



SC Annual School Report Card Summary

Hendersonville Elementary School
COLLETON COUNTY SCHOOLS
Grades: PK-5 Enrollment: 448
Principal: Tasheena A. Allen
Superintendent: Dr. Franklin Foster
Board Chair: Mr. Charles Murdaugh

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

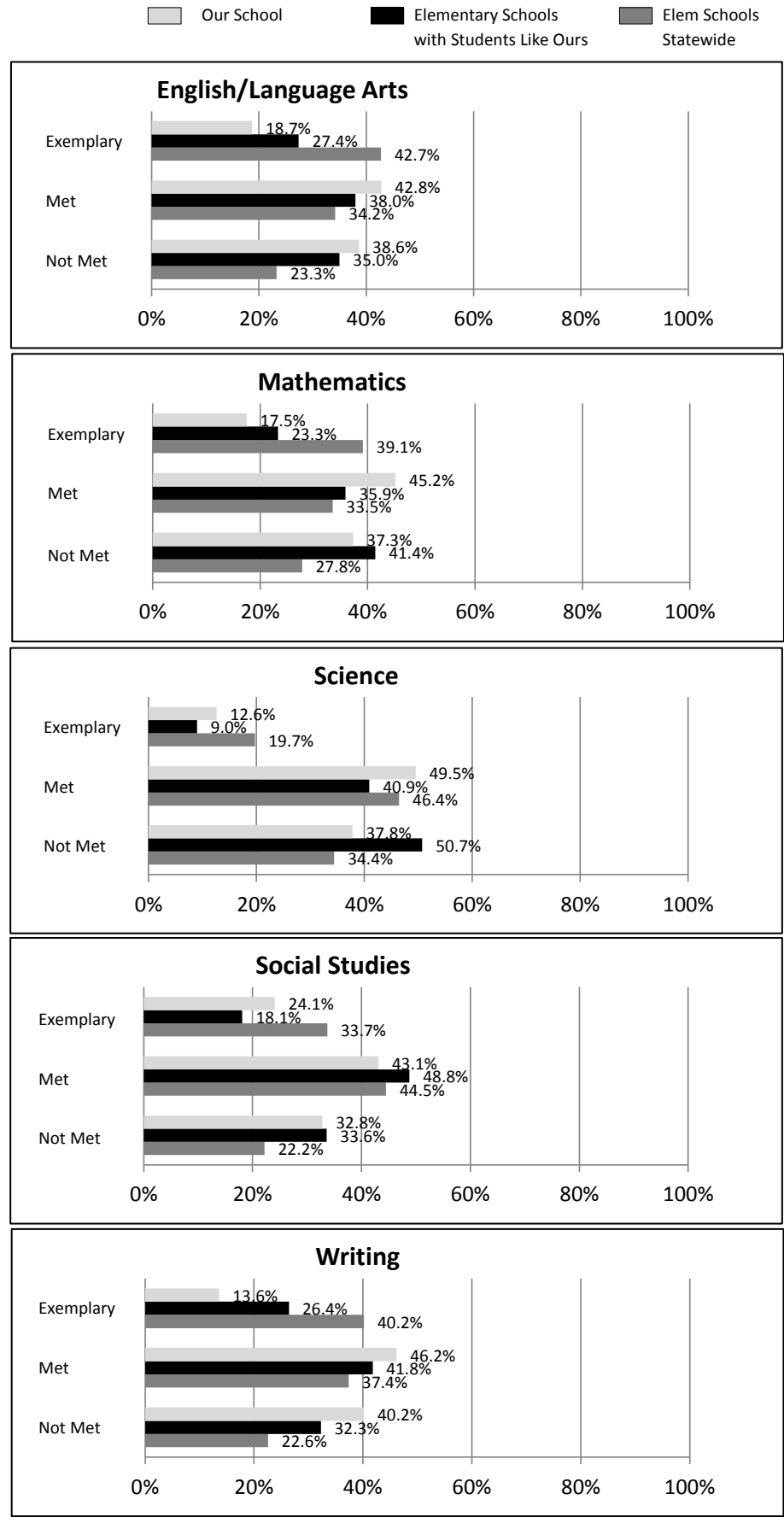
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	Good	TBD	TBD	C	N/A
2013	Average	Average	N/A	N/A	D	N/A
2012	Average	Average	N/A	N/A	A	Reward

