



## Holly Springs-Motlow Elementary

325 Motlow School Rd.  
Campobello, SC 29322

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	439 Students	
<b>Principal</b>	William A. Sizemore	864-895-2453
<b>Superintendent</b>	Dr. Jimmy Littlefield	864-472-2846
<b>Board Chair</b>	Mr. Michael Smith	864-472-2846

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Good</b>
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Good
2005	Good	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.

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

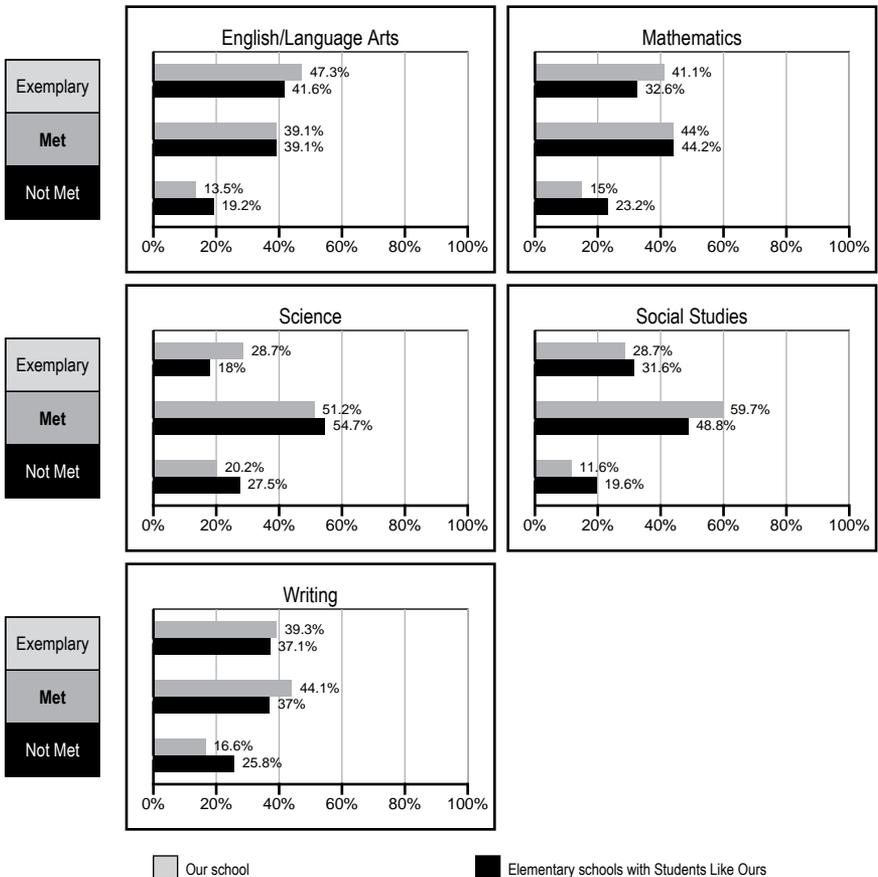
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.7%

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

Excellent	Good	Average	Below Average	At-Risk
13	27	54	0	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
<b>Students (n=439)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 2.6%	1.9%	1.9%
Attendance rate	96.2%	Down from 96.4%	96.3%	96.3%
Eligible for gifted and talented	17.9%	Up from 15.3%	12.8%	10.0%
With disabilities other than speech	7.3%	Down from 8.3%	7.9%	7.7%
Older than usual for grade	0.3%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	62.5%	Down from 69.0%	58.6%	59.4%
Continuing contract teachers	81.3%	Down from 93.1%	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.7%	Up from 92.2%	88.0%	85.9%
Teacher attendance rate	94.3%	Down from 95.8%	95.3%	95.1%
Average teacher salary*	\$49,512	Up 2.8%	\$46,927	\$47,149
Professional development days/teacher	10.3 days	Up from 10.0 days	10.0 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 23.0	5.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 23.8 to 1	19.2 to 1	18.8 to 1
Prime instructional time	89.4%	Down from 91.2%	90.5%	90.4%
Opportunities in the arts	Good	Down from Excellent	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**	\$6,709	Up 3.9%	\$6,860	\$7,458
Percent of expenditures for instruction**	67.5%	Up from 67.0%	69.7%	68.8%
Percent of expenditures for teacher salaries**	65.7%	No Change	64.2%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**Report of Principal and School Improvement Council**

Dear Parents/Guardians,

On behalf of our students, faculty, and staff of Holly Springs-Motlow Elementary School, we would like to thank everyone for making 2008-2009 a prosperous school year.

Our PTA had a very successful year. They helped with the beautification of our grounds and the new basketball goals on the playground. The asphalt for the new outdoor court was generously donated by three local companies: Bird Paving Co., Ashmore Brothers Inc., and Bradley Contracting. Their thoughtfulness is deeply appreciated.

We have experienced various accomplishments this school year. Our students read over a million minutes at home in 2008-2009. We opened a much needed new office and cafeteria facility. The complex was dedicated in the memory of Mr. David Craft, long time principal of Holly Springs-Motlow. A student art gallery brightens our halls outside the cafeteria. A beautiful waterfall/fish pond serves teachers and students as an outdoor classroom and Reading Garden. Our band, strings, and chorus programs can perform outdoor concerts in this area.

Our faculty has worked very hard this past year in differentiation of instruction. We feel that we have made great strides in meeting the children's individual needs. Our goal is for Holly Springs-Motlow to be a haven for children to be happy, feel safe, and to get an outstanding education. We would like to thank everyone in our community for the continuing and generous support.

