

Hodges Elementary

4717 Main Street
Hodges, S.C. 29653

Grades	PK-5 Elementary School	
Enrollment	278 Students	
Principal	Roger Richburg	864-374-5000
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Good**
2008	Below Average	Good
2007	Below Average	Good
2006	Average	Average
2005	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 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

Hodges Elementary	06/01/10-2450016

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

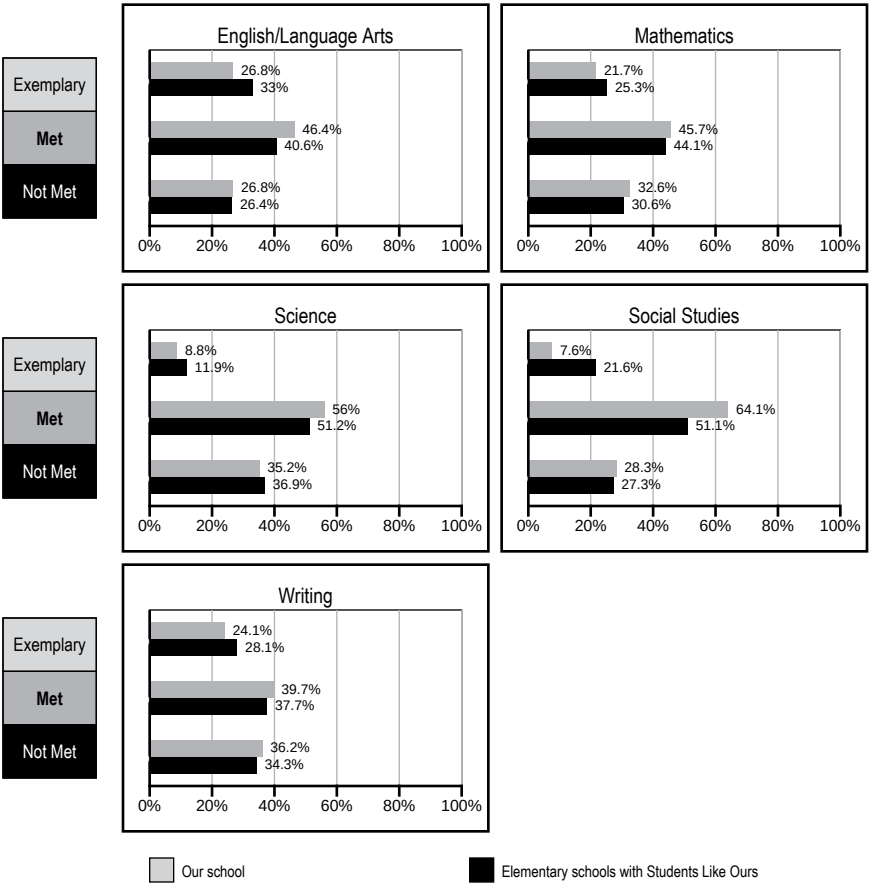
Percent of students tested in 2008-09 whose 2007-08 test scores were located	98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	12	96	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=278)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.0%	2.4%	1.9%
Attendance rate	96.1%	Down from 96.2%	96.2%	96.3%
Eligible for gifted and talented	7.3%	Up from 4.2%	8.4%	10.0%
With disabilities other than speech	10.5%	No Change	9.0%	7.7%
Older than usual for grade	0.0%	No Change	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=23)				
Teachers with advanced degrees	39.1%	Down from 43.5%	58.3%	59.4%
Continuing contract teachers	82.6%	Up from 78.3%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.1%	Down from 92.4%	86.2%	85.9%
Teacher attendance rate	95.5%	No Change	95.0%	95.1%
Average teacher salary*	$49,400	Up 8.0%	$47,162	$47,149
Professional development days/teacher	12.2 days	Down from 18.3 days	12.0 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 18.3 to 1	18.9 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 90.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,820	Up 6.1%	$7,342	$7,458
Percent of expenditures for instruction**	64.2%	Up from 62.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	61.0%	Up from 58.1%	61.1%	63.2%

* 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

The mission of Hodges Elementary School is to provide all students with a quality education that promotes responsible life-long learning. We have worked together as a school and community to accomplish this mission during the 2008-2009 school year.

The continuation or our Balanced Literacy Initiative has provided students with individual instruction in reading and writing. Math instruction in our Larson's Math Lab and Math Out Of The Box in our classrooms provided students additional opportunities to accelerate their math skills. Literacy programs such as Leveled Literacy Intervention in Kindergarten and second grade and Reading Recovery in first grade has provided students with additional reading strategies to help them become more proficient and skillful readers. We have also received services from a Math and Literacy coach to enhance the instruction delivered by our classroom teachers.

Our focus for staff development this past year continued to be Balanced Literacy components such as Interactive Read Alouds, Writer's Workshop, and Guided Reading. Teachers participated in various summer classes, such as the Lucy Caulkins' Writing Workshop, Interactive Read Alouds, and Interactive Writing. Teachers also had access to a consultant and an onsite team to answer questions and give demonstrations which they used to design engaging lessons. Monthly technology workshops provided training on updating web pages and lesson planning. New computers were purchased to replace some that had to be taken out of service.