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	10	126	48	16

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

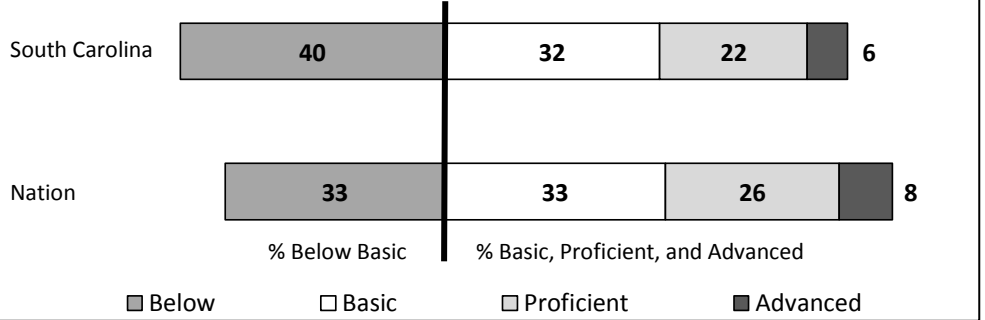
SC PASS PERFORMANCE



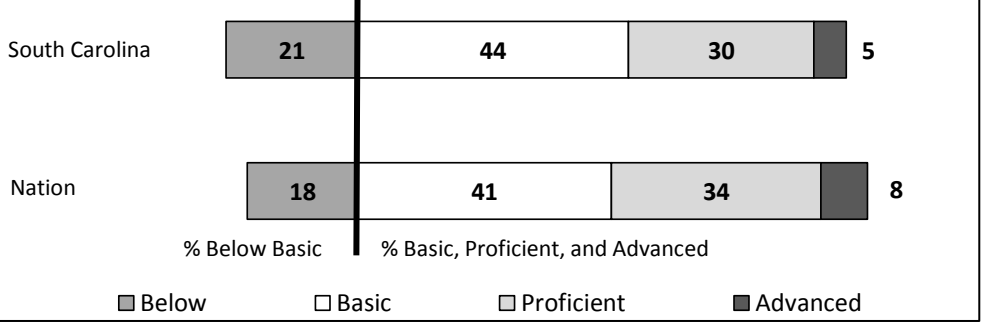
NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

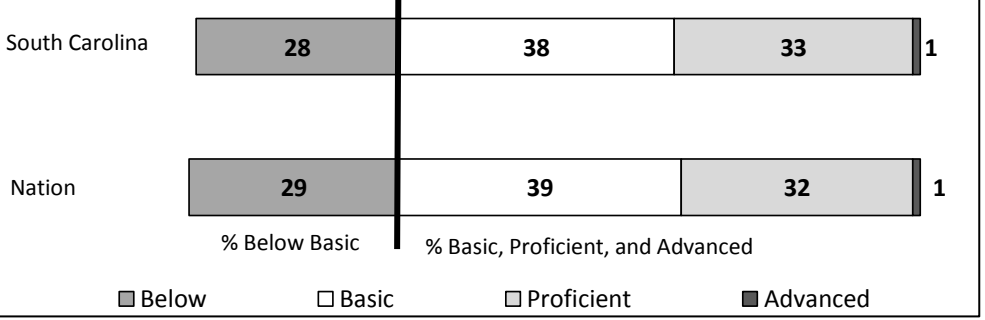
READING - GRADE 4 (2013)



MATH - GRADE 4 (2013)



SCIENCE - GRADE 4 (2011)



SC 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.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

