for the Future:

Hendrix International School will use a systematic process to build vision and goals for the 2010-2011 school year. Data will provide us the base for powerful and valid decision-making to benefit our educational programs. A school-wide action plan will be developed to address the needs in the content areas while still meeting the social, emotional and physical needs of our students. Our 4K program will maintain its excellence to meet the educational and social needs of our youngest students. The PYP model of instruction will continue to be integrated into our curriculum to allow research and hands on learning for all students. The active involvement of the PTO helps provide integral programs that benefit all children. The high expectations and expertise of the administration, faculty, and staff will enable all students to be successful learners.

Dawn Neely, Principal

Cindy Smith, Chair, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	125	67
Percent satisfied with learning environment	86.8%	78.2%	83.3%
Percent satisfied with social and physical environment	88.7%	85.1%	83.3%
Percent satisfied with school-home relations	79.2%	82.0%	80.0%

* 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 28 out of 29 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. 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	2.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

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JAMES HENDRIX ELEMENTARY										03/09/11-4202020
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	278	99.6	27.5	35.3	37.2	80.6	87.5	83.5	Yes	Yes
Gender										
Male	144	99.3	29.6	34.1	36.3	77	85.1	80.1	N/A	N/A
Female	134	100	25.2	36.6	38.2	84.6	90.2	87	N/A	N/A
Racial/Ethnic Group										
White	109	100	17.7	36.5	45.8	88.5	89.1	89.6	Yes	Yes
African American	56	100	26.4	34	39.6	81.1	83	74.6	Yes	Yes
Asian/Pacific Islander	21	100	19	38.1	42.9	85.7	88.6	92.7	I/S	I/S
Hispanic	80	98.8	42.1	35.5	22.4	69.7	76.6	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	45	97.8	61	29.3	9.8	51.2	52.6	51.7	No	Yes
Migrant Status										
Migrant	7	I/S	I/S	I/S	I/S	I/S	62.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	110	99.1	39	35.2	25.7	72.4	81.8	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	213	99.5	32.5	36.5	31	76.6	81.7	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	278	100	23.6	43.8	32.6	87.6	87.7	80.4	Yes	Yes
Gender										
Male	144	100	23.7	41.5	34.8	90.4	86	78.4	N/A	N/A
Female	134	100	23.6	46.3	30.1	84.6	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	109	100	19.8	41.7	38.5	89.6	88.8	87.8	Yes	Yes
African American	56	100	26.4	45.3	28.3	84.9	81.5	69.3	Yes	Yes
Asian/Pacific Islander	21	100	14.3	42.9	42.9	90.5	91.4	93.5	I/S	I/S
Hispanic	80	100	28.9	46.1	25	85.5	82.9	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	45	100	41.5	39	19.5	73.2	53.6	46.1	Yes	Yes
Migrant Status										
Migrant	7	I/S	I/S	I/S	I/S	I/S	68.8	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	110	100	26.7	45.7	27.6	86.7	86.3	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	213	100	26.4	45.7	27.9	86.3	82.3	72.8	Yes	Yes

***** Adjusted to account for natural variation in performance.

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JAMES HENDRIX ELEMENTARY								03/09/11-4202020
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	207	99.5	46.1	45	8.9	53.9	75.2	67.3
Gender								
Male	105	100	47.5	43.4	9.1	52.5	74.3	66.9
Female	102	99	44.6	46.7	8.7	55.4	76.2	67.7
Racial/Ethnic Group								
White	87	98.9	34.2	52.6	13.2	65.8	78.1	79.6
African American	39	100	55.6	33.3	11.1	44.4	63.2	49.7
Asian/Pacific Islander	17	100	47.1	35.3	17.6	52.9	74.6	84.4
Hispanic	58	100	N/A	N/A	N/A	44.6	62.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	32	96.9	60.7	35.7	3.6	39.3	37.2	33.8
Migrant Status								
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	78	98.7	N/A	N/A	N/A	43.2	65.1	58.6
Socio-Economic Status								
Subsidized meals	162	99.4	52.7	41.9	5.4	47.3	66.9	55.4
Social Studies								
All Students	206	99	36.6	53.4	9.9	63.4	77.8	70.9
Gender								
Male	109	98.2	37.3	49	13.7	62.7	78.1	70.1
Female	97	100	36	58.4	5.6	64	77.5	71.7
Racial/Ethnic Group								
White	79	98.7	28.2	57.7	14.1	71.8	80.2	79.2
African American	43	97.7	38.5	59	2.6	61.5	70	58.4
Asian/Pacific Islander	14	100	50	35.7	14.3	50	78.2	86.8
Hispanic	60	100	40.4	50.9	8.8	59.6	65.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	32	93.8	50	46.7	3.3	50	46.2	39.3
Migrant Status								
Migrant	5	I/S	I/S	I/S	I/S	I/S	41.7	55
English Proficiency								
Limited English Proficient	81	100	42.9	46.8	10.4	57.1	70.5	68
Socio-Economic Status								
Subsidized meals	154	99.4	38.7	53.5	7.7	61.3	69.1	60.8

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	281	97.5	32.7	40.1	27.2	67.3	80.9	72.1	95.4	96.2
Gender										
Male	143	96.5	42.4	37.9	19.7	57.6	75	65.2	95.5	96.2
Female	136	99.3	22.4	42.4	35.2	77.6	87.6	79.2	95.3	96.2
Racial/Ethnic Group										
White	107	95.3	22.6	44.1	33.3	77.4	82.9	80.8	94.2	96
African American	58	96.6	30.2	39.6	30.2	69.8	75.3	59.7	96	96.7
Asian/Pacific Islander	21	100	33.3	19	47.6	66.7	81.7	87	95.3	97.2
Hispanic	81	100	45.5	41.6	13	54.5	68.4	64.6	96.6	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	95.4
Disability Status										
Disabled	45	88.9	N/AV	N/AV	N/AV	35.9	33.2	27.7	94.6	94.7
Migrant Status										
Migrant	7	I/S	N/A	N/A	N/A	N/A	N/A	63.5	96	96.7
English Proficiency										
Limited English Proficient	112	99.1	44.8	38.1	17.1	55.2	72.5	63.7	96.4	96.9
Socio-Economic Status										
Subsidized meals	215	98.1	37.8	38.3	24	62.2	72.5	61.9	95.3	95.6

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JAMES HENDRIX ELEMENTARY 03/09/11-4202020

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	134	100	26.6	29	44.4	73.4
	4	134	100	32.2	38	29.8	67.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	140	100	22.9	32.1	45	77.1
	4	135	99.3	31.5	39.5	29	68.5
	5	3	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	134	100	34.7	40.3	25	65.3
	4	134	100	15.7	50.4	33.9	84.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	140	100	24.4	37.4	38.2	75.6
	4	135	100	22.6	50.8	26.6	77.4
	5	3	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	66	100	38.3	43.3	18.3	61.7
	4	134	100	36.4	51.2	12.4	63.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	71	100	51.5	33.3	15.2	48.5
	4	135	100	43.2	51.2	5.6	56.8
	5	1	I/S	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	69	98.6	21.5	53.8	24.6	78.5
	4	131	100	28.8	61	10.2	71.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	69	98.6	30.8	49.2	20	69.2
	4	135	100	39.2	56	4.8	60.8
	5	2	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	133	98.5	42.7	27.4	29.8	57.3
	4	129	96.1	31.9	31.9	36.2	68.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	140	97.9	33.6	39.7	26.7	66.4
	4	138	99.3	31.7	40.5	27.8	68.3
	5	3	I/S	N/A	N/A	N/A	N/A
	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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