



Hodges Elementary School

4717 Main Street
Hodges, SC 29653

Grades	K-5 Elementary School	
Enrollment	245 Students	
Principal	Roger Richburg	864-374-5000
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Shell Dula	864-227-1994

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Good
2011	Good	Good
2010	Average	Good
2009	Average	Good
2008	Below 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 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

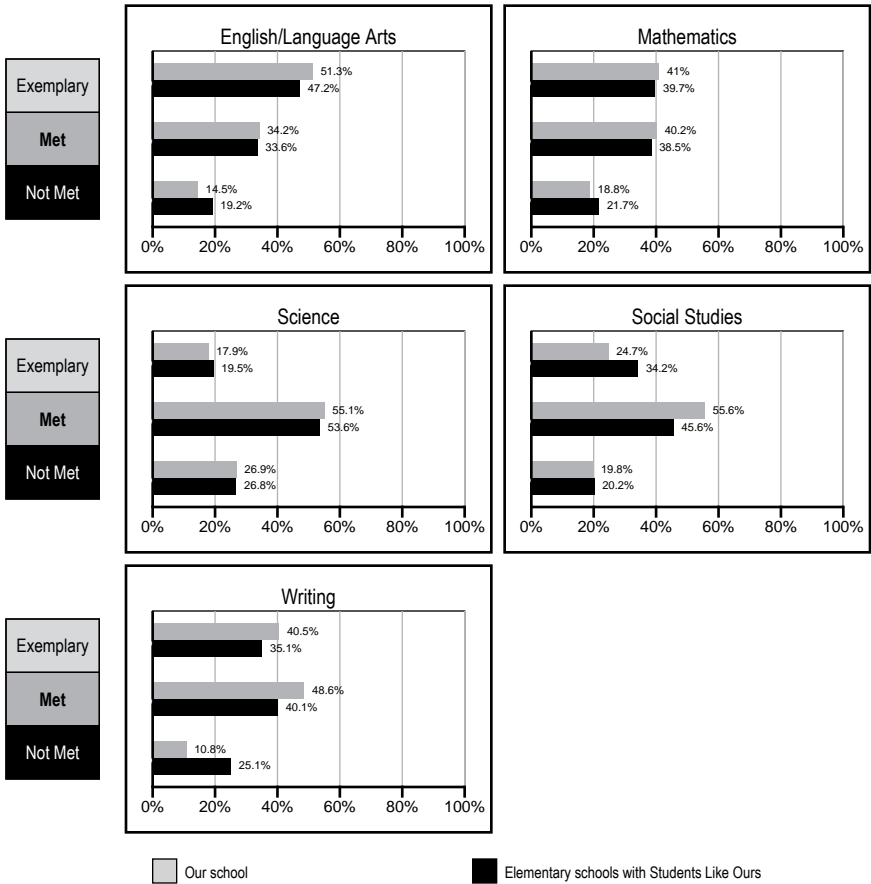
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 93.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	42	26	0	0

* Ratings are calculated with data available by 11/07/2012.

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=245)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 2.9%	1.0%	1.0%
Attendance rate	96.4%	Down from 96.5%	96.5%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	50.0%	Up from 46.2%	62.2%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	72.4%	Down from 80.8%	89.4%	88.7%
Teacher attendance rate	94.1%	Down from 96.6%	95.1%	95.1%
Average teacher salary*	\$50,337	Up 1.0%	\$47,836	\$47,210
Professional development days/teacher	14.4 days	Down from 15.9 days	11.2 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 16.3 to 1	20.2 to 1	20.0 to 1
Prime instructional time	88.3%	Down from 90.9%	90.2%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,392	Up 1.5%	\$6,693	\$7,247
Percent of expenditures for instruction**	65.5%	Down from 65.8%	68.8%	68.2%
Percent of expenditures for teacher salaries**	60.6%	Down from 62.4%	66.3%	65.7%

* 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

The mission of Hodges Elementary School is to provide all students with a quality education that promotes responsible life-long learning to become self-reliant citizens. The entire Hodges Elementary School Family has worked to continue this mission during the 2011-2012 school year.