Hendersonville Elementary School
COLLETON COUNTY SCHOOLS
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 448)				
Retention rate	2.2%	Up from 1.0%	1.6%	1.0%
Attendance rate	95.3%	Down from 95.9%	96.0%	96.5%
Served by gifted and talented program	7.1%	Down from 8.5%	3.1%	7.3%
With disabilities	14.3%	Up from 14.0%	13.8%	12.5%
Older than usual for grade	3.6%	Up from 3.0%	2.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 29)				
Teachers with advanced degrees	48.3%	Up from 37.9%	59.5%	62.3%
Continuing contract teachers	82.8%	Up from 72.4%	74.8%	81.2%
Teachers returning from previous year	79.7%	No change	84.1%	88.4%
Teacher attendance rate	97.5%	Up from 94.5%	95.3%	95.3%
Average teacher salary*	\$43,759	Up 4.0%	\$46,198	\$47,902
Classes not taught by highly qualified teachers	5.6%	Up from 2.8%	0.0%	0.0%
Professional development days/teacher	2.7 days	Down from 8.0 days	10.4 days	10.9 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 15.0 to 1	18.6 to 1	19.9 to 1
Prime instructional time	91.9%	Up from 89.9%	90.4%	90.7%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	85.6%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,172	Up 7.7%	\$8,339	\$7,680
Percent of expenditures for instruction**	69.5%	Down from 70.0%	65.7%	66.8%
Percent of expenditures for teacher salaries**	69.1%	Up from 69.0%	64.8%	66.0%
ESEA composite index score	70.8	Up from 60.9	71.1	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	31	50	22
Percent satisfied with learning environment	93.5%	86.0%	81.8%
Percent satisfied with social and physical environment	87.1%	90.0%	86.4%
Percent satisfied with school-home relations	45.1%	90.0%	61.9%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hendersonville Elementary School, the School of Innovation and Exploration, located in the southern portion of Colleton County, serves approximately 460 students in pre-kindergarten through fifth grade. Students come from a predominately rural setting with 70% African American students, 28% Caucasian students and 2% from other ethnic origins. Our vision at Hendersonville Elementary School is "Every day, every student will experience success with grade level standards in a safe and supportive environment that promotes college and career readiness." [↗](#)

As we transition to the Common Core State Standards, the school provides its students with a well-rounded curriculum that is aligned with the South Carolina State Curriculum Standards. Using a wide array of strategies, technologies, materials and methodologies, highly qualified teachers strive to differentiate their instruction to address the educational needs and learning styles of each student. Analysis of PASS and MAP data in conjunction with subject-specific progress monitoring has strengthened the academic progress of our students. Students received daily small group differentiated instruction in reading and math provided by classroom teachers and interventionists. The Inclusion Model of instructing students with disabilities was continued this year. Students in grades 4-5 also received instruction in single-gender self-contained classes. These educational models promoted classroom community and accommodated individual learning styles. Beginning, mid-year, and end of year assessments assess individual student growth in the areas of language arts and mathematics, guide instruction, and improve student achievement at all grade levels to close achievement gaps where they may exist. [↗](#)

Hendersonville is in its second year of implementation of The System for Teacher and Student Advancement (SC TAP). SC TAP is a comprehensive school reform model that provides opportunities for professional growth, instructionally focused accountability, and multiple career paths. Using this model, teachers are given additional support by mentor and master teachers to strengthen their ability to present lessons using research based strategies, analyze data, and become more reflective in order to effect change in the classroom. [↗](#)

The Positive Behavior Intervention System (PBIS) was continued during the 2013-14 school year. This system promotes positive student behavior and character development on a school wide basis while emphasizing our motto “Be SHARP”. Students who needed additional support participated in a check in, check out mentor program that involved more specific behavior intervention strategies. [↗](#)

Parents provide support to our school through their involvement in programs and activities, such as SIC, PTO, Volunteering, Dr. Seuss Readers, and Mentoring. We welcome parent engagement as a way to strengthen home and school communication. Our goal is to help our students develop as independent thinkers, effective communicators, and lifelong learners with personal responsibility and good moral character.[↗](#)

We appreciate your support of our hard working, talented staff and children as we work as a “Family”. A family who cares and respects each other with the expectation that everyone is to achieve their personal best! We are committed to the continued growth and development of our students, and we welcome you to “Bee-lieve and Achieve” with our Sharp Attitudes and Visions of Excellence [↗](#)

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