



## Hampton Elementary School

505 Hoover Street  
Hampton, SC 29924

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	391 Students	
<b>Principal</b>	Bonnie J. Wilson	803 943-3251
<b>Superintendent</b>	Douglas E. McTeer, Jr.	803-943-4576
<b>Board Chair</b>	Libby Murdaugh	803-943-2814

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Below Average	Average

## 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**

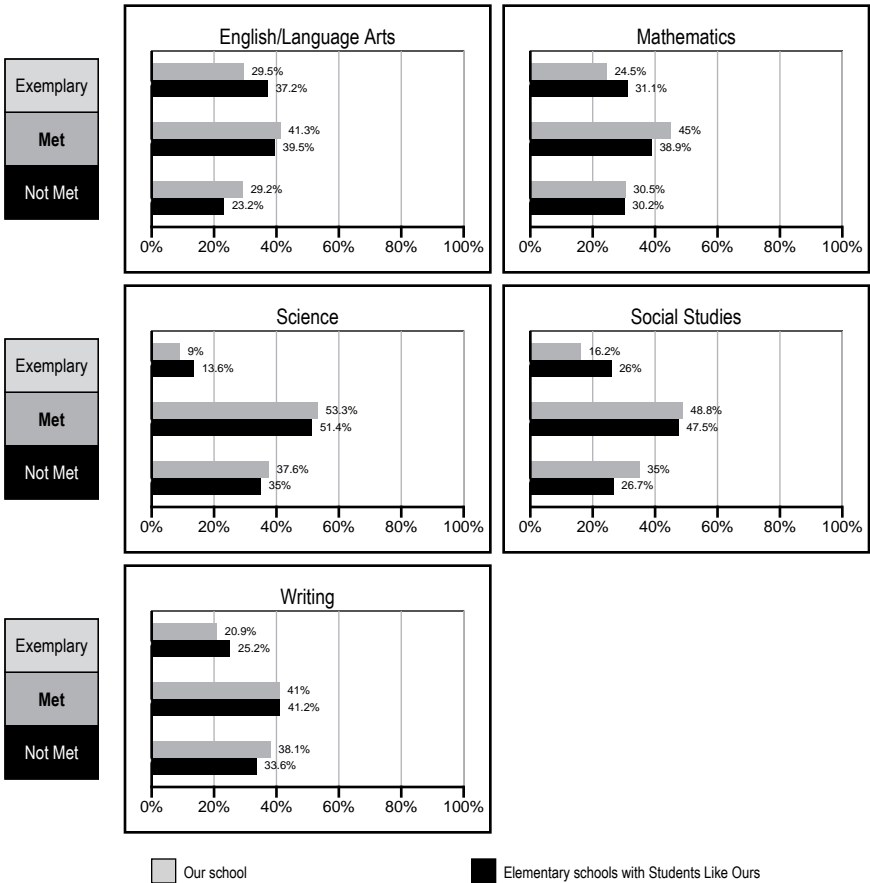
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.4%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
10	22	94	10	1

\* Ratings are calculated with data available by 12/14/2013.

**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
<b>Students (n=391)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.7%	Down from 1.2%	1.2%	0.9%
Attendance rate	95.9%	Down from 96.2%	96.0%	96.3%
Served by gifted and talented program	6.0%	N/A	5.5%	7.2%
With disabilities	10.5%	N/A	14.0%	12.4%
Older than usual for grade	8.5%	N/A	2.5%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	65.4%	Up from 63.0%	61.1%	62.5%
Continuing contract teachers	96.2%	Down from 96.3%	83.3%	83.3%
Teachers returning from previous year	85.2%	Down from 91.4%	88.0%	88.3%
Teacher attendance rate	95.0%	Down from 99.7%	94.6%	95.0%
Average teacher salary*	\$47,816	Up 1.4%	\$47,473	\$48,193
Professional development days/teacher	16.6 days	Up from 8.9 days	11.1 days	11.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 9.0	5.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 21.3 to 1	19.9 to 1	20.1 to 1
Prime instructional time	89.6%	Down from 95.2%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.8%	Up from 96.6%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,086	Down 24.1%	\$7,378	\$7,364
Percent of expenditures for instruction**	67.0%	Up from 53.6%	68.0%	68.0%
Percent of expenditures for teacher salaries**	65.0%	Up from 51.6%	65.0%	66.0%

\* 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

Hampton Elementary School's (HES) focus for the 2012-2013 school year has been on reflective teaching and student engagement. Our faculty is committed to growing ourselves as learners and to continuous school improvement.

