

JAMES HENDRIX ELEMENTARY

1084 Springfield Road
Boiling Springs, South

Grades	PK-4 Elementary School	
Enrollment	831 Students	
Principal	Dawn S. Neely	864-578-1288
Superintendent	Dr. Scott J. Mercer	(864-578-0128)
Board Chair	Connie Smith	(864-574-4275)

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Average**	**Average**
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Below 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://.eoc.sc.gov

JAMES HENDRIX ELEMENTARY 11/09/11-4202020

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

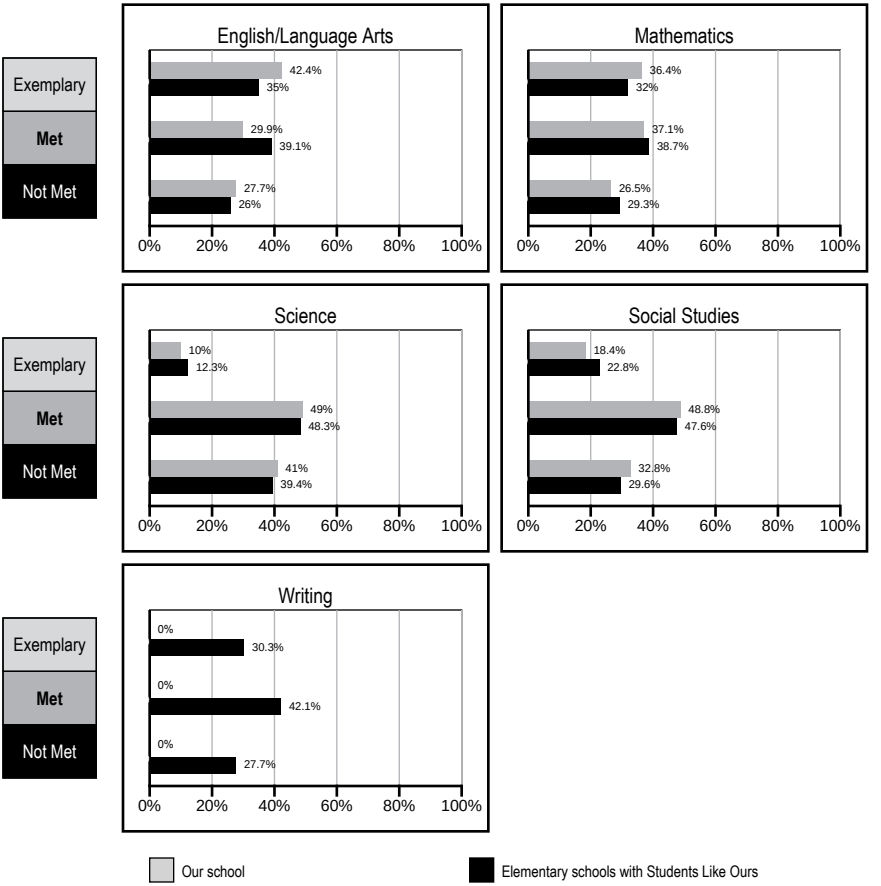
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	17	93	10	0

* 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=831)				
First graders who attended full-day kindergarten	100.0%	Up from 79.9%	100.0%	100.0%
Retention rate	4.0%	Up from 1.2%	1.3%	1.1%
Attendance rate	96.1%	Up from 95.4%	95.9%	96.2%
Served by gifted and talented program	14.0%	Up from 10.5%	11.5%	13.4%
With disabilities other than speech	4.5%	Down from 7.2%	4.8%	4.1%
Older than usual for grade	0.2%	Down from 0.9%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	72.5%	Up from 62.3%	60.3%	62.5%
Continuing contract teachers	84.3%	Up from 83.0%	88.8%	88.2%
Teachers returning from previous year	93.1%	Up from 88.8%	87.4%	87.8%
Teacher attendance rate	96.1%	Up from 95.0%	95.0%	95.2%
Average teacher salary*	$46,115	Down 2.0%	$46,628	$46,773
Professional development days/teacher	8.3 days	Down from 18.2 days	11.3 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 19.1 to 1	19.6 to 1	19.9 to 1
Prime instructional time	90.2%	Up from 89.0%	89.8%	90.4%
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**	$7,110	Up 2.3%	$7,386	$7,447
Percent of expenditures for instruction**	66.1%	Up from 65.9%	67.0%	68.4%
Percent of expenditures for teacher salaries**	61.7%	Up from 59.8%	64.4%	65.8%

* 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 and Response to Intervention (RTI): (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:
Our community and school raised over $2,000.00 to assist in the relief effort in Japan after that country sustained a horrific earthquake and tsunami. Our students and parents received pledges and we garnered over $5,200.00 for Jump Rope for Heart working hand-in-hand with the America Heart Association.Our Project Fit America equipment was installed in August and Hendrix hosted a marvelous welcoming ceremony for the Mary Black Foundation and other dignitaries as we introduced the fitness equipment to our parents and community. Academically our students remained competitive with the other six elementary schools. Students at Hendrix had the highest MAP scores in math across the district at 96.6% growth. In 2009-2010, our students met 27 out of 28 sub groups as determined by Adequate Yearly Progress (AYP) which meant 96.6% of our 3rd and 4th grade students were performing on grade level. You can be very proud that your child attends Hendrix Elementary.

