

HOPKINS ELEMENTARY

6120 Cabin Creek Rd.
Hopkins, South Carolina

Grades	PK-5 Elementary School	
Enrollment	372 Students	
Principal	Angela G. Brown	803-783-5541
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Excellent*
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Average	Good

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

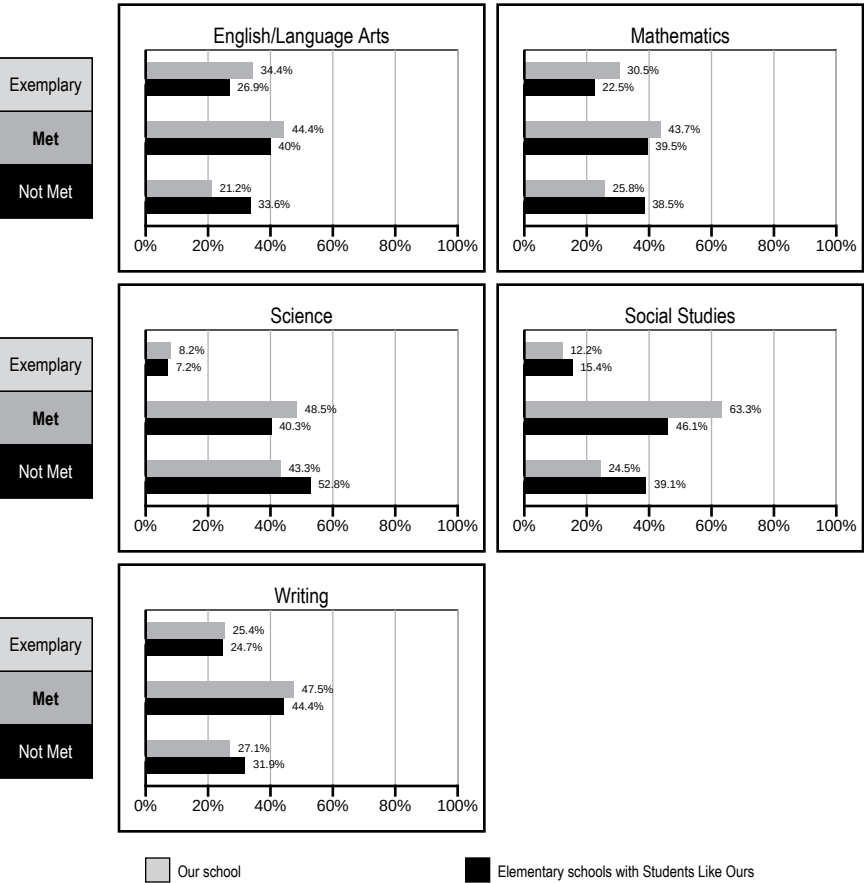
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	96	53	23

* Ratings are calculated with data available by 11/09/2011.

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=372)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 2.1%	1.5%	1.1%
Attendance rate	97.7%	Up from 96.4%	96.1%	96.2%
Served by gifted and talented program	7.8%	Up from 6.6%	5.6%	13.4%
With disabilities other than speech	2.7%	Down from 8.2%	4.3%	4.1%
Older than usual for grade	0.3%	No Change	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	59.3%	Up from 58.6%	61.5%	62.5%
Continuing contract teachers	70.4%	Up from 58.6%	82.6%	88.2%
Teachers returning from previous year	91.0%	Up from 88.8%	84.8%	87.8%
Teacher attendance rate	96.0%	Up from 95.0%	95.1%	95.2%
Average teacher salary*	\$46,467	Down 7.0%	\$44,958	\$46,773
Professional development days/teacher	14.2 days	Down from 17.3 days	10.6 days	10.5 days
School				
Principal's years at school	10.0	No Change	3.5	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 21.8 to 1	17.6 to 1	19.9 to 1
Prime instructional time	90.9%	Up from 88.9%	90.3%	90.4%
Opportunities in the arts	Good	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,820	Down 2.6%	\$8,359	\$7,447
Percent of expenditures for instruction**	78.4%	Down from 79.6%	67.9%	68.4%
Percent of expenditures for teacher salaries**	73.6%	Down from 73.7%	64.2%	65.8%

* 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

Hopkins Elementary School is a learning institution that is committed to educating lifelong learners. It is our primary business to educate world class leaders with the skills and abilities that will aid them in exploring the world through literacy with the goal that each student will graduate from institutions of higher learning after earning a high school diploma.

The Hopkins Elementary School staff is committed to excellence and continuous improvement for our students. We operate with one vision, one mission, and one common purpose to ensure that all of our students receive a high quality education. During the 2010-2011 school year, we placed a great deal of emphasis on our Intervention services and the monitoring of our data to ensure student success. At the beginning of the school year, teachers started out the year with a compilation of academic performance results for each child in his/her classroom. This data helped teachers identify early intervention strategies necessary to move students to achieve at least a year's academic growth and/or improve the academic level of each student. The data also gave teachers a yearly picture for each child noting how much growth was or was not made during the previous school year.