We are a second year TAP, the system for teacher and student advancement, school. Through this effort we have developed a TAP leadership team comprised of the principal, assistant principal, master teacher, and mentor teachers. As part of our commitment to growing our knowledge, the Leadership team and all career teachers meet weekly for focused, targeted professional development. The TAP leadership team meets weekly to analyze data including observations, self-reflection, assessments, etc... in order to plan meaningful professional development. In addition to professional development, our faculty collaborates weekly to share research based strategies. Our vision is through intentional planning and engaging instruction, we will inspire our students to be life-long learners and problem solvers.

Character education is an important part of our daily school life as we work to build good citizens who are caring, responsible, and trustworthy. Through the guidance department and career teachers, character education is embedded into classroom curriculum. It is our goal for our students to become responsible citizens who go out each day and make the right choices. To constantly encourage the behavior and choices we are seeking, we offer our students positive behavior incentives. Some of these include daily intramurals at recess, periodic field trips, dances, and sports tournaments.

HES provides opportunities for students to participate in fine arts activities such as After School Chorus and the production of plays. This year we also established two basketball teams to compete against other elementary schools in our district.

HES embraces working as a team with our parents and community members. We know working together brings far greater success for our students. With the assistance of our faculty, PTO, School Improvement Council and other community members, we hosted events for our community and fundraisers for our school. Through these combined efforts our school has improved our resources in all curriculum areas which significantly benefits our students. They now have more math manipulatives, conduct more hands-on science experiments, have access to more reading and writing materials as well as have more technology opportunities. A local faith based organization is making significant improvements to our outdoor recreational facilities which will provide our students with more enjoyable physical activity opportunities. Through a grant from the SC Department of Education all our students selected eight books of their choice to add to their personal libraries at home.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	122	66
Percent satisfied with learning environment	96%	72.1%	89.4%
Percent satisfied with social and physical environment	84%	73.2%	86.4%
Percent satisfied with school-home relations	60%	78.8%	84.3%

\* 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 2013, 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.

<b>Overall Weighted Points Total</b>	<b>80.2</b>
<b>Overall Grade Conversion</b>	<b>B</b>

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

Hampton 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	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.3%	0.0%	No
Student attendance rate	95.9%	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
<b>Grades 3-5</b>						
All Students	649.8	642.6	613.6	620.4	100.0	100.0
Male	641.4	641.7	613.6	618.8	100.0	100.0
Female	660.8	643.7	613.5	622.8	100.0	100.0
White	659.1	651.4	627.6	625.0	100.0	100.0
African American	638.9	631.5	599.6	613.4	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	585.6	583.4	562.1	579.8	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	644.2	636.1	608.2	614.3	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
<b>Grades 6-8</b>						
All Students	650.0	634.5	606.9	627.1	100.0	100.0
Male	644.3	632.6	608.2	625.6	100.0	100.0
Female	654.9	636.2	605.7	628.5	100.0	100.0
White	662.9	646.2	626.5	633.2	100.0	100.0
African American	638.1	625.0	591.0	621.4	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	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	644.9	631.8	600.5	625.0	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	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
<b>English/Language Arts</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	131	100	32.8	40.8	26.4	67.2
	5	128	100	27	36.1	36.9	73
	6	141	100	31.3	34.3	34.3	68.7
	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
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	143	100	39.3	34.8	25.9	60.7
	5	127	100	21.7	50.8	27.5	78.3
	6	130	100	25.6	39.2	35.2	74.4
	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
<b>Mathematics</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	131	100	29.6	40	30.4	70.4
	5	128	99.2	26.2	54.1	19.7	73.8
	6	141	100	25.4	41	33.6	74.6
	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
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	143	100	33.3	41.5	25.2	66.7
	5	127	100	28.3	40	31.7	71.7
	6	130	100	29.6	53.6	16.8	70.4
	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
<b>Science</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	131	100	32.8	62.4	4.8	67.2
	5	64	100	29.5	55.7	14.8	70.5
	6	72	98.6	29.4	66.2	4.4	70.6
	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
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	143	100	38.5	53.3	8.1	61.5
	5	62	100	27.6	62.1	10.3	72.4
	6	65	98.5	45.2	45.2	9.7	54.8
	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
<b>Social Studies</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	131	100	36	52	12	64
	5	64	100	54.1	26.2	19.7	45.9
	6	69	100	27.3	43.9	28.8	72.7
	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
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	143	100	36.3	49.6	14.1	63.7
	5	65	98.5	40.3	35.5	24.2	59.7
	6	65	100	27	60.3	12.7	73
	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
<b>Writing</b>							
<b>2012</b>	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	129	100	24.4	40.7	35	75.6
	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
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	144	100	51.5	34.6	14	48.5
	5	128	99.2	32.2	44.6	23.1	67.8
	6	130	100	28.8	44.8	26.4	71.2
	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

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