Initiatives to promote life-long learning included our Soaring Eagles Drill Team, books and breakfast, MAP Celebrations, PASS Celebrations, Book Club, test talks, fall conference nights, Math night, Science Fair, Fine Arts Extravaganza, parent's web page, and "In The Spotlight" performances by our dance team, drill team, and Art students. Students, parents, and teachers participated in the Relay for Life Celebration and various other PTO fundraising activities. Hodges Elementary exceeded its goal for the fall 2008 United Way Campaign.

We are a Silver Award Winning School where teachers, staff, administrators, parents, students, and the community share in the responsibility of providing a supportive learning environment. We believe it is essential for students to reach their full potential as they continue to strive for excellence.

Roger Richburg, Principal
Mark Stevens, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	45	38
Percent satisfied with learning environment	100.0%	86.0%	97.4%
Percent satisfied with social and physical environment	100.0%	86.4%	94.7%
Percent satisfied with school-home relations	100.0%	84.1%	97.4%

* 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 17 out of 17 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	NI-DELAY

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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Hodges Elementary										06/01/10-2450016
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	144	100	26.8	46.4	26.8	81.9	79.9	82.8	Yes	Yes
Gender										
Male	71	100	27.1	45.7	27.1	82.9	76.5	79.3	N/A	N/A
Female	73	100	26.5	47.1	26.5	80.9	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	85	100	16	44.4	39.5	90.1	90.1	89.5	Yes	Yes
African American	56	100	42.6	48.1	9.3	70.4	69.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	29	100	63	33.3	3.7	48.1	47.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.8	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	84	100	36.3	43.8	20	75	70.8	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	144	100	32.6	45.7	21.7	79.7	77.2	78.9	Yes	Yes
Gender										
Male	71	100	32.9	45.7	21.4	80	75.6	77	N/A	N/A
Female	73	100	32.4	45.6	22.1	79.4	78.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	85	100	23.5	46.9	29.6	88.9	87.9	87.2	Yes	Yes
African American	56	100	46.3	42.6	11.1	66.7	66.1	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	29	100	55.6	37	7.4	55.6	41.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	84	100	42.5	46.3	11.3	71.3	68.1	70.2	Yes	Yes

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

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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
Science								
All Students	96	100	35.2	56	8.8	64.8	62.9	67.5
Gender								
Male	49	100	37.5	56.3	6.3	62.5	62.9	67
Female	47	100	32.6	55.8	11.6	67.4	62.9	68
Racial/Ethnic Group								
White	59	100	26.8	60.7	12.5	73.2	79.7	79.5
African American	35	100	48.5	48.5	3	51.5	45.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	48.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	18.8	27.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	49.4	59.6
Socio-Economic Status								
Subsized meals	57	100	44.4	50	5.6	55.6	49.5	55.1
Social Studies								
All Students	96	100	28.3	64.1	7.6	71.7	67.9	72.3
Gender								
Male	40	100	20	65	15	80	67.1	71.5
Female	56	100	34.6	63.5	1.9	65.4	68.6	73.2
Racial/Ethnic Group								
White	53	100	23.5	64.7	11.8	76.5	82	80.7
African American	40	100	31.6	65.8	2.6	68.4	52.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.8	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	59.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	43.8	36.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.6	67.9
Socio-Economic Status								
Subsized meals	54	100	41.2	56.9	2	58.8	55.4	62.1

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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	146	100	36.2	39.7	24.1	63.8	68	70.2	96.1	96.1
Gender										
Male	71	100	40	41.4	18.6	60	61.5	63.2	96.1	95.9
Female	75	100	32.4	38	29.6	67.6	74.8	77.5	96.1	96.3
Racial/Ethnic Group										
White	86	100	20.5	44.6	34.9	79.5	80.5	79.1	96	96.2
African American	57	100	58.2	32.7	9.1	41.8	56.1	57.6	96.2	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.2	86.2	N/A	97.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50.3	62.6	96.3	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	92.5
Disability Status										
Disabled	26	100	80	16	4	20	23.8	26.1	95.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.3
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	51.7	61.2	96.3	96.7
Socio-Economic Status										
Subsized meals	87	100	49.4	34.9	15.7	50.6	56	58.9	95.7	95.5

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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							
2009	3	49	100	34	44.7	21.3	66
	4	48	100	24.4	40	35.6	75.6
	5	47	100	21.7	54.3	23.9	78.3
	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
Mathematics							
2009	3	49	100	48.9	34	17	51.1
	4	48	100	20	53.3	26.7	80
	5	47	100	28.3	50	21.7	71.7
	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
Science							
2009	3	25	100	43.5	47.8	8.7	56.5
	4	48	100	26.7	64.4	8.9	73.3
	5	23	100	43.5	47.8	8.7	56.5
	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
Social Studies							
2009	3	24	100	50	41.7	8.3	50
	4	48	100	15.6	77.8	6.7	84.4
	5	24	100	30.4	60.9	8.7	69.6
	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
Writing							
2009	3	50	100	45.8	25	29.2	54.2
	4	48	100	30.4	43.5	26.1	69.6
	5	48	100	31.9	51.1	17	68.1
	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

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