Hopkins Elementary is a data driven school. Teachers analyzed data from student performances on PASS, standardized tests, benchmark and Dominie assessments, Star Reader, Accelerated Reader, Success Maker, and MAP summary reports to determine students' achievement levels and to implement strategies to move them to the next level. Teachers also planned together to create study guides on a weekly basis for the core subjects. The study guides were used as a tool to help focus students' study habits and guide their academic thinking. It also gave parents precise information to help them assist their children with their homework. One of our main focuses was increasing the reading achievement levels for every student. Our reading interventionist planned and facilitated two literacy nights during the school year. One of the best Literacy Nights was the Literacy Luau. This brought a different flavor to our Literacy Nights and exposed the children and their families that participated to a new culture. It is imperative that all students read on grade level before they reach the third grade therefore, we are looking forward to continuing our Literacy Night efforts for the upcoming school year with even more wonderful activities.

Hopkins Elementary School is the recipient of the South Carolina Palmetto Award for six consecutive years and has met AYP every year except once since its inception. Our excellent staff of highly qualified educators strive everyday to reach the highest potential within every student. After all, "It's All About The Children!"
Katrina Thompson, SIC Chair and Angela G. Brown, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	61	46
Percent satisfied with learning environment	75.9%	95.1%	93.2%
Percent satisfied with social and physical environment	96.6%	95.1%	93.3%
Percent satisfied with school-home relations	86.7%	86.9%	90.7%

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

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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. 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.9%	0.0%	No
Student attendance rate	97.7%	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 = 79.4% (Met or Exemplary)

All Students	167	95.8	18.4	45.6	36.1	91.2	78.3	82.4	Yes	Yes
Gender										
Male	78	93.6	22.7	47	30.3	87.9	74.3	78.7	N/A	N/A
Female	89	97.8	14.8	44.4	40.7	93.8	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	160	95.6	18.3	45.8	35.9	91.5	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	36	83.3	52	36	12	60	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	153	96.1	18.2	46.7	35	90.5	73.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	167	98.8	25.7	43.4	30.9	81.6	75.1	81.9	Yes	Yes
Gender										
Male	78	98.7	28.6	41.4	30	75.7	73.5	79.9	N/A	N/A
Female	89	98.9	23.2	45.1	31.7	86.6	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	160	98.8	25.9	43.5	30.6	81.6	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	36	97.2	66.7	16.7	16.7	40	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	153	99.4	25.4	45.1	29.6	81.7	69.8	74.9	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

	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	108	99.1	42.9	48	9.2	57.1	58.7	68.6
Gender								
Male	54	98.2	51	40.8	8.2	49	58.2	68.3
Female	54	100	34.7	55.1	10.2	65.3	59.2	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	105	99.1	42.7	47.9	9.4	57.3	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	27	96.3	77.3	18.2	4.5	22.7	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	99	99	44.4	46.7	8.9	55.6	50.1	57.3

Social Studies

All Students	106	99.1	24.5	63.3	12.2	75.5	64.7	72.5
Gender								
Male	50	98	31.8	52.3	15.9	68.2	63.6	72
Female	56	100	18.5	72.2	9.3	81.5	65.8	73.1
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	101	99	23.4	64.9	11.7	76.6	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	21	95.2	64.7	29.4	5.9	35.3	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	97	99	25	65.2	9.8	75	56.8	62.9

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	63	98.4	27.1	47.5	25.4	72.9	66.5	73.2	97.7	96.1
Gender										
Male	26	96.2	37.5	45.8	16.7	62.5	62	67.2	97.5	95.9
Female	37	100	20	48.6	31.4	80	71.2	79.4	97.8	96.3
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	87.8	81.5	94.1	96.2
African American	61	98.4	28.1	47.4	24.6	71.9	60.7	61.3	97.8	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	95.1	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	15	93.3	N/AV	N/AV	N/AV	23.1	23.7	26	96.8	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	99.9	95.9
Socio-Economic Status										
Subsidized meals	59	98.3	26.8	48.2	25	73.2	59.1	63.2	97.7	95.9

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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							
2010	3	50	92	29.2	54.2	16.7	70.8
	4	64	87.5	35.7	42.9	21.4	64.3
	5	69	100	26.5	36.8	36.8	73.5
	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
2011	3	56	96.4	12.8	38.3	48.9	87.2
	4	48	89.6	22.5	52.5	25	77.5
	5	63	100	20	46.7	33.3	80
	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							
2010	3	50	100	47.9	37.5	14.6	52.1
	4	64	100	30.4	46.4	23.2	69.6
	5	69	100	41.2	41.2	17.6	58.8
	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
2011	3	56	98.2	25	22.9	52.1	75
	4	48	97.9	27.3	63.6	9.1	72.7
	5	63	100	25	45	30	75
	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							
2010	3	25	100	N/A	N/A	N/A	21.7
	4	64	100	46.4	51.8	1.8	53.6
	5	33	100	48.5	42.4	9.1	51.5
	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
2011	3	28	100	39.1	43.5	17.4	60.9
	4	48	97.9	43.2	54.5	2.3	56.8
	5	32	100	45.2	41.9	12.9	54.8
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	25	100	44	52	4	56
	4	64	100	16.1	58.9	25	83.9
	5	36	100	28.6	60	11.4	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	27	100	16	68	16	84
	4	48	97.9	20.5	68.2	11.4	79.5
	5	31	100	37.9	51.7	10.3	62.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
2010	3	51	100	55.1	34.7	10.2	44.9
	4	62	95.2	45.5	38.2	16.4	54.5
	5	69	98.6	34.3	35.8	29.9	65.7
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	63	98.4	27.1	47.5	25.4	72.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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