William A. Sizemore, Principal  
 Shannon Bradley, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	27	41	19
Percent satisfied with learning environment	100.0%	100.0%	94.7%
Percent satisfied with social and physical environment	100.0%	97.6%	100.0%
Percent satisfied with school-home relations	100.0%	97.6%	94.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.4%	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	96.2%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

**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
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	211	100	13.5	39.1	47.3	90.8	86.6	82.8	Yes	Yes
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**Gender**

Male	109	100	15.9	43	41.1	89.7	84.6	79.3	N/A	N/A
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Female	102	100	11	35	54	92	88.7	86.5	N/A	N/A
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**Racial/Ethnic Group**

White	202	100	13.1	38.4	48.5	90.9	88	89.5	Yes	Yes
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African American	1	I/S	I/S	I/S	I/S	I/S	77.3	73.7	I/S	I/S
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	84.1	76.5	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
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**Disability Status**

Disabled	23	100	54.5	36.4	9.1	59.1	50.7	52	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	11	100	45.5	27.3	27.3	72.7	82.9	75.1	I/S	I/S
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**Socio-Economic Status**

Subsided meals	114	100	19.8	40.5	39.6	88.3	81.3	75.5	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	211	100	15	44	41.1	88.9	86.7	78.9	Yes	Yes
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**Gender**

Male	109	100	18.7	40.2	41.1	86.9	86.2	77	N/A	N/A
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Female	102	100	11	48	41	91	87.2	80.9	N/A	N/A
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**Racial/Ethnic Group**

White	202	100	14.1	43.9	41.9	89.4	88	87.2	Yes	Yes
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African American	1	I/S	I/S	I/S	I/S	I/S	75.7	66.7	I/S	I/S
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	93	I/S	I/S
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	86.4	76	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
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**Disability Status**

Disabled	23	100	68.2	22.7	9.1	40.9	53	45.5	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
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**English Proficiency**

Limited English Proficient	11	100	36.4	27.3	36.4	72.7	85.9	76.1	I/S	I/S
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**Socio-Economic Status**

Subsided meals	114	100	18	50.5	31.5	84.7	82.1	70.2	Yes	Yes
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\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**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
<b>Science</b>								
All Students	132	100	20.2	51.2	28.7	79.8	80.1	67.5
<b>Gender</b>								
Male	64	100	17.5	50.8	31.7	82.5	80	67
Female	68	100	22.7	51.5	25.8	77.3	80.2	68
<b>Racial/Ethnic Group</b>								
White	127	100	19.4	50.8	29.8	80.6	82.3	79.5
African American	1	I/S	I/S	I/S	I/S	I/S	67.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	13	100	75	16.7	8.3	25	46.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	74.3	59.6
<b>Socio-Economic Status</b>								
Subsized meals	67	100	26.2	53.8	20	73.8	72.4	55.1
<b>Social Studies</b>								
All Students	132	99.2	11.6	59.7	28.7	88.4	80.9	72.3
<b>Gender</b>								
Male	69	98.6	13.4	53.7	32.8	86.6	81.5	71.5
Female	63	100	9.7	66.1	24.2	90.3	80.4	73.2
<b>Racial/Ethnic Group</b>								
White	125	99.2	11.5	59	29.5	88.5	81.8	80.7
African American	1	I/S	I/S	I/S	I/S	I/S	73.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	15	100	N/AV	N/AV	N/AV	46.7	50	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	85.9	67.9
<b>Socio-Economic Status</b>								
Subsized meals	77	98.7	16	62.7	21.3	84	75.8	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**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
<b>Writing</b>										
All Students	219	100	16.6	44.1	39.3	83.4	76.5	70.2	96.2	96.5
<b>Gender</b>										
Male	114	100	20.4	46.3	33.3	79.6	70.5	63.2	95.9	96.5
Female	105	100	12.6	41.7	45.6	87.4	82.8	77.5	96.5	96.4
<b>Racial/Ethnic Group</b>										
White	209	100	15.9	44.3	39.8	84.1	78	79.1	96.2	96.3
African American	1	I/S	I/S	I/S	I/S	I/S	67.6	57.6	93.2	97.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	86.2	97.2	97.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.2	62.6	97	97.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.9	92
<b>Disability Status</b>										
Disabled	28	100	64	24	12	36	26.8	26.1	95.5	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	41.7	16.7	41.7	58.3	69	61.2	95.7	96.9
<b>Socio-Economic Status</b>										
Subsided meals	120	100	24.8	42.5	32.7	75.2	68.3	58.9	95.7	95.9

Abbreviations for Missing Data

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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>2009</b>	3	55	100	7.5	24.5	67.9	92.5
	4	53	100	15.7	47.1	37.3	84.3
	5	56	100	16.1	32.1	51.8	83.9
	6	47	100	14.9	55.3	29.8	85.1
	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>2009</b>	3	55	100	15.1	30.2	54.7	84.9
	4	53	100	13.7	54.9	31.4	86.3
	5	56	100	14.3	37.5	48.2	85.7
	6	47	100	17	55.3	27.7	83
	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>2009</b>	3	27	100	34.6	30.8	34.6	65.4
	4	53	100	17.6	54.9	27.5	82.4
	5	28	100	14.3	46.4	39.3	85.7
	6	24	100	16.7	70.8	12.5	83.3
	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>Social Studies</b>							
<b>2009</b>	3	28	96.4	7.4	48.1	44.4	92.6
	4	53	100	11.8	52.9	35.3	88.2
	5	28	100	14.3	60.7	25	85.7
	6	23	100	N/AV	N/AV	N/AV	87
	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>2009</b>	3	57	100	7.4	27.8	64.8	92.6
	4	57	100	18.9	50.9	30.2	81.1
	5	58	100	19.3	38.6	42.1	80.7
	6	47	100	21.3	61.7	17	78.7
	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

Abbreviations for Missing Data

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