Plans for the Future:
Hendrix International School will use a systematic process to build vision and goals for the 2011-2012 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. Creative Movement, Art, Classroom Counseling, Physical Education, Music, The International Choir, Art Shows, The October Fest and the Cherry Blossom Festival continue to enhance the curriculum at our

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	134	88
Percent satisfied with learning environment	87.7%	81.8%	85.7%
Percent satisfied with social and physical environment	87.7%	78.9%	89.3%
Percent satisfied with school-home relations	89.3%	85.5%	89.3%

* 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 24 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	NI

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	1.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	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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JAMES HENDRIX ELEMENTARY										11/09/11-4202020
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 = 79.4% (Met or Exemplary)										
All Students	293	99.7	27.6	30.2	42.2	80.6	86.4	82.4	Yes	Yes
Gender										
Male	162	99.4	30.8	36.3	32.9	76	84.3	78.7	N/A	N/A
Female	131	100	23.8	23	53.3	86.1	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	129	100	25.6	26.5	47.9	81.2	88.2	88.9	Yes	Yes
African American	59	98.3	21.8	41.8	36.4	87.3	80.7	72.9	Yes	Yes
Asian/Pacific Islander	24	100	8.7	26.1	65.2	91.3	87.8	93	I/S	I/S
Hispanic	80	100	41.1	28.8	30.1	71.2	76	79.3	No	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	51	100	67.4	23.9	8.7	45.7	48.6	48.1	No	Yes
Migrant Status										
Migrant	4	I/S	I/S	I/S	I/S	I/S	56.5	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	111	100	35.2	28.6	36.2	74.3	78.8	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	224	99.6	33.3	31.4	35.3	77	80.8	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	293	99.7	26.9	37.3	35.8	85.1	88.2	81.9	Yes	Yes
Gender										
Male	162	99.4	31.5	37	31.5	82.2	86.7	79.9	N/A	N/A
Female	131	100	21.3	37.7	41	88.5	90	84.1	N/A	N/A
Racial/Ethnic Group										
White	129	100	22.2	35	42.7	87.2	89.7	88.9	Yes	Yes
African American	59	98.3	30.9	43.6	25.5	78.2	80.9	71.4	Yes	Yes
Asian/Pacific Islander	24	100	17.4	21.7	60.9	91.3	91.3	94.6	I/S	I/S
Hispanic	80	100	34.2	41.1	24.7	84.9	82.6	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	51	100	58.7	28.3	13	63	56	47.3	No	Yes
Migrant Status										
Migrant	4	I/S	I/S	I/S	I/S	I/S	65.2	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	111	100	30.5	38.1	31.4	85.7	85.3	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	224	99.6	29.4	42.2	28.4	83.8	83	74.9	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	217	99.5	40.6	49	10.4	59.4	76	68.6
Gender								
Male	125	100	37.9	50	12.1	62.1	77.1	68.3
Female	92	98.9	44.2	47.7	8.1	55.8	74.8	68.9
Racial/Ethnic Group								
White	100	100	28.6	59.3	12.1	71.4	79.5	80.7
African American	42	100	51.2	41.5	7.3	48.8	62.8	51.4
Asian/Pacific Islander	19	100	22.2	61.1	16.7	77.8	78.4	85.3
Hispanic	55	100	59.6	32.7	7.7	40.4	57.9	61.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	38	97.4	73.5	23.5	2.9	26.5	35.1	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	37.5	42.9
English Proficiency								
Limited English Proficient	83	100	48.1	44.3	7.6	51.9	65.2	60.7
Socio-Economic Status								
Subsidized meals	171	100	48.1	44.9	7	51.9	66.8	57.3
Social Studies								
All Students	219	99.5	33	48.8	18.2	67	78.5	72.5
Gender								
Male	115	100	36.8	50	13.2	63.2	79	72
Female	104	99	28.9	47.4	23.7	71.1	77.9	73.1
Racial/Ethnic Group								
White	94	100	27.6	48.3	24.1	72.4	80.2	81
African American	44	100	23.8	66.7	9.5	76.2	72.7	60
Asian/Pacific Islander	16	93.8	20	40	40	80	83.1	89
Hispanic	65	100	50.8	39	10.2	49.2	68.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	40	100	63.2	31.6	5.3	36.8	43.5	40.5
Migrant Status								
Migrant	3	I/S	I/S	I/S	I/S	I/S	46.7	53.8
English Proficiency								
Limited English Proficient	86	100	43.9	43.9	12.2	56.1	73.3	69.7
Socio-Economic Status								
Subsidized meals	168	100	37.8	50	12.2	62.2	70.3	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	1	I/S	N/A	N/A	N/A	N/A	82	73.2	96.1	96.3
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	67.2	96.2	96.3
Female	1	I/S	N/A	N/A	N/A	N/A	86.7	79.4	95.9	96.4
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	85	81.5	95.2	96.1
African American	N/A	N/AV	N/A	N/A	N/A	N/A	73.2	61.3	96.6	97.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	87	96.7	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	59.1	66.7	97.1	97.3
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2	99.9	95.6
Disability Status										
Disabled	1	I/S	N/A	N/A	N/A	N/A	32.4	26	95.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	97.7	97.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.1	65.7	97	97.2
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	73.8	63.2	96	95.8

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JAMES HENDRIX ELEMENTARY							11/09/11-4202020
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	145	99.3	18.8	26.6	54.7	81.3
	4	147	100	35.7	33.6	30.7	64.3
	5	1	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
Mathematics							
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
2011	3	145	99.3	32	29.7	38.3	68
	4	147	100	22.1	44.3	33.6	77.9
	5	1	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
Science							
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
2011	3	70	100	41.3	44.4	14.3	58.7
	4	146	100	40.3	51.1	8.6	59.7
	5	1	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	74	98.7	20.3	46.9	32.8	79.7
	4	145	100	38.8	49.6	11.5	61.2
	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
Writing							
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
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	1	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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