Teachers participated in professional development throughout the year to improve their authentic engagement skills. Lessons were designed to create excitement and to motivate students. SMART Board Training was updated and additional lessons were added to the current curriculum.

Balanced Literacy continued to be the focus of our ELA Curriculum and we continued to experience success. Instruction in our mathematics lab provided our students with a better understanding of mathematics operations. Social Studies and Science manipulatives were updated to encourage deeper levels of understanding and enthusiastic participation. Data was used to make improvements in instructional practices.

Initiatives to support life-long learning were our drill team, Grandparent's Day, MAP Celebrations, PBIS Celebrations, test talks, fall conference nights, PTO meetings, Hodges Has Talent student performances, Art displays and Schoolwide Planning Meetings. Students, parents, teachers, and community members participated in fundraisers for the United Way, the American Cancer Society, the March of Dimes, and various other PTO fundraising activities. The Hodges Elementary Family exceeded its goals during all campaigns.

Hodges Elementary has established the Greenwood School of Inquiry-a school wide initiative-which was implemented during the 2011-2012 school year. State academic standards for English language arts, math, science, and social studies were taught in an environment that embraced authentic investigations and project-based learning. Research, data, and technology were used as primary learning tools. All GSI teachers received professional development that supported the Greenwood School of Inquiry.

At Hodges Elementary-a Silver Award Winning School-our administrators, faculty, staff, parents, students, and community stakeholders share in the responsibility of providing a student-centered supportive learning environment.

Roger Richburg, Principal
Michael George, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	40	34
Percent satisfied with learning environment	100.0%	97.5%	91.2%
Percent satisfied with social and physical environment	92.3%	95.0%	94.1%
Percent satisfied with school-home relations	92.3%	92.5%	97.1%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	97.3
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Hodges Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	674.0	658.9	629.6	638.0	100.0	100.0
Male	676.9	662.0	626.9	650.5	100.0	100.0
Female	670.5	655.1	632.9	625.3	100.0	100.0
White	689.9	671.8	643.8	648.0	100.0	100.0
African American	641.0	632.8	598.0	617.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	664.6	652.0	620.1	630.3	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	35	100	11.8	20.6	67.6	88.2
	4	39	100	14.3	51.4	34.3	85.7
	5	38	100	18.8	56.3	25	81.3
	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
2012	3	41	100	13.2	18.4	68.4	86.8
	4	44	100	9.5	40.5	50	90.5
	5	40	100	21.6	43.2	35.1	78.4
	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
Mathematics							
2011	3	35	100	20.6	29.4	50	79.4
	4	39	100	2.9	42.9	54.3	97.1
	5	38	100	15.6	56.3	28.1	84.4
	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
2012	3	41	100	21.1	21.1	57.9	78.9
	4	44	100	16.7	42.9	40.5	83.3
	5	40	100	18.9	56.8	24.3	81.1
	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							
2011	3	17	100	41.2	41.2	17.6	58.8
	4	39	100	31.4	51.4	17.1	68.6
	5	19	100	N/AV	N/AV	N/AV	46.7
	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
2012	3	21	100	50	27.8	22.2	50
	4	44	100	16.7	71.4	11.9	83.3
	5	20	100	27.8	44.4	27.8	72.2
	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							
2011	3	18	100	11.8	47.1	41.2	88.2
	4	39	100	14.3	68.6	17.1	85.7
	5	19	100	11.1	66.7	22.2	88.9
	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
2012	3	20	100	15	65	20	85
	4	44	100	19	50	31	81
	5	20	100	26.3	57.9	15.8	73.7
	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
Writing							
2011	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	38	100	21.9	43.8	34.4	78.1
	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
2012	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	40	100	10.8	48.6	40.5	89.